Tarleton Holy Trinity Church of England (Aided) Primary School

www.tarletonholytrinity.org

Discipline Policy

Policy

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This policy reflects the Christian ethos and vision statement of our school.

Our Vision Statement

Value… Dream… Achieve…
As a loving Christian family, our aspiration is for everyone to flourish, safe in the belief that we, "…can do all things through Christ, who strengthens us" Philippians 4:13.
Everyone is valued, we all achieve and our dreams for the future begin.

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PLEASE ALSO REFER TO THE SCHOOL'S BEHAVIOUR POLICY

1. RECORDING INCIDENTS OF MISCONDUCT

When a major incident occurs in our school, a record of the incident will be recorded on the school's Child Protection Online Monitoring System (CPOMs). A CPOMs log will be completed by the member of staff concerned and alerted to relevant staff and the Headteacher. Each log requires a full description of the incident and any actions taken and is written within 24 hours of the incident, unless it is a safeguarding risk which should be communicated to a Designated Safeguarding Lead (DSL) immediately.

General Considerations on Discipline

a. The Discipline Policy should be consistently and fairly applied. It should be shown to be reasonable, sensitive and effective. At Tarleton Holy Trinity CE Primary School we understand that children learn best through a consistency of approaches.
b. Prevention is always better then cure. The presence of staff on duty or of a teacher in the classroom before the children arrive at the beginning of a session or lesson is a vital and effective way of obtaining good behaviour.
c. The school has established close relationships with external support agencies such as the School's Attendance Consultant, Educational Psychology and Social Services so that this basic understanding of the needs of the child and the provision of the right support can be achieved.
d. In all disciplinary actions it is essential that the pupil understands that it is the behaviour which is not acceptable and not the pupil as a person.
e. Teachers and other staff who intervene physically, often on the spur of the moment, to avert an immediate danger, will be protected in the eyes of the law.
f. School discipline is the responsibility of all staff, that is, if a member of staff sees school rules being flaunted, it is the responsibility of that member of staff to intervene and, if necessary, apply some form of consequence.
g. Abusive or violent behaviour by parents will not be tolerated. If, after the teacher involved has tried to calm the situation, the abuse is repeated, the parent concerned should be requested to leave the premises. Failure to do so will lead to the Police being informed and a potential ban from the premises may be issued.
h. Damage to school property, whether it be the fabric of the building, such as a broken window, or damage to items such as books, should be reported to parents with a request for payment in those cases where the damage was deliberately caused.

2. OUR SYSTEM OF CARE

Consequence List for Behaviour Management

Please see the table in the School's Behaviour policy.

Even in a well-ordered and positive environment, it may be necessary from time to time for the consequences outlined below to be applied.

We have an excellent positive re-enforcement approach in school but when this fails and children behave in an unacceptable way then the following actions can be undertaken.

1. Verbal reprimand from staff
2. Withdrawal of break times and lunchtimes.
3. Removal from class for a short fixed period, e.g. a lesson/half day in Key Stage.
4. Seclusion with a senior member of staff, withhold participation in any school trips or sports/extracurricular events that are not part of the curriculum
5. In serious cases suspensions.
6. In serious cases permanent exclusion.

At point 3 and above a CPOMS log is completed. A formal letter may be sent home to parents.

At Point 4 the Headteacher/Deputy Headteacher will be informed and a CPOMS log is completed. A formal letter is sent home to parents. A child moves to point 5 & 6 if successive seclusions have been issued or if the circumstances are of a more serious nature.

Any pupil involved in bullying, fighting, stealing or using bad language will move immediately to point 3. In extreme cases of serious assault on another pupil (child on child abuse) or member of staff, points 5 & 6 can be undertaken immediately. Parents will be contacted.

It is important to understand that the vast majority of children in school rarely need more than the occasional reminder of the way they are expected to behave.

The consequences mentioned above are those which can be applied to a small minority who either occasionally or regularly, as the case may be, flaunt school rules and/or disrupt the education of others.

3. EXCLUSION POLICY

We do not wish to exclude any child from school, but sometimes this may be necessary.

Seclusion (Internal exclusion)
An internal exclusion may be appropriate if a child displays ongoing behavioural concerns. This will involve the child spending their time in school away from other pupils. An Internal Exclusion will be supervised, under the direction of a member of the schools Senior Leadership Team (SLT).

Managed Moves
After following the above steps, the possibility of a managed move could be offered to parents to avoid further escalation. This would involve liaising with another cluster school, who might possibly have space to take the child.

Exclusions
Exclusion of pupils is the ultimate sanction. This is a sanction that may be used if other systems have not been effective or in case of extreme behaviour. The following are examples of behaviour which will not be tolerated and warrant a possible exclusion:

- Extreme or violent abuse to a member of staff or another child.
- Long-term or repeated misbehaviour that is not responding to strategies in place and the safety and learning of others is being seriously hindered.
- The risk to staff and other children is too high.
- The impact on staff, children and learning is too high.

Exclusions take the form of suspension or permanent exclusion. A suspension may take the form of a lunchtime exclusion, implementation of a part-time timetable or an exclusion for a designated number of days.

All pupil exclusions at Tarleton Holy Trinity CE Primary School are reported appropriately to the Local Authority and follow Local Authority and National guidelines for administration and legal responsibility.

If a child is at risk of exclusion, parents will be notified and invited to a meeting with the Headteacher to try to support the school and pupil to avoid the situation deteriorating and to put a plan in place to improve pupil behaviour.

The headteacher can take a decision to exclude a pupil in response to serious breaches of a school's behaviour policy, where allowing your child to remain in school would seriously harm the education and welfare of your child or others in the school.
https://www.lancashire.gov.uk/children-education-families/schools/exclusions-from-school/

Permanent exclusion will always be a last resort and the school will endeavour to work with the family to complete a managed move to a more suitable setting where possible. In all instances, what is best for the child will be at the heart of all decisions making processes.
School suspensions and permanent exclusions - GOV.UK

4. ANTI-BULLYING POLICY

Tarleton Holy Trinity Primary School is a place where every person has a right to be themselves, to be included and to learn in a safe and happy environment. Everyone at our school is equal and treats each other with respect and kindness.

Aims and Purpose of the Policy:

Bullying of any kind is unacceptable and will not be tolerated at our school. At our school the safety, welfare and well-being of all pupils and staff is a key priority. We take all incidences of bullying seriously and it is our duty as a whole school community to take measures to prevent and tackle any bullying, harassment or discrimination.

We actively promote values of respect and equality and work to ensure that difference and diversity is celebrated across the whole school community. We want to enable our pupils to become responsible citizens and to prepare them for life in 21st Century Britain. These values reflect those that will be expected of our pupils by society, when they enter secondary school and beyond in the world of work or further study.

We are committed to improving our school's approach to tackling bullying and regularly monitor, assess and review the impact of our preventative measures.
Other policies which have a link to our anti-bullying policy are our: Behaviour Policy, E-Safety and Acceptable Internet Use policies, Sex and Relationship Education Policy, Equality Policy, Staff Code of Conduct, Safeguarding and Child Protection Policy, Confidentiality Policy, Whistle Blowing Policy, and our Social Media Policy.

1. Definition of Bullying:

Bullying is hurtful or unkind behaviour which is deliberate and repeated (ongoing). Bullying can be carried out by an individual or group of people towards and individual or group.
The **STOP** acronym can be applied to define bullying - **S**everal **T**imes **O**n **P**urpose.
The nature of bullying can be:

- **Physical -** such as hitting or physically intimidating someone, or using inappropriate or unwanted physical contact towards someone
- **Attacking property -** such as damaging, stealing or hiding someone's possessions
- **Verbal -** such as name calling, spreading rumours about someone, using derogatory or offensive language or threatening someone
- **Psychological -** such as deliberately excluding or ignoring people
- **Cyber -** such as using text, email or other social media to write or say hurtful things about someone

Bullying can be based on any of the following things either ‘in person’ or online:

- **Race** (racist bullying)
- **Religion or belief**
- **Culture or class**
- **Gender** (sexist bullying)
- **Sexual orientation** (homophobic or biphobic bullying)
- **Gender identity (**transphobic bullying**)**
- **Special Educational Needs (SEN) or disability**
- **Appearance or health conditions**
- **Related to home or other personal situation**

- **Related to another vulnerable group of people** e.g. young carers, looked after children, children who have different families, such as living with one parent, same sex parents or grandparents.

No form of bullying will be tolerated and all incidents will be taken seriously.

2. Reporting Bullying:

PUPILS WHO ARE BEING BULLIED: If a pupil is being bullied they are encouraged to not retaliate, but to tell someone they trust about it, such as a friend, family member or trusted adult. They are also encouraged to report and bullying incidents in school:

- Report to a teacher - their class teacher, Mr Smith, Miss Jagger, or any other teacher in school
- Tell a friend or playground buddy, who in turn can help them tell a teacher or other member of staff
- Tell any other adult member of staff in school - such as lunchtime supervisors, Learning Support Assistants or the school office
- Tell an adult at home
- Report anonymously (through a worry box)
- Call Child Line to speak with someone in confidence on 08001111 (posters with this number on are displayed around school)

Reporting - Roles and Responsibilities:

STAFF: All school staff, both teaching and non-teaching (for example midday supervisors, site supervisors, office staff) have a duty to report bullying, to be vigilant to the signs of bullying and to play an active role in the school's measures to prevent bullying. If staff are aware of bullying, they should reassure the pupil(s) involved and inform the Headteacher and deputy Headteacher via a Concern of Bullying Form which can be found on the Safeguarding Display in the Staffroom.
The following staff members are anti-bullying leads: Mr Smith and Miss Jagger.

SENIOR STAFF: The Senior Leadership Team and the Headteacher have overall responsibility for ensuring that the anti-bullying policy is followed by all members of staff and that the school upholds its duty to promote the safety and well-being of all young people. In addition to the designated anti-bullying leads, Mr S Smith is the Senior Leader responsible for anti-bullying and will investigate all concerns of bullying or delegate to an appropriate member of staff.

PARENTS AND CARERS: Parents and carers should look out for potential signs of bullying such as distress, lack of concentration, feigning illness or other unusual behaviour. Parents and carers should encourage their child not to retaliate and support and encourage them to report the bullying. Parents and carers can report and incident of bullying to the school either in person, or by phoning or emailing the school office or a member of staff (using Class Dojo).

PUPILS: Pupils should not take part in any kind of bullying and should watch out for signs of bullying among their peers. They should never be bystanders to incidents of bullying, but should offer support to the victim and, if possible, help them to tell a trusted adult.

3. Responding to Bullying:

When bullying has been reported, the following actions will be taken:

- Staff will record the bullying on CPOMs, with the bullying 'tab' highlighted.
- Mr Smith will monitor Concern of Bullying Logs and will analyse and evaluate the results using tracking systems. These will be communicated, where appropriate, to relevant school staff so that actions can be taken to support pupils.
- Mr Smith will summarise information on bullying incidents in his termly Headteacher's Report to the governing body.
- Staff will offer support to the target of the bullying, in discussion with the pupil's class teacher. Individual meetings will then be held with any target of bullying to devise a plan of action, that ensures they are made to feel safe and reassured that the bullying is not their fault and support from the school's staff can be accessed.
- Staff will pro-actively respond to the person carrying out the bullying behaviour, who may require support. They will discuss with the target's class teacher to devise a plan of action
- Staff will decide whether to inform parents or carers and where necessary involve them in any plans of action
- Staff will assess whether any other authorities (such as police or local authority) need to be involved, particularly when actions take place outside of school.

4. Bullying Outside of School:

Bullying is unacceptable and will not be tolerated, whether it takes place in school or outside of school. Bullying can take place on the way to and from school, before or after school hours, at the weekends or during the holidays, or in the wider community. The nature of cyber bullying in particular means that it can impact on pupils' well-being beyond the school day. Staff, parents and carers, and pupils must be vigilant to bullying outside of school and report and respond according to their responsibilities as outlined in this policy. The school have a duty to respond to bullying that occurs outside of school.

5. Derogatory Language:

Derogatory or offensive language is not acceptable and will not be tolerated. This type of language can take any of the forms of bullying listed in our definition of bullying. It will be challenged by staff and recorded by the member of staff involved and monitored by Mr S Smith. Follow up actions and consequences, if appropriate, will be taken for pupils and staff found using any such language which is in line with the school's Behaviour Policy.

6. Prejudice-based Incidents:

A prejudice-based incident is a one-off incident of unkind or hurtful behaviour that is motivated by a prejudice or negative attitudes, beliefs or views towards a protected characteristic or minority group. It can be targeted towards an individual or group of people and have a significant impact on those targeted. All prejudice-based incidents are taken seriously and recorded and monitored in school, with the head teacher regularly reporting incidents to the governing body. This not only ensures that all incidents are dealt with accordingly, but also helps to prevent bullying, as it enables targeted anti-bullying interventions where appropriate.

7. School Initiatives to Prevent and Tackle Bullying:

We use a range of measures to prevent and tackle bullying including:

- A child-friendly anti-bullying policy (which is displayed on our school website and on our anti-bullying display and is shared with children by their class teacher during anti-bullying week) ensures that all pupils understand and uphold the anti-bullying policy
- The PSHE and Jigsaw materials include opportunities for pupils to understand about different types of bullying and what they can do to respond to and prevent bullying
- School assemblies and Acts of Worship help raise pupils' awareness of bullying and derogatory language
- Difference and diversity are celebrated across the school through diverse displays, books and images. The whole school participates in events including Anti-Bullying Week, the study of black history and LGBQT+ history
- The school values of equality and respect are embedded across the curriculum to ensure that it is as inclusive as possible
- Stereotypes are challenged by staff and pupils across the school
- Playground buddies offer support to all pupils, including those who may have been the target of bullying
- Pupils are involved in developing school-wide anti-bullying initiatives through consultation with groups and through the anti-bullying survey (School Council)
- Working with parents and carers and in partnership with community organisations to tackle bullying, where appropriate.

Further guidance and documentation is available of the DfE Website:
https://www.gov.uk/government/publications/school-strategies-for-preventing-and-tackling-bullying

8. Training:

The Headteacher is responsible for ensuring that all school staff, both teaching and non-teaching (including midday supervisors, caretakers and office staff) receive regular training on all aspects of the anti-bullying policy.

9. Monitoring and Reviewing:

The Headteacher is responsible for reporting to the governing body (and the local authority where applicable) on how the policy is being enforced and upheld, via the termly Headteacher's Report. The governors are in turn responsible for monitoring the effectiveness of the policy via the report and by in-school monitoring such as learning walks and talking to pupils.

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Document reviews

We are aware of the need to review our school's documents regularly so that we can take account of:
new initiatives, changes in the curriculum, developments in technology etc.

This policy was reviewed in September 2025

and will next be reviewed in September 2026.

Signed by:

Member of staff responsible for this policy

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Governor responsible for this policy

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