Holy Trinity CE Primary School
Positive Behaviour and
Anti-Bullying Policy.

Reviewed by J. Driver
Date – 14/09/2016

Signature of Head Teacher _____________________ Date __20/09/16_____

Signature of Governor _________________________Date __20/09/16_____

Next Review Date – September 2018
Aims and expectations

At Holy Trinity CE Primary School our primary aim is that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all and that every child must be encouraged and supported in order to achieve their full potential.

We believe that all children have the right to the best possible education to enable them to reach their full potential: an education met with a positive environment, which sets high standards in behaviour and tolerance. Most importantly, they have the right to be safe and happy in school.

We know that children enter school with differing needs, at differing levels of ability and with differing pre-school experiences. We aim to ensure that the opportunities for learning offered in this school take these differences into account and acknowledge equal opportunities for all children, regardless of gender, race, creed, or ability.

We acknowledge the importance of building high levels of self-esteem in all pupils. We have high levels of expectation in all areas of the curriculum: in work, behaviour and attitude. We wish all children to experience the positive aspects of learning, social and emotional development and moral and spiritual growth.

We believe that for children to learn, learning has to be stimulating, challenging, varied, progressive and most importantly purposeful. We believe in a curriculum which provides clear stepping stones in learning, keeping children constantly challenged by learning activities that build on what has previously been taught.

We believe we should be preparing children to be independent in their learning, to have the ability to organise and evaluate their own learning as well as to manage their own time effectively.

We believe that the future of Holy Trinity CE Primary School is dependent on the continued close partnership of Staff, Parents and Governors as well as the wider school community.
Promoting good behaviour

Golden Expectations:

We expect you to:

Be polite and show respect to everyone.
Try hard and always do my best.
Be honest and truthful.
Work, share and play with others.
Care for the safety of myself and others.
Take care of our equipment and environment.

See Appendix 3 for our Super Six Golden Rules which are displayed in each classroom and in every child’s school planner.

Systems to promote positive behaviour.

Class reward systems which may lead to house points, stickers, stars, Golden Book and privileges etc. which are celebrated in the Golden Mention Assembly on Friday mornings.

Good communication with all staff to share strategies for positive behaviour.

Class rules/expectations as agreed in each class by pupils and teacher.

School Council.

SMSC within the Curriculum.

Golden tickets within the community – to be rewarded by local businesses to pupils displaying our school values out in the community.

Rewards for positive behaviour

We have lots of different rewards for positive behaviour (see Appendix 3) These rewards include:

Smiles
House points
Golden Time
Certificates given in assembly
Praise
Golden Mentions in Assembly and the school newsletter
Bullying

The school does not tolerate bullying of any kind. All bullying and intimidation will be acted on immediately to address any such behaviour. We do everything in our power to ensure that all children attend school free from fear.

Definition of Bullying (Walsall Safeguarding Children Board)

Bullying is defined as “behaviour by any individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally”. (DCSF)

It can be inflicted on a child by another child or an adult.

It can take many forms, but the four main types are:

- Physical – for example hitting, kicking, shoving, theft.
- Verbal – for example threats, name calling, racist or homophobic remarks.
- Emotional – for example isolating an individual from activities/games and the social acceptance of their peer group.
- Cyber email and internet chat room misuse, mobile phone threats by text, calls, social websites.

Bullying often starts with apparently trivial events such as teasing and name calling which nevertheless rely on an abuse of power. Such abuses of power, if left unchallenged, can lead to more serious forms of abuse, such as domestic abuse, racial attacks and sexual offences.

All staff, pupils and parents should be aware of the negative effects that bullying can have on individuals and the school in general, and should work towards ensuring that pupils can work in an environment without fear.

At Holy Trinity we recognise that there is no ‘hierarchy’ of bullying – all forms of bullying should be taken equally seriously and dealt with appropriately. We understand that bullying can take place between pupils, between pupils and staff or between staff; by individuals or groups- face-to-face, indirectly or using a range of cyber bullying methods. We understand that all children have disagreements with each other and friends fall out for a time. This is not usually bullying.

Holy Trinity believes that parental support and understanding in safe use of the internet is an essential component in managing cyber bullying. The use of the web is an essential part of modern life and the young are the pioneers.

See Appendix 1 for further information about the different types and styles of bullying, the different roles involved and signs and symbols that may be identified sanctions.

Sanctions

The school employs a number of sanctions/ negative consequences to enforce the school rules and to ensure a safe and positive learning environment. We employ each sanction appropriately to each
individual situation. In each classroom there is a display showing the sanctions steps to be taken as well as a ‘fast track’ sanction in cases where someone has been hurt. (See Appendix 3)

Staff record repeated misbehaviour using the online ‘CPOMS’ system, or the class lunchtime supervisors book in the case of lunchtime staff. These books are shared with the class teacher and lead lunchtime supervisor. The lead lunchtime supervisor is responsible for recording more serious incidents onto the CPOMS system.

Serious incidents will be taken directly to Senior Management and Parents. This may result in short term or long term exclusion.

Staff only intervene physically to restrain children or to prevent injury to another individual, or the child him/herself. The actions that we take are in line with government guidelines on the safeguarding of children. Members of staff likely to have to use physical restraint are trained using the Walsall Council approved ‘Team teach’ and complete necessary paperwork to log any incidents where physical restraint had to be used. See Physical Restraint Policy.
Playground and Lunchtime behaviour

Following our Golden Expectations our children will be encouraged and required to behave well at all times – both in the building and on the playground. We believe it is important for children to see that playtime behaviour also plays a part in our behaviour policy.

- Children who are helpful and kind in the playground will receive golden tickets from staff supervisors. These will be handed to the class teacher who will reward as appropriate.

- Children who misbehave will be treated as follows

  1. Warning
  2. Time out on the white line.
  3. Reported to class teacher – recorded in lunchtime supervisors book
  4. Sent to a member of the Senior Management Team who may contact parents if this is thought to be necessary. Incidents recorded in lunchtime supervisors book and recorded using the CPOMS system.

Serious misconduct may result in stages being omitted.
Responsibilities.

Responsibilities of Pupils:

- To follow the golden rules to the best of their ability.
- To treat adults and other children with respect and politeness.
- To help make the school a pleasant and welcoming environment.
- To do as they were asked by all adults in school.
- To take increasing responsibility for their own learning behaviour.

Responsibilities of staff.

- To ensure that the school rules are enforced in their class and that their class behaves in a responsible manner.
- To have high expectations for the pupils in terms of both behaviour and work.
- To treat all children fairly and respectfully.
- To liaise with external agencies, as necessary, to support and guide the progress of each child. eg. LEA behaviour support service.
- To report to parents about the progress of each child in their class in line with the behaviour policy.

Responsibilities of Parent/Carers

- To encourage children to sort out difficulties without violence or bad language at home or in school.
- To encourage respect for other people.
- To help children realise the importance of education and to praise them for their efforts and achievements.
- To follow the home school agreement with particular emphasis on supporting the school behaviour policy (see Appendix 2)
- To follow up advice or action concerning behaviour as suggested by the school eg. a behaviour chart linking school and home.
Responsibilities of Head Teacher

- Under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy.

- To ensure the health, safety and welfare of all children in the school.

- To support the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

- To keep records of all reported serious incidents of misbehaviour.

- To have the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Head Teacher may permanently exclude a child under The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012. Both these actions are only taken after the school governors have been notified.

Responsibilities of Governors.

- To agree and challenge the Behaviour Policy and, when agreed, ensure its implementation.

- To support the Head Teacher in implementing the school Behaviour Policy.

- To give advice to the Head Teacher in regard to particular disciplinary issues.
Fixed-term and permanent exclusions.


- Only the Head Teacher (or the acting Head Teacher) has the power to exclude a pupil from school. The Head Teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Head Teacher may also exclude a pupil 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 pupil, 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 pupil or extend the exclusion period made 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 pupil was excluded, consider any representation by parents and the LEA, and consider whether the pupil should be reinstated.

- If the Governors’ appeals panel decides that a pupil should be reinstated, the Head Teacher must comply with this ruling.
Monitoring and Review

Monitoring

The school keeps a variety of record of incidents of misbehaviour.

Teachers keep records of incidents of unwanted behaviour using the CPOMS system.

Teachers and teaching assistants and external agencies may use detailed observations to highlight typical behaviours during identified sessions.

Staff annotate pupils work to highlight incidences of lack of concentration or poor behaviour.

Incidents at lunchtime are recorded in the class incident books and referred to the class teacher. Recorded using the CPOMS system if deemed to be serious enough to be logged by the class teacher or lead lunchtime supervisor.

Head Teacher keeps a record of cases which have been referred to them. Using the CPOMS system.

The Head Teacher keeps a record of any pupil who is suspended for a fixed term, or who is permanently excluded. This is also recorded using the CPOMS system.

The Head and the Senior Leadership Team will consider reports of bullying to determine what can be learned from the incidents and how they were handled, with a view to improving the school's strategies. These reports will also enable patterns to be identified. The Head will report to the governing body.

The Governors monitor the rate of suspensions and exclusions.

Review

The Head Teacher and Teaching Staff review the effectiveness of this policy on a regular basis and report any changes to the Governing body.

The Governing body reviews this policy at least every two years.
Appendix 1

Specific types of bullying include:

· Bullying related to race or colour, religion or belief or culture.
· Bullying related to special education 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.
· Bullying of adopted children.
· Bullying using electronic forms of contact (cyber bullying)

Roles within Bullying

Different roles within bullying have been identified:

· Those relying on social power, dominating others, often with group support (ring leader).
· Others joining in and therefore afraid of ring leader (associates).
· The awareness of a silent majority that bullying is taking place, but feeling unable to do anything about it (bystanders).
· Those who try to stop bullying (defenders).

Styles of bullying include:

· Intimidation and rude gestures.
· The ‘look’ – this is given as an example of non-verbal bullying.
· Threats and extortion.
· Malicious gossip and exclusion from the group.
· Telling tales with the express purpose of causing trouble.
· Threatening texts or messages in chat rooms.

Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and they should investigate if a child:

· is unwilling to go to school;
· becomes withdrawn, anxious or lacking in confidence;
· starts stammering;
· attempts or threatens self harm;
· cries herself to sleep at night or has nightmares/ bedwetting;
· regularly feels ill in the morning;
· begins to do poorly in school work;
· comes home with clothes torn or books damaged;
· has possessions go missing;
· has unexplained cuts and bruises;
· stops eating;
· is frightened to say what is wrong;
· is frightened of walking to or from school; or
· changes her usual routine.

**Types of Cyber Bullying**

There are 7 identified categories of cyber bullying:

- Text messaging bullying
- Picture/video clip bullying via mobile phone
- Phone call bullying via mobile phone
- Email bullying
- Chat room bullying
- Bullying via websites
- Bullying through instant messaging

**Combating cyber bullying**

- Protection from Harassment Act '97
- Malicious Communications 1988
- Telecommunications Act 1984

All staff should be aware of these possibilities and report promptly any suspicions of bullying to the appropriate person as well as record incidents using the CPOMS system.
Appendix 2 – Home – School Agreement

Date____________
Pupil Name ______________________________________ Class ____________

Home/School Agreement

School will:

- Provide a broad and balanced curriculum for all children of all abilities.
- Insist that school uniform is worn correctly at all times.
- Communicate with parents when special equipment is required eg PE kit, swimming kit.
- Encourage and reward good behaviour, attendance and punctuality.
- Encourage children to care and respect for their surroundings, friends and adults through the implementation of the school’s Christian ethos, activities and rules.
- Communicate effectively with families.
- Hold termly parent/teacher consultations and provide an annual written report.

Family will:

- Make sure our child arrives on time wearing full school uniform and with the correct equipment for the timetable.
- Make sure our child attends regularly and provide the school with a note of explanation if our child is absent/has a medical appointment. We will avoid holidays in term time.
- Encourage and support their child with their school work.
- Support the school’s Positive Behaviour and Anti-Bullying Policy and sanctions that are given.
- Let the school know if there are problems at home or school that are likely to affect your child’s learning.
- Attend parent/teacher consultations. Read letters from school and reply or respond to them if necessary.

Signature of Parent/Carer _______________________________ Date ____________
Super Six Golden Rules

😊 I will be polite and show respect to everyone.
😊 I will try hard and always do my best.
😊 I will be honest and truthful.
😊 I will work, share and play with others.
😊 I will care for the safety of myself and others.
😊 I will take care of our equipment, and our school environment.
What happens if you make poor behaviour choices:

Your teacher gives you a warning that you are not making the right behaviour choice (check our Super Six Golden Rules).

Your teacher talks to you and gives you clear advice on how to make a good choice using our Super Six Golden Rules.

😢 You will be removed from the class to talk with an adult and lose 5 minutes of playtime.

😢 You will be taken or sent to Mrs Turner, Mrs Griffiths, Mrs Atkins or Miss Jack and may spend time out in another class,
Your teacher will complete a ‘Behaviour report.’ (CPOMS)

😢 If you receive another ‘Behaviour report’ (CPOMS) your parents will be informed. You will lose a whole playtime. You will see Mrs Driver

😢 If you keep on making the wrong choices:
  ! you will be excluded from your classroom for some time
  ! your parents will be informed.

If you keep on making poor behaviour choices you may be excluded from our school.

We never want this to happen!
What happens if your behaviour choices hurt people?

😊 You will see Mrs Driver.
You will lose a playtime.

Your teacher will complete a ‘Behaviour Report’ and your parents will be informed.

😢 If you keep on making the wrong choices and hurt people you will be:

!” excluded from your classroom for some time and
!” your parents will be informed.

If you keep on choosing to hurt people, you may be excluded from our school.
We never want this to happen!
Child’s Name: _______________ Year group: ________ 

(Child’s name)

did not make the right behaviour choice today because he/she:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

(Child’s name)

did not make the right behaviour choice today because he/she:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
REWARDS FOR GOOD BEHAVIOUR

- House Points
- Golden Time
- Whole-class rewards
- Smiles
- Certificates given in assembly
- Praise
- Golden Mention given in assembly in front of your parents
- Head Teacher Award
- Golden Time with Mrs Driver