



**BEHAVIOUR POLICY**  
**Including anti bullying and restraint**

# Holy Trinity and S. Silas

## Our Mission Statement

Holy Trinity and S. Silas School was founded by the Church in 1847 to serve the community and to provide an education for every child in the area.

We offer all our children an education of the highest quality taught through the arts and lived through the principles and practice of the Christian faith. We provide a place where all children and adults know their contribution is valued and where they can develop their own faith in God and in one another.

We aim to help every child develop to their full potential, to achieve highly, succeed, and grow in confidence and abilities. Our inspiring curriculum provides all the skills every child will need for life, it develops their self-confidence, awakens their imagination and encourages them to think independently.

We value the diversity of backgrounds and cultures which enrich our life and help our school become the unique place it is. The life of our school is integral to that of the Parish: we both contribute to our local community and benefit from it in our achievements. It is with this unity that we fulfil our school motto: 'Fortis in Fide'



'Strong in the Faith'

## **The purpose of our behaviour policy**

- to promote good behaviour, recognising the rights and responsibilities of the whole school community
- to ensure unnecessary problems do not arise in the first place
- to ensure, when problems do occur, that systems are in place to reduce their impact on the smooth running of the school

### **STRATEGIES FOR PROMOTING POSITIVE BEHAVIOUR**

All staff are asked to treat children fairly and sensitively, to listen to them, to hear both sides of any disagreements, and help children sort problems out in a reasonable way. They should aim to organise life in the classroom in such a way that children always know what they should be doing and are able to work successfully at tasks appropriate to their level of ability. Within such a secure structure we are able to ensure that all children understand and can adhere to what is expected of them in terms of their behaviour.

- All staff should adopt this policy of good practice, rewards and sanctions
- Acceptable standards of behaviour, work and respect depend on all staff setting a positive example
- Good order is achieved by setting high standards and applying rules firmly and fairly
- Always treat people with respect and value individual differences
- Build and develop relationships, communicate effectively and avoid misunderstandings
- Problems are normal when children are learning and are testing the boundaries of acceptable behaviour; don't overreact, deal with situations in a calm and constructive manner
- Success is measured not by the absence of problems, but by the way we deal with them

Don't over react:

- Address the problem
- Avoid confrontation
- Listen
- Establish the facts
- Judge only when certain
- Use punishments sparingly

### **OUT AND ABOUT THE SCHOOL**

Informal contact can contribute to good standards of behaviour. Ensure good behaviour by taking the initiative at every opportunity. Expect to:

- Ensure the children are standing still at the first playtime bell
- Ensure the children line up sensibly in the playground, and walk into school calmly and quietly, ready to learn
- Start the dialogue
- Greet pupils
- Deal with all misbehaviour. To ignore it is to condone it!
- Maintain appropriate standards of speech, manner and dress
- Enjoy relating to pupils
- Be models of good behaviour
- Show children they are respected
- All staff are responsible for monitoring the behaviour of children they see around school

### **MAINTAINING DISCIPLINE**

Insist on acceptable standards of behaviour, work and politeness. Expect to:

- Establish your authority firmly and calmly
- Separate the problem from the person
- Consistently follow the procedures for dealing with unacceptable behaviour

- Recognise good behaviour
- Share effective strategies with other staff
- Actively promote each school rule for two weeks through assemblies, class discussions, and circle time. Display on notice boards

#### ENCOURAGE PRIDE IN THE SCHOOL

Insist on a clean room

Teach and encourage tidiness

Leave equipment, furniture and resources in the right place after lessons

Report any damage or repairs to the school keeper

Enforce the ban on sweets and toys

Keep displays fresh and attractive

Keep your desk and cupboards tidy

Insist on a litter-free environment

Deal promptly with offenders. To ignore is to condone!

#### IN THE CLASSROOM

Create and sustain a positive, supportive and secure environment. Well-prepared, stimulating lessons generate good behaviour and earn respect. Expect to:

Arrive before the class and begin on time

Be prepared for the lesson

Have a well-organised classroom – notices, labels, resources etc

Have high teacher expectations set at realistic levels for each child

Give clear instructions/reasons to children about the tasks you are going to set

Keep everyone occupied and interested, provide appropriate work for children at all levels of ability

Use praise for all good behaviour

Give more attention to children for positive behaviour than negative

Provide resources, books etc. that promote images of all groups in school, including cultures, religion, gender, children with SEN

Provide group activities that encourage mutual respect

Involve children in rule and decision-making

Mark all work promptly and constructively, using the school marking code

Set homework regularly to schedule

Encourage creative dialogue. Confidence in discussion is important

Maintain interesting displays

Take all bullying, racism and unkind behaviour seriously

#### LUNCHTIMES

See lunchtime policy

#### GOLDEN RULES

- ◆ **Take care of each other**
- ◆ **Take care of our school, our environment and each other's belongings.**
- ◆ **Be kind in all you do and say.**
- ◆ **Embrace challenge, learn from mistakes and try again.**
- ◆ **Share your learning.**
- ◆ **Be respectful in Church by being calm inside and out.**
- ◆ **Keep yourself and others safe.**
- ◆ **Remember, everyone is there for you.**
- ◆ **Share a smile.**

#### GUIDELINES FOR THE GOLDEN AWARD MERIT SCHEME

1. Children can be awarded merits by any member of staff. Each child has their own merit card
2. Merits can be awarded for:
  - Effort
  - Responsibility

- Behaviour
  - Attitude
  - Punctuality and attendance
  - Helpfulness and caring
3. The design of merit cards is the responsibility of the class teacher and should be displayed tastefully in the classroom. Teachers/TAs are responsible for keeping a record of which award the child is on.
  4. When a child has gained 10 merits he/she should be sent to the Head teacher who will award the child a Head's Award Certificate
  5. When a child has gained 20 merits he/she should be sent to the Head teacher who will award the child a Bronze Certificate
  6. When a child has gained 30 merits he/she should be sent to the Head teacher who will award the child a Silver Certificate
  7. When a child has gained 40 merits he/she should be sent to the Head teacher who will award the child a Gold Certificate
  8. When a child has gained 50 merits he/she should be sent to the Head teacher who will award the child a Super Gold Certificate
  9. When a child has gained 60 merits he/she should be sent to the Head teacher who will award the child a Diamond Certificate
  10. When a child has gained 70 merits he/she should be sent to the Head teacher who will award the child a Platinum Certificate
  11. At the Friday assembly certificates awarded in that week will be announced.

#### REWARDS

We encourage good behaviour in a positive constructive way. We believe that by highlighting and rewarding such behaviour the children will be encouraged to adopt it.

- Praise – verbal or written
- Encouragement to continue good work and behaviour
- Showing work to other teachers
- Showing work at Good Work and Class assemblies
- 'Smiling faces' from other teachers
- Head teacher awards
- Verbal feedback to parents, especially if there has been a marked improvement in work or behaviour
- Individual awards from all staff using the merit award scheme
- Children's good work is celebrated through display.
- Golden Time for Reception and Key Stage 1 on Friday afternoon

Monitors are elected in Year 6 and they are responsible for:

- Assisting with assembly behaviour
- Buddying with younger children during break times
- Organising assembly resources

#### SANCTIONS

Among the sanctions, which may be used when children do not work or behave appropriately, are:

- Verbal reprimand by adult involved
- Moved within the class
- 'Time out' in paired class with a white card for 10 minutes
- More serious incidents, child is sent to the Deputy
- Very serious incidents e.g. racism, name calling, violence, child is sent to the Head teacher and is recorded in the incident book
- Exclusion will be implemented in very extreme cases
- Loss of Golden Time

Behaviour books and report cards are used to monitor the behaviour of persistent offenders

## PLEASE NOTE

- Children should not be sent outside the classroom as a punishment
- Children kept in, for whatever reason, at lunch or break times, must always be supervised
- Staff should be role models and not talk as the children are entering assembly and use non-verbal signals to sort anything out. If staff talk children will think it is acceptable too
- Make sure that the corridors are clear of children before you take your break
- If you are on duty, check the toilets, as these are a potential trouble spot
- Please make sure the children are in quiet lines as they move around the school
- Please ensure that all children have opportunities to gain awards.
- Ensure opportunities to earn back golden time.

## TIME OUT – PAIRED CLASSES

10 minutes with white card

YEAR 6- YEAR 3

YEAR 5- YEAR 2

YEAR 4- YEAR 1

YEAR 3- YEAR 6

YEAR 2- YEAR 5

YEAR 1- YEAR 4

Reception to send children to year 2 in extreme circumstances

## EXCLUSIONS

At Holy Trinity we have a very tight behaviour policy based on the Christian ethos of forgiveness and positive reward. We aim to be proactive as much as possible and parents are advised when a child's behaviour begins to deteriorate. The headteacher always investigates incidents thoroughly and considers all evidence. (see appendix 1). Staff receive training in effective behaviour management strategies including physical restraint techniques (SCIP training) for children with serious behaviour and anger management issues. We also work closely with the PLSS behaviour support team and staff have regular opportunities to receive in-house training for specific children. However, there may be cases where children are endangering the wellbeing of their peers or cannot be managed safely in school. After all avenues have been exhausted these pupils may be excluded. Some examples of unmanageable behaviour include

- systematic bullying
- racism in any form
- violent attacks against a pupil or a member of staff
- attempting to run out of the school building
- children with extreme social and emotional needs who cannot be safely managed within a mainstream setting

The exclusion may be for a set time as a cooling off period or to obtain the support of a specialist worker. In very extreme cases the exclusion may be permanent. Parents are immediately informed and invited to a meeting with the head teacher to discuss the incident and procedure. In the case of a permanent exclusion school governors and the LA are contacted.

If the exclusion is for 1 to 3 days the school ensures children are given a pack of work and class teachers liaise closely with parents to minimise disruption to the child's education. On their return to school, a contract is drawn up between home and school to systematically manage the child's behaviour and to avoid permanent exclusion.

In more serious cases, if the exclusion is permanent, the school works closely with the LA to provide home tutors or a managed move to an alternative school or pupil referral unit.

Exclusion data is reported to the LA every term.

## EQUAL OPPORTUNITIES

We believe in equality of opportunity for all, regardless of race, gender, class or special needs

## ANTI-BULLYING POLICY

### THE CONTEXT

Holy Trinity does not tolerate bullying or harassment of any kind. We believe that all learners are of equal worth and should be enabled to achieve their full potential. It is recognised that in order to achieve this, children have the right to be educated in an environment in which they feel valued, respected and safe.

Bullying deprives them of this right and denies access to a full education; it may also have a negative effect on achievement. This may apply both to the bully and to the child who is bullied.

Bullying needs bringing out into the open.

It flourishes

- Where it is explicitly or implicitly ignored
- When pupils receive the impression that it is something that they sort out themselves
- When victims are seen as 'bringing it on themselves'

### OUR AIM IS TO ENSURE THAT

- Pupils feel safe and supported and able to report incidents concerning themselves and others
- Parents/carers feel safe and are encouraged to discuss concerns with all staff
- School staff feel safe and are encouraged to act appropriately and to know that they are not acting in isolation
- All adults feel safe to discuss bullying they are experiencing from other adults and that appropriate action is taken by the school and the governing body

### WHAT IS BULLYING?

Bullying can be defined as the wilful, conscious desire to hurt, threaten, humiliate or frighten someone else. To do this, the bully has to have some sort of power over the victim. The use of power to intimidate others often mirrors the power relationships that exist in the classroom and wider school community. Causes of bullying reflect inequalities and are often to do with race, sexuality gender, appearance and size, material possessions or other perceived differences.

There are many definitions of bullying, but most have three things in common:

- It is deliberately hurtful behaviour
- It is repeated often over a period of time
- It is difficult for those being bullied to defend themselves

### FORMS OF BULLYING

Bullying can take many forms and can be short-term or continue over years. It can take the form of physical, verbal or psychological attack of a more subtle nature:

- Pushing, shoving, hitting

- “Sending to Coventry”
- Name calling
- Damaging or stealing property
- Exclusion from groups and games
- Making personal comments

#### WHERE BULLYING TAKES PLACE

Bullying can happen at any time and in a number of places. This is a major reason why all staff have to be involved and committed to the whole school policy. The most common danger areas are:

- Playgrounds
- Corridors
- Lining up times
- Toilets
- To and from school
- In cyber-space (either online or via mobile devices eg phones)

Regardless of where it occurs, pupils need to know that their concerns will be taken seriously and dealt with in a consistent manner regardless of who they report to.

#### THE EFFECTS OF BULLYING

All forms of bullying behaviour are hurtful and may have a devastating effect on those who are bullied. Whilst some children may recover from bullying, there are others who suffer lasting consequences. Children who are bullied may see themselves as inadequate and friendless and suffer from loss of confidence and low self-esteem.

The ways in which children may respond to bullying, range from withdrawal, absenteeism and underachievement, to depression and suicide. Whatever the response, the opportunity to learn at school and to achieve is likely to be severely affected.

Bullies may also suffer long lasting consequences and if offered no support, may continue with bullying behaviour in their adult lives. For this reason it is most important that children feel safe enough to tell.

In addition to children bullying each other, we understand that bullying can happen between adults and pupils, and between adults.

#### THE ROLE OF THE GOVERNORS

- The governing body supports the head teacher in all attempts to eliminate bullying from our school. The governing body will not condone any bullying at all in our school, and 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. The governors require the head teacher to keep accurate records of all incidents of bullying, and to report to the governors on request about the effectiveness of school anti-bullying strategies.
- A parent who is dissatisfied with the way the school has dealt with a bullying incident can follow the School’s Complaints Procedure. 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.

#### THE ROLE OF THE HEAD TEACHER

- It is the responsibility of the head teacher to implement the school anti-bullying strategy, and to ensure 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 about the effectiveness of the anti-bullying policy on request.

- The head teacher ensures that all children know that bullying is wrong. The head teacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the head teacher may decide to use an assembly as the forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being punished.
- 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 THE TEACHER AND SUPPORT STAFF

- All the staff in our school take all forms of bullying seriously, and seek to prevent it from taking place.
- If teachers witness an act of bullying, they will deal with it immediately and 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 head teacher informs the child's parents.
- In the office, there is an anti-bullying log book in which staff record all incidents of bullying that occur both in and out of class. We also record incidents that occur near the school, or on the children's way between school and home. Any adult who witnesses an act of bullying should record it in the logbook.
- When any bullying has taken place between members of a class, the teacher will deal with the issue immediately. This may involve 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 and the Learning Mentor. We then invite the child's parents into the school to discuss the situation. In more extreme cases, e.g. where these initial discussions have proven ineffective, the head teacher may contact external support agencies, such as the Behaviour Support team or social services.
- All members of staff routinely attend training, which equips them to identify bullying and to follow school policy and procedures with regard to behaviour management.
- Teachers use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. They use drama, role-play, stories etc., within the formal curriculum, to help pupils understand the feelings of bullied children, and to practise the restraint required to avoid lapsing into bullying behaviour. Circle time is used to praise, reward and celebrate the success of all children, and thus to help create a positive atmosphere.

#### THE ROLE OF PARENTS

- Parents, 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 have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school. Parents are asked to sign the Home-School agreement when a child starts school.

### THE ROLE OF PUPILS

Pupils at our school are encouraged to:

- Report any incidents of bullying to an adult immediately
- Never watch and say nothing
- Never join in bullying
- Try and be assertive
- Anti bullying is an important element of our school PSHE curriculum and as such is taught throughout the school from Reception to Year 6. It may take the form of circle time or direct lessons and discussions. All classes have a worry-box for children to share their concerns with a teacher.

### WHOLE SCHOOL ETHOS

We are committed to providing children with the relevant social skills and understanding which will lessen the opportunities in which bullying may occur. However, where bullying does occur, we are dedicated to providing a positive outcome for all parties involved. This whole school approach is apparent in our R.E, and PSHE schemes of work and in the implementation of our behaviour policy.

This is what we do to prevent bullying:

- have a set of clear school rules which prohibit bullying (Our Golden Rules)
- encourage the children to have respect for others
- show and tell the children what kind of behaviour we expect
- ensure that staff model good behaviour and communication skills, with pupils and adults in the school
- reward good behaviour
- value each child as an individual
- talk about bullying behaviour
- encourage children to talk and listen
- practice ways of expressing our feelings and sorting our problems
- take all reports of bullying behaviour seriously
- listen to parents and carers
- monitor places where bullying may occur
- work to improve playtimes and playgrounds

### CYBER-BULLYING

See our separate E-Safety policy for details of how we tackle cyber-bullying

### CONCLUSION

Our school is a safe and caring environment, but like all schools we sometimes have to deal with bullying and harassment. We will do our utmost to prevent and deal effectively with problems, with support from parents and governors.

Children usually tell someone at home first.

Please let us know immediately if you are worried about your child so that we can help.

### PHYSICAL RESTRAINT

Physical contact is a frequent and necessary part of the daily interaction between teachers and pupils. This may include manual prompting, physical guidance or simply support which may be used in teaching, therapy or reassurance. However, in exceptional circumstances, physical restraint may be necessary.

In accordance with section 93 of the Education and Inspections Act 2006

Teachers and other staff may use reasonable force in order to prevent children:

- Causing personal injury to themselves or others

- causing serious damage to property
- Prejudicing the maintenance of good order.

Examples of physical restraint may include either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

Such physical restraint is always used as a last option and skills and strategies are used to attempt to diffuse a situation before it escalates. It is also important that the level of physical restraint is reasonable and proportionate to the level of danger.

Key staff are given basic training in how to physically restrain a child in a safe and legal manner. Where specific children have extreme behaviour difficulties, training will be more advanced. Discussions take place between the class teacher, head teacher and additional behaviour support staff regarding how children can best be supported and where they can be taken as a "safe place" during and following a restraint. Wherever possible, a physical restraint would take place where more than one adult is present.

When physical restraint has been used, it is recorded in the school incident book and parents are immediately notified. If parents wish to make a complaint they can follow the school's complaints procedures (see Complaints Policy).

Policy written by Lorraine Dolan

Policy reviewed: September 2018

## APPENDIX 1

### Informing parents about the exclusion

- Whenever a head teacher excludes a pupil, the parent should be notified immediately, ideally by telephone or a letter within 1 school day
- Parents are notified whether the exclusion is permanent or for a fixed period
- The reason for the exclusion
- The arrangements for the pupil to continue his/her school work
- The day on which the pupil should return
- If appropriate the parent will be invited to a reintegration interview. Details should be included in the letter
- In the case of permanent exclusions the head teacher is required to inform the governing body's discipline committee.

### Behaviour outside school

This will be a matter of judgement for the head teacher. Pupils' behaviour in the immediate vicinity of the school or on a journey to or from the school can be grounds for exclusion.