Policy Statement for Behaviour, Discipline and Anti-Bullying

> 'The quality of learning, teaching and behaviour in schools are inseparable issues.'   Steer Report 2010

1. **Values and principles**

The governors and staff believe that all the children including those in the EYFS should be educated towards attaining self-discipline. This may be achieved by fostering a sense of community in which the children will be valued and their self-esteem nurtured. We will encourage them to see their behaviour in terms of how it affects the community of the school. We seek to provide a safe, secure and positive environment where children can achieve their potential, making full use of the opportunities available to them. They have the right to be healthy, stay safe, enjoy and achieve and make a positive contribution, all without fear of intimidation.

Through our policy with regard to behaviour and discipline within school we hope to raise children's self-esteem, promote mutual respect and instil a sense of community and good citizenship. We aim to develop co-operative and collaborative skills. Respect for property, both personal and that belonging to others, is promoted. Children are encouraged to understand and appreciate others viewpoints.

Adults work with a consistency of approach in dealing with problems concerning behaviour and discipline. They demonstrate by example mutual respect for others. There is an expectation of good behaviour and good behaviour is highlighted, praised and rewarded where appropriate. Every effort is made to deal with unacceptable behaviour fairly and consistently. We believe that children should be allowed time and space to reflect upon their actions and the effect of their actions on others and be counselled as to alternative strategies. It is recognised that the discipline of the school is a corporate responsibility. In the case of more serious incidents the Head Teacher must be involved. Direct confrontation between individuals is avoided whenever possible.

2. **Our behaviour policy includes:-**

Steer's ten aspects of school practice that, when effective, contribute to the quality of pupil behaviour

1. A consistent approach to behaviour management, teaching and learning
2. School leadership
3. Classroom management, learning and teaching
4. Rewards and sanctions
5. Behaviour strategies and the teaching of good behaviour
6. Staff development and support
7. Pupil support systems
8. Liaison with parents and other agencies
9. Managing pupil transition
10. Organisation and facilities
11. Pupil's conduct outside the school gates
    School will implement sanctions where student behaviour outside the school gates effects the school's reputation or behaviour within school.

12. Confiscation of inappropriate items
    School have power to search and confiscate banned items and will confiscate them in line with the procedures set out
13. Power to use reasonable force
    Reasonable force will be used where students are at risk of injuring themselves, others, school property or infringing the right of other students to learn.

Each of these areas are explained in more detail in the following guidelines and appendices.

SECTION 1

A consistent approach to behaviour management, teaching and learning
Behaviour is managed by a staged process.

We aim to identify pupils who are persistent offenders or are beginning to be noticed because of 'low level' disruption. Where this occurs we –

- Ensure staff follow through issues with pupils indicating what must be done to improve.
- Ensure that staff discuss with parents the schools concerns and agree a common way of working to help pupils make improvements to their behaviour.
- Establish the best way of communicating with parents and provide regular feedback on the progress being made.

We believe consistent experience of good teaching and learning engages students and this reduces instances of poor behaviour. The consistent application of good behaviour management strategies helps students understand the school's expectations and allows staff to be mutually supportive.

As a school we will:
- *Assess staff needs and build into continuing Professional Development (CPD) programmes specific opportunities to discuss and learn about behaviour*
- *Identify those students who have learning and behavioural difficulties or are experiencing difficulties out of school and agree common ways of managing and meeting their needs*
- *Ensure this policy is consistently applied.*

SECTION 2

School leadership
Effective leadership in school is central when creating a climate of security and good order that supports pupils in managing their behaviour. The Head Teacher and governors have a critical role in identifying and developing values and expectations that are shared with and accepted by pupils, parents and staff on a yearly basis. For the behaviour policy to be effective it needs to be understood and applied consistently by all staff. Leadership to support positive behaviour must be shared across the whole staff.

Parents have a responsibility to support the high expectations of the school and the Governors play a pivotal role in monitoring and supporting the policies adopted.

As a school we will -
- *In partnership with parents, set high expectations for pupils and staff in all aspects of the school's life and show how they are to be met. For example:*
  - *By clear codes of conduct*
  - *By guidance on how to improve their work*
- *Ensure opportunities such as assemblies are used to articulate expectations*
- *Ensure staff are sufficiently trained and supported and know how to exercise their individual responsibility in the implementation of the school's behaviour policy*

- *Clearly identify the responsibilities and roles of senior staff for behaviour improvement*

SECTION 3
Classroom management, learning and teaching

Schools must ensure an appropriate curriculum is offered, which must be accessible to pupils of all abilities and aptitudes. Schools should develop a Learning and Teaching policy that identifies the teaching and classroom management strategies to be followed by all staff. Consultation on the policy would involve all members of the school community. We believe that this approach, when supported by high quality assessment, assists pupils to learn and teachers to teach. By engaging pupils more effectively, standards of behaviour improve.

As a school we will –
- *Ensure all staff follow the Teaching and Learning policy and behaviour code and apply agreed procedures;*
- *Plan lessons well, using strategies appropriate to the ability of the pupils;*
- *Use commonly agreed classroom management and behaviour strategies;*
- *Offer pupils the opportunity to take responsibility for aspects of their learning, working together in pairs, groups and as a whole class;*
- *Use Assessment for Learning techniques, such as peer and self- assessment, to increase pupils' involvement in their learning and promote good behaviour;*
- *Collect data on pupils' behaviour and learning and use it, for example, to plan future groupings and to target support on areas where pupils have the greatest difficulty;*
- *Ensure that all teachers operate a classroom seating plan. Educational research shows that where pupils are allowed to determine where they sit, their social interactions can inhibit teaching and create behaviour problems;*
- *Ensure teachers build into their lessons opportunities to receive feedback from pupils on their progress and their future learning needs;*
- *Recognise that pupils are knowledgeable about their school experience, and have views about what helps them learn and how others' poor behaviour stops them from learning;*
- *Give opportunities for classes and the school council to discuss and make recommendations about behaviour, including bullying, and the effectiveness of rewards and sanctions.*
- *Plan homework carefully so that all pupils have a clear understanding of what is expected of them.*

SECTION 4
Rewards and sanctions

Our aim is to provide a range of opportunities in which pupils can excel and be rewarded and a practical set of sanctions that deal appropriately with poor behaviour. In schools with good standards of behaviour there is a balance between the use of rewards and sanctions. Praise is used to motivate and encourage whilst at the same time students are aware of sanctions that will be applied for poor behaviour.

Sanctions will be applied where the pupils conduct falls below that which could reasonably be expected of them. Sanctions can only be applied by a paid member of staff, while on the school premises or in the care of the member of staff e.g. on a school trip, and must be reasonable in accordance with disability, Special Educational Needs, race and other equalities and human rights.

As a school we will –

- *have a wide range of appropriate rewards and sanctions and ensure they are applied fairly and consistently by all staff*

Reinforcing Positive Behaviour

Methods of recognition for good behaviour in the classroom and around school are left to the discretion of the class teacher and other members of staff (eg. verbal praise, house points, stickers, stars, informing parents, etc.)

Achievement assemblies are regularly held during which outstanding effort, work and contributions by children to the school community will be recognised.

Sanctions

For minor misbehaviours a discussion with the child will take place pointing out the error of the action and establishing how the situation may be addressed in future.

Where there is more than one child involved there should be the opportunity for discussion between the pupils about the incident, apologies made where applicable and agreement for future behaviour together determined.

For more serious misbehaviour, after discussion with the child as outlined, the child should be given time apart from the other children to reflect upon the misdemeanour.

In cases where there is reason for grave concern over the behaviour of a child, parents will be informed of the problem and offered the opportunity to discuss the matter with the Head Teacher and Class Teacher. We believe that behaviour and discipline is a shared responsibility between parents and school.

SECTION 5

Behaviour strategies and the teaching of good behaviour

Understanding how to behave has to be taught. Our school adopts procedures and practices that help pupils learn how to behave appropriately. Good behaviour must be modelled by adults in their interactions with pupils. We are aware that there are many policies and practices to develop good behaviour in the early years of education that are applicable to older pupils. It is important that we build on the skills pupils have developed. We recognise that children learn respect by receiving it. How staff speak to pupils and praise them helps motivate them to do well. By not taking account of pupils' prior learning, we can inadvertently de-skill and de-motivate our pupils

As a school we will –
- *Ensure all staff understand, and use consistently, the behaviour management strategies agreed by the governing body and school community;*
- *Ensure all staff joining the school (including supply teachers) are given clear guidance and use the school's systems and its expectations for behaviour.*
- *Use the National Strategies materials to develop pupils' emotional, social and behavioural skills. This involves:*
  - *familiarising staff with the SEAL materials that can be used through the taught curriculum to develop pupils' emotional literacy;*
  - *developing and using a common language to describe behaviour;*
  - *agreeing with staff how they will teach pupils to manage strong feelings, resolve conflict, work and play cooperatively and be respectful and considerate;*
  - *arranging additional small group support for pupils who need it.*

SECTION 6

Staff development and support

As a school we know that all staff should be equipped with the skills necessary to understand and manage pupil behaviour effectively. Training and coaching are both vital elements of a high quality professional development programme.

As a school we will –

- *provide regular opportunities for all staff to share and develop their skills in promoting positive behaviour;*
- *monitor the effectiveness of the behaviour management techniques used by the school as part of the school performance management system;*
- *ensure that all staff joining the school receive induction training;*
- *create opportunities for staff to learn from the expertise of those with a particular responsibility for pupils whose behaviour is challenging as needed.*

SECTION 7

Pupil support systems

We believe it is important for schools to have effective pastoral support systems.

As a school we will –

- *Recognise that a good pastoral system involves teachers and support staff.*
- *Recognise that pupil support is not just about behaviour. We believe good pastoral support is concerned with academic attainment and developing pupils' ability to become good citizens;*

We recognise that children should feel safe, be healthy, and enjoy and achieve in school. This cannot take place in a climate that allows bullying, harassment and oppressive behaviour to thrive.

As a result as a school we will –

- *regularly make clear to pupils, parents and staff, that bullying, harassment and oppressive behaviour in any form is totally unacceptable and will not be tolerated;*
- *ensure that bullying, harassment and oppressive behaviour is punished;*
- *work with parents to intervene early and provide support when problems arise.*

Anti-Bullying Policy

Bullying affects everyone, not just the bullies and the victims. It also affects those other children who watch, and less aggressive pupils can be drawn in by group pressure. Bullying is not an inevitable part of school life and it rarely sorts itself out. It is clear that certain jokes, insults, intimidating / threatening behaviour, written abuse and violence are to be found in our society. No one person or group, whether staff or pupil, should have to accept this type of behaviour. Only when all issues of bullying are addressed, will a child best be able to benefit from the opportunities available at school.

Bullying can occur through several types of repeated intimidation and anti-social behaviour. It can be physical and include punching, kicking, hitting, spitting at, etc. Verbal abuse can take the form of name-calling. It may be directed towards gender, ethnic origin, physical / social disability, personality etc. A child can be bullied simply by being excluded from discussions / activities with those they believe to be their friends. Pupils may have their property damaged or stolen.

(Definition and identification of Bullying – Appendix 1)

Strategies and procedures for dealing with bullying

If bullying is suspected the suspected victim, the suspected bully and any witnesses would be spoken to. If any degree of bullying is identified help, support and counselling will be given as is

appropriate to both the victims and the bullies. The names of the bully / victim(s) and the nature of the bullying are recorded in the Bullying Log. This Log is maintained by the Head Teacher.

Victims are supported by offering them an immediate opportunity to talk about the experience with their class teacher or another teacher if they choose. Their parents/guardians are informed. Continuing support is offered when they feel they need it.

We also discipline, yet try to help, the bullies by talking about what happened to try to discover why they became involved. We inform the bullies' parents / carers. We continue to work with the bullies to try to ensure this behaviour is not repeated.

Preventative work also takes place on a whole school basis within curriculum areas, eg. Literacy, through our planned PSHE programme including Philosophy for Children and Circle Time and through discussions in Assemblies and Whole School Council.

SECTION 8
Liaison with parents and other agencies
We firmly believe we must work in partnership with parent/carers on all aspects of a young person's education including their behaviour. We accept that good liaison takes time, is demanding and requires resources. We are highly active in establishing these links and forging positive relationships. We ensure we evaluate our contact with parents to build upon good practice identified and amend as appropriate.

As a school we will –
- *Ensure that support staff and teachers are trained, so that they are welcoming, and have the skills to deal with difficult parental conversations;*
- *Have procedures in place for dealing with distressed and angry parents;*
- *Ensure parents and carers hear from the school when their children are doing well so that the first contact is positive. There is a greater willingness to work with the school when the parent or carer believes the school has the pupil's best interest at heart;*
- *Allocate sufficient resources to allow the school to communicate effectively with parents and carers;*
- *We are aware our parents too must behave appropriately towards school staff. Although abusive and intimidating behaviour can come about through frustration, we will take legal advice as appropriate as such behaviour is not acceptable and cannot be tolerated.*
- *Take advantage of new technology such as emails and mobile phones to improve communications with parents and carers. This should not replace personal contact.*
- *We believe that working with other agencies is important.*

SECTION 9
Managing pupil transition
We are aware students find moves between schools and key stages unsettling and provide appropriate support and guidance whether they start at the beginning of a school year or depart or arrive part way through.

As a school we will –
- *Ensure that teachers receiving a new class are given appropriate information to help the teacher plan work and manage the class.*
- *Ensure the class teacher receives and can build on the social, emotional and behavioural skills already developed by previous teachers, schools. We recognise that change causes anxiety and if not carefully managed can adversely affect pupils' motivation, attitude, attainment and behaviour. We work closely with parents/carers at transition to reduce this stress.*
- *Ensure students support each other.*

SECTION 10
Organisation and facilities
We are aware that the school ethos is communicated in actions as well as words. Pupils attitudes can be positively or negatively influenced by the ambience of the schools physical elements as well as the personal interactions with staff.

As a school we will –
- *Recognise that good behaviour and learning are improved when pupils and staff enjoy an attractive, clean environment and therefore ensure we keep repairs and maintenance up to date.*
- *Ensure the toilets are clean throughout the day, have soap/paper towels.*
- *Ensure that social areas in the school are identified and seating provided to encourage pupils to interact.*
- *Ensure timetabling arrangements are checked to see whether they cause difficulties for particular groups of pupils and teachers, for example -.*
  - *Teachers are timetabled so that they can get to their teaching areas quickly*
  - *That at key points of movement, staff are on duty to supervise.*
- *Create a welcoming atmosphere for parents.*

SECTION 11
Pupil Behaviour Outside the School Gate
Teachers have a statutory power to discipline pupils for misbehaving outside the school premises. They may discipline a pupil for:

- Any misbehaviour when the child is:
  - Taking part in any school-organised or school-related activity or
  - Travelling to or from school or
  - Wearing school uniform or
  - In some other way identifiable as a pupil at the school.

- Misbehaviour at any time, whether or not the conditions above apply, that:
  - Could have repercussions for the orderly running of the school or
  - Poses a threat to another pupil or member of the public or
  - Could adversely affect the reputation of the school.

Discipline will always be carried out in accordance with the staged sanctions laid out in this policy.

On occasions the school may deem another agency more appropriate to deal with the incident or issue e.g. police.

SECTION 12

Confiscation of inappropriate items

Students will be searched where there are reasonable grounds for suspecting that they are in possession of a prohibited item as set out in the table below. They can be searched on school premises or, if elsewhere, where the member of staff has lawful control or charge of the pupil e.g. on a school trip

If a member of staff suspects a student has a banned item in their possession, they can instruct the pupil to turn out their pockets or bag and if the pupil refuses, the teacher shall apply an appropriate sanction in line with the stages already described.

If the student refuses to be searched, the Head teacher or can still carry out a search in line with the following guidelines

1. The item is a prohibited item. Prohibited items are knives or weapons, alcohol, illegal drugs and stolen items. They are also 'an article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person.
2. Ensure the member of staff has reasonable ground for suspicion. For example, they might have heard other students talking about the item or they might have noticed a pupil behaving in a way that causes them to be suspicious.
3. The search should be carried out by a person of the same sex where possible and in the presence of the student and with another member of staff (preferably of the same sex where possible.)
4. The person conducting the search may not require the student to remove any clothing other than outer clothing such as hats, shoes, boots, gloves, coats, scarves. Jumpers/sweatshirt would also be included where the student had a t-shirt or shirt beneath it.
5. The person conducting the search may search any of the students possessions, this includes any goods over which the student has or appears to have control e.g. bags

The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they have acted lawfully, are in line with the guidelines above and have dealt with the confiscated items in line with the procedures set out on the next page.

After the search school will confiscate the item and dispose of it in the following way –

Items banned in the school rules	Procedure after confiscation
Mobile phones	Held until the end of the day and then returned to the student
Cigarettes	Thrown away
Ipod	Held until the end of the day and then returned to the student.
Prohibited items	
Knives and other weapons	Handed over to police
Alcohol	Poured down a sink or returned to parents
Controlled drugs	Handed over to police
Other substances not believed to be controlled drugs	Handed over to police or disposed of
Stolen items	Handed to police if of high value

	Returned to the owner where of small value
An article that a member of staff reasonably suspects has been, or is likely to be used to commit an offence or cause personal injury to, or damage to the property of, any person in school	Returned to parents Handed to police if offence committed

Should the school have concerns in line with the table below about any data or files on a confiscated device they may examine it and may erase said data or files. Again this should be carried out with the pupil present and in the presence of another member of staff.

Data or files which could be searched for	Procedure if found
Indecent pictures that may cause harm or offence to others in the school community	*Files deleted and device returned to pupil at end of school day*
Information relating to illegal activity in school	*Device handed to police*
Photographs of staff members	*Files deleted and device returned at end of school day*

SECTION 13

The use of reasonable force

Schools have a legal duty of care for all their students. Where a student is creating a situation where they are threatening the well-being of other student's reasonable force may need to be used to control or restrain. It will only be used as a final option. Staff will always try to intervene verbally before using reasonable force. Where staff fear for their own safety and the student is not responding to a verbal request, help should be sort before intervening.

Reasonable force can be used to prevent students –
- from hurting themselves or others,
- causing damage to property or
- causing disorder within the class or school grounds.

In our school we will use reasonable force to –
- *remove disruptive children from the classroom where they have refused to follow an instruction to do so*
- *prevent a pupil behaving in a way that disrupts a school event or a school trip or visit*
- *prevent a student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others*
- *prevent a pupil from attacking a member of staff or another pupil,*
- *to stop a fight in the playground*
- *restrain a pupil at risk of harming themselves through physical outbursts*

Reasonable adjustments will be made for disabled children or children with SEN.

Where reasonable force has been used in school parents will be informed and an incident form completed.

All complaints about the use of force will be thoroughly, speedily and appropriately investigated in line with the schools complaints policy. The onus is on the person making the complaint to prove that their allegations are true and not the member of staff to show they acted reasonably. Suspension is not an automatic response to a complaint being made.

Other related Policies
Safeguarding – Designated Safeguarding Lead : H. Harrison
E-Safety – E-Safety Co-ordinator : E. Holleywell

Review and Development
This policy will be reviewed regularly. Parents are welcome to request this document. Comments are invited from anyone involved in the life of the school.

Person Responsible: Helen Harrison

Date: July 2003	**Review Date: July 2005**
Reviewed: July 2005	**Review Date: July 2007**
Reviewed: September 2006	**Review Date: September 2008**
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Reviewed: September 2017	**Review Date: September 2019**

A) THE NATURE OF BULLYING

Bullying may be defined as the abuse of power by an individual or group with the intent to cause distress to another individual or group. It is deliberately hurtful behaviour which may be physical, sexual, verbal or psychological in nature. It is repeated over a period of time on those who feel powerless to resist with the intention of causing distress.

Cyber Bullying

Cyber-bullying is an aggressive, intentional act carried out by a group or individual using electronic forms of contact repeatedly over time against a victim who cannot easily defend himself / herself. By cyber-bullying, we mean bullying by electronic media:

➢ Bullying by texts or messages or calls on mobile phones
➢ The use of mobile phone cameras to cause distress, fear or humiliation
➢ Posting threatening, abusive, defamatory or humiliating material on websites, to include blogs, personal websites, social networking sites
➢ Using e-mail to message others
➢ Hijacking / cloning e-mail accounts
➢ Making threatening, abusive, defamatory or humiliating remarks in chat rooms, to include Facebook, Youtube and Ratemyteacher

Scremerston First School educates its children in all matters related to e-safety and personal care. Cyber bullying will be taught and discussed through appropriate means such as PSHE, e-safety and ICT sessions. Children and staff should all be made aware of and frequently address the schools AUP policy and ensure that it is implemented accordingly.

Bullying should always be taken seriously. All bullying is unacceptable.

Bullying does not only occur between children. The above definition can also be seen to characterise some relationships between adults or between adults and children.

In more serious instances where adults abuse their power over a child or a child abuses their power over another child, bullying may be viewed as child abuse and should be treated as such.

- **Bullying** is deliberately hurtful. It typically has seven elements:-
  1. *an initial desire to hurt*
  2. *the desire is expressed in action*
  3. *someone is hurt either physically or emotionally*
  4. *there is an imbalance of power*
  5. *it is without justification*
  6. *it is typically repeated*
  7. *there is evident enjoyment by those who bully*

Bullying can also stem from thoughtlessness, such as in name calling or stem from institutionalised attitudes, for example in relation to gender or race. That does not make it any less unacceptable.

Bullying can typically take three forms

1. Physical bullying   *hitting, kicking, taking belongings*
2. Verbal bullying   *name calling, insulting, making offensive remarks*
3. Indirect bullying   *spreading nasty stories, exclusion from social groups.*

Name calling is the most common direct form. This may be because of individual characteristics. However, pupils can be called names because of their ethnic origin, nationality or colour, sexual orientation or some form of disability.

Bullying is always significant to the person being bullied.

B) BULLYING BY RACE, GENDER, SEXUAL ORIENTATION OR DISABILITY

1. Racist Bullying

    Following the Stephen Lawrence incident, the 1999 MacPherson report defines racist bullying as "any incident which is perceived to be racist by the victim or any other person"
    A child or young person may be targeted for representing a group. Attacking the individual sends a message to that group. Incidents can include:
    - Verbal abuse – name calling, racist jokes, offensive mockery / mimicry
    - Physical aggression or threats
    - Wearing offensive or provocative badges or other insignia
    - Bringing racist leaflets, comics or magazines into the school or organisation's premises
    - Racist inciting of others
    - Racist graffiti or other written insults including against food, music, dress or customs
    - A refusal to associate with someone of other ethnic origin in work or play

    For further information and guidance consult the Northumberland County Council anti-racism Policy

2. Sexual Bullying

    Sexual bullying is characterised by the following:
    - Abusive name calling
    - Looks and comments about appearance, attractiveness, emerging puberty
    - Inappropriate and uninvited touching
    - Sexual innuendoes and propositions
    - Pornographic material
    - Graffiti with sexual content

    In its most extreme form, sexual bullying takes the form of sexual assault or even rape. Under these circumstances police would normally be involved as these are criminal offences.

    Sexual Orientation

    Pupils do not have to be lesbian, gay or bi-sexual to experience this type of bullying. In most cases being different can be enough.
    Factors hindering schools in challenging homophobic bullying include staff inexperience and parental disapproval.

    For further information and guidance consult the DfES publication on homophobic bullying "Stand Up for Us"

3. Disabilities

Children and young people with special needs or disabilities are often at a great risk of being bullied, both directly and indirectly. The bullying is usually about their specific difficulties or their appearance. This is compounded by the fact that these children and young people may not be able to articulate their experiences.

C) RECOGNISING BULLYING

A recent survey showed that bullying in schools is widespread. Although bullying can occur on journeys to and from school, most takes place in school. Research shows that 75% of bullying in primary schools takes place in the playground.

Both boys and girls bully and can bully as individuals or as members of a group. Children who bully others come from any kind of social or cultural background. Adult bullying of children also occurs and is equally unacceptable.

Bullying always creates inequalities and is damaging to all those involved. The person being bullied, the person who bullies and those who witness or know about the bullying are all affected in some way. Those who bully can experience difficult and unhappy relationships with both peers and adults and frequently need help to overcome these difficulties. Research evidence has shown that those who bully are more likely to engage in anti-social activities and have a greater prevalence of poor mental health.

A child or young person could have experienced both being bullied and having bullied others. Bullying is not a natural part of growing up and should never be accepted as such.

Those who bully may show aggression through for example, poor control of impulsive actions, a positive view of violence or a desire to dominate. They may exhibit anxiety through for example low self esteem or difficulties in making friends. They may be easily led in joining in bullying or in standing by whilst bullying takes place.

Those who bully may experience difficulty in admitting what they have done; be reluctant to admit that what they have done is wrong; suppress feelings of guilt; feel no remorse and repeat the hurtful action, especially if this goes unchallenged.

Those who are bullied may spend their lives in fear. They often feel isolated from their peers and feel that they have done something to attract the bullying. Any child or young person can be bullied.

Those who are being bullied may experience:

- Unhappiness
- A sense of desolation and in some cases, desperation
- Reduced self esteem and self worth
- Poor academic performance
- Exclusion from normal social experience
- A strong desire to escape the situation which may result in absconding or truanting
- A desire to self-harm or even to commit suicide

Those who are being bullied may exhibit the following:

- Unwillingness to attend or participate in activities
- Unwillingness to venture into some areas of a building
- Fear of walking to school or of using public transport
- Underachievement
- Books or clothes destroyed
- Possessions and money going missing
- Signs of distress such as crying easily, lack of appetite
- Becoming withdrawn or disruptive and / or aggressive
- Stammering
- Stealing to pay the bully or replace missing possessions
- A variety of physical symptoms including cuts, bruising, aches, pain, faints, headaches, stomach upsets, bedwetting, disrupted sleep patterns
- A marked change in well established patterns of behaviour

Those who are bullied are often reluctant to say what is wrong or to seek help.

Organisations that tolerate bullying are less effective; morale is lower and absenteeism is more frequent.

Appendix to Behaviour, Discipline and Bullying Policy

Exclusion Policy

Scremerston First School is an inclusive school, committed in policy and practice to recognition of the equal value of each member of the community and to equality of opportunity for all. Exclusions from the school community, whether fixed term or permanent can be damaging to a student's self-esteem. They are used sparingly and only as part of an overall behaviour strategy which seeks to develop a culture of inclusion, ownership of and responsibility for one's own behaviour.

The school seeks to avoid permanent exclusions. These would only take place for very serious incidents or when all other strategies and sanctions have not been effective over time or when there has been a single clear and serious breach of discipline.

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, and the standard guidance, *Improving Behaviour and Attendance: Guidance on Exclusion from School and Child referral Units* (DfES, January 2003). We refer to this guidance in any decision to exclude a child from school. The relevant Internet address is:

www.teachet.gov.uk/management/workingwithothers/safeschools/exclusions

Only the Head Teacher (or the acting Head Teacher) has the power to exclude a child from school. The Head Teacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances the Head Teacher may exclude a child permanently. It is also possible for the Head Teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Head Teacher excludes a child, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Head Teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the Governing Body. The school informs the parents how to make any such appeal.

The Head Teacher informs the LEA and the Governing Body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The Governing Body itself cannot either exclude a child or extend the exclusion period make by the Head Teacher.

The Governing Body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the Governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances in which the child was excluded, consider any representation by parents and the LEA, and consider whether the child should be reinstated.

If the Governors' appeal panel decides that child should be reinstated, the Head Teacher must comply with this ruling.

Where a pupil has been excluded for more than 5 days and alternative provision has not been arranged for the period after the 5th day of the exclusion, the school will provide accommodation separate from the other children in the school, supervision of the pupil by a Teaching Assistant and appropriate work for the pupil which will be set, marked and assessed by a Teacher.