



## **Pupil Discipline Policy**

### **Aims**

At the Federation of Liss Infant and Junior Schools, we believe in consistency and positive reinforcement as the key factors in our approach to effective behaviour management.

Pupils and staff have the right to work in an environment that is safe, friendly, fair and positive. Within this environment, maximum benefits are obtained through calm and consistent approaches to managing behaviour. This creates a purposeful and orderly environment, through the security of which pupils can achieve success in the educational opportunities offered.

At the Federation of Liss Infant and Junior Schools, we aim to promote good conduct and focus on the positive approach through:

- encouraging pupils to develop positive attitudes towards conduct and self-control
- nurturing pupil maturity to encourage self esteem and independence
- promoting mutual respect, consideration, trust and friendliness between all members of the school community
- accepting collective, consistent staff responsibility for the care and welfare of all pupils
- recognising and rewarding pupil effort and achievement
- involving pupils in self evaluation of progress and shared target setting
- developing consistent expectations of standards of pupil response
- creating appropriate and frequent opportunities for pupils to achieve in their learning and good conduct
- engaging in active partnerships with parents; sharing praise and concerns.

We encourage everyone associated with the school to adopt the principles of our care and conduct strategy, in promoting consistency and a positive ethos.

The needs of children with emotional and behavioural difficulties are addressed through the I.E.P. or 'My Plan'. LSA support is available in class; strategies for managing conduct are discussed with the pupil and parents. The schools' SENCo's will monitor progress towards targets regarding conduct. Pupils requiring additional support work with our Emotional Literacy Support Assistant; parents may be supported by the Home School Link Worker or the Family Support Advisor.

### **Responsibilities**

#### **Children are expected to:**

- Conduct themselves in an orderly, purposeful and sensible manner at all times.
- Show courtesy and respect to all members of the school and visitors.
- Be thoughtful, helpful and understanding to each other at all times.
- Adhere to the Golden Rules and School Values



**Parents are expected to:**

- Be aware of the Schools' Pupil Discipline Policy and actively support it, discussing any problems with staff, the Executive Headteacher or Chair of Governors if necessary.

**Members of Staff are expected to:**

- Set high standards of social conduct; be polite, well-disciplined and thorough.
- Follow the school pupil discipline policy and apply the care and conduct strategy
- Listen to children, making it clear through their response that children's comments and reactions matter.
- Seek every opportunity to explain and reinforce the Golden Rules and Liss Values, dealing fairly and firmly with those who do not maintain the high standards expected of them.
- Participate in development and support opportunities that are provided.
- Liaise in a timely manner with parents and other agencies.

**Governors are expected to:**

- Refer all matters regarding discipline to the Executive Headteacher or Chair of Governors who will discuss these matters together and with the staff if necessary.
- Be familiar with the school policy and actively support it.

**Visits and School Journeys:**

All of the aims and responsibilities set out above apply when children are involved in any educational, sporting or social activity off the school site. All children are ambassadors for our school when on these journeys and expectations of conduct and discipline are as high as those within school.

**Discipline and Sanctions**

**Main Aim:**

The main aim of the Pupil Discipline Policy is to maintain the highest levels of acceptable conduct without having to resort to sanctions. The discipline applied as the result of misconduct will be fair, firm and appropriate so that children are left in no doubt that only the best is expected of them.

**Acceptable Conduct:**

Children's conduct is acceptable when they carry out their everyday school lives in accordance with the agreed policy and show respect and tolerance for others.

**Discipline:**

We take every opportunity to teach and encourage children to conduct themselves as disciplined members of the school community. When children do not conduct themselves appropriately, they are disciplined or punished according to need. The school will take a dual strategy approach to children who display significant misconduct. First, there is a



structure of accepted conduct and it will be expected that all children at the school work within it. If not, then the agreed school sanctions will apply. Secondly, all staff acknowledge that it is their responsibility to manage the conduct of children in their care and that a range of strategies will be deployed to support the child in overcoming their difficulties. Staff will draw up a 'My Plan' (IEP for conduct) with the child and if necessary a Pastoral Support Plan will be drawn up, in consultation with the SENCo to outline this planned support.

### **In Class:**

All at the school have agreed to expected standards of conduct. The Golden Rules and Liss Values are clearly displayed in all classrooms and teachers remind children of them regularly. The aim is to provide a good and purposeful learning environment for our pupils. A breach of these rules is met with a graded warning system. ***Please refer to Care and Conduct Strategy.***

### **Lunchtime:**

Lunchtime Supervisors have the same authority as teachers and will apply the same sanctions i.e. reprimanding, removing and completing a Playground Incident slip to inform the class teacher and Executive Headteacher. If an incident is particularly serious, children will be sent in to the Senior Lunchtime Leader, or the Executive Headteacher. If deemed appropriate, the child may be internally excluded for the rest of the day (with supervised work set for them to complete), or they may be externally excluded at lunchtimes for a set period.

### **School Visits:**

The agreed rules will apply to all children. Staff will deal firmly and fairly with misconduct wherever it occurs in the school or on visits elsewhere since all venues are regarded as extensions of the school and the children act as ambassadors of our school. Incidents of serious misconduct on school visits will always be reported to parents.

### **The Executive Headteacher:**

Incidents reported to the Executive Headteacher are considered very serious. The Executive Headteacher will interview the children and discuss the matter with the class teacher to decide what sanctions will be applied or if parents should be informed. If parents are told, they will be invited to discuss the incident with staff, to find an agreed approach to improvement. The Chair of Governors may be informed for the record.

### **Exclusion:**

In very serious cases, and in accordance with Local Authority and National policies, it may be necessary to exclude a child. The exclusion will either be for a set period, or permanently, with parents' right of appeal to the Governing Body.



## Policy Review and Evaluation:

The Executive Headteacher is the staff member with overall responsibility to ensure that the Pupil Discipline Policy is implemented and reviewed. The review will be annual and will involve consultation with staff and Governors.

## Anti- Bullying Policy

### Aims:

It is the aim of the Pupil Discipline Policy to help create a positive, supportive and safe atmosphere which is based on shared values and a sense of community.

There is no justification whatsoever for bullying behaviour and it should not be tolerated in any form. The rules by which we conduct our affairs are derived from this aim and it is important that all staff and pupils clearly understand them. It is equally important that all staff act as effective role models in their relationships with children and with each other.

Bullying affects everyone, not just the bullies and the person being bullied. It affects those who watch and less aggressive pupils can be drawn in by peer pressure.

Bullying of whatever kind is unacceptable and must not be regarded as an inevitable part of growing up. It must be clearly understood by everyone that it is wrong and will not be tolerated in this school, or on the way to and from school.

Staff should be alert to the signs of bullying and harassment, must take seriously any complaint of bullying and deal with it firmly, fairly and promptly.

### What Is Bullying?

The Government defines bullying as: ***Behaviour by an individual or group usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.***

Bullying includes: name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging and emailing, sending offensive or degrading images by phone or via the internet including social networks, producing offensive graffiti, gossiping, excluding people from groups and spreading hurtful and untruthful rumours. Although sometimes occurring between two individuals in isolation, it quite often takes place in the presence of others.

Bullying can seriously damage a young person's confidence and sense of self-worth, and they will often feel that they are at fault in some way. It can lead to serious and prolonged emotional damage for an individual. Those who conduct the bullying or witness the bullying can also experience emotional harm, and the impact on parents and school staff can be significant.



Pupils can be bullied for a variety of reasons. Specific types of bullying include:

- Bullying related to race, religion or culture.
- Bullying related to special educational needs (SEN) or disabilities.
- Bullying related to appearance or health conditions.
- Bullying related to sexual orientation.
- Bullying of young carers or looked-after children or otherwise related to home circumstances.
- Sexist or sexual bullying.

There is no 'hierarchy' of bullying – all forms of bullying should be taken equally seriously and dealt with appropriately.

### **As A Federation We Shall Seek To:**

- Ensure that all children are fully aware of the school policy, through work in class using the SEAL materials and internet safety; via the School Council and through whole-school assemblies.
- Teach children how to report bullying, including cyber bullying
- Support children who are being bullied.
- Help bullies to change their behaviour.
- Meet those concerned individually and find out the facts of any incident.
- Use peer pressure to actively discourage bullying.
- Break up bully groups where it seems necessary.
- Inform parents immediately if the incident involves violence.
- Involve parents at an early stage if an incident is serious or repeated.
- Help children develop positive strategies and assertiveness.
- Record incidents of bullying so that they can be monitored.
- Involve and discuss with children agreed rules and expectations.
- Involve other agencies, e.g. Education Psychologist when necessary.

**It is everyone's responsibility to try to prevent bullying from happening.**

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This policy was formulated by the staff and governors of the Federation of Liss Infant and Junior Schools and will be reviewed annually it should be read in conjunction with the Care and Conduct Strategy.

Date of review: 26/07/18

Date of FGB ratification: 03/09/18