

2.2 The school acknowledges all the efforts and achievements of children, both in and out of school. The celebration assemblies celebrate children's achievement out of school, for example, music or swimming certificates.

2.3 The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

- We expect children to listen carefully to instructions in lessons and follow our school rules. Please refer to the school's Behaviour Charter for the details of the school rules, sanctions and rewards.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.

2.4 The class teacher discusses the school rules with each class. In addition to the school rules, each class also has its own classroom code, which is agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class.

2.5 The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

2.6 Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

3 The role of the class teacher

3.1 It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time.

3.2 The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.

3.3 The class teacher treats each child fairly, and enforces the classroom code consistently. The teachers treat all children in their classes with respect and understanding.

3.4 All teachers will follow the school Behaviour Charter.

3.5 The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child.

3.6 The class teacher reports to parents about the progress of each child in

their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

4 The role of the head teacher

4.1 It is the responsibility of the 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. It is also the responsibility of the head teacher to ensure the health, safety and welfare of all children in the school.

4.2 The head teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

4.3 The head teacher keeps records of all reported serious incidents of misbehaviour that have resulted in detentions being issued, and reports back to the governors through the pupil behaviour and protection committee and the head teacher's report to governors.

4.4 The head teacher has 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.

5 The role of parents

5.1 The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school.

5.2 We explain our expectations for behaviour in the School Behaviour Charter (this is obtainable on the school's website and hard copies are available from the school office). We expect parents to read this document and support the school in its implementation.

5.3 We expect parents to support their child's learning, and to cooperate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

5.4 If the school has to use reasonable sanctions to punish a child, we expect parents to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the head teacher. If these discussions cannot resolve the problem a formal grievance or appeal process can be implemented.

6 The role of governors

6.1 The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the head teacher in adhering to these

Holy Trinity CE Primary School Anti-Bullying Policy

Introduction

Holy Trinity CE Primary School is committed to providing a caring, friendly and safe environment for all members of the school community. Bullying of any type is not acceptable at Holy Trinity School. If and when bullying does occur, all people should be able to tell someone and to know that any incidents will be dealt with promptly, efficiently and effectively.

Everybody has the right to be treated with respect. Those who are the victims of bullying need a supportive environment in which to recuperate. Those who are bullying need to learn different ways of behaving and the school will help them to make these changes.

What is bullying?

"Bullying is aggressive or insulting behaviour by an individual or group, often repeated over a period of time, that intentionally hurts or harms."
Ofsted – HMI 465, published in 2003.

Bullying may take a variety of forms, usually lasting over a period of time. It may be:

- emotional (e.g. excluding someone, not being included, tormenting, hiding things, threatening, making gestures)
- physical (e.g. punching, kicking, hitting, pinching, biting)
- racist (racial taunts, graffiti)
- sexual (unwanted physical contact or sexually abusive remarks)
- verbal (name-calling, sarcasm, spreading rumours, persistent teasing)
- intimidation (e.g. interference with personal property, theft, hostile mobile phone or internet messaging)
- cyber bullying (e.g. use of computer or mobile phones)
- children with special educational needs or disabilities unable to articulate their experiences and may be being bullied both directly and indirectly about their specific difficulties or disability
- prejudice against children from the different Traveller communities.
- antagonistic attitudes towards 'looked after' children because of their family circumstances.

Why is it important to respond to bullying?

Bullying hurts. No-one deserves to be a victim of bullying. Pupils who are bullying need to learn different ways of behaving. Everybody has the right to be treated with respect.

As a school we aim to have a responsibility to respond promptly and effectively to all issues of bullying.

Objectives

- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- All governors, teaching and non-teaching staff should know what the school policy is on bullying and follow it when bullying is repeated.
- All pupils and parents should know what the school policy is on bullying and what they should do if bullying arises.
- As a school we take bullying seriously. Pupils and parents should be assured that bullying will not be tolerated.

Signs and symptoms (what to look for)

- Being unwilling to go to school
- Feeling ill in the mornings
- Change in their usual routine
- Being frightened of walking to and from school
- Not wanting to go on a public bus
- Begging to be driven to school
- Becoming anxious and withdrawn
- Crying themselves to sleep at night / nightmares
- Truancy
- Beginning to do poorly at school
- Coming home with clothes / books torn
- Having possessions 'go missing' asking for money or stealing money
- Unexplained cuts / bruises
- Coming home hungry (packed lunch stolen)
- Becoming withdrawn, lacking in confidence
- Becoming aggressive and unreasonable
- Bullying other children or siblings
- Giving improbable excuses to any of the above
- Attempted or threatened suicide

Procedures

1. Report any incidents to the designated member of staff.
2. The incident will then be recorded in the behaviour file.
3. If parents report / mention any of the above, all adults must pass this knowledge to the head teacher or deputy head teacher. The head / deputy will record and respond to all reports of bullying and monitor the outcomes.
4. The bullying behaviour or threats of bullying must be investigated and bullying stopped quickly. Statements must be taken from all involved in this behaviour.
5. Parents will be contact where there is any bullying behaviour.
6. All attempts will be made to help the bully change his/her behaviour.

Outcomes

1. The bully will be asked to genuinely apologise. Parents will be informed of the incident.
2. In serious cases, fixed term or permanent exclusion will be considered. If this occurs the exclusions governor and the LA social inclusion team must be advised of the school's action.

- visits by pupils to secondary schools in the summer term for full school days, induction and other activities.
- curriculum activities about the transition experience, preventing and challenging bullying.

Children new to school

In a similar way, children who arrive in school at non-standard times need to have a supportive structure in place to induct them positively into the school. Moving schools can be an unsettling experience as has already been mentioned and particularly so when you are the only one doing it at that particular time. These children can also be vulnerable because they may:

- be at the early stages of acquiring English
- have moved from another part of the country and have a regional accent
- be asylum seekers or refugees
- they may be children from specialist provision being reintegrated into your school
- be from Traveller communities
- have had “difficult” experiences in their previous school or been permanently excluded.

Many children from these groups will settle quickly and well into school of course. At Holy Trinity CE Primary School we ensure that these children:

- have a tour of the school with the head teacher so that the rules and expectations are clearly explained
- are assigned children who will ensure that they have someone to play with at playtime
- are expected by their class teacher, although this may sometimes only be with a day’s notice.

Appendix 1

Suggestions for teachers and support staff

- Tell the children that any form of bullying is *not* tolerated in the school. Everyone is expected to ensure that it does not happen and has the responsibility to tell – this is not telling tales.
- In class, ensure that the children discuss bullying – what it is, what can be done etc.
- Draw up a class code of conduct.
- In circle time, allow the children to discuss ways to help any bullies to become part of the group.
- If bullying is happening, find out the facts, talk to bullies and victims individually.
- If appropriate break up the group dynamics by assigning places. (Most bullying groups have a leader, with other children being frightened of not bullying.)
- Differences should be acceptable and never a cause for bullying.

Appendix 2 Playgrounds

- Ensure that all rules are on display in the playground.
- Deal with bullying and intimidation immediately.
- Have different parts of the playground set out for different games, quiet activities etc.
- All members of staff to have clear procedures to report incidents
- All members of staff have a role in monitoring children’s behaviour. Staff should inform and liaise with one another if a problem arises.
- Any instances of bullying to be recorded in an incident book, so that behaviour can be monitored.

Appendix 3

Holy Trinity CE Primary School Behaviour Charter (attached)

Appendix 4

Holy Trinity CE Primary School Home/School agreement

In the playground

- play together without play fighting – use only kind hands, kind feet and kind words
- if you are using the adventure or climbing frame don't run or play 'it' games – they can be dangerous
- follow the rotas
- ask an adult if you want to go in for any reason
- don't retaliate – get help if you need it
- only one football is allowed at a time
- stand still and be silent when the whistle blows

In the classroom

- put your hand up if you want to speak
- complete homework on time
- enter and leave calmly and quietly
- ask if you need to leave the room
- tuck chairs in and leave the classroom tidy

Worship and Assembly

- walk in and out silently
- worship/Assembly is a silent time. Only speak if asked to
- put up your hand if you wish to speak

Wet play times

- use only the games provided. Leave games as you found them
- ask an adult if you wish to leave the room
- balls are not allowed

Shared areas - corridors etc

- always walk
- use only quiet voices
- ask if you want to use the computers or other equipment
- put things away and leave all areas tidy
- keep the displays attractive and cared for

In order to reinforce our expectations and rules we have a system of rewards in place. Children sticking to the rules will be regularly and consistently rewarded by:

Foundation Stage

- thumbs up
- smiley face stamp
- verbal praise

KS1

- verbal and non-verbal signs
- thumbs up
- sticker charts
- good manners commented on
- star of the week
- sent to share achievements with senior staff

- good news shared with parents

KS2

- use of verbal and non-verbal signs
- team points
- weekly reward certificates
- individual class rewards
- sent to share achievements with senior staff
- good news shared with parents

Certificates

Each KS2 teacher will give 2 reward certificates a week. These certificates can be for academic achievement or considerate behaviour. The names of the children receiving these will be published in the school newsletter.

Team points

These will be given out each week and announced in the Celebration Assembly.

If pupils choose to break the code we will take the following sanctions with a clear explanation of choices and consequences at each stage:

Nursery

- Children are given two chances and on the third occasion children have time out "for a think".

KS1

- Verbal warning
- Name on whiteboard
- Miss five minutes of last play
- Sent to KS1 co-ordinator
- Sent to head teacher

KS2

- Verbal warning
- Yellow card issued
- Second yellow card = red card and detention
- Some serious actions/behaviour results in an automatic red card and detention
- Red cards will be noted in the child's reading diary by the class teacher.
- Wherever possible parents/guardians will be informed by the class teacher if a red card has been issued
- Serious incidents will be dealt with by senior staff and parents/guardians will be contacted and will be required to attend a meeting at school
- Further action may be necessary and this will be discussed between the head teacher and parents

Detention

A detention means that the child will not be able to sit or play with their friends at lunchtime and will be supervised by a senior member of staff.

Parents/Carers responsibilities

All parents/carers are expected to:

- Support the school's rules and Behaviour charter.
- Uphold the values of the school.
- Always be polite and civil in their communication with members of staff and other parents.
- Ensure that the children arrive on time, having had a good night's sleep, eaten breakfast, are dressed appropriately and are ready for learning.
- Attend teacher/parent meetings and help the child meet the targets set.
- Support their child in completing their homework.
- Ensure that children attend school unless they are ill.
- Ensure that the school always has up to date telephone numbers in case of emergency.
- Pay for replacements books or school equipment where these are lost or broken by your child.

Head teacher's signature.....

Child's signature.....

Date