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**TRINITY ALL THROUGH
SCHOOL
BEHAVIOUR & RELATIONSHIPS
POLICY
Including
EXCLUSION POLICY, COMPLAINTS AND ANTI BULLYING
POLICY**

<i>Date Governor Approval</i>	<i>Date of next review</i>	<i>Notes</i>
<i>December 2017</i>	<i>December 2018</i>	<i>For Governor review September 2018</i>

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An Introduction

Through high expectations, our behaviour management strategy enables all pupils to be positive role models and show commitment to their learning. We shape pupils to become good citizens within the school and the wider community through the application of fair and consistent behaviour management processes that form a basis for respectful relationships.

Good behaviour is the foundation of all learning. Being ready to participate in every lesson in a calm and focused manner requires self-discipline and active participation in the school community.

We use reward to encourage and promote positive learning habits and we use a restorative approach to re-build relationships when things breakdown between people.

Rewards are our default method of helping pupils to make positive behavioural choices and Trinity is not a punitive school in this sense. We do however have high expectations of our pupils and use sanctions where necessary to ensure these standards of expectation are kept to.

We take a balanced approach to dealing with behaviour. On one side we have a zero tolerance for poor behavior which causes upset and ultimately harms the opportunities of others by the actions of any pupil. This will not be tolerated. However we implement this in a calm and positive manner attempting to deliver sanctions in the fairest possible.

We have clear rules and sanctions to help pupils to understand exactly what is expected of them in order for them to make better choices about their behaviour. This helps guide pupils away from a momentary loss of self-control and to encourage them to make better choices in the future.

Following sanctions we give pupils a fresh opportunity to prove themselves and to learn

from their mistakes.

Reward and Praise

A positive working environment makes for happier pupils who make more progress in their learning. Within both the primary and secondary phases praise and rewards are used to encourage pupils to engage well with teachers, lesson content and each other. The implementation and use of praise is strategic and frequent to help establish a positive working culture and environment. This in turn helps pupils and staff to build positive working relationships with each other.

Verbal praise in class is used continuously throughout the school day. It is used to highlight positive working habits. By directing praise to individuals, pupils are clear about what behaviours are worthy of praise and more likely to repeat these and establish good habits.

Although the way in which rewards, in particular certificates, are given out differs between the primary and secondary phase, the underlying principles remain the same.

Throughout the year subject and character reward assemblies take place to highlight outstanding contributions to the school community.

Primary Phase

Pupils are divided into house groupings and our House points system is one of the ways we make our culture of praise explicit. If good learning or effort is shown in class and at playtimes a child can earn a point for their house. We use house points to encourage the children to strive in their learning and to exhibit good citizenship within the school and the wider community. It also helps that this is based on a weekly house competition, promoting a sense of teamwork between members of the house. The winners of each week will be given first choice during their golden time session at the end of the week.

Weekly reward assemblies are based around the 9 characteristics and promote the character qualities that have been displayed throughout the week.

Showing Trinity Values Chart:

This chart is displayed in each classroom and shows pupil progress towards the gold standard

Vision and Ethos

The Trinity community will live “life in all its fullness” by:

Establishing a unique and personalised learning journey through Trinity and beyond

Continuing to nurture our warm and caring family environment to support all to flourish

Inspiring all to achieve and celebrate ongoing and future successes.

Ethos – Trinity’s set of guiding beliefs about the social behaviour and relationships of all our community	LEARNING	LOVING	LIVING
	Distinctive characteristics we are instilling across our community	<p>We have high expectations of ourselves and one another in every area of school life – we aspire to excel and we never give up. The Christian Story is central and informs our learning. We are committed to restorative justice and discipline that is exercised with love; where all have the opportunity to learn through mistakes.</p>	<p>We belong to a loving family which includes, pupils, staff, parents and governors – of all faiths and none; which extends to our local churches and our community. We recognise and celebrate our equal worth, and seek to be inclusive of all.</p>
<p><u>Open minded.</u> We develop natural curiosity. We acquire the skills necessary to conduct enquiry and research and show independence in learning. We actively enjoy learning and this love of learning will be sustained throughout our lives.</p> <p><u>Knowledgeable.</u> We explore concepts, ideas and issues that have local and global significance. In so doing, we acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.</p> <p><u>Insightful.</u> We exercise initiative in applying thinking skills critically and creatively to recognise and approach complex problems, and make reasoned, ethical decisions.</p>		<p><u>Caring.</u> We show empathy, compassion and respect towards the needs and feelings of others. We have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.</p> <p><u>Principled.</u> We act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. We take responsibility for our own actions and the consequences that accompany them.</p> <p><u>Resilient.</u> We understand the importance of physical, spiritual and emotional balance to achieve personal well-being for ourselves and others.</p>	<p><u>Reflective.</u> We give thoughtful consideration to our own learning and experience. We are able to assess and understand our strengths and limitations in order to support our learning and personal development.</p> <p><u>Courageous.</u> We inspire the whole school community to engage in social action and to be courageous advocates for change in their local, national and global communities.</p> <p><u>Independent.</u> We approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. We are brave and articulate in defending our beliefs.</p>

on a daily basis. The colours on the chart represent how well a child is doing this.

Green: This is where all children begin the day. It means they are showing the expected standard of learning behaviours: they are displaying the Trinity values.

Gold: This is for when children have displayed behaviour which goes 'above and beyond'. They are being role models, either because of one display or because of their consistency in this regard.

Secondary Phase

Behaviour watch is used to log rewards which automatically sends a text home to parents alerting them of their child's work in your class. This keeps home informed through text messages asking for them to praise their child due to excellent contributions to class learning.

Positive praise postcards home are given directly to pupils to reward positive contributions to class work and the school community.

Restorative Justice Policy

Restorative justice is used to re-build relationships when things breakdown between people.

Restorative justice a way of helping members of the school community to understand their mistakes, take ownership for any emotional or physical harm caused through their actions and be responsible for repair of this damaged done.

As well as developing pupils' emotional intelligence, restorative meetings help pupils to own the consequences for their actions which reduces the likelihood of repeating the same mistake.

We do this to promote justice and equality within the community, to protect the values and ethos of the community and promote tolerance and equality.

Restorative justice also helps the victim to have their voice heard, giving power back to them, supported by teachers who are trained to deliver restorative meetings between the wrong doer and the victim.

The facilitator of a restorative meetings must remain impartial and listen to both sides in order to tease out facts, feelings and thoughts through a series of specific questions whilst referring to any witness statements that have been taken, as required. Issue appropriate consequences as needed and restore relationships.

Restorative meetings are held in school between the two or more members of the community that were affected by an incident. This does not include family members being present at a restorative meeting.

Restorative questions

What happened?

What were you thinking at the time?

What were you feelings at the time?

Who was affected?

How were they affected?

What are you thinking/feeling about the incident now?

What can you do to put this right?

Anti-Bullying Policy

IF YOU HAVE CONCERNS ABOUT THE WELFARE OR SAFETY OF A PUPIL, PLEASE REFER IMMEDIATELY TO THE SAFEGUARDING POLICY AND FOLLOW THE PROCEDURES LISTED.

Aims and Objectives

Trinity All Through school aims to ensure that bullying at the school in so far as reasonably practicable, by the drawing the drawing up and implementation of an effective anti- bullying strategy.

The ultimate aim of the Trinity All Through School anti-bullying policy is to prevent bullying of any sort and to ensure that everyone can operate in a supportive, caring and safe environment without fear of being bullied. All members of the community, including Governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is and be familiar with the School policy on bullying. This policy is communicated clearly to parents, pupils and staff through the use of our website and implemented in practice by raising awareness and training. An environment of good behaviour and respect is created, with helpful examples set by staff and older pupils – the success which is celebrated throughout the school.

Bullying is an anti-social behaviour which affects everyone; it is unacceptable and it will not be tolerated. Everyone in the community (pupils, parents and staff) have a responsibility to report any incident of bullying that comes to their attention (including when they find themselves as bystanders), and these reports will always be taken seriously. Only when all issues of bullying are addressed will our pupils be able to fully benefit from the opportunities available at the School.

Definition

The threshold for dealing with an allegation of bullying is when there is reasonable cause to suspect that a child is suffering or likely to suffer significant harm. When necessary the response to allegations of bullying will be referred to necessary agencies.

Bullying may be defined as any deliberate behaviour that is repeated over a period of time and intentionally hurts another pupil or group, physically or emotionally and is often motivated by prejudice against particular groups, for example, on grounds of race, religion, culture, sex and homophobia, special educational needs or disability, or because a child is adopted or in care – it may

occur directly or through cyber-technology (social websites, mobile phones, text messages, photographs and email); where it is difficult for those being bullied to defend themselves. Examples of unacceptable behaviour include,

- Physical (including sexual) assault.
- Verbal abuse, by name calling, teasing or making offensive remarks.
- Cyber-bullying, which is defined as the use of ICT by an individual or group in a way that is intended to upset others. Examples include using social websites, mobile phones, text messaging photographs, video and e-mail. The school is protected by LGFL to prevent/monitor access to inappropriate websites, filtering email and general use of inappropriate language etc. Email filtering to prevent SPAM and viruses before they reach our network, Antivirus to filter data at the network gateway, email gateway, email once on the mail server and files and email once they reach our computers and servers.
- Indirect emotional tormenting by excluding from social groups or spreading malicious rumours. Bullying may involve complicity that falls short of direct participation by, for instance, manipulating a third party to tease or torment someone. It may be overt and intimidatory but is often hidden and subtle. It includes actions or comments that are racist, religious or cultural, homophobic, anti-bisexual and prejudice against transgender or LGBT pupils. Comments that are sexist, sexual, special educational needs or which focus on disabilities or other physical attributes (such as hair colour or body shape).

Seriousness of bullying, both physical and emotional cannot be emphasised enough as being a cause of psychological damage and even suicide (although bullying is not a specific criminal offence, there are criminal laws which apply to harassment and threatening behaviour). Bullying is among the top concerns that parents have about their children's safety and well-being at and on the way to and from school. Bullying is also a top concern of children and young people themselves. Bullying makes the lives of its victims a misery: it undermines their confidence and self-esteem; and destroys their sense of security. Bullying impacts on its victims' attendance and attainment at school, marginalises those groups who may be particular targets for bullies and can have a life-long negative impact on some young people's lives. It is acknowledged that bullies may have complex reasons for their behaviour and may well need help. It should also be recognised that the consequences of being allowed to 'get away with it' can be detrimental to them as well as to their victim. All pupils deserve the opportunity to be helped to understand what acceptable behaviour is. There are criminal laws that apply to harassment, assault and threatening behaviour.

What to look for

Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school.

All members of the community must be alert to the signs of bullying and act promptly and firmly against it, in accordance with School policy. Surveys have shown that in the vast majority of bullying incidents, most people knew that what was going on was wrong. Sometimes people, either through lethargy, peer group pressure, or tacit support for what is going on, fail to take action.

Procedures to follow

The way to stamp out bullying is for people to be aware of the issues involved, and to be clear in their own minds what action to take should cases arise:

If you are the victim of bullying, including cyber-bullying and bullying outside of school:

- If you feel able to, confront the bully by verbally making him/her aware that you think that what he/she is doing is wrong.
- Share your feelings with someone else.
- If possible talk to a member of Staff. For Secondary School: your Family Group Leader, your year progress leader, the Safeguarding lead or the chaplain. For Primary school: your class teacher, Chaplain, Deputy Head of School or Head of School.
- If you would rather not go straight to a member of staff, talk to your friends; talk to senior pupils, a Buddy or one of the Prefects; any trusted adult. They may well be able to advise on an appropriate course of action, or will be able to involve other people who can. There are also people outside the School who would be willing to help and you can contact the Childline helpline on the following number:

Childline: 0800 1111

Anti-Bullying Strategy

- Trinity All Through school has a commitment to training of staff, so that the principles of the school Anti-Bullying Policy are understood, legal responsibilities are known, action is defined to resolve and prevent problems and sources of support are available.
- Where appropriate the school will invest in specialised skill to understand the needs of their pupils and: including those with SEN or disabilities and lesbian, gay, bisexual and transgender (LGBT) pupils.
- The school builds resilience in its pupils to protect themselves and their peers against bullying through: education, assemblies, PSHE, projects, drama, stories, and literature.
- The school implements disciplinary sanctions which reflect the seriousness of an incident which convey a deterrent effect.

- The school communicates its policies to parents pupils and staff, finds opportunities to celebrate successful outcomes through feedback to parents and pupils.
- The school involves parents to make sure that the policies and procedures are understood.

If you, a pupil, witness bullying behavior

- Support the victim by offering your friendship and make it clear that in your opinion what is happening to them is wrong.
- Encourage them to speak out on their own behalf by confronting the bully, or with their permission, confront the bully yourself.
- Accompany the victim to a trusted adult, or suggest that you see their Form Tutor on their behalf.

If you, a member of Staff, witness an incident of bullying or it is reported to you

- Reassure and support the pupils involved.
- Advise them that you are required to pass details on to the relevant member of the pastoral support team.
- Inform an appropriate member of the pastoral support team as soon as possible. Family group leaders / class teachers must record all incidents of reported bullying. The Assistant Head (Secondary) and Head of School (Primary) will keep a central log of all complaints or incidences of bullying within the secondary and primary school and record the way in which they were dealt with.

What will happen

- The victim will be interviewed by one of the pastoral support team on their own, and asked to write an immediate account of events. The process for dealing with bullying will be explained clearly to them. The victim is also given the opportunity to discuss his / her own reactions and behavior towards the bully. The victim is given support and advice and counselling is suggested if deemed appropriate.
- Once the member of staff dealing with the incident is clear that a bullying offence has been committed, the accused and any others involved will be interviewed individually and asked to write an immediate account of events. The process for dealing with bullying will be explained clearly to them.
- Details of the incident will be recorded on all the pupils' files to enable patterns to be identified and to evaluate the effectiveness of the approach adopted. The pastoral team will decide on an

appropriate course of action. In the first instance one of the pastoral support team will interview the pupil or pupils whose behaviour has caused distress and give him/her/them a formal bullying warning; making it clear that any further incident (or discussion about the current incident) would be considered to be further bullying. It will be made clear why the behaviour was inappropriate and unacceptable. Support and counselling will be offered. A suitable punishment will also be given.

- If the Assistant Head (Secondary) or Head of School (Primary) decides it is appropriate, or it is a pupil's second offence, the Executive Headteacher will become involved and the parents of the perpetrator/s will be informed by telephone. The following disciplinary sanctions which reflect the seriousness of an incident and convey a deterrent effect may be applied in accordance with the School behavior and relationships policy:

- **Formal School Warning from the Executive Headteacher.** The Executive Headteacher will speak to the pupils involved and will contact the parents or guardians giving details of the offence and inviting them in to School to discuss the matter and to be present when their child is given a Formal School Warning. Their support for the School's actions should be enlisted if possible.

- **Strong sanctions such as Exclusion/Suspension** may be necessary in cases of severe and persistent bullying at the Executive Headteacher's discretion ([see the School's Exclusion Policy](#)).

In very serious cases it may be necessary to make a report to the Police or Social Services. However, it is the policy of the School to attempt to resolve such issues internally using our own disciplinary sanctions, unless the matter is of such gravity that a criminal prosecution is likely.

The School will raise awareness of the staff through training so that the principles of the school policy are understood, legal responsibilities are known, action is defined to resolve and prevent problems, and sources of support are available; and take action to reduce the risk of bullying at the times and places where it is most likely to occur. Where appropriate, the School will invest in specialised skills to understand the needs of our pupils, including those with special educational needs, or disabilities, and lesbian, gay, bisexual and transgender (LGBT) pupils.

The key points from this policy will be discussed with pupils during Family group time. Anti-bullying will feature as a discussion point for the School Council. It will also be revisited using educational elements such as assemblies, projects, drama, stories, literature, with discussion of differences between people and the importance of avoiding prejudice-based language to all years and reinforced in other areas of the curriculum as the opportunities present themselves e.g. physical education. Opportunities will also be sought to allow parents to contribute to the School's actions to prevent bullying.

The record of bullying offences will be reviewed by the Pastoral Team including the Assistant Head (Secondary) and Head of School (Primary) throughout meetings to monitor for patterns and check that the policy is effective.

References

Trinity All Through School refers to the following documents:

Preventing and tackling bullying October 2014 and Cyberbullying: Advice for Headteachers and School staff (2014)

DCSF Safe to Learn, *Embedding anti-bullying work in schools*.

National Minimum Standards.

www.cyberbullying.org

Preventing and tackling bullying – advice for headteachers, staff and governing bodies

July 2017 – DfE

Link :

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf

Cyberbullying Advice : DfE

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/374850/Cyberbullying_Advice_for_Headteachers_and_School_Staff_121114.pdf

Trinity E-Safety Policy

Rationale - the purpose of this policy is to:

Set out the key principles expected of all members of the school community at Trinity with respect to the use of ICT-based technologies.

Safeguard and protect the children and staff of Trinity

Assist school staff working with children to work safely and responsibly with the Internet and other communication technologies and to monitor their own standards and practice.

Set clear expectations of behaviour and/or codes of practice relevant to responsible use of the Internet for educational, personal or recreational use.

Have clear structures to deal with online abuse such as cyberbullying which are cross referenced with other school policies.

Ensure that all members of the school community are aware that unlawful or unsafe behaviour is unacceptable and that, where appropriate, disciplinary or legal action will be taken.

Minimise the risk of misplaced or malicious allegations made against adults who work with students.

The main areas of risk for our school community can be summarised as follows:

Content

Exposure to inappropriate content, including online pornography, ignoring age ratings in games (exposure to violence associated with often racist language), substance abuse

Lifestyle websites, for example pro-anorexia/self-harm/suicide sites

Hate sites

Content validation: how to check authenticity and accuracy of online content

Contact

Grooming

Cyber-bullying in all forms

Identity theft (including 'frape' (hacking Facebook profiles)) and sharing passwords

Conduct

Privacy issues, including disclosure of personal information

Digital footprint and online reputation

Health and well-being (amount of time spent online (Internet or gaming))

Sexting (sending and receiving of personally intimate images) also referred to as SGII (self-generated indecent images)

Copyright (little care or consideration for intellectual property and ownership – such as music and film)

Scope

This policy applies to all members of Trinity community (including staff, students / pupils, volunteers, parents / carers, visitors, community users) who have access to and are users of school ICT systems, both in and out of Trinity.

The Education and Inspections Act 2006 empowers Headteachers / Principals to such extent as is reasonable, to regulate the behaviour of students / pupils when they are off the Trinity site and empowers members of staff to impose disciplinary penalties for inappropriate behaviour. This is pertinent to incidents of cyber-bullying, or other e-safety incidents covered by this policy, which may take place outside of the school, but is linked to membership of the school.

Trinity will deal with such incidents within this policy and associated behaviour and anti-bullying policies and will, where known, inform parents / carers of incidents of inappropriate e-safety behaviour that take place out of school. In addition, the school will actively cooperate with the police and other agencies to identify and sanction offenders.

Role	Key Responsibilities
Headteacher	<ul style="list-style-type: none">• To take overall responsibility for e-safety provision• To take overall responsibility for data and data security• To ensure the school uses an approved, filtered Internet Service, which complies with current statutory requirements e.g. LGfL (London Grid for Learning)

	<ul style="list-style-type: none"> • To be responsible for ensuring that staff receive suitable training to carry out their e-safety roles and to train other colleagues, as relevant • To be aware of procedures to be followed in the event of a serious e-safety incident. • To receive regular monitoring reports from the E-Safety Co-ordinator / Officer • To ensure that there is a system in place to monitor and support
E-Safety Co-ordinator	<ul style="list-style-type: none"> • To take day to day responsibility for e-safety issues and has a leading role in establishing and reviewing the school e-safety policies / documents • To promote an awareness and commitment to e-safeguarding throughout the school community • To ensure that e-safety education is embedded across the curriculum • To liaise with school ICT technical staff • To communicate regularly with SLT and the designated e-safety Governor / committee to discuss current issues, review incident logs and filtering / change control logs • To ensure that all staff are aware of the procedures that need to be followed in the event of an e-safety incident • To ensure that an e-safety incident log is kept up to date • To facilitate training and advice for all staff • To liaise with the Local Authority and relevant agencies • Is regularly updated in e-safety issues and legislation, and be aware of the potential for serious child protection issues to arise from: <ul style="list-style-type: none"> • sharing of personal data • access to illegal / inappropriate materials • inappropriate on-line contact with adults / strangers • potential or actual incidents of grooming • cyber-bullying and use of social media
Governors / Safeguarding governor	<ul style="list-style-type: none"> • To ensure that the school follows all current e-safety advice to keep the children and staff safe • To approve the E-Safety Policy and review the effectiveness of the policy. This will be carried out by the Governors / Governors Sub Committee receiving regular information about e-safety incidents and monitoring reports. Nicky Thomson, a member of the Governing Body has taken on the role of E-Safety Governor • To support the school in encouraging parents and the wider community to become engaged in e-safety activities • The role of the E-Safety Governor will include regular review with the E-Safety Co-ordinator (including e-safety incident logs, filtering / change control logs)

ICT / Computing Curriculum Leader	<ul style="list-style-type: none"> • To oversee the delivery of the e-safety element of the Computing curriculum
Network Manager	<ul style="list-style-type: none"> • To report any e-safety related issues that arise to the e-safety coordinator. • To ensure that users may only access the school's networks through an authorised and properly enforced password protection policy, in which passwords are regularly changed • To ensure that provision exists for misuse detection and malicious attack e.g. keeping virus protection up to date • To ensure the security of the school ICT system • To ensure that access controls exist to protect personal and sensitive information held on school-owned devices • To ensure the school's policy on web filtering is applied and updated on a regular basis • To ensure LGfL is informed of issues relating to the filtering applied by the Grid • To keep up to date with the school's e-safety policy and technical information in order to effectively carry out their e-safety role and to inform and update others as relevant • To ensure that the use of the network remote access and email is regularly monitored in order that any misuse / attempted misuse can be reported to the E-Safety Co-ordinator for investigation and, if necessary, sanction. • To ensure appropriate backup procedures exist so that critical information and systems can be recovered in the event of a disaster. • To ensure that all data held on pupils on the school machines have appropriate access controls in place. • To ensure all LGfL services are managed on behalf of the school including maintaining the LGfL USO database of access accounts.
Teachers	<ul style="list-style-type: none"> • To embed e-safety issues in all aspects of the curriculum and other school activities • To supervise and guide pupils carefully when engaged in learning activities involving online technology (including, extra-curricular and extended school activities if relevant) • To ensure that pupils are fully aware of research skills and are fully aware of legal issues relating to electronic content such as copyright laws.
All staff	<ul style="list-style-type: none"> • To read, understand and help promote the school's e-safety policies and guidance • To read, understand and adhere to the school Use of ICT Network and Equipment Policy

	<ul style="list-style-type: none"> • To understand and adhere to the school policy on passwords. • To be aware of e-safety issues related to the use of mobile phones, cameras and hand held devices and that they monitor their use and implement current school policies with regard to these devices • To report any suspected misuse or problem to the e-safety coordinator • To maintain an awareness of current e-safety issues and guidance e.g. through CPD • To model safe, responsible and professional behaviours in their own use of technology • To ensure that any digital communications with pupils should be on a professional level and only through school based systems including school email.
Pupils	<ul style="list-style-type: none"> • Read, understand, sign and adhere to the Pupil Acceptable Use Policy for ICT • have a good understanding of research skills and the need to avoid plagiarism and uphold copyright regulations • to understand the importance of reporting abuse, misuse or access to inappropriate materials • To know what action to take if they or someone they know feels worried or vulnerable when using online technology. • To know and understand school policy on the use of mobile phones, digital cameras and hand held devices. • To know and understand school policy on the taking / use of images and on cyber-bullying. • To understand the importance of adopting good e-safety practice when using digital technologies out of school and realise that the school's E-Safety Policy covers their actions out of school, if related to their membership of the school • To take responsibility for learning about the benefits and risks of using the Internet and other technologies safely both in school and at home • To help the school in the creation/ review of e-safety policies • To understand that their use of the school network and school email is monitored. • In addition, some pupils have been asked to participate in a peer mentoring scheme.
Parents/carers	<ul style="list-style-type: none"> • To support the school in promoting e-safety by signing and endorsing Pupil Acceptable Use Policy for ICT • To consult with the school if they have any concerns about their children's use of technology

Communication:

The policy will be communicated to staff/pupils/community in the following ways:

Policy to be posted on the school website

Policy to be part of school induction pack for new staff

Pupil Acceptable Use Policy for ICT discussed with pupils and signed by pupils and parents at the start of each year.

Handling complaints

The school will take all reasonable precautions to ensure e-safety. However, owing to the international scale and linked nature of Internet content, the availability of mobile technologies and speed of change, it is not possible to guarantee that unsuitable material will never appear on a school computer or mobile device. Neither the school nor the Local Authority can accept liability for material accessed, or any consequences of Internet access.

Staff and pupils are given information about infringements in use and possible sanctions.

Sanctions available include:

- interview/counselling by tutor / Head of Year / E-Safety Coordinator / Headteacher;
- informing parents or carers;
- removal of Internet or computer access for a period,
- referral to LA / Police.

Our E-Safety Coordinator acts as first point of contact for any complaint. Any complaint about staff misuse is referred to the Headteacher.

Complaints of cyberbullying are dealt with in accordance with our Anti-Bullying Policy. Complaints related to child protection are dealt with in accordance with school / LA child protection procedures.

Review and Monitoring

The e-safety policy is referenced from within other school policies: Use of ICT Network and Equipment policy, Child Protection policy, Data Protection policy, Anti-Bullying policy, Behaviour policy, PSHE and Citizenship policy.

The school has an e-safety coordinator who will be responsible for document ownership, review and updates.

The e-safety policy will be reviewed every two years or when any significant changes occur with regard to the technologies in use within the school

The e-safety policy has been written by the school e-safety Coordinator and is current and appropriate for its intended audience and purpose.

There is widespread ownership of the policy and it has been agreed by the SLT and approved by Governors. All amendments to the school e-safeguarding policy will be discussed in detail with all members of teaching staff.

Procedures

Education and Curriculum

Pupil e-safety curriculum

This school

Has a clear, progressive e-safety education programme as part of the Computing curriculum and PSHE curriculum. It is built on LGfL and national guidance. This covers a range of skills and behaviours appropriate to their age and experience, including:

- to STOP and THINK before they CLICK
- to develop a range of strategies to evaluate and verify information before accepting its accuracy;
- to be aware that the author of a web site / page may have a particular bias or purpose and to develop skills to recognise what that may be;
- to know how to narrow down or refine a search;
- to understand how search engines work and to understand that this affects the results they see at the top of the listings;
- to understand acceptable behaviour when using an online environment / email, i.e. be polite, no bad or abusive language or other inappropriate behaviour; keeping personal information private;
- to understand how photographs can be manipulated and how web content can attract the wrong sort of attention;
- to understand why on-line 'friends' may not be who they say they are and to understand why they should be careful in online environments;
- to understand why they should not post or share detailed accounts of their personal lives, contact information, daily routines, location, photographs and videos and to know how to ensure they have turned-on privacy settings;
- to understand why they must not post pictures or videos of others without their permission;
- to know not to download any files – such as music files - without permission;
- to have strategies for dealing with receipt of inappropriate materials;
- [for older pupils] to understand why and how some people will 'groom' young people for sexual reasons;
- to understand the impact of cyberbullying, sexting and trolling and know how to seek help if they are affected by any form of online bullying.

- to be aware of the role and function of extremist recruitment sites.
- to know how to report any abuse including cyberbullying; and how to seek help if they experience problems when using the Internet and related technologies, i.e. parent or carer, teacher or trusted staff member, or an organisation such as ChildLine or the CLICK CEOP button.

Plans Internet use carefully to ensure that it is age-appropriate and supports the learning objectives for specific curriculum areas.

Will remind students about their responsibilities through a Pupil Acceptable Use Policy for ICT which every student will sign and keep in their daybooks.

Ensures staff will model safe and responsible behaviour in their own use of technology during lessons.

Ensures that when copying materials from the web, staff and pupils understand issues around plagiarism; how to check copyright and also know that they must respect and acknowledge copyright / intellectual property rights;

Ensures that staff and pupils understand the issues around aspects of the commercial use of the Internet, as age appropriate. This may include, risks in pop-ups; buying on-line; on-line gaming / gambling;

In addition to the PSHE and Computing lessons pupils undergo numerous workshops covering many aspects of e-safety. There is also information on our school website and in our newsletters.

Staff and governor training

This school

Ensures staff know how to send or receive sensitive and personal data and understand the requirement to adequately secure any school data on devices they are using

Makes regular training available to staff on e-safety issues and the school's e-safety education program.

Provides, as part of the induction process, all new staff [including those on university/college placement and work experience] with information and guidance on the e-safeguarding policy and the school's E-Safety Policy.

Parent awareness and training

This school

- Runs a rolling programme of advice, guidance and training for parents, including:
- Yearly Pupil Acceptable Use Policy for ICT, to ensure that principles of e-safe behaviour are made clear

- Mailings sent home with suggestions for safe Internet use at home and provision of information about national support sites for parents.

Expected Conduct and Incident management

Expected conduct

In this school, all users:

- are responsible for using the school ICT systems in accordance with the Pupil Acceptable Use Policy for ICT which pupils will be expected to sign before being given access to school systems and the Use of ICT Network and Equipment policy which covers staff use of ICT.
- need to understand the importance of misuse or access to inappropriate materials and are aware of the consequences
- need to understand the importance of reporting abuse, misuse or access to inappropriate materials and know how to do so
- should understand the importance of adopting good e-safety practice when using digital technologies out of school and realise that the school's E-Safety Policy covers their actions out of school, if related to their membership of the school
- will be expected to know and understand school policies on the use of mobile phones, digital cameras and hand held devices. They should also know and understand school policies on cyber-bullying

Staff

- are responsible for reading the school's e-safety policy and Use of ICT Network and Equipment policy and using the school ICT systems accordingly.

Pupils

- should have a good understanding of research skills and the need to avoid plagiarism and uphold copyright regulations

Parents/Carers

- should know and understand what the 'rules of appropriate use' are and what sanctions result from misuse

Incident Management

In this school:

- there is strict monitoring and application of the e-safety policy and a differentiated and appropriate range of sanctions, though the attitudes and behaviour of users are generally positive and there is rarely need to apply sanctions

- all members and its wider community are encouraged to be vigilant in reporting issues, in the confidence that issues will be dealt with quickly and sensitively.
- support is actively sought from other agencies as needed (e.g. the local authority and regional broadband grid, UK Safer Internet Centre helpline) in dealing with e-safety issues. The school will actively cooperate with the police and other agencies to identify and sanction offenders.
- monitoring and reporting of e safety incidents takes place and contribute to developments in policy and practice in e-safety within the school. The records are reviewed/audited and reported to the school's senior leaders and Governors
- parents / carers are specifically informed of e-safety incidents involving young people for whom they are responsible.
- Pupils are able to speak to specially trained peer mentors to discuss e-safety issues.

Managing the ICT infrastructure

Internet access, security (virus protection) and filtering

This school:

- Has the educational filtered secure broadband connectivity through the LGfL and so connects to the 'private' National Education Network;
- Uses the LGfL Net Sweeper filtering system which blocks sites that fall into categories such as pornography, race hatred, gaming, sites of an illegal nature, etc. All changes to the filtering policy is logged and only available to staff with the approved 'web filtering management' status;
- Uses USO user-level filtering where relevant, thereby closing down or opening up options appropriate to the age / stage of the students;
- Ensures network healthy through use of Sophos anti-virus software (from LGfL) etc. and network set-up so staff and pupils cannot download executable files;
- Uses DfE, LA or LGfL approved systems (Egress Switch) to send personal data over the Internet and uses encrypted devices or secure remote access were staff need to access personal level data off-site;
- Blocks all Chat rooms and social networking sites except those that are part of an educational network or approved Learning Platform;
- Only unblocks other external social networking sites for specific purposes;
- Uses security time-outs on the network ;
- Works in partnership with the LGfL to ensure any concerns about the system are communicated so that systems remain robust and protect students;
- Is vigilant in its supervision of pupils' use at all times, as far as is reasonable, and uses common-sense strategies in learning resource areas where older pupils have more flexible access;
- Ensures all students have signed an acceptable use agreement form and understands that they must report any concerns;

- Plans the curriculum context for Internet use to match pupils' ability, using child-friendly search engines where more open Internet searching is required; e.g. Google Safe Search,
- Informs all users that Internet use is monitored;
- Makes clear all users know and understand what the 'rules of appropriate use' are and what sanctions result from misuse – through staff meetings and teaching programme;
- Provides advice and information on reporting offensive materials, abuse/ bullying etc. available for pupils, staff and parents
- Immediately refers any material we suspect is illegal to the appropriate authorities – Police – and the LA.

Network management (user access, backup)

This school

- Uses individual, audited log-ins for all;
- Uses guest accounts occasionally for external or short term visitors for temporary access to appropriate services
- Uses teacher 'remote' management control tools for controlling workstations / viewing users / setting-up applications and Internet web sites, where useful;
- Ensures the network manager is up-to-date with LGfL services and policies

To ensure the network is used safely, this school:

- Ensures staff read and that they have understood the school's e-safety Policy and Use of ICT Network and Equipment policy. Following this, they are set-up with Internet, email access and network access.
- Staff access to the schools' management information system is controlled through a separate password for data security purposes;
- We provide pupils with an individual network log-in username. They are also expected to use a personal password;
- All pupils have their own unique username and password which gives them access to the Internet, and their own school approved email account;
- Makes clear that no one should log on as another user and makes clear that pupils should never be allowed to log-on or use teacher and staff logins as these have far less security restrictions and inappropriate use could damage files or the network;
- Has set-up the network with a shared work area for pupils and one for staff. Staff and pupils are shown how to save work and access work from these areas;
- Requires all users to always log off when they have finished working or lock a PC if they are leaving the computer unattended;
- Where a user finds a logged-on machine, we require them to always log-off and then log-on again as themselves.
- Automatically switch off all computers at 21:00 to save energy;

- Has set-up the network so that pupil accounts cannot download executable files / programmes;
- Scans all mobile equipment with anti-virus / spyware before it is connected to the network and maintains a separate wifi network for guest devices ;
- Makes clear that staff are responsible for ensuring that all equipment that goes home has the anti-virus and spyware software maintained up-to-date and the school provides them with a solution to do so;
- Makes clear that staff are responsible for ensuring that any computer or laptop loaned to them by the school, is used solely to support their professional responsibilities
- Has integrated curriculum and administration networks, but access to the Management Information System is set-up so as to ensure staff users can only access modules related to their role; e.g. teachers access report writing module; SEN coordinator - SEN data;
- Ensures that access to the school's network resources from remote locations by staff is restricted and access is only through school approved systems:
- Does not allow any outside Agencies to access our network remotely except where there is a clear professional need and then access is restricted and is only through approved systems; e.g. technical support or MIS Support, our Education Welfare Officers accessing attendance data on specific children, parents using a secure portal to access information on their child;
- Makes clear responsibilities for the daily back up of MIS and finance systems and other important files;
- Has a clear disaster recovery system in place for critical data;
- Uses the DfE secure s2s website for all CTF (Common Transfer Files) sent to other schools;
- Ensures that all pupil level data or personal data sent over the Internet is encrypted or only sent within the approved secure system in our LA or through USO FX (secure file exchange);
- Follows ISP (Internet Service Provider) advice on Local Area and Wide Area security matters and firewalls and routers have been configured to prevent unauthorised use of our network;
- Our wireless network has been secured to industry standard Enterprise security level /appropriate standards suitable for educational use;
- All computer equipment is installed professionally and meets health and safety standards;
- Projectors are maintained so that the quality of presentation remains high;
- Reviews the school ICT systems regularly with regard to health and safety and security.

Passwords

- This school makes it clear that staff and pupils must always keep their password private, must not share it with others and must not leave it where others can find it;

- All staff have their own unique username and private passwords to access school systems. Staff are responsible for keeping their password private.
- We require staff to use a different password to access the MIS (Management Information System) from the one they use to access the network.
- All staff are required to change passwords for the MIS and the school network at the beginning of every term.
- The Staff part of the network has additional password protection. This password is also changed termly.
- If staff are accessing school email via a device where the password has been saved such as a personal phone or tablet they must ensure that a passcode or password for that device is used.

E-mail

This school

- Provides staff with an email account for their professional use, and makes clear personal email should be through a separate account;
- Does not publish personal e-mail addresses of pupils.
- Will contact the Police if one of our staff or pupils receives an e-mail that we consider is particularly disturbing or breaks the law.
- Will ensure that email accounts are maintained and up to date
- Reports messages relating to or in support of illegal activities to the relevant Authority and if necessary to the Police.
- Knows that spam, phishing and virus attachments can make e mails dangerous. We use a number of LGfL-provided technologies to help protect users and systems in the school, including desktop anti-virus product Sophos, Trojans, pornography, phishing and inappropriate language. , Finally, and in support of these, LGfL WebScreen2 filtering monitors and protects our Internet access to the World Wide Web.

Pupils:

Pupils are introduced to, and use e-mail as part of the ICT/Computing scheme of work. Pupils are taught about the safety and 'netiquette' of using e-mail both in school and at home i.e. they are taught:

- not to give out their e-mail address unless it is part of a school managed project or to someone they know and trust and is approved by their teacher or parent/carer;
- that an e-mail is a form of publishing where the message should be clear, short and concise;

- that any e-mail sent to an external organisation should be written carefully and authorised before sending, in the same way as a letter written on school headed paper;
- they must not reveal private details of themselves or others in e-mail, such as address, telephone number, etc.;
- to 'Stop and Think Before They Click' and not open attachments unless sure the source is safe;
- that they should think carefully before sending any attachments;
- embedding adverts is not allowed;
- that they must immediately tell a teacher / responsible adult if they receive an e-mail which makes them feel uncomfortable, is offensive or bullying in nature;
- not to respond to malicious or threatening messages;
- not to delete malicious or threatening e-mails, but to keep them as evidence of bullying;
- not to arrange to meet anyone they meet through e-mail without having discussed with an adult and taking a responsible adult with them;
- that forwarding 'chain' e-mail letters is not permitted.

Pupils sign the Pupil Acceptable Use Policy for ICT to say they have read and understood the e-safety rules, including e-mail and we explain how any inappropriate use will be dealt with.

Staff:

- Staff can only use the e-mail systems for professional purposes
- Access in school to external personal e mail accounts may be blocked
- Never use email to transfer staff or pupil personal data. We use secure, LA / DfE approved systems (Egress Switch).
- Staff know that e-mail sent to an external organisation must be written carefully, (and may require authorisation), in the same way as a letter written on school headed paper. That it should follow the school 'house-style':

School website

- The Headteacher takes overall responsibility to ensure that the website content is accurate and the quality of presentation is maintained;
- Uploading of information is restricted to our Office Manager
- The school web site complies with the statutory DfE guidelines for publications;
- Most material is the school's own work; where other's work is published or linked to, we credit the sources used and state clearly the author's identity or status;

- The point of contact on the web site is the school address, telephone number and we use a general email contact address, admin@ladymargaret.lbhf.sch.uk Home information or individual e-mail identities will not be published;
- Photographs published on the web do not have full names attached;
- We do not use pupils' names when saving images in the file names or in the tags when publishing to the school website;
- We do not use embedded geodata in respect of stored images

Social Media

School staff will ensure that in private use:

- No reference should be made in social media to students / pupils, parents / carers or school staff.
- They do not engage in online discussion on personal matters relating to members of the school community
- Personal opinions should not be attributed to Trinity
- Security settings on personal social media profiles are regularly checked to minimise risk of loss of personal information.

CCTV

We have CCTV in the school as part of our site surveillance for staff and student safety. We will not reveal any recordings without permission except where disclosed to the Police as part of a criminal investigation.

Data security: Management Information System access and Data transfer

Strategic and operational practices

At this school:

- The Headteacher is the Senior Information Risk Officer (SIRO).
- Staff are clear who are the key contact(s) for key school information
- We ensure staff know who to report any incidents where data protection may have been compromised.
- All staff are DBS checked and records are held in one central record in SIMS
- We follow LA guidelines for the transfer of any data, such as MIS data or reports of children, to professionals working in the Local Authority or their partners in Children's Services / Family Services, Health, Welfare and Social Services.
- School staff with access to setting-up usernames and passwords for email, network access and Learning Platform access are working within the approved system and follow the security processes required by those systems.
- We ask staff to undertaken at least annual house-keeping to review, remove and destroy any digital materials and documents which need no longer be stored.

Technical Solutions

- Staff have secure areas on the network to store sensitive documents
- We require staff to log-out of systems when leaving their computer, but also enforce lock-out after 5 minutes idle time.
- We use the DfE S2S site to securely transfer CTF pupil data files to other schools.
- We use the Pan-London Admissions system (based on USO FX) to transfer admissions data.
- We use RAv3 / VPN solution with its 2-factor authentication for remote access into our systems.
- We use LGfL's USO FX and S2S to transfer other data to schools in London, such as references, reports of children.
- We use the LGfL secure data transfer system, USOAUTOUPDATE, for creation of online user accounts for access to broadband services and the London content
- We store any Protect and Restricted written material in locked filing cabinets in the school office
- All servers are locked in the server room managed by DBS-checked staff.
- We lock any back-up tapes in a secure, fire-proof cabinet.
- We comply with the WEEE (Waste Electronic and Electrical Equipment) directive on equipment disposal by using an approved or recommended disposal company for disposal of equipment where any protected or restricted data has been held.
- Portable equipment loaned by the school (for use by staff at home), where used for any protected data is disposed of through the same procedure.
- Paper based sensitive information is shredded.
- Storage devices are physically destroyed before disposal.

Equipment and Digital Content

Pupil use of personal devices

School policy concerning the use of personal electronic devices by pupils is set out in the Use of Personal Electronic Devices section of the Use of ICT Network and Equipment policy.

Staff use of personal devices

- School policy concerning the use of personal electronic devices by staff is set out in the Virtual Access to LMS Network section of the Use of ICT Network and Equipment policy. In addition to this.
- Staff are not permitted to use their own mobile phones or devices for contacting children, young people or their families within or outside of the setting in a professional capacity.
- Staff will be issued with a school phone where contact with students, parents or carers is required.

- Staff should not use personally-owned devices, such as mobile phones or cameras, to take photos or videos of students and will only use work-provided equipment for this purpose unless there is a clear and documented need for specialist equipment.

Digital images and video

In this school:

- We gain parental / carer permission for use of digital photographs or video involving their child as part of the school agreement form when their daughter joins the school;
- We do not identify pupils in online photographic materials or include the full names of pupils in the credits of any published school produced video materials / DVDs;

Asset disposal

Details of all school-owned hardware will be recorded in a hardware inventory.

Details of all school-owned software will be recorded in a software library.

All redundant equipment will be disposed of through an authorised agency. This will include a written receipt for the item including an acceptance of responsibility for the destruction of any personal data.

All redundant equipment that may have held personal data will have the storage media physically destroyed. Alternatively, if the storage media has failed, it will be physically destroyed. The school will only use the local authority to dispose of equipment.



Trinity Primary E-Safety Policy

Key Stage 1 E-SAFETY RULES

- I only use my own username and password and I don't share them with others.
- I only use the internet when an adult is with me.
- I only click on links or buttons if I know what they do.
- I always search the Internet with an adult.
- I always ask if I get lost on the Internet.
- I don't give information about myself to anyone over the Internet.
- When using the iPads during Golden Time I am only allowed to access the CBBC site or apps on the iPad.



Primary Phase

Behaviour Management Systems



How do we ensure high standards of behaviour?

High quality teaching and learning

Teaching is well planned and appropriately differentiated with a high level of challenge. As a result, children are engaged in their learning and disruptive behaviour is rare. The quality of teaching is rigorously monitored by the Leadership Team through the monitoring of weekly and medium term planning, in-class teaching support and observation, discussions with children, scrutiny of books and folders and analysis of class attainment and progress.

Consistency

Children's behaviour is positive if routines, rewards and sanctions are adhered to consistently. In all classes, the Trinity behaviour management system is used (Please see Appendices). As well as this, in the EYFS (Reception classes), disruptive behaviour is dealt with using immediate sanctions, such as spending time on the 'time-out chair' and positive behaviour is consistently praised. From Year one upwards, the rewards and sanctions follow our behaviour system and are appropriate to the age of the children.

Focusing on the positive

Children who behave well and appropriately are praised. At Trinity we believe that praise is the most powerful tool in maintaining high standards of behaviour and seek to maintain a culture of praise. Praise is freely given and is targeted to actions. The praise is given in a number of forms for example: verbal, written, friendly word or gesture, referral to another adult, certificates, shared with families

Communication with parents and carers

If a child's behaviour is a cause for concern, parents and carers are informed. We strongly believe that if parents and carers are kept informed, we can work together to address the issue.

Anti-bullying

We ensure every child fully understands and follows the anti-bullying policy. This is achieved through work with individuals, whole school assemblies and in class discussions.

Effective monitoring & playground support

During lunch breaks, children are away from the structure of the classroom environment and into an environment in which they make their own choices about what to play. Sometimes, this can lead to disagreement, arguments and loss of self-control. We have a team of Lunchtime Supervisors who ensure children are safe, and always have a trained first aider in the playground. The lunchtime supervisors follow our restorative policy and take time to listen to students about any disagreements. The Senior Leadership Team are also a regular presence in the lunch hall and playground, praising children who have eaten their greens or refereeing a football match!

Clear communication of expectations

We have a clear, visual behaviour management system in every class (**Appendix i**)

We have clear expectations of behaviour around the school – being a Terrific Trinitarian. (**Appendix ii**)

Supporting children with challenging behaviour

We recognise that some children may have challenging behaviour that requires more specific guidance. In such cases, a targeted behaviour plan would be put in place. This would involve the child, parent or carer, class teacher and senior school leader and, if appropriate, external agencies. This behaviour plan will not be discussed with parents of other children.

Special Education Needs & Disabilities

We have high expectations of all children's behaviour. For any child with a specific learning difficulty which impacts on their behaviour, an Individual Education Plan would be in place to ensure that they can be included safely with the learning environment

What if a child's behaviour is disruptive?

Showing Trinity Values Chart:

This chart is displayed in each classroom and shows pupil progress towards the gold standard on a daily basis. The colours on the chart represent how well a child is doing this.

Orange: At Trinity, we realise that everyone makes mistakes and may need to think about their choices. In this scenario, a child is moved onto orange. The aim is then to spot positive behaviours as soon as possible to move them back up to green. This is a great way to actively show forgiveness and promote good choices, especially as every child will start the next session or day back on green.

Red: This section is only for violent behaviour or persistent wrong choices and indicates the need for a sanction or to speak to parents and/or a member of the Senior Leadership Team.

We are an inclusive school and will work hard to develop strategies to ensure children's learning is not disrupted. However, sometimes exclusions are necessary.

Sent to the Head of School

Sometimes children are sent to the Head teacher or Assistant Head teacher because they are disrupting the learning in class or because they need time and support to reflect on their actions.

Internal exclusions

Internal exclusion will be at the discretion of either the Head of School or one of the Assistant Head teachers and will be in response to a serious incident, when removing the child from his or her class is the best course of action. Parents will always be informed.

External exclusions

Very rarely it may be necessary to exclude a child.

Exclusion from school may be:

- for a lunchtime only
- for a fixed period (e.g. 3 days)
- for an indefinite period
- permanent

Parents are always notified of the reason for and length of an exclusion and have the right to appeal against an exclusion to the Governing Body. The Head of School is responsible for decisions regarding exclusion from school. A child who has been excluded for a period will be brought into school by their parent/carer to attend a reintegration meeting with the Head of School. The child will then be permitted to re-join the class.

Secondary Phase

Behaviour Management Systems



This list is not exhaustive and we reserve the right to sanction any other actions not listed below that have a negative influence on the school community as deemed to be so by teaching staff. The teacher's word is final.

Uniform – All years

1. Black blazer with the school badge	2. White shirt (to be worn tucked in and with the top button closed)
3. School tie (to be worn with 6 stripes showing after the knot)	4. Black skirt or trousers (no combats/jeggings/leggings)
5. Trinity school bag. Year 7-10 ONLY.	6. Plain dark blue or black coat.
7. No makeup should be worn.	8. Black shoes with no other colour anywhere and black laces (no canvas shoes or trainers)
9. Black hair accessories only.	10. The only jewellery permitted is a watch and one pair of small plain gold or silver studs, no bigger than 2mm in diameter. One in each ear in any part of the ear.
11. Any head wear (scarf etc...) must be plain black	12. Year 11 can use their own bags.

If your child is not in full school uniform they will be placed in the Trinity Centre until they are in uniform.

P.E Kit: “Fit or Not fit—you must bring your kit”

1. White school polo shirt with the Trinity Logo on it.	2. Plain dark navy blue skirt/jogging bottoms/shorts/ leggings. No stripes, Small sports logo only.
3. School PE Hoody or Rugby Top with a yellow stripe.	4. Sports trainers/ Boots - when using the field, trainers will <u>not be allowed</u> on the field due to Health and Safety. Studded boots must be worn.

Those pupils who fail to bring the correct PE kit will receive a 30 minute same day detention.

Equipment

Pencil case	Knowledge Organiser	2 Black or Blue pens
Eraser and 2 pencils	Green Pen	Pencil Sharpener
Journal	Calculator	Ruler
Maths geometry set	Class book	Mini whiteboard and pen

Pupils are expected to be prepared for learning and must carry all the equipment with them at all times. A 30 minute same day detention will be issued to pupils who do not have the correct equipment in class.

Blazers must be worn at all times in the school building. Pupils may only remove their blazers in the classroom, and only then when they have been given permission to do so by their teacher. Pupils seen not wearing their blazers in the school building will be issued with a 30 minutes same day after school detention.

Punctuality

Pupils must arrive to school by 08:40 in order to be in Family group registration by 08:45.

A same day detention of 30 minutes will be issued for pupils arriving to their Family group room or assembly at 08:45

Pupils must arrive to lessons on time throughout the school day.

A same day detention of 30 minutes will be issued for pupils arriving

late to lessons.

Classroom Rules

1. Remove coats and bags before entering the classroom.	2. Hand up to ask a question.
3. Equipment out at the start of the lesson.	4. Follow instructions 1 st time every time.
5. Silence at all times unless directed otherwise	6. Remain seated unless told to move.
7. No chewing gum.	8. Active learning: No heads on desk.
9. Respect staff and peers.	10. Leave the classroom in silence when instructed to do so by the teacher.
11. No phones.	12. Bags to be placed on the floor, not on the desk.

If your child has to be spoken to three times in a lesson about their behaviour they will be parked in another classroom- this will result in a 30 minute same day detention.

If your child refuses to be parked they will be placed in Trinity Centre for the remainder of the day and will receive a one hour detention after school.

Corridor and Social space Rules

1. Food and drink to be consumed in the refectory only.	2. Walk calmly, quietly and quickly between lessons.
3. Walk on the left.	4. No phones.
5. No play fighting.	6. No swearing or abusive language.
7. Follow instruction 1 st time every time.	8. Respect staff and peers.
9. No chewing gum.	10. Listen to staff and peers giving eye contact, standing still when spoken to and not interrupting those who are speaking.

If a child does not follow our social space rules a 30 minute same day detention can be issued.

Confiscated items (including phones) will be returned at the end of the week at the teacher's discretion.

If a child further refuses to hand over an item they can be placed in Trinity Centre and an hour detention issued.

Further refusal to hand over an item may result in a further sanction.

Year 7 and 8 Line Up

At the end of break and lunch year 7 and 8 pupils line up in the playground, unless a decision not to line up is made by a member of SLT due to poor weather. Pupils line up in silence in their class groups and are collected by their class teacher from the playground. This helps to ensure that there is a calm and orderly start to lessons after lunch and break. Pupils who fail to remain silent when requested to do so will be issued with a 30 minute same day detention after school.

Wet Play

In the case of poor weather a tannoy will be made announcing wet play and posters will go up on the back doors out to the playground to also inform pupils of this decision.

The sports hall will then be opened for all pupils as an extra inside space (unless exam set up prevents this from happening). The silent study rooms will still be open for pupils to use inside should they wish to also.

Pupils will still be allowed outside but advised to shelter under the shelters provided.

Sainsbury's in the morning

Pupil will not be admitted into Sainsbury's after 08:15.

Detention System

Trinity operates a same day detention system. This is the best way to deal with pupil behaviour, in a timely manner. We will endeavour to inform the home (usually by text message) when issuing detentions but we reserve the right to detain pupils without prior home contact having been made up to an hour after school.

We use the after school central detention system to address lateness, disruptions to lesson, poor behaviour at break and lunch times, failure to follow instructions and rudeness to staff and peers.

It is the pupil's responsibility to check the detention list at the end of the day and attend the detention. Should there be any valid extenuating circumstances regarding a pupil's ability to attend a detention it is their responsibility to speak to the central detention list taker or their head of year to arrange for the detention to be deferred to the following day before they leave the school building for the day. A pupil can only make one deferral of a single detention. Failure to arrange this with the central detention list taker or their head of year will be treated as a missed detention and the same follow up will apply in that case.

Lateness to school : 30 minutes (centrally logged at the main office)
Lateness to lesson : 30 minutes (logged by the teacher on Behaviour Watch)
Equipment missing: 30 minutes (logged by the teacher on Behaviour Watch)
Parked from a lesson: 45 minutes (logged by the teacher on Behaviour Watch)
Social space detention: 30 minutes (logged by the teacher on Behaviour Watch)
Knowledge organiser homework detentions: 30m minutes (Fridays: FGL to log only)
Any two combinations of the above: 45 minutes

Failure to attend a central detention: Day in the Trinity Centre plus a 45 minute detention the following day.

Refusal to be parked: 1 day in the Trinity Centre plus a 45min detention.

Fixed term exclusions (FTE) will be issued for extreme one off instances or repeated refusal to follow the schools behaviour policy. Following a FTE pupils will not be allowed to return to lessons until they have had a formal re-integration meeting with a member of the senior leadership team. Parents must attend the meeting in school.

Silent Classrooms

Pupils undoubtedly learn better when classrooms are orderly and focussed. Silence is a powerful tool in facilitating good learning in the classroom. Silence gives you a head space to think through your ideas, allowing you to work through ideas on your own. Silence does not distract you or others and silence allows you to listen better to others.

The expectation is that pupils will remain in silence unless told to discuss with peers.

Teachers will use the phrase “This is the silent working phase” and “This is the discussion phase” to clearly indicate to pupils whether they are to be silent or discuss.

Pupils who fail to follow instructions when asked to be silent will be removed from the classroom for persistent disruption to learning.

Homework Detentions

Staff set their own home work detentions. If the pupil fails to attend they are directed to the head of department who contacts home and re-sets the detention.

Should the pupil fail to engage with this then the YPL will make a final decision about further consequences including internal exclusion.

Knowledge Organiser Detentions

Family Group leaders will check knowledge organiser workbooks on Fridays in family group time. If there is not sufficient KO work completed for the week then the family group leaders will issue a 30 minute same day detention.

The Trinity Centre

The Trinity Centre is a supervised learning room. It serves mainly as an internal exclusion room for pupils whose behaviour has negatively affected the school community. The Trinity Centre may be used as:

- A room for pupils who have been removed from individual lessons to help them reflect on their behaviour.
- Internal exclusion for pupils all day (including break and lunch) as a consequence for persistent poor behaviour or as result of a one off severe incident.
- A hub for the inclusion team to offer support, restorative meetings, mentoring, advice and guidance for our pupils.

If pupils do not follow instructions in the Trinity Centre their YPL or

a member of SLT will issue a further sanction. This could be a Fixed term exclusion.

Persistent Behavioural Concerns

If a pupil consistently does not follow the school rules the following may be used to help address concerns, support the pupil to make better choices and ultimately hold the pupil to account for their actions.

Parent meetings

If it is clear that pattern of behaviour over time is preventing other pupils from learning then the Class Teacher/Tutor/HOY/HOD may arrange a parent meeting in order to address the ongoing issues more closely.

An outcome from this meeting is usually a tutor/department report and sustained home contact over a period of time until improvement is seen.

Reports

Before any report commences there should be parental contact home to establish what is expected of the pupil/home during the report process.

Tutor reports are the first stage in a series of possible reports that pupils can receive to help monitor their behaviour.

Should a tutor report fail to improve the pupils behaviour then another parent meeting is ideally held and the pupil progresses onto a deputy HOY report.

Should this also fail over a period of time then **another parent meeting should be held** and the Hoy will issue a report.

At this stage if there is still no improvement the pupil will most likely face a behaviour panel with the chair of governors and the head teacher. The result of this is the final level of report called a pastoral support programme or PSP.

Behaviour Panels

Behavioural panels consist of a formal meeting with the pupil, parents/carer, Head of year/Head teacher and the Chair of Governors. Reasons for a formal Behavioural Panel meeting to be called are:

- Persistent levels of low or medium levels of misbehaviour. Despite all necessary actions being taken the pupil continues to demonstrate consistently poor behaviour.
- A severe incident by a pupil where the HOY deems a behavioural panel necessary.
- Where a pupil is at risk of a permanent exclusion.

Pastoral Support Programme (PSP)

- At the initial meeting should be the pupil, parents/carers, HOH, SENCO and any other agencies deemed necessary.
- A PSP should run for 12 weeks, although this time frame may be extended as required. Equally a major incident may trigger an earlier end to this programme.
- Targets are clearly stated on the daily report card and staff are informed. These targets will be agreed at the initial meeting before the pupil begins their PSP report..
- Parents carers are kept clearly informed and invited to all the meetings. A parental meeting with the PSP co-ordinator should take place a minimum of every 4 weeks to review the pupils progress.
- A weekly phone call home should be made by the PSP co-ordinator to update the home with the weeks events.
- A daily report is completed by all the timetabled teaching staff and monitored daily by the PSP co-ordinator and taken home each evening for parents to monitor and sign.

Managed Move

- Should a pupil fail the PSP over the 12 week period then a managed move to another school , alternative provision, fixed term exclusion or even permanent exclusion will follow as possible outcome from this long and supportive programme.
- A managed move comprises of a trial period at a similar Lewisham school, should the pupil be accepted on to role then they will have successfully moved schools permanently and thus avoided the risk of permanent exclusion.

Major incidents

Unlike the report process designed to support pupils focus and achieve in their learning the school may be forced to take more decisive action in response to isolated/repeat offences of a severe nature.

This may include internal exclusion in the restorative room, a managed move, a fixed term exclusion, permanent exclusion or directing a pupil to an alternative provision.

Exclusions Policy

When other sanctions have failed or when the breach of discipline is serious enough to cause significant offence to others including staff or when a pupil's actions put the learning opportunities and/or health and safety of other pupils at risk an exclusion is considered.

Internal exclusions

An internal exclusion is used for medium/high level incidents. Pupils will be removed from the normal school day and spend the entire day in the Trinity Centre /Head of School's (Primary) office as a result of their chosen actions. Internal exclusions normally lasts between 1- 5 days.

Fixed Term exclusions

This is a period of exclusion from school of usually between 1-5 days. FTE can be used following a series of incidents where no improvement is shown or in the case where a single offence may warrant an immediate fixed term exclusion from school.

Following a fixed term exclusion a parental meeting must be held before the pupil returns to mainstream education. If there is a delay in this meeting taking place the pupil will be internally excluded in the Trinity centre until it is possible to meet.

When making a decision about the length of an exclusion, the following should be taken in to account.

- Seriousness of the offence
- Whether this is a one-off event and if so, the degree of seriousness.
- Whether it is a long term pattern of poor behaviour.
- Evidence presented by staff.
- Disciplinary history of the pupil involved.
- The degree of the culpability of any pupil involved.
- Any other evidence deemed relevant.

In order to support the child with their return to school they will be placed on a behavioural and academic monitoring report for an appropriate length of time to ensure good behaviour and progress is

Permanent Exclusion

Permanent exclusion is likely to be used as a sanction in cases where other intervention strategies have been unsuccessful, and where there is a history of persistent poor behaviour over time.

Permanent exclusions will also be used for severe one-off, incidents which threaten the health and safety of others in the community which include.

- Use of weapons or anything deemed to be a weapon
- Bringing the school into disrepute
- For bringing illegal substances or other dangerous articles into school
- For inappropriate sexual behaviour
- Permanent exclusion will also be used where there is a deliberate assault against a member of staff, or the threat of physical violence.

A decision on permanent exclusion would be taken by the Executive Head teacher. In their absence a interim FTE would be applied, subject to review or further investigation by the Executive Head teacher.

COMPLAINTS POLICY

Governors hope that complainants find it easy to discuss any issues arising in relation to the school. When there are particular concerns which complainants wish to share with the school we expect them to get in touch with the school by letter, telephone or e-mail so that the matter can be dealt with quickly and informally.

Trinity also recognises pupils' voice and that of its community and therefore also applies this policy to the school and wider community.

CONCERNS ABOUT ACADEMIC PROGRESS

If a complainant is worried about a particular aspect of the school affecting a child's progress, the complainant should let the school know. Depending on the nature of the concern it will be dealt with by the Head/Deputy Head of School (Primary) /Head of Department / Year Progress Leader (Secondary) or by a member of the senior leadership team. If the complaint has not been acknowledged by the school within 3 working days please call the school. We will aim to respond in writing to the complainant within 10 working days of receiving the complaint. If the complainant is not satisfied with the school's response the matter can be taken to the Head of School (Primary) / Executive Head Teacher where it will be discussed informally and hopefully resolved. If the matter relates to the Deputy Head of School (Primary)/ Deputy Head Teacher (Secondary) it can be taken to Stage 2 of the formal complaints procedure.

GENERAL PASTORAL CONCERNS

If a complainant is worried about a pupil's general welfare their complaint should be directed to the child's class teacher (primary) / family group leader (Secondary)

CONCERNS ABOUT STAFF

Concerns about staff should be addressed to the Head of School (Primary) / Deputy Head Teacher (Secondary) in the first instance. Concerns about the Head of School (Primary) / Deputy Head Teacher (Secondary) should be addressed to the Executive Head Teacher in the first instance.

CONCERNS ABOUT THE SCHOOL IN THE COMMUNITY

Concerns from the community should be addressed to the Head of School (Primary) / Deputy Head Teacher (Secondary) in the first instance. Concerns about the Head of School (Primary) / Deputy Head Teacher (Secondary) should be addressed to the Executive Head Teacher in the first instance.

FORMAL PROCEDURE

If a complainant is deeply concerned and feels that the school has not addressed the matter sufficiently and it needs further attention, formal procedures may begin.

Stage 1. The complaint may be made in writing in person by appointment or on the telephone. The Head of School (Primary) / Deputy Head Teacher (Secondary) will then arrange to meet the complainant at school. The complainant may bring a friend and a note taker will be present to record the points under discussion. The Head of School (Primary) / Deputy Head Teacher (Secondary) will endeavour to establish what has happened so far, who has been involved and what the complainant feels would put things right. Any misunderstandings, which might have occurred, will be discussed. The Head of School (Primary) / Deputy Head Teacher (Secondary) will respond in writing to the complainant within 10 working days of the meeting.

Stage 2. If the complainant is still not satisfied and wishes the matter to be taken further the complaint will be referred to the Executive Head Teacher who will investigate the complaint and will respond to the complaint either at a meeting called for this purpose or in writing.

Stage 3 If the complainant is still not satisfied the complaint will be referred to the Chair of Governors at the school.

Stage 4. The Chair will convene a complaints panel of members of the governing body to hear the complaint within 21 working days of receiving the complaint. Each side will be given the opportunity to state their case and ask questions. All parties see written material.

The panel can:

Dismiss the complaint in whole or in part

Uphold the complaint in whole or in part

Decide on appropriate action to be taken to resolve the complaint

Recommend changes to the school's systems or procedures to ensure that problems of a similar nature do not occur again.

The panel's decision will be sent in writing to the complainant within 5 working days of the hearing. The outcome of the hearing will be reported to the full governing body. This is the final stage in the school's complaints procedures.

APENDIX I.

3rd April
2019

Dear Trinity families,

Communication to and from school is something that we rely on to make sure your children are safe and make the best progress. To this end, I am sending this letter to confirm the arrangements we have here at Trinity to ensure communication is effective. I am also asking parents and carers for some vital information which we need as a school to make communication between us run smoothly.

Firstly, the best way to contact us regarding your child is via email. Most staff email addresses are on the school website but we also have a general email address admin@trinity.lewisham.sch.uk which you can use. When you send us an email please write your child's name, year and family group in the subject box. Please do not include any sensitive information in emails but do state why you are contacting us and who you would like this to go to (if using the general admin email address).

If you phone us, please be aware that the admin team are unlikely to know specific details about your child and will not be in a position to comment. Their job is to pass on your message to a relevant member of staff. Again, please give them your child's name, year and family group and they will then send an email to the relevant staff member asking them to contact you. We are also going to trial the following: If we have your email address, the admin team will add your email address to the message they send to the staff member so you will be part of the process from the beginning.

On occasions, parents come to school and ask to speak with staff members. We do understand that if you have taken the time to come in, you must feel it necessary, but I must point out that staff can very rarely instantly meet with parents as they have many commitments. I have told the admin team to ask any parent who has come into school to once again take brief details and they will then contact the relevant member of staff and ask for them to arrange a meeting with you (if required).

To clarify, in normal circumstances, we ask staff to contact parents within 24 hours of receiving communication. The only exception to this would be if there was a safeguarding issues which needed a more urgent response. Please do bear with staff as they may not be able to contact you as quickly as you would like.

Who should I contact?

1. General questions regarding academic progress, behaviour, homework, etc – The family group leader.
2. Specific subject queries – The subject teacher
3. Finance, lunches, school hours, holiday, etc – The main office
4. Safeguarding or child protection concerns – Mr Gallears or Mrs Simpson
5. SEN queries – Mr Walshe
6. Pupil Premium queries – Mr Gallears/Mr Wynter

Please only contact the Head of Department or Year Progress Leader (or Deputy) if your query has not been dealt with by the above and you still have questions.

Dealing with an Abusive Parent/Carer/Visitor

Any aggressive, abusive or insulting behaviour or language from a parent/carer/visitor will not be tolerated by the school. Unacceptable behaviour is such that makes a member of staff or student feel threatened. This can be through face-to-face contact, on the telephone or in written communication (including social media).

The following is not an exhaustive list but seeks to provide illustrations of such behaviour:

- any kind of insult as an attempt to demean, embarrass or undermine
- any kind of threat
- raising of voice so as to be intimidating
- physical intimidation, eg by standing very close to him/her or the use of aggressive hand gestures
- use of foul or abusive language
- any kind of physical abuse
- allegations which turn out to be vexatious or malicious.

If a parent/carer/visitor behaves in an unacceptable way towards a member of the school community, the head teacher or appropriate member of the senior staff will assess the level of risk before deciding on a future course of action.

Actions will include the following:

1. Clarify to the parent/carer/visitor what is considered acceptable behaviour by the school. In some instances it may be appropriate simply to ensure the parent is clear about behaviour standards expected by the school. This could be explained by letter from the Headteacher. This letter may contain a warning about further action if there are further incidents. The parent will be invited to write to the Headteacher with his/her version of events within 10 working days. Depending on the parent's response a meeting may then be

held to discuss the situation and how this can be avoided in future.

2. Impose conditions on the parent's contact with the school. The public has no automatic right of entry. Parents/carers of enrolled students have an 'implied licence' to come onto school premises at certain stated times. It is for schools to define and set out the extent of such access. Parents exceeding this would be trespassing. Depending of the type, level or frequency of the unacceptable behaviour, the school may consider imposing conditions on the parent's contact with the school. In this case the parent will be informed by letter from the Headteacher the details of the conditions that are being imposed. The parent/carer would then be given 10 working days from the date of that letter to make representations in writing about the conditions to the Chair of Governors. The Chair of Governors would then decide whether to confirm or remove the conditions. This would be communicated to the parent in writing within 10 working days of the date of the parent's letter.

4. Imposing a ban. Where deemed appropriate the school may consider banning the individual from school premises. This will include banning a parent from accessing school staff by written communication or telephone. In these circumstances, the individual would be advised in writing by the Headteacher that a provisional ban is being imposed. The parent/carer/visitor would then be given 10 working days from the date of that letter to make representations about the ban in writing to the Chair of Governors. The Chair of Governors would then decide whether to confirm or remove the ban. This would be communicated to the parent/carer/visitor in writing within 10 working days of the receipt of their letter.

5. Removal from school. A parent/carer/visitor who have been banned from the school premises and continue to cause a nuisance will be deemed to have committed a section 547 offence. They will be considered as trespassers. In these circumstances the offender may be removed from school. This would normally be carried out by a police officer. Legal proceedings may be brought against them as a result of their actions.

Conducting a pupil search

When conducting a pupil search at Trinity school we follow the government guidelines as outlined in this document:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf

Use of reasonable force

When using reasonable force at Trinity school we follow the government guidelines as outlined in this document:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf