



# Trinity

LEARNING • LOVING • LIVING

# Primary & Secondary Phase Behaviour Management Systems Policy

Date Governor Approval	Date of next review	Notes
May 2021	May 2023	Review every two years.

#### Linked policies

- Anti Cyber Bullying & E Safety Policy
- Anti-Bullying Policy
- Behaviour Policy
- Complaints Policy
- E-Safety Policy
- Exclusion Policy
- Peer on Peer Abuse Policy
- Primary Phase Behaviour Management Systems
- Restorative Justice Policy

Mr David Lucas - Executive Headteacher

#### PRIMARY PHASE

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#### SECONDARY PHASE

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## An Introduction

At trinity we value our school and each other and work hard to create a cohesive community. As an Anglican School we seek to ensure that each of us has the maximum opportunity to fulfil our God given potential. We aim to develop the characters of those in our community to reflect the fruits of the Spirit, such as kindness and self-control. Emphasis is placed on developing self-discipline, respect for other members of the community, taking responsibility for one's own actions and the creation of an orderly working environment. Every Member of our community, including all staff, pupils and parents are treated with respect and dignity, living out our belief that we are all made in the image of God.

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.

# 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.

	Learning	Loving	Living
<p><b>Ethos – Trinity’s set of guiding beliefs about the social behaviour and relationships of all our community</b></p>	<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>We are living good lives, as Jesus commanded us to love our neighbour, we seek to serve those in need within our community. We are committed to pursuing social justice preventing discrimination and improving outcomes for all. We are all encouraged to exercise leadership, and to take responsibility for ourselves and one another.</p>
<p><b>Distinctive characteristics we are instilling across our community</b></p>	<p><u><b>Open minded.</b></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><b>Knowledgeable.</b></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><b>Insightful.</b></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><b>Caring.</b></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><b>Principled.</b></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><b>Resilient.</b></u> We understand the importance of physical, spiritual and emotional balance to achieve personal well-being for ourselves and others.</p>	<p><u><b>Reflective.</b></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><b>Courageous.</b></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><b>Independent.</b></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>

# 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 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 vue is used to log rewards which automatically sends an email 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.

Termly Subject certificates are also awarded to pupils who are excelling in specific subjects.

Charter badges are given out in weekly year assemblies that cover the 9 characteristics of an outstanding Trinitarian.

# Behaviour Management Systems

## PRIMARY SITE

### 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.

If a child continues to show poor behaviour they will move to...

**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.

If a child continues to show poor behaviour they will be sent to the parallel class for a 10 minutes reflection. Each class has a reflection area which will be used. Children will be asked to reflect on the behaviour they are showing and how they can improve to move back to green.

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. In the event that this behaviour continues to escalate, children will be sent to:

- 1) **Learning & Progress Lead**, in the first instance, followed by,
- 2) **Assistant Head** OR
- 3) **Deputy Head** prior to going to the,
- 4) **Head of School**

In extreme circumstances, children may be sent directly to a Senior Leader. This could be because of:

2 warnings, then moving down the behaviour chart	Written on SIMS and email home; discuss with DHT	Sent to Head of School
Shouting out to teacher or another pupil	Extreme disruption in class	Makes repeated racist/sexist/homophobic/anti-faith comments to or about another child or adult
Chatting to friend and ignoring teacher speaking or failing to work quietly	Swearing orally or by gestures	Intentionally or persistently, physically or verbally, or through social media, assaults
Out of seat without permission	Racist/sexist/homophobic/antifaith language	
	Lying to a teacher	

<p>(at teacher's discretion)</p> <p>Minor but distracting or disruptive behaviour</p>	<p>Stealing</p> <p>Spitting</p> <p>Deliberately breaking resources</p> <p>Disobeying instructions</p> <p>Answering back rudely</p> <p>Physically hurting another child</p> <p>Continued behaviour which causes disruption to the learning of other students.</p> <p>Violent outburst/s</p>	<p>Is proven to be exhibiting bullying behaviour</p> <p>Physical assault on any member of staff.</p> <p>Being in possession of an offensive weapon on school premises.</p> <p>Distribution or use of illegal substances on school premises or during the school day.</p>
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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.

#### 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.

## Behaviour Management Systems

### SECONDARY SITE

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. No false nails.	8. Black formal school shoes with no other colour anywhere and black laces (no canvas shoes or trainers)
9. PE bag with school LOGO on required days.	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. No nose or tongue piercings are to be worn.
11. Black hair accessories only. Head scarves can be any style. No Durags. No Bonnets. No metal Combs.	12. Year 11 can use their own bags.

If your child is not in full school uniform they will either be placed in the Trinity Centre until they are in uniform or sent home to collect the correct 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 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 <sup>st</sup> time every time.
5. Silence at all times unless directed otherwise	6. Remain seated unless told to move.

7. No chewing GUM on site at any point. Gum will be confiscated and binned.	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. Phones will be confiscated on sight.	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 45-minute same day detention.

If your child refuses to be parked or they fail their parking by further distracting others and disturbing the learning in the class into which they are parked, they will be placed in Trinity Centre for the remainder of the day and will receive a 45-minute 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 <sup>st</sup> 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, or sooner at the teacher's

discretion.

If a child further refuses to hand over an item they can be placed in Trinity Centre and a 45-minute detention issued.

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

### 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 by email when issuing detentions. However, 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
Lateness to lesson: 30- minutes
Equipment missing: 30- minutes
Parked from a lesson: 45- minutes
Social space detention: 30- minutes
Knowledge organiser homework detentions: 30- minutes
Subject homework not completed: 30 minutes
Any two combinations of the above: 45 minutes
Failed parking due to further disturbance of the lesson into which the pupil is parked: Removal to the Trinity Centre for the lesson plus a 45 minutes detention the same day.
Failure to attend a central detention: Day in the Trinity Centre plus a 45 minutes 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. Silence does not distract you or others, silence allows you to listen better to others.

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

Teachers may 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 homework detentions for any subject in home work is not completed to the required standard.

## 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 program 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 mis-behaviour. 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 Program (PSP)**

- At the initial meeting should be the pupil, parents/carers, HOH, SENCO and any other agencies deemed necessary.
- 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 coordinator 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 coordinator to update the home with the weeks events.

## Managed Move

- Should a pupil fail the PSP over the 12week 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 program.
- 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.

## Direction to offsite provision

The head teacher reserves the right to direct a pupil to an offsite provision as deemed appropriate by the school

## 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 last 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 sustained.

#### 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.

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 complaint's 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.

3<sup>rd</sup> 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](mailto: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 issue 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 you 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](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 / positively handling a pupil 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](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf)

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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.

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