



# **Terrig School**

## **Policy on Disciplining Pupils (including anti bullying)**

'The effectiveness of a school in developing good behaviour influences young offenders. The public measure the running of a school by looking at the pupils' standards of behaviour'.

### **AIM**

Creating a happy and homely atmosphere in school – by creating a sense of self-discipline.

Implement consistent discipline in the school.

### **OBJECTIVES**

1. Lay a foundation that will allow the children to grow to be responsible members of their society.
2. Foster self-respect, respect towards their fellow pupils, adults and property.
3. Be tolerant of the viewpoints and opinions of other people.
4. Accept responsibility for their behaviour and be self-critical.
5. Appreciate the existence of different peoples, traditions, cultures and religions, etc.

### **GENERAL GUIDELINES**

In order to ensure a happy and homely atmosphere every member of staff (teachers and support staff) must make a concerted, consistent effort to uphold high standards and ensure that the children are aware of those standards.

### **DISCIPLINARY PROCEDURE**

1. Verbal reprimand from the teacher.
2. Verbal reprimand from the Headteacher in cases of repeating the offence or in cases of serious misbehaviour.
3. Invite the parents to discuss the situation – a record of the meeting will be kept.
4. Discuss with the Governors when it will be necessary to take further statutory measures e.g. excluding the child.



## **CONCLUSION**

This policy seeks to create a kind, considerate and unoppressive ethos within the school. Firm discipline is essential in order to reach this aim. The intention of this policy is to create a sense of care and protection within the school.

In being applied fairly but firmly, these guidelines should ensure fairness for everyone.

An effort is made to treat every child fairly but, in order to ensure fairness, the nature of the punishment, for the same offence, can vary from child to child. This will depend on the child's personality, circumstances, maturity and general response when receiving punishment.

## **ANTI-BULLYING GUIDELINES**

Dealing with this issue is an integral part of pupils' moral and social development. The way in which the pupils work together is an issue that should be considered from the first day of their career in the primary school. The foundations are laid in the child's social development programme in the Early Years, and this aspect is developed at every possible opportunity in Key Stages 1 and 2. Raising a child's awareness of the dangers of bullying is something that is raised in the Religious Education lessons, across the curriculum in class activities, in Morning Assemblies and also in the Hidden Curriculum.

Every opportunity is taken to define what we mean by bullying, by giving pupils plenty of opportunities to discuss, to role play and to understand the possible outcomes.

It is important to teach children about the different types of bullying:

- (a) Physical bullying.
- (b) Emotional bullying – threats, causing fear, name calling, belittling, vilifying ignoring, forcing to give things etc.

## **SIGNS OF BULLYING**

1. The child becomes introverted.
2. The child changes character.
3. Traces of physical abuse.
4. Unwillingness to go to school.
5. Unwillingness to go out to play.
6. Declining standards of work.

## **REASSURANCE FOR THE CHILD WHO IS BEING BULLIED**

1. The willingness of a member of staff to listen to a complaint.
2. Reassurance about confidentiality: e.g. seeing a teacher at playtime, asking a parent to telephone the school, passing a written note to a member of staff etc.



3. Working in cooperation with the child.
4. Monitoring the outcomes over a period of time.
5. Allowing others to bring the issue to the attention of a member of staff.

#### **DEALING WITH THE CHILD WHO IS BULLYING**

1. Give him/her a fair chance to give his/her side of the story.
2. Explain the possible outcomes and the punishment.
3. Give him/her the punishment in line with the school's guidelines.
4. Emphasise that he/she only has only one chance before the mechanism for dealing with bullying is set in motion.

#### **DEALING WITH THE BULLY**

1. Take the matter (with evidence/witnesses) to the Headteacher.
2. Contact the children's parents – the bully and the one being bullied.
3. Record the events in writing. (The teacher should keep the notes in the pupil's file).
4. Interview the parents separately.

**IF THE BULLYING PERSISTS THEN GUIDELINES TO EXCLUDE THE PUPIL WILL BE CONSIDERED.**