



# Rodmersham School

## Behaviour and Discipline Policy (including bullying)

### Introduction

This policy has been updated to take into account the provisions in the School Discipline chapter of the Education and Inspections Act 2006 (EIA 2006), which came into force on 1 April 2007. These include provisions on school-behaviour policies, the power to discipline, detention and confiscation.

### Aims and objectives

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure.

The school has a number of rules, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

The school expects every member of the school community to behave in a considerate way towards others.

We treat all children fairly and apply this behaviour policy in a consistent way.

This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour. Bullying is dealt with separately.

### Rewards and Sanctions

We praise and reward children for good behaviour in a variety of ways:

- Teachers congratulate children.
- Teachers give children team points.
- Each week, we nominate a child from each year group for a head teacher's award and the children are presented with a certificate in assembly and the list of recipients are posted on the school noticeboard.
- We distribute merits to children, either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school.
- We hand out green letters to children who demonstrate exceptional behaviour
- We use 'bucket filling' as a motivational tool for happiness and well being

The school acknowledges all the efforts and achievements of children, both in and out of school.

The school uses PSHE lessons as a tool approaches to teach pupils how to manage conflict and strong feelings.

The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

- We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.
- The school operates a behaviour card system, this includes a verbal warning, white card and then if they are still not following the rules or expected behaviour they are given a yellow card. The consequence of a yellow card is that the child will have to write an apology letter during their lunchtime in the reflection room. A member of staff will record the yellow card in the child's reading record to inform parents of what has taken place.  
The issuing of a red card would take place when a serious incident occurs. A serious incident may involve situations including violence, swearing, rudeness to adults and racial incidents. Each incident will be dealt with immediately and appropriate consequences will occur. Parents will be informed.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.



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- If a child threatens, hurts or bullies another child, the class teacher records the incident and the child is punished. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents or carers and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.

The class teacher discusses the class charter rules with each class. Each classroom has a display of rules of good behaviour. If there are incidents of anti-social behaviour, the class teacher can discuss these with the whole class during circle time.

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DCSF publication, dated April 2010 : The Use of Force to Control or Restrain Pupils. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

### The role of the class teacher

It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time.

The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.

The class teacher treats each child fairly, and enforces the classroom code consistently. The teachers treat all children in their classes with respect and understanding.

If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the head teacher.

The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education social worker or the LA's behaviour support service.

The class teacher reports to parents and carers about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

### The role of the head teacher

It is the responsibility of the head teacher, under the Education and Inspections Act 2006 (EIA 2006), which came into force on 1 April 2007 to establish the detailed measures (rules, rewards, sanctions and behaviour-management strategies) on behaviour and discipline that form the school's behaviour policy. This policy is based on the statement of general principles established by the governing body.

It is the responsibility of the head teacher to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the head teacher to ensure the health, safety and welfare of all children in the school.

It is the head teacher's legal duty to maintain and publicise the behaviour policy. The head teacher must take all reasonable steps to ensure that pupils and parents are aware of the policy, and that it is brought to their attention and the attention of persons who work at the school at least once a year to keep it fresh in their minds.

The head teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

The head teacher keeps records of all reported serious incidents of misbehaviour.

### The role of parents and carers

The school collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home and at school.

We explain the school rules in the school prospectus, and we expect parents and carers to read them and support them.



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We expect parents and carers to support their child's learning, and to cooperate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we ensure parents are involved at an early stage and not as a last resort.

If the school has to use reasonable sanctions to punish a child, we expect parents and carers to support the actions of the school. If parents and carers have any concerns about the way that their child has been treated, they should contact the class teacher. If the concern remains, they should contact the head teacher and then the governors. If discussions cannot resolve the problem, a formal appeal process can be implemented.

### The role of governors

The governing body has the legal duty to draw up a statement of general principles on behaviour and discipline. The governors outline the overarching values to which the school subscribes and they consult widely with the whole school community in so doing.

The governors support the head teacher in adhering to these guidelines.

The head teacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the head teacher about particular disciplinary issues. The head teacher must take this into account when making decisions about matters of behaviour.

### Fixed-term and permanent exclusions

We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion, DCSF guidance *Improving behaviour and attendance: Guidance on exclusion from schools and pupil referral units (2008)*, which came into effect on 1 September 2008. and the DFE guidance; *Exclusion from maintained schools, Academies and pupil referral units in England (2012)*

It is the policy of this school that no child should bring any drug, legal or illegal, to school. The school will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents or guardians of any child involved will always be notified. See also separate Drugs education policy.

### Monitoring and review

The school keeps a variety of records concerning incidents of misbehaviour. The class teacher records minor classroom incidents. The head teacher records those incidents in which a child is sent to him/her on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give written details of any incident in the incidents book that we keep in the staff room. All incidents of bullying are recorded in the school's anti-bullying logbook and are reported to the Governors as part of the head teacher's report.

It is the responsibility of the governing body to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance *The Duty to Promote Race Equality: A Guide For Schools*, and that no child is treated unfairly because of race or ethnic background.



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### Policy on Bullying

Bullying may be defined as 'behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally'. Bullying can take place between pupils and staff, or between staff; by individuals or groups; face-to-face, indirectly or using a range of cyber bullying methods.

#### Introduction

It is a government requirement that all schools have an anti-bullying policy. This policy reflects DCSF guidance published in 2007: Safe To Learn: Embedding Anti-Bullying Work In Schools. In line with this guidance, we have used the principles in the Bullying — A Charter for Action document to develop this anti-bullying policy.

***DCSF guidance defines bullying as actions that are meant to be hurtful, and which happen on a regular basis. Bullying can be direct (either physical or verbal) or indirect (e.g. being ignored or not spoken to).***

#### Aims and objectives

We aim, as a school, to produce a safe and secure environment where all can learn without anxiety, and measures are in place to prevent, de-escalate and/or stop any continuation of harmful behaviour.

To safeguard the pupil who has experienced bullying and to trigger sources of support for the pupil.

To apply disciplinary sanctions to the pupil causing the bullying and ensure they learn from the experience, possibly through multi-agency support.

We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

#### Preventative strategies

Preventative strategies that we adopt include:

Effective school leadership that promotes an open and honest anti-bullying ethos.

Use of PSHE programme whole-curriculum approach to developing social and emotional skills in areas such as empathy and the management of feelings, is also highly relevant to reducing bullying.

Use of assemblies and circle time to raise awareness of the negative consequences of bullying.

Engaging pupils in the process of developing the school anti-bullying policy, and promoting open and honest reporting.

#### Non Disciplinary Actions

Non disciplinary actions that we adopt include:

- Engaging with parents promptly when issues of bullying come to light, whether their child is the one being bullied or the one doing the bullying.
- Restorative justice approaches which hold pupils to account for their behaviour and engage with them to agree the actions to be taken to repair the harm caused.

#### Disciplinary Sanctions

Any sanctions will be applied fairly, proportionately, consistently and reasonably, taking account of any SEN or disabilities that pupils may have and taking into consideration the needs of vulnerable children.

Disciplinary penalties have three main purposes, namely to:

- Impress on the perpetrator that what he/she has done is unacceptable
- Deter him/her from repeating that behaviour
- Signal to other pupils that the behaviour is unacceptable and deter them from doing it.



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Sanctions for bullying are intended to hold pupils who bully to account for their behaviour and ensure that they face up to the harm they have caused and learn from it. They also provide an opportunity for the pupil to put right the harm they have caused.

### The role of the class teacher and support staff

All the staff in our school take all forms of bullying seriously, and seek to prevent it from taking place.

Teachers keep their own records of all incidents that happen in their class, and that they are aware of in the school. If teachers witness an act of bullying, they will either investigate it themselves or refer it to the head teacher. Teachers and support staff do all they can to support the child who is being bullied. If a child is being bullied over a period of time, then, after consultation with the head teacher, the teacher informs the child's parents or carers.

The school has an anti-bullying diary in which staff record all incidents of bullying that occur both in and out of class.

When any bullying has taken place between members of a class, the teacher will deal with the issue immediately. This may involve counselling and support for the victim, and punishment for the offender. Time is spent talking to the child who has done the bullying, explaining to them why their action was wrong and how they should change their behaviour in future. If a child is repeatedly involved in bullying, we inform the head teacher. We then invite the child's parents or carers into the school to discuss the situation. In more extreme cases, the head teacher may contact external support agencies, such as the social services.

Teachers use a range of methods to help prevent bullying and to establish a climate of trust and respect for all, including materials as part of PHSE. Circle time and assemblies are used to praise, reward and celebrate the success of all children, and thus to help create a positive atmosphere.

### The role of the head teacher

The head teacher implements the school anti-bullying strategy, and ensures that all staff (both teaching and non-teaching) are aware of the school policy, and know how to identify and deal with incidents of bullying. The head teacher reports to the governing body in any bullying incidents as part of the Head teachers report.

The head teacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The head teacher draws the attention of children to this fact at suitable moments, for example in assemblies.

The head teacher ensures that all staff, including lunchtime staff, receive sufficient training to be equipped to identify and deal with all incidents of bullying.

The head teacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

### The role of parents and carers

Parents and carers, who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately. If they are not satisfied with the response, they should contact the head teacher. If they remain dissatisfied, they should follow the school's complaints procedure, as detailed in the school Prospectus.

Parents and carers have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school.

### The role of governors

The governing body supports the head teacher in all attempts to eliminate bullying. Any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately.

The governing body monitors incidents of bullying that do occur, and reviews the effectiveness of this policy regularly.

A parent who is dissatisfied with the way the school has dealt with a bullying incident can ask the chair of governors to look into the matter. The governing body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the head teacher, and asks him/her to conduct an investigation into the case, and to report back to a representative of the governing body.



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### The role of pupils

Pupils are encouraged to tell anybody they trust if they are being bullied, and if the bullying continues, they must keep on letting people know. Pupils are invited to tell us their views about a range of school issues, including bullying, in the annual pupil questionnaire.

This policy was ratified on :

January	February	March	April
May	June	July	August
September	October	November	December
2016	2017	2018	2019

This policy will be reviewed on :

January	February	March	April
May	June	July	August
September	October	November	December
2016	2017	2018	2019

Signed:

Chair of Governors

Signed:

Head Teacher