

**This is our school
Let peace dwell here
Let the room be full of contentment
Let love abide here
Love of one another
Love of mankind
Love of life itself
And love of God
Let us remember that as many hands build a house
So many hearts make a school
AMEN**

Behaviour, Discipline and Anti-Bullying Policy

Introduction/Ethos

At Trinity St. Mary's we seek to be a 'calm, caring Christian community' where faith and work and behaviour are bound as one as we try to live our lives in accord with the values of the Gospel.

We are keen to establish high standards at T.S.M. as the children grow spiritually, physically, academically, socially and not least, behaviourally.

Good behaviour is too important to be left to chance. We think young children learn best how to behave when they are clear what is expected and when they are consistently encouraged to do it.

The following behaviour policy was first agreed at the Autumn 2006 term meeting of the full governing body and is the result of a process involving the whole school. The Anti-Bullying policy is a result of joint consultations with St Joseph's RC school during Spring term 2006. It follows the Essex County Council and Partners Anti- Bullying Policy and Strategy.

As part of this process we have identified three inalienable rights that apply to every member of Trinity St. Mary's; these are non negotiable and operate all time. These rights are:

**the right to be safe
the right to learn/teach
the right to respect/to be respected**

These three rights form the basis for individual responsibility and the rules and routines we subsequently adopt. They underpin our expectations of pupil behaviour, the dialogue we enter into with children and the rewards and sanctions we employ.

Principles

- * Our behaviour policy is to be implemented by teachers, governors, teaching assistants, office staff, mid-day assistants and cleaning staff invoking procedures and basic approach consistently.
- * That parents are part of this policy and are aware of the school's behaviour policy and supportive of its objectives.
- * The essence of our approach to behaviour management will be one of developing pupil self esteem and a positive approach to managing pupil behaviour. Lots of rewards for appropriate behaviour both public and private, develop pupil responsibility and independence.
- * Inappropriate behaviour displayed by pupils will be disassociated from the pupil itself. "I like you but I don't like your behaviour."

Aims: 'Many Hearts Make a School'

- * To encourage a calm, caring Christian atmosphere within the School
- * To foster positive attitudes where achievements at all levels are acknowledged and valued.
- * To give children the strategies for resolving conflict successfully without using violence
- * To help maintain high self esteem and be confident without being boastful or arrogant
- * To reduce, if not eliminate bullying, spitefulness, tale telling, provocative or sly behaviour and fighting
- * To increase co-operation and trust between everyone involved and develop a community with openness and honesty
- * To display the same high standards of politeness to school visitors and members of the community of South Woodham as we afford to members of our school.
- * To help pupils, staff and parents have a sense of direction and feeling of common purpose.

Children's responsibilities

- * To work to the best of their abilities, and allow other to do the same.
- * To treat others with respect
- * To obey the instructions of the school staff.
- * To take care of property and the environment in and out of school.
- * To co-operate with other children and adults.

Staff responsibilities

- * To treat children fairly and with respect.
- * To raise children's self esteem and develop their full potential.
- * To provide a challenging and interesting and relevant curriculum.
- * To create a safe and pleasant environment, physically and emotionally.
- * To use our rules, rewards and sanctions clearly and consistently.
- * To be a good role model.
- * To form good relationships with parents so that all children can see that the key adults in their lives share a common aim.

Parents' responsibilities are:

- * To make children aware of appropriate behaviour in all situations.
- * To encourage independence and self discipline.
- * To show an interest in all that their child does at school.
- * To foster good relationships with the school.
- * To support the school in the implementation of this policy.
- * To be aware of the school rules and expectations.

Strategies

School Golden Code of Conduct ('DO' type Rules)

- 1 Be forgiving, kind and polite from morning till night.
- 2 Do as you are asked to do by the adults in charge of you.
- 3 If you have nothing kind to say, say nothing at all.
- 4 Use your hands to help, not hurt.
- 5 Take care of your School and the belongings of others.
- 6 Work hard, be organised and always do your best.

Class rules

Other Class based rules/charters will be adopted depending on the situation and will be on class display.

How we will encourage good pupil behaviour

1. Lots and lots of praise from the staff, using the child's name and giving the reason for praise thereby boosting self esteem.
2. Implementing a Prefect System in Year 6 to encourage and promote a real sense of rights and responsibilities prior to secondary school.
3. Having a School Target set on a Monday, which may be decided by the children, that the whole school focuses on during the week. Children are nominated by any of the adults in the school and/or by other children and certificates are given out the following Monday.
4. Having Golden Time on a Friday when the children can choose different activities to enjoy provided they have earned their Golden Time during the week.
5. Doing 'jobs' in class and within the school eg. 'traffic duty', library/P.E. monitors.
6. Awarding Team Points and using the Home/School Diary to act as a means of communication to parents.
7. By awarding stickers, stars and stamps.
8. By using assembly time to recognise and publicise examples of good behaviour.
9. Using the 'Golden Book' to record acts of special kindness and thoughtfulness.

How will we discourage bad behaviour

Sometimes children may forget our rules for good behaviour. We will try to prevent this by reminding children of the rules and praising good behaviour as it occurs.

Sometimes this may not be enough and, depending on the situation, it may be necessary to deal with serious or persistent behaviour by:

1. Giving a reprimand and reminder of appropriate behaviour.
2. **KS1** - If the bad behaviour continues minutes will be taken from the next playtime i.e. breaktime, lunchtime or afternoon playtime
3. **KS2** – If the bad behaviour continues minutes will be taken from Golden Time.
4. **N.B** Class teachers may at times implement their own system to manage misbehaviour within their class, appropriate to the needs of the children in their class. If this is the case, all adults involved with the class will be informed to ensure that a consistent approach is followed.
5. If an incident occurs involving bad behaviour of a serious nature e.g. racist, physical assault, swearing, name calling, it will be recorded in the Incident File in the Headteacher's office and the parents will be informed either verbally and/or by letter if appropriate.

6. If the bad behaviour continues the parents will be invited to meet the headteacher to discuss the child's behaviour. The child's behaviour will then be monitored very closely and subject to regular review; external agencies may need to be involved if appropriate.
7. In extreme cases, it may be necessary to suspend a pupil. This will only ever be considered after all possible alternatives have been explored.

Behaviour and Anti-Bullying Policy reviewed and agreed: Autumn 2008

Chairperson of the Curriculum Committee:

This policy will be reviewed next: Autumn term 2011

Anti Bullying Policy

for St.Joseph's and Trinity St Mary's Schools

As a result of consultations between the whole staff of both schools during the Spring Term of 2006, the following anti-bullying policy was agreed.

Long term objectives:

- * That children will feel safe in school
- * That parents and carers will have confidence in our schools' policy and practice
- * That all staff will be familiar with and will implement the policy
- * That incidents will be dealt with effectively

Our definition of bullying is as follows:

- * Bullying is deliberate behaviour, creating fear in an individual. It is defined as one sided, persistent attack which can be physical, psychological, social or verbal, with the intention of causing distress.

This child friendly version of the definition is to be approved by both school councils:

“Being bullied is when you are afraid of what someone keeps saying or doing to you.”

How do we know when and if a bullying issue is serious?

Bullying is serious when it is perceived to be serious to the individual and when their well being at home and in school is affected.

Creating a Telling and Listening School

The anti bullying policy is for all pupils and all staff working within the school with support from carers and parents.

Despite all efforts to prevent it, bullying behaviour is likely to occur on occasion and we at St Joseph's and Trinity St Mary's schools recognise this. We are ready to expect and address this.

We must discuss the definition of bullying with all the children in the schools and explain aspects of confidentiality. It is agreed that staff have a right to access relevant information from children on a need to know basis and this must be communicated to the children.

Committing the school to action

Prevention of bullying will be undertaken by using a whole school approach.

All staff should model positive behaviour and should avoid:

- * Sarcastic comments
- * Derogatory nicknames
- * Dominating and humiliating behaviour

Staff will listen to pupils when they are willing to talk about bullying and will be sensitive to a pupil's need for privacy and respect, whilst also being aware of the schools' child protection policy.

Pupil Charter

We agree that young people have

- * the right to be safe
- * the right to learn and be taught
- * the right to respect others and be respected

Responses to bullying behaviour

It is agreed that we use the Support Group Approach when dealing with an incident of bullying. This is defined as following a seven step procedure:

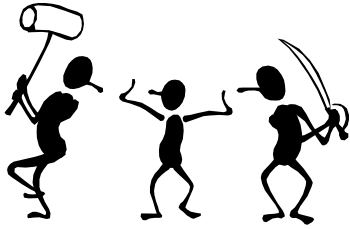
- Step 1: talk with the targeted pupil
- Step 2: convene a meeting with the people involved
- Step 3: explain the problem to all those involved
- Step 4: share responsibility
- Step 5: ask the group members for their ideas
- Step 6: leave it up to them
- Step 7: meet them again

See Appendix 1 for detailed explanation of the Support Group Approach for adults.

See Appendix 2 for detailed explanation of the Support Group Approach for children

It is essential that all bullying incidents are recorded and kept in a secure place. All follow up work must also be recorded and kept in a secure place.

APPENDIX 1 [ADULT VERSION]

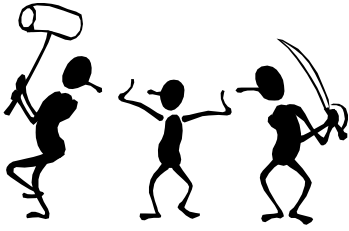


How we deal with bullying

In April 2006, Trinity St Mary's and St Joseph's schools jointly agreed to adopt the following approach to dealing with incidents of bullying.

- * **Interview the victim:** We will ask them to explain what has been happening. Can they draw a picture or write a poem about how being bullied makes them feel. Emphasise that no-one will get into trouble.
- * **Convene a meeting of those involved [excluding the victim]:** We will then put together a group of 6-8 children including 1 or 2 who you know will give sensible responses and also including the bully.
- * **Explain the problem:** We will say “I have a problem, I’m worried about ???”. We will emphasise that it is *our* problem not theirs. We will tell the group briefly what has been happening without going into detail or allocating blame. If the victim has written a poem or drawn a picture, we will show this to the group.
- * **No-one is going to get into trouble:** We will say that no-one is going to get into trouble but that the group can do something about the problem. [There is no need to pick out the bully specifically – they already know who they are]
- * **“What can we do about it?”:** We then ask the group if they have any ideas as to how the situation can be improved. We try to get each member of the group to say something specific such as “I will sit next to ???”, “I will walk to school with ???”.
- * **Leave it up to them:** We then tell the group that we will leave it there for now and review the situation in a few days/ a week. They have had some good ideas, we know you can trust them etc, shake hands.
- * **Meet the group as individuals:** Over a period of days, we speak to each child individually, asking how things are going. The better the relationship between staff and the children, the better the responses will be. Some people in the group will be making sure the victim is safe.

APPENDIX 2 [PUPIL VERSION]



How we deal with bullying

If you have told us that you are being bullied, this is what we will do:

- * **We will talk to you:** We will ask you to explain what has been happening. You do not need to worry that someone will get into trouble. If you can draw a picture of how you are feeling or write a poem about it, it will be helpful.
- * **We will put together a support group:** We will then talk to a group of children who will be a “support” group for you
- * **We will explain your problem to the group:** We will say “*I* have a problem, *I’m* worried about ???”. We will emphasise that it is **our** problem not yours. We will tell the group what has been happening without going into detail or blaming anyone. If you have written a poem or drawn a picture, we will show this to the group.
- * **No-one is going to get into trouble:** We will say that no-one is going to get into trouble but that the group can do something about your problem.
- * **“What can we do about it?”:** We then ask the group if they have any ideas how to make things better for you. Each member of the group will say something specific such as “I will sit next to ???”, “I will walk to school with ???”.
- * **Leave it up to them:** We then tell the group that we will leave it there for now and review the situation in a few days/ a week.
- * **Meet the group as individuals:** Over a period of days, we will speak to each child in your support group, as well as yourself, asking how things are going. There will be people in your support group who will be making sure you are safe.