



Behaviour Policy

Trinity School, Belvedere

This policy supports the Trinitas Principles as outlined below:

We will build a family of schools where strong Christian values are at the centre of everything we do.

We will share responsibility for all of the children in all of the schools.

We will recruit high quality staff because the quality of Trinitas Academy Trust is determined by the quality of those who work within it.

We will value our staff by respecting their professional competence, through robust monitoring, challenge, and support and by rewarding them for their contribution to Trinitas Academy Trust.

We will ensure outstanding achievement for children and staff by being strategic, aspirational and not afraid to innovate.

We will teach our children through a curriculum that engages and motivates them, celebrates success, meets their individual needs and prepares them for the future.

We will provide the best possible learning environment, which is inspiring for both pupils and staff.

We will ensure that the systems within the Trust and the organisation of the Trust are coherent, robust and offer best value for money.

We will be wholly committed to promoting the Anglican Ethos of the Trust by being distinctive yet inclusive.

We will hold true to our values and aspirations, without compromise.

Aim: To promote and reward positive behaviour and apply appropriate sanctions when behaviour is not positive

Policy Owner: Darren Heimsath (Assistant Principal)

Audience: Staff, parents, prospective parents, general public

Copies are available: on the 'Q' drive and on the school website

Date Agreed by Trustees: March 2017

Reviewed: March 2019

Review Date: March 2021 or earlier where necessary

Trinitas Academy Trust

BEHAVIOUR POLICY

LEGAL BASIS

Equality Act 2010

Positive behaviour and attendance are essential foundations for a creative and effective learning and teaching environment where all members of the school community can thrive and feel respected, safe and secure – a positive climate for learning.

The Trinitas Academy Trust seeks to set high standards of behaviour coupled with a fair and consistent system of rewards and sanctions.

AIMS

- To promote successful teaching and learning and high attainment by ensuring good behaviour in the classroom and around the school.
- To increase the motivation of pupils so that all have the opportunity to reach their potential.
- To provide a safe learning environment free from disruption, violence, bullying and any form of harassment.
- To promote self-discipline and proper regard for authority.
- To encourage respect for others.
- To ensure fairness of treatment for all.
- To respond consistently to both positive and negative behaviour.
- To provide guidance to enable pupils to manage their behaviour
- To promote early intervention as necessary.
- To encourage a positive relationship with parents and carers, by developing a shared approach to involve them in the implementation of the school's policy and associated procedures.

RESPONSIBILITIES

The Governing Bodies of the Trinitas schools seek to create an environment which encourages and reinforces good behaviour and well-being. This policy is drafted with reference to the ***DfE Behaviour and Discipline in Schools – advice for head teachers and school staff – January 2016.***

The Governing Bodies will establish a Behaviour Policy in consultation with the Principal, staff and parents/carers and ensure it is implemented in a fair and consistent manner, to ensure that high standards of behaviour are maintained. The policy will be published on the school website according to the School Information (England) (Amendment) Regulations 2016. The Principal, Senior Management and senior pastoral leaders will ensure the policy is followed consistently and take necessary action where appropriate when the policy is breached.

Staff (both teaching and non-teaching) are responsible for ensuring that the principles and practices of the policy underpin their management of pupil behaviour.

Pupils are expected to take responsibility for their own behaviour and ensure that it is in line with the Behaviour Policy, both in and out of the learning environment.

Parents and carers are expected to take responsibility for the behaviour of their child both inside and outside school. They are encouraged to work in partnership with the school to ensure expectations of a high standard of behaviour are met.

MONITORING AND REVIEW

The Principal in consultation with staff, pupils and parents/carers will undertake systematic monitoring, review and evaluation of the policy to ensure that its operation is effective, fair and consistent.

The Governing Bodies in consultation with staff, pupils and parents will regularly review the policy and associated procedures to ensure it continues to be appropriate and effective.

Trinity School, Belvedere

The **Aims of Trinity School** and its behaviour code (**The Trinity School Code**) along with the **Classroom Expectations** explain what the school expects from its pupils and teachers.

PROCEDURES

Trinity School operates clear procedures within the Behaviour Policy to reward positive behaviour and ensure negative behaviour is dealt with consistently.

REWARDS

1. ACHIEVEMENT POINTS – Class Charts

When pupils produce obvious improvement or effort, which is maintained, or produce continuously good pieces of classwork or homework, they are awarded an achievement point in Class Charts. These points trigger actions as follows:

10 – Tutor will call home	50 – Silver badge and certificate
20 – Bronze certificate	75 – Tea reception with SLT and certificate
30 – Head of Year will phone parent	100 – Gold badge and certificate

The Heads of Year monitor Class Charts and give names to Reception to produce certificates and to Principal's PA to arrange SLT meeting and tea. Certificates are presented in AoW.

2. COMMENDATIONS

Congratulation letters are awarded to pupils in Year 7, 8 and 9 for either academic work or effort. Subject staff nominate pupils to receive these letters.

Congratulation letters and e-cards are also awarded for pupils with exemplary records of attendance and punctuality.

3. ASSESSMENT/MARKING/OBSERVATION - Used for all years.

- (i) Written feedback accompanying homework or classwork marks. 'Your Stretch and Challenge' targets are set in order to improve attainment and give guidance for progression.
- (ii) Verbal praise, encouragement, compliments and congratulations on achievements.
- (iii) Individual feedback, reports.
- (iv) Internal/external examinations
- (v) Displays of pupils' work on tutor group or subject notice boards and at open days.

4. PRIZES

- (i) Normally awarded to pupils at the annual presentation ceremony. Subject prizes and certificates may be awarded for attainment, effort or progress. The recommendation for awards is made by the Department Head in consultation with subject staff.
- (ii) Prizes may be awarded for outstanding achievement in extra-curricular activities.
- (iii) Pupils in all years may also be nominated for Trinity School Association prizes for effort or contribution to the school, for the Woodard prize and for other prizes where appropriate.
- (iv) Pupils and staff may be nominated for the Jack Petchey Award.

5. PRIVILEGES

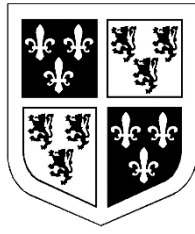
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|------------------------|---------------------------------|
| (i) Year Group Outings | (iv) Dress code in Years 12/13. |
| (ii) Organised events. | (v) Year 12/13 common room |
| (iii) Non uniform days | |

TRINITY 5

Pupils are encouraged to come to lessons prepared using the Trinity 5: Reading book, ruler, eraser, pen, pencil.

THE AIMS OF TRINITY SCHOOL

- Trinity School aims to offer an all-round excellent education for pupils of all abilities and backgrounds by providing a positive working environment in which all children and staff can develop to their full potential
- Trinity School aims to provide the highest standards of achievement for all
- Trinity School aims to provide and maintain a Christian environment. Religious education and worship has a significant place in the life of the school to nurture the spiritual growth of all pupils including those belonging to other faith communities
- Trinity School aims to provide the highest standards of personal care and support and individual development
- Trinity School aims to provide its pupils with the best preparation into adult life
- Trinity School aims to develop supportive links between school, home, parish and the wider community
- Trinity School aims to provide the highest standard of communication with parents, parish and the wider community involving them in all aspects of school life



TRINITY SCHOOL CODE

TRINITY PUPILS SAY:

Respect others, be truthful and trustworthy

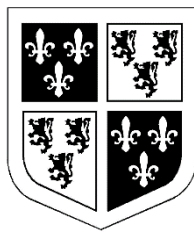
Individual achievement is highly valued

No bullying, racism, physical or emotional violence

Independence should be encouraged

Treat others as you wish to be treated

You are a member of a caring community



CLASSROOM EXPECTATIONS

For a successful learning environment, pupils are expected to:-

- Be polite to all people at all times.
- Respect their own and others' belongings.
- Listen to and follow instructions.
- Listen to and value the opinions of others.
- Work sensibly and co-operatively without disrupting others' learning.
- Put up a hand to answer questions and not call out unless asked to do so.
- Make sure that the correct equipment is brought to lessons.
- Record all homework in handbooks and hand in, duly completed on time.
- Be aware of safety in the classroom.
- Have mobile 'phones switched off throughout the school day.

There is no excuse for rudeness, disrespect or insolence towards members of staff.

Any instruction given by a member of staff should be carried out at once and without argument.

ATTENDANCE

The school is aware of parents'/carers' obligations regarding the regular attendance of their children, will monitor attendance and take problems which may lead to non-attendance seriously.

The school will, in recognition of the law, actively pursue cases of regular or unexplained non-attendance, and in support of this will make use of various services, particularly the Education Welfare service.

AIM

To promote regular attendance and punctuality at school in order that all pupils can take full advantage of the educational opportunities available.

MONITORING ATTENDANCE AND PUNCTUALITY

1. Registration is an integral and key part of the school day and is conducted twice daily by tutors and in lessons by teachers.
2. Tutors are responsible for checking the patterns of attendance and punctuality for their tutor group, ensuring pupils bring notes to cover absences and reporting any concerns to the appropriate pastoral staff.
3. Attendance checks are made daily post registration by pastoral staff who contact home when necessary.
4. The school uses the SIMS registration system which includes an attendance module.
5. Pastoral staff actively monitor pupils who arrive late for morning registration.

IMPROVING ATTENDANCE

1. As pupils begin their education at Trinity, parents/carers are made aware of legal requirements regarding school attendance. This includes the school policy for categorising absence as authorised.
2. Parents/carers of pupils new to the school are requested to undertake a commitment to avoid pupils' needless absence from school, for example taking holidays during term time. Parents/carers should be aware that the school has the right to request that Bexley council issue a fixed-penalty fine to any family who take unauthorised holiday in term time.
3. The Education Welfare Officer assigned to the School provides an invaluable link with parents/carers through home visits wherever there are attendance or welfare concerns.
4. There are agreed, clear criteria for referral of non-attenders and regular timetabled meetings between the EWO and pastoral staff. The Education Welfare Officer also assists in discussion on how best to aid re-entry of pupils returning after avoidable or unavoidable absence.
5. Letters/Certificates are awarded termly for pupils who have excellent records of attendance and punctuality. Pupils who receive Letters/Commendations each term during the school year are also awarded a prize at the annual School Presentation Ceremony.

CO-ORDINATION OF ATTENDANCE PROCEDURE

Assistant Principals co-ordinate and monitor attendance and punctuality relying on Form Tutors, Heads of Year and Key Stage, pastoral staff and the Attendance Committee.

INCLUSION

Trinity School has a legal commitment to inclusion. The school has the responsibility to provide a broad and balanced curriculum for all pupils. Trinity School is committed to safeguarding and promoting the welfare of children and young people. Trinity School expects all members of staff and volunteers to support this commitment.

AIMS:

1. To set suitable learning challenges
2. To respond to pupils' diverse learning needs
3. To overcome potential barriers to learning and assessment for individuals and groups of pupils.
4. To promote a feeling of belonging and tolerance in a safe environment
5. To promote an ethos of equality of opportunity, free from prejudice

OBJECTIVES:

1. To ensure the SEN and Disability Regulations 2014 and subsequent Codes of Practice and guidance are implemented effectively across the school.
2. To ensure equality of opportunity for, and to eliminate prejudice and discrimination against, children with special educational needs.
3. To continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
4. To provide full access to the curriculum through differentiated planning by class teachers, SENCO and support staff as appropriate.
5. To provide specific input, matched to individual needs, in addition to differentiated classroom provision, for those pupils recorded as having SEN.

The school also takes into account the SEN and Disability Act 2010 which plans for increased access.

- For the provision of information for pupils in a range of formats
- For the physically disabled to access buildings
- For the physically disabled and those with learning difficulties and impairments to access the curriculum.

SANCTIONS AND SUPPORTIVE DISCIPLINARY MEASURES

1. Often clear guidance, a rebuke or a restorative intervention is sufficient to amend classroom misbehaviour – this is the first stage of the Behaviour Management System, which is the basic system of sanctions followed by staff – see below.
2. Children may be detained after school (no more than thirty minutes on the day of the offence). Teachers must allow pupils to contact home if necessary. Detentions should be noted in the pupil's handbook and recorded electronically.
3. Detentions of up to one hour may be given, with notice, by the Senior Leadership Team or by Heads of Department/Heads of Year. Parents will be informed.
4. Certain serious behaviours will warrant exclusion from school, in the first instance fixed-term and possibly leading to permanent exclusion. See below for further details.

Alongside all disciplinary measures it is possible for us to provide internal support systems and external support via outside agencies and/or the Educational Psychologist. It is also possible for us to arrange for the school chaplain or local clergy to counsel individual pupils.

Behaviour is managed using the Trinity Behaviour Management system below. There is a card reporting system which can be used as outlined below, or as an additional tool outside the points system. Both positive and negative behaviour are recorded on Class Charts and points accumulated trigger other actions as follows:

Negative Points

10 – Tutor will call home

20 – Tutor will e-mail home and put pupil on Tutor report

30 – Head of Year will meet with parent and put pupil on HoY report

50 – A member of SLT will meet with parent and put pupil on SLT report

75 – Governors' Discipline Committee

Trinity Behaviour Management System

T1

- **1st warning**

- Lateness to lesson
- Minor disruption
- Low level talking, minor disruption to the learning of other pupils
- Lack of appropriate participation

T2

- **2nd warning - Minor consequence**

- This could be **2 x T1** or due to a more serious behaviour problem
- Disrupting the learning of other pupils
- If appropriate a pupil can be sent outside the classroom for a short time

T3

- **Referral - recorded on Class Charts**

- Rudeness to staff member, disruption during controlled assessment, serious disruption to learning of other pupils, failure to meet homework deadline, failure to complete required amount of work in lesson
- This could result in a detention with class teacher at break/lunchtime/end of the day. Teachers will write detention in the pupil handbook.

T4

- **Removal - recorded on Class Charts**

- Major disruption to the learning of other pupils or threatening the safety of pupils or staff
- Pupils may be removed to work in a pre-arranged place such as a colleague's classroom or with pastoral leaders/SLT
- Sanctions applied according to the nature of the incident

USE OF REASONABLE FORCE/SCREENING, SEARCHING AND CONFISCATION

(see DfE Use of reasonable force – Advice for Head Teachers, staff and governing bodies)

All school staff, on the authorisation of the Head Teacher, have the power to discipline, and to use reasonable force to prevent pupils committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom. This will be done with due regard to any Special Educational Need or disability the pupil may have. Such occurrences will be recorded, and reported to parents within the context of informing them about the incident and its consequences for the pupil involved.

Head teachers and staff authorised by the head teacher can use such force as is reasonable when searching a pupil without consent for an item banned by the school rules.

These items include:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Disciplinary action will be taken against pupils who have made malicious accusations against staff.

DISCIPLINE AND REFERRALS

Classroom Incidents and Incidents out of Lesson Time (see sanctions procedure)

Any action which carries a sanction may be recorded on Class Charts and communicated to HoY/HoD/HoKS where appropriate.

Inclusion

Where a pupil's behaviour has necessitated a temporary change of timetable, HOD/HOY or SLT will facilitate and supervise ongoing learning.

Pupils on Report (see sanctions procedure)

The class teacher will record accurately pupil performance during the lesson. If sanctions are needed, the class teacher follows sanctions procedure and records on Class Charts. For serious or repeated incidents referral to the Head of Year/HoD/SLT .

Exclusion from School

Please note that behaviour and sanctions recorded on Class Charts are also used to help provide the information to make up the report used if a pupil were to be excluded from school. It is therefore essential that recording is accurate and comprehensive.

EXCLUSIONS

AIM

Exclusion from school is a most serious matter only to be used when absolutely essential. With this in mind the policy seeks to ensure that where exclusions are used they are necessary and are used consistently within the law. Permanent Exclusion will be used only when it is no longer possible to work with a particular pupil.

LEGAL BASIS

This is clearly set out in DfE Exclusion from Maintained Schools, Academies and PRUs in England.

PROCEDURE

1. Exclusion from school can be triggered in several ways, e.g.

- (i) A major breach of school behaviour policy either on or off school premises
- (ii) Breakdown of card reporting system.

2. In general, after a number of fixed term exclusions a child will be re-admitted only with a signed contract with the school following a meeting with the Governors Discipline Committee and the setting up of a pastoral support plan for the pupil (PSP). This is a final warning, but with it comes the support of a blue card (SLT) and the offer of counselling from the chaplain or external support. An example of a contract is given at the end of this paper, but it may differ slightly for each individual.

3. As an alternative to exclusion, pupils may work off *****=-0987site at the HUB, supervised by a member of Trust staff.

4. Pupils in danger of exclusion will be referred to New Horizons Federation. Multi-agency assessment would be considered for pupils who display persistent disruptive behaviour.

5. Permanent exclusion is of course the ultimate sanction, only used in the most extreme circumstances and as a last resort after all available strategies have been tried. It will be such a serious breach of discipline that it would be prejudicial to the work of the school if the sanction were not used. **Highly dangerous behaviour, illegal behaviour or acts of real or threatened violence are examples of this.**

6. The school retains the right to discipline with regard to behaviour beyond the school gate in the following circumstances

- when a child is taking part in any school-organised or school-related activity
- when a child is travelling to or from school
- when a child is wearing school uniform
- when a child is in some other way identifiable as a pupil of the school
- where misbehaviour could have repercussions for the orderly running of the school
- where misbehaviour poses a threat to another pupil or member of the public
- where misbehaviour could adversely affect the reputation of the school.

AN EXAMPLE OF A CONTRACT

This shows the form of words of a re-admission contract.

CONTRACT BETWEEN **AAAA BBBB** AND **TRINITY SCHOOL**

Trinity School agrees to re-admit Aaaa after exclusion from school on the following conditions to which Aaaa agrees:

1. I will attend school regularly and on time. I will remain in school all day and attend lessons on my timetable. I will remain on the premises at lunch time.
2. I will behave sensibly in class, around the school and on my way to and from school.
3. I will be polite in my dealings with teachers at the school. I will not disrupt the work of other pupils. I will carry out reasonable instructions given by teachers.
4. I will show respect towards other pupils at the school. I will avoid all conflicts with other pupils.
5. Bearing in mind that my learning in school is the purpose for coming to school, I will do my best with my school work and homework.
6. I will attend school in full uniform.
7. I will behave according to the Trinity School Code.

In order to support Aaaa the school will provide a report card facility and will maintain frequent contact with home. Counselling from the chaplain or clergy on the school's governing body will be available if Aaaa asks for it.

I understand that this is a last chance to put matters right and that a serious breach of the contract may lead to permanent exclusion.

Signed: _____ Aaaa Bbbb

Signed: _____

Witnessed by: _____ Date: _____

PASTORAL SUPPORT PLAN

STUDENT NAME

D.O.B.

YEAR/TUTOR GROUP

SEN

ETHNICITY

SCHOOL

Trinity Church of England Academy

DATE

REVIEW DATE

MONITORING TEACHER

1. Areas of Concern

2. Resume of support/behaviour modification to date.

3. General Targets (SMART)

1	
2	
3	

4. Strategies required by student to meet -

Target 1 -

No.	Action
1	
2	

Target 2 -

No.	Action
1	
2	

Target 3 -

No.	Action
1	
2	

Parent/Carer will support school and student by

No.	Action
1	
2	
3	
4	

School will support by

No.	Action
1	
2	
3	
4	

Other Agency support

No.	Action
1	

5. Agreement

'We the undersigned agree with the above targets and actions. We are willing to co-operate and make every effort to ensure the successful completion of the pastoral support plan.'

A. Student	<input type="text"/>	Date	<input type="text"/>
B. Parent/Carer	<input type="text"/>	Date	<input type="text"/>
C. School	<input type="text"/>	Date	<input type="text"/>
D. Other	<input type="text"/>	Date	<input type="text"/>

Parent / Carer Information Sheet **Pastoral Support plan (PSP)**

What is a PSP?

A detailed plan to improve a student's behaviour and prevent them from being excluded from school

Who is involved in a PSP?

- A senior member of the school staff
- Parents / carers
- Students
- Possibly others such as school SENCO, behaviour support advisor, Educational Psychologist, Social Services

Which children may have a PSP?

A PSP may be necessary if the student's behaviour is not meeting the expected level of behaviour in school. The student may have received formal exclusion or may be at risk of permanent exclusion from school.

How is a PSP set up?

1. A brief description of your child's behaviour and the reasons for it.
2. Targets required to improve their behaviour
3. Details of staff and support services to be involved in the plan and any referrals that need to be made for help from other services
4. Details of support strategies to be used to help the student improve their behaviour
5. How parents / carers will support the plan
6. The expectations on the student to make the plan successful
7. Which member of staff will be responsible for the plan and will be the contact for parent and student
8. The length of the plan, review date, time and place

If you have any questions regarding the Pastoral Support Plan, please contact Mrs McMahon.

BULLYING AND RACIAL & SEXUAL HARASSMENT.

AIMS

Trinity School is proud of the fact that bullying, racial or sexual harassment is not regarded as prominent and pupils are happy with the way incidents are dealt with. However incidents of bullying and harassment do occur in secondary schools and such incidents are serious and undermining of the community as a whole. It is the aim of the policy to:

- (i) assert the right of all pupils to learn in a supportive, caring and safe environment without the fear of being bullied, intimidated or harassed in any way.
 - (ii) ensure that the school's aims and the Trinity School Code genuinely describe the atmosphere within the school.
 - (ii) effectively tackle HBT bullying and ensure LGBTQ staff and pupils are protected from discrimination.
- Preventative- prevent it by promoting an inclusive ethos throughout the school and curriculum
Responsive- respond to any incidents swiftly and proportionately

STRATEGIES

- (i) The school will involve the whole community, especially teachers and non-teaching staff in advancing and commending the Trinity School Code.
- (ii) The School Council will be given an especially prominent role in monitoring, reporting and reviewing the Code.
- (iii) Advantage will be taken of such schemes to help pupils as are considered viable at the time
- (iv) Pupils who feel bullied or harassed themselves or who know of someone being bullied or harassed are encouraged to tell a teacher IMMEDIATELY.
- (v) Parents and carers are advised to:
 - (a) Always take an active role in their child's education. Enquire how their day had gone, who they have spent their time with, how lunch time was spent etc.
 - (b) Inform the school IMMEDIATELY if they feel their child may be a victim of bullying behaviour or harassment.
- (vi) Teachers are required to:
 - (a) Use every opportunity to assert the code and the appropriate way for children to behave towards each other. The PSHE programme (including Citizenship), tutor time and Acts of Worship are especially helpful here.
 - (b) Take all reports concerning bullying and harassment seriously.
 - (c) Deal quickly, firmly and fairly with any complaints, involving parents where necessary.
 - (d) All complaints must be logged and recorded, reported to tutor/HOY and placed on pupil files.
- (vii) Action taken when bullying or harassment is suspected.
School discipline may take the following form in dealing with offenders:
 - a) They will be warned officially to stop offending and parents/carers will be notified.
 - b) School sanctions may be applied as detention, inclusion room.
 - c) Pupil contracts may be drawn up which pupils are required to sign and honour.
 - d) Pupils may be required to keep a diary of incidents.
 - e) Counselling may be offered or work with an outside agency.
- (viii) **In proven cases of bullying, racial or sexual harassment, exclusion from school, including permanent exclusion, may be required.**
- (ix) **In relation to the Statutory obligation under the equality Act 2010**

The Equality Act 2010 provides a **single consolidated source of discrimination law**, covering all the types of discrimination that are unlawful and it extends the protection from discrimination in certain areas. Protection is now extended to pregnancy and maternity and gender reassignment

Trinity School will make sure that all gay, lesbian, transgender or bi-sexual pupils, or the children of gay, lesbian, transgender or bi-sexual parents, are not singled out for different and less favourable treatment from that given to other pupils. We will ensure that there are no practices which could result in unfair, less favourable treatment of such pupils.

PROMOTING A SAFE ENVIRONMENT AT SCHOOL

INFORMATION FOR PARENTS AND PUPILS

INTRODUCTION

Bullying affects everyone, not just the bullies and the victims of bullying. 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 or a necessary part of growing up, 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 the school.

WHY IS AN ANTI-BULLYING POLICY NECESSARY?

Trinity School believes that its pupils have the right to learn in a supportive, caring and safe environment without the fear of being bullied. All institutions, both large and small, contain a number of pupils with the potential for bullying behaviour. If a school is well-disciplined and organised, it can minimise the occurrence of bullying. The Trinity School Code makes it clear that bullying is a form of anti-social behaviour. It is **WRONG** and will not be tolerated.

WHAT IS BULLYING?

Bullying can occur through several types of anti-social behaviour. It can be:-

- a) **PHYSICAL**
A child is punched, kicked, hit, spat at etc.
- b) **VERBAL**
Verbal abuse can take the form of name calling. It may be directed towards gender, ethnic origin, physical or social disability, homophobia and/or sexual harassment.
- c) **EMOTIONAL**
A child can be bullied simply by being excluded from discussions/activities by those they believe to be their friends.
- d) **DAMAGE TO OR THEFT OF PROPERTY**
Pupils may have their property damaged or stolen. Physical threats may be used by the bully in order that the pupil hands over property or money to them.
- e) **CYBER BULLYING**
Use of social media to threaten, coerce or abuse.

WHAT CAN YOU DO IF YOU ARE BEING BULLIED?

Remember that your silence is the bully's greatest weapon!

- a) Tell yourself that you do not deserve to be bullied, and that it is **WRONG**!
- b) Be proud of who you are. It is good to be individual.
- c) Try not to show that you are upset. It is hard but a bully thrives on someone's fear.
- d) Stay with a group of friends/people. There is safety in numbers. Do not venture into unsupervised areas.
- e) Be assertive - shout 'No!' Walk confidently away. Go straight to a teacher or other member of staff.
- f) Fighting back may make things worse. Always, talk to a teacher or parent/guardian first.
- g) Generally it is best to tell an adult you trust straight away. You will get immediate support.

Teachers will take you seriously and will deal with bullies in a way which will end the bullying and will not make things worse for you.

IF YOU KNOW SOMEONE IS BEING BULLIED

- a) TAKE ACTION! Watching and doing nothing looks as if you are on the side of the bully. It makes the victim feel more unhappy and on their own.
- b) If you feel you cannot get involved, tell an adult IMMEDIATELY. Teachers have ways of dealing with the bully without getting you into trouble.
- c) Do not be, or pretend to be, friends with a bully.

AS A PARENT/CARER

- a) Look for unusual behaviour in your children. For example, they may suddenly not wish to attend school, feel ill regularly, or not complete work to their normal standard.
- b) Always take an active role in your child's education. Enquire how their day has gone, whom they have spent their time with, how lunchtime was spent etc.
- c) If you feel your child may be the victim of bullying behaviour, inform the school IMMEDIATELY. Your complaint will be taken seriously and appropriate action will follow.
- d) It is important that you advise your child not to fight back. It can make matters worse!
- e) Tell your son or daughter that there is nothing wrong with him or her. It is not his or her fault that they are being bullied.
- f) Make sure that your child is fully aware of the school policy concerning bullying, and that they will not be afraid to ask for help.
- g) Monitor carefully your child's use of social media at home to contact others.

AS A SCHOOL

- a) Organise the community in order to minimise opportunities for bullying, e.g. provide increased supervision at problem times.
- b) Use any opportunity to discuss aspects of bullying and the appropriate ways to behave towards each other e.g. the PSHE programme.
- c) Deal quickly, firmly and fairly with any complaints, involving parents where necessary.
- d) Review the school policy and its degree of success.
- e) The school staff will continue to have a firm but fair discipline structure. The rules should be few, simple, and easy to understand.
- f) Not use teaching material or equipment which gives a bad or negative view of any group because of their ethnic origin, sex, etc.
- g) Encourage pupils to discuss how they get on with other people and to form positive attitudes towards other people. This includes a review of what friendship really is.
- h) Encourage pupils to treat everyone with respect.
- i) We will treat bullying as a serious offence and take every possible action to eradicate it from our school.

ACTION TO BE TAKEN WHEN BULLYING IS SUSPECTED

If bullying is suspected we talk to the suspected victim, the suspected bully and any witnesses. If any degree of bullying is identified, the following action will be taken: -

Help, support and counselling will be given as appropriate to both the victims and the bullies.

We support the **victims** in the following ways:

- by offering them an immediate opportunity to talk about the experience with their class teacher, or another teacher if they choose.
- by informing the victim's parent(s)/carer(s).
- by offering continuing support when they feel they need it.
- by arranging with parents/carers for their safe arrival at school and home.
- by taking one or more of the ten disciplinary steps described below to prevent more bullying.

We also discipline, yet try to help the **bullies** in the following ways:

- by talking about what happened, to discover why they became involved.
- by informing the bullies' parent(s)/carers(s).
- by continuing to work with the bullies in order to get rid of prejudiced attitudes as far as possible.
- by taking one or more of the ten disciplinary steps described below to prevent more bullying.

DISCIPLINARY STEPS

1. They will be warned officially to stop offending.
2. The bullies' parent(s)/carer(s) will be informed.
3. They may be excluded from the school premises at break and/or lunchtime.
4. School sanctions may be applied such as detention, exclusion.
5. We may arrange for parents to escort pupils to and from the school premises.
6. Where appropriate the restorative justice process may be followed.
7. Pupils may be required to keep a diary of incidents.
8. Counselling or work with an outside agency may be offered.
9. If they do not stop bullying they will be excluded for a fixed period.
10. If they will not end such behaviour, they will be recommended for permanent exclusion.