



Holy Trinity C of E Primary School

A Church school community aspiring for all to live life to the full

Behaviour Policy

Issued April 2020

Next Review December 2020/January 2021

Committee **Headteacher**

GENERIC PRINCIPLES

Equalities

We are committed to delivering the content of this policy to meet the needs of all staff, pupils and other stakeholders where relevant, irrespective of race, gender and disability.

Safeguarding

Our school recognises and promotes the responsibilities of all adults in protecting pupils. Specific responsibilities involved in ensuring child protection and wider safeguarding procedures are in place and must be adhered to: please refer to Child Protection & Procedures Policy; 'Keeping Children Safe in Education' (2021) and 'Working Together to Safeguard Children' (2018.)

Cross-Referencing

This policy should be read in conjunction with these other related policies:

- Child Protection Policies and Procedures
- Anti-Bullying
- SEND Policy
- Equality Policy
- E-Safety Policy
- PSHCE curriculum
- Dealing with Allegations of Abuse against Teachers and Other Staff

Vision

This vision for our school: ***A church school community aspiring for all to live life to the full***

Community

Where community means all those directly (ie children, staff, parents and governors) and indirectly (eg local schools and organisations) involved with the school.

Aspiring

Where aspiring means wanting the best for our children and families and supporting them to develop the necessary knowledge, skills and understanding to be their best.

Life to the full

Where 'life to the full' means providing a broad range of experiences and opportunities to apply the knowledge, skills and understanding we have to be able to participate in life and not be passive observers of it.

IMPORTANT INTRODUCTORY NOTE

Holy Trinity is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline not blind compliance. It is informed by our Christian values which are rooted in the teachings of Jesus Christ - *“So in everything, do to others what you would have them do to you, for this sums up the Law and the Prophets.”* (Matthew 7: 12) - with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

In all this we acknowledge our legal duties under the Equality Act 2010, in respect of Safeguarding, and in respect of pupils with Special Educational Needs.

Key Principles

In developing our approach to behaviour, we have adopted a Restorative Practice approach which is essentially around building positive relationships. This is also complimented by including an ‘attachment aware’ approach which can be summarised as follows:

- **An individual approach** - as with learning, an individualised approach is necessary - being ‘fair’ is not about everyone getting the same (*equality*) but about everyone getting what they need (*equity*).
- **Behaviour is a form of communication** - we are aiming to view behaviour as a communication of an emotional need (whether conscious or unconscious), and responding accordingly. Look beyond the often very challenging behaviours displayed by children and question what emotions might be driving these behaviours. Only when children feel a sense of being heard, understood and cared about, can they begin to express their emotions in a more acceptable way, which will benefit everyone
- **Taking a non-judgmental, curious and empathic attitude towards behaviour.** We aim for all adults in school to respond in a way that focuses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself.
Children with behavioural difficulties need to be regarded as vulnerable rather than troublesome, and we all have a duty to explore this vulnerability and provide appropriate support.

“Thinking of a child as behaving badly disposes you to think of punishment. Thinking of a child as struggling to handle something difficult encourages you to help them through their distress”

- **Putting relationships first** - Aim to create a positive school culture and climate that fosters **connection, inclusion, respect and value** for all members of the school community.
- **Maintaining clear boundaries and expectations around behaviour** - Changing how we respond to behaviour does not mean having no expectations, routines or structure. In order to help children feel safe, their educational environment needs to be high in both nurture and structure. Children need predictable routines, expectations and responses to behaviour. These must be in place and modelled appropriately, within the context of a safe and caring school environment. Natural rewards and consequences that can follow certain behaviours should be made explicit, without the need to enforce ‘sanctions’ that can shame and ostracise CYP from their peers, school community and family, leading to potentially more negative behaviour
- **Not all behaviours are a matter of ‘choice’** - and not all factors linked to the behaviour of children are within their control. Therefore the language of choice (e.g. ‘good choice/bad choice’) is not always helpful.

- **Behaviour must always be viewed systemically and within the context of important relationships** (i.e. a relational communication pattern rather than an internal problem).
- Encouraging parental engagement and involvement is absolutely crucial when addressing and planning support for children's SEMH (social, emotional & mental health) needs.

“The parent-child connection is the most powerful mental health intervention known to mankind”

Our Approach

Aims of the policy

- To enable children to develop a sense of self worth, respect and tolerance for others.
- To produce an environment in which children feel safe and secure
- To promote community cohesion through improved relationships
- To create a culture of exceptionally good behaviour, and a positive and compassionate environment where all children can flourish and live life to the full
- To ensure all members of the school community (including parents and members of the Governing Body) are treated fairly and develop relationships based on respect, generosity, integrity and trust
- To raise awareness of desired standards of behaviour by celebrating and rewarding occasions when children have been 'Values Champions' (i.e. have demonstrated values in practical ways)
- To ensure that there is clarity about the procedures and sanctions agreed by all stakeholders,
- To help learners take control over their behaviour (self-regulation) and be responsible for the consequences of it
- To support staff with their responsibilities to promote good behaviour, build positive relationships and manage behaviour when expectations are not met
- To give children the confidence that issues relating to behaviour will be referred back to the Golden Rule and the school's Christian values
- To ensure that excellent behaviour is a minimum expectation for all

Roles and Responsibilities

Teaching and maintaining good behaviour is the responsibility of all of our church school community. As such, we expect our all our staff, governors and parents to be good role models for our children as we develop their attitudes and characters to be able to make a positive contribution to society.

Role of Governing Body

- To support and challenge the Headteacher and Senior Leadership Team (SLT) in promoting good behaviour
- To monitor the effectiveness of this policy and any related systems and procedures in place
- To monitor the frequency of significant behaviour incidents, including any exclusions (fixed term or permanent)

Role of Headteacher and SLT

- To create an ethos across the school that promotes positive relationships and a consistent approach that is embedded across the school, through policy development, displays,
- choice of language, non-verbal behaviours, and communication with others
- To promote good behaviour across the school (and beyond the school gate as necessary)
- To support staff in implementing this policy, including through high quality cpd and training
- Meet and greet each child daily
- Refer to 'Ready, Respectful, Safe'
- Follow up every incident of poor behaviour using a restorative conversation' to support children to reflect and learn from their behaviour

- Never ignore or walk past learners who are behaving badly
- To make parents and carers aware of this policy and help them understand school's systems and procedures
- To monitor and report significant behaviour incidents (including analyses to identify patterns of behaviour and trends involving race, gender, SEN and disability)
- To work with the SENCO and other agencies (eg Social Workers and Advisory Teachers) to support children to manage their behaviour more effectively

Role of Staff

Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the children through:

- Model positive behaviour and build relationships
- Use agreed tools for recording, monitoring and sharing strategies to aid consistency
- Meet and greet each child daily
- Refer to 'Ready, Respectful, Safe'
- Plan lessons that engage, challenge and meet the needs of all learners
- Notice incidents of good behaviour (acknowledge with praise or use visible recognition in classroom display)
- Be calm and give 'take up time' when going through the steps
- Adopt preventative strategies before sanctions
- Follow up every incident of poor behaviour using a restorative conversation' to support children to reflect and learn from their behaviour
- Never ignore or walk past learners who are behaving badly

Role of Parents and Carers

- To understand this policy and support school by promoting positive behaviour and relationships with everyone
- Some ways of doing this are:
 - Role modelling positive behaviour to your child both inside and outside of the school
 - Being supportive of the school in rewards and sanctions - perhaps mirroring a reward at home or talking positively about the decision to sanction your child
 - Role modelling this with other parents too - not 'gossiping' about a child within school who is struggling with behavioural or emotional needs
 - Using similar language to school when explaining to your child that some children have other things to work on because all of our brains work slightly differently rather than simply labelling children as 'naughty' or similar
 - Not giving permission for ongoing negative behaviours which may be seen as bullying behaviours by using phrases such as:
 - Boys will be boys
 - You must have done something to deserve it
 - Go and hit them back
 - Don't be a wimp / toughen up
 - It's all part of growing up
 - Stick up for yourself
 - Give them a taste of their own medicine
 - Don't tell tales (where it's consistent)
 - or similar comments.

Implementing an Attachment Approach

PACE/PLACE

- **PLAYFULNESS** - is about creating an atmosphere of lightness and interest when you communicate. An open, ready, calm, relaxed and engaged attitude.
- **ACCEPTANCE** - is about actively communicating to the child that you accept the wishes, feelings, thoughts, urges, motives and perceptions that are underneath the outward behaviour. Unconditionally accepting a child makes them feel secure, safe and loved
- **CURIOSITY** - is wondering about the meaning behind the behaviour for the child. Curiosity lets the child know that the adults understand. Without judgement, children become aware of their inner life.
- **EMPATHY**- is the adult demonstrating that he or she knows how difficult an experience is for the child. The adult is telling the child that she will not have to deal with the distress alone. Empathy gives a sense of compassion for the child and their feelings.
More recently, the acronym PLACE has been used, to include a fifth element: LOVE
- **LOVE** - is about creating loving relationships - all children need love.
More information can be found at ddpnetwork.org/about-ddp/meant-pace

Basic Rules

Our overarching school rule is “...do to others what you would have them do to you ...” (Matthew 7:12).

This is supplemented by 3 other main school rules (or expectations):

Be Ready

- to learn
- to help
- to listen

Be Respectful

- of others property
- of others beliefs and religion
- of others culture
- of others' efforts and abilities

Be Safe

- by helping to maintain a clean and tidy environment
- by following instructions for this purpose
- by looking out for others in harms way
- by reporting incidents and events that make you, or others, feel uncomfortable, hurt or unsafe

Rewards, Incentives and Sanctions

Rewarding Behaviour

- All staff aim to recognise all good behaviour, or where children meet expectations - normally through a simple thank you or acknowledgement
- Verbal praise and positive comments: Praise and positive comments will be given readily. Class and supply teachers, lunchtime supervisors and support teachers will be encouraged to comment on good behaviour using the 'values language' in order that children understand what the value, eg compassion, looks like in practice.

- Recognition board - in classrooms a display is used to acknowledge children who have made a good effort towards work, meeting expectations around behaviour
- Rewards are used throughout the school - normally in the form of a house point or certificate given in Celebration Praise. They range from awards to the whole class, to groups, to individuals and are given by all adults in the school. Rewards are not used as a bribe
- Children who go ‘above & beyond’ will be recognised publicly in our weekly Celebration Praise Assembly.
- From each year group, [R - 6] two children a week are chosen by their class teachers for particular mention in Celebration Worship and are presented with a celebration certificate. All certificates are displayed for one week and parents are welcome to come and visit the display with their child.
- Children who have demonstrated any of our six Christian values in practical ways are recognised weekly and receive recognition in the form of a certificate.
- Each year group uses a wide range of rewards. Teachers discuss with children what the rewards will be within the class and how children can achieve them. The rewards may alter and be adapted due to the needs and maturity of a particular cohort.

Consequences and Sanctions

Repetition of minor behaviours, or not directly not meeting school’s/class’ expectations, staff aim to use a prepared script to achieve a consistent approach to managing behaviour. The script follows the restore, redraw, repair model (Paul Dix)

1. For more details on script see p92 in book, but essentially aim to cover:
 - ‘I notice you are ...’ (describe behaviour you witnessed)
 - ‘It was the rule ...’ (explain which of the rules was not being followed)
 - ‘You have chosen to ... ‘ (repeat of description behavior you witnessed)
 - ‘Do you remember when you ... ‘ (recall a time when you caught them doing the right thing)
 - ‘That’s who I need to see today’ (reinforces that you believe they can do it)
 - ‘Thank you for listening’ (and move on quickly, giving the child some time to absorb what you’ve said)
2. For more significant incidences (eg when other children have been involved/hurt), the adult should have a ‘restorative conversation’:
 - The short ‘restorative conversation’ would take place during a break/lunch time. This would replace the ‘Time out’
 - Script for these conversations would follow suggestions for the ‘Restorative 5’ taken from Paul Dix’s book (p 128) - See reference card issued to all staff:

<p>Validate emotions...you look upset/angry/scared/confused... What happened? Listen, repeat back What do you think/feel about it now? Who has been affected? How has this affected you? What is needed to make things right? How can we make amends? How can we do things differently?</p>	<p>REFLECT - REPAIR - RECONNECT <u>Top tips</u> Find a safe place. Wait for child to be calm. Breathe. Sit at eye level with the child. Use a calm voice. Listen - avoid asking “Why?” Try and arrange a follow-up chat.</p>
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- As these conversations effectively replace 'Time out' they need to be recorded in the Red Behaviour folder.
- Alternatively, the Behaviour Reflection form (see Appendix Two) can be used in place of the conversation. Note, this should be followed up with a discussion between the pupil and a member of staff.

Involving Parents

Use discretion about when to involve or communicate with parents, but essentially sooner rather than later. For example, if several 'short conversations' have been had, and the behaviour is still being seen, then:

- Communication in the first instance could be by telephone or face-to-face. It shouldn't be a surprise when school's concerns increase
- Or parents can be invited to discuss:
 - alternative/creative consequences can be agreed
 - if the behaviour still continues then:
 - consider discussing behaviour with SENDCO (eg for further strategies/support such as ATS, Ed Psych etc)

Exclusions

While every effort will be made to avoid excluding a pupil, Holy Trinity recognises that there may be situations that require a pupil to be excluded. The following may be applied:

1. Internal exclusion - This strategy may be used where a child has significantly disrupted the learning of others, they will be isolated from the classroom and taught separately under the supervision of an authorised adult. The internal exclusion will also be used as an opportunity to support the child to reflect on their behaviour and teach alternative strategies to manage it more positively in future.
2. Lunchtime exclusion - This strategy may be used where the behaviours of the child are associated with not being able to manage, with support, the unstructured period of lunch breaks. The child will be taken home for the duration of lunchtime, and returned to school in time for the afternoon sessions.
3. Fixed-term exclusion - If the above sanctions have been unsuccessful or the severity of the situation merits it, exclusion will be considered.
 - This decision is made by the Head Teacher in consultation with those involved.
 - A child may be excluded for a variety of reasons which could include persistent disruption and disobedience or verbal/physical assault. In the first instance, exclusion will be fixed term and a child will be excluded for a determined amount of days in relation to the severity of the incident.
 - If a child is at risk of permanent exclusion, a Pastoral Support Plan (PSP) programme will be put in place to offer as much support as possible.
4. Permanent exclusion - If fixed term exclusions and PSP meetings are unsuccessful and the child continues to behave inappropriately, a permanent exclusion will be considered by the Head Teacher/Governors in consultation with the LEA
 - The parent/carers will be involved at all stages in this process.
 - Where alternative provision is arranged, school will continue to monitor procedures in respect of any safeguarding arrangements.

Examples of significantly poor behaviour include;

Please note that the following list is not exhaustive. Behaviour considered 'unacceptable' may be determined by the Governing Body where the Headteacher feels it necessary to bring to their attention any behaviour that does not fit into an already listed category.

- Disobedience to a reasonable instruction.
- Non-completion of school work that could be reasonably expected.

- Biting, spitting, hitting and/or kicking.
- Foul language and swearing.
- Making unkind remarks.
- Damaging property, answering back, rudeness or aggression to adults or others.
- Stealing, including hiding another person's property.
- Racist or derogatory comments e.g. use of the word 'gay' or behaviour that causes offence e.g. all forms of bullying (see Anti-Bullying Policy)
- Fighting or encouraging others to fight.
- Bullying, in any form, e.g. cyber-bullying (including from home), homophobic bullying.
- Putting themselves, other children or adults at risk.
- Moving around school in a way that falls below the expected standards of general behaviour, e.g. running, shouting, pushing.

The Headteacher will also consider whether a child's behaviour gives cause to suspect that the child may be suffering, or is likely to suffer significant harm. Where this may be the case, staff should be directed to follow the school's safeguarding procedure. Schools should also consider whether continuing disruptive behaviour, might be as the result of unmet educational or other needs, and whether multi-agency support (eg Families First Plus offer) would be suitable.

Children with Special Educational Needs and Disability or Additional Needs

Sometimes, a child will need additional support with their behaviour due to Special Educational Needs. Children who have a specific Emotional, Behavioural or Social difficulty are also expected to follow the four basic rules. However, the SENCO will work alongside the class teacher to differentiate the system to meet their needs and implement additional, more immediate rewards to encourage positive behaviour where it is felt that this is needed. Where a child with specific emotional and behavioural needs shows behaviour that breaks one of the three basic rules, their differentiated behaviour procedure may mean that it seems to other children that the behaviours are not being dealt with. In these instances, it is important for the class teacher to make it very clear to the rest of the class or witnesses of the incident that the behaviour is not acceptable and has been managed, with consequences appropriate for that child.

Children who are experiencing difficulty with behaviour will be supported by all staff and some may be provided with individual adult support. This will involve help and support for the child in coping with situations and providing them with strategies to help them manage their own behaviour. The child will be given time within the school day to learn these strategies. A programme of strategies will be developed between the child, class teacher, additional adult (or TA), parent, SENDCo and other professionals (eg Advisory Teacher or Educational Psychologist) where appropriate.

Classroom Management

Each class teacher will explain agreed class rules and expectations with their children:

1. Follow instructions first time given
2. When someone is speaking, listen
3. Stay on task
4. Keep your hands and feet to yourself
5. Speak politely to everyone

When children's behaviour does not meet agreed expectations, the following are suggested adult response or actions:

- **Re-focus child** through: **Quiet word**; **Offer of support** - "You okay, do you need anything"; **Cue name** - "Bob - all okay?" or **Nip in the bud**: "James, you're talking and we are working

quietly in this lesson.”

- **Direct an adult or give extra support** (staff presence for the child/ containment)
- **Wondering question:** James, I'm wondering if sitting too close to xxx is making it difficult for you to concentrate on your work. Come and sit here where I can help you.”
- **Distraction/ Redirection:** James - please pop next door and ask Miss if I can borrow a xxx - Thanks.
- **Name the need:** You're very cross because you wanted to go in the ipad group. I can see that is hard. Everyone will get a go this week.
- **What do you need options:** - Learning break - Busy box - Learning mentor in class - go and see someone - work in a different place e.g. Temporary Classroom If a child is requiring significant support in the lesson and the teacher is unable to effectively continue the learning for the class another adult must be called for (usually SENDCO or member of SLT)

Repetition of minor behaviours, or not directly not meeting school's/class' expectations - use a script following the restore, redraw, repair model (see rewards and sanctions section)

Behaviour Strategies and Teaching of good behaviour

Planning for Good Behaviour

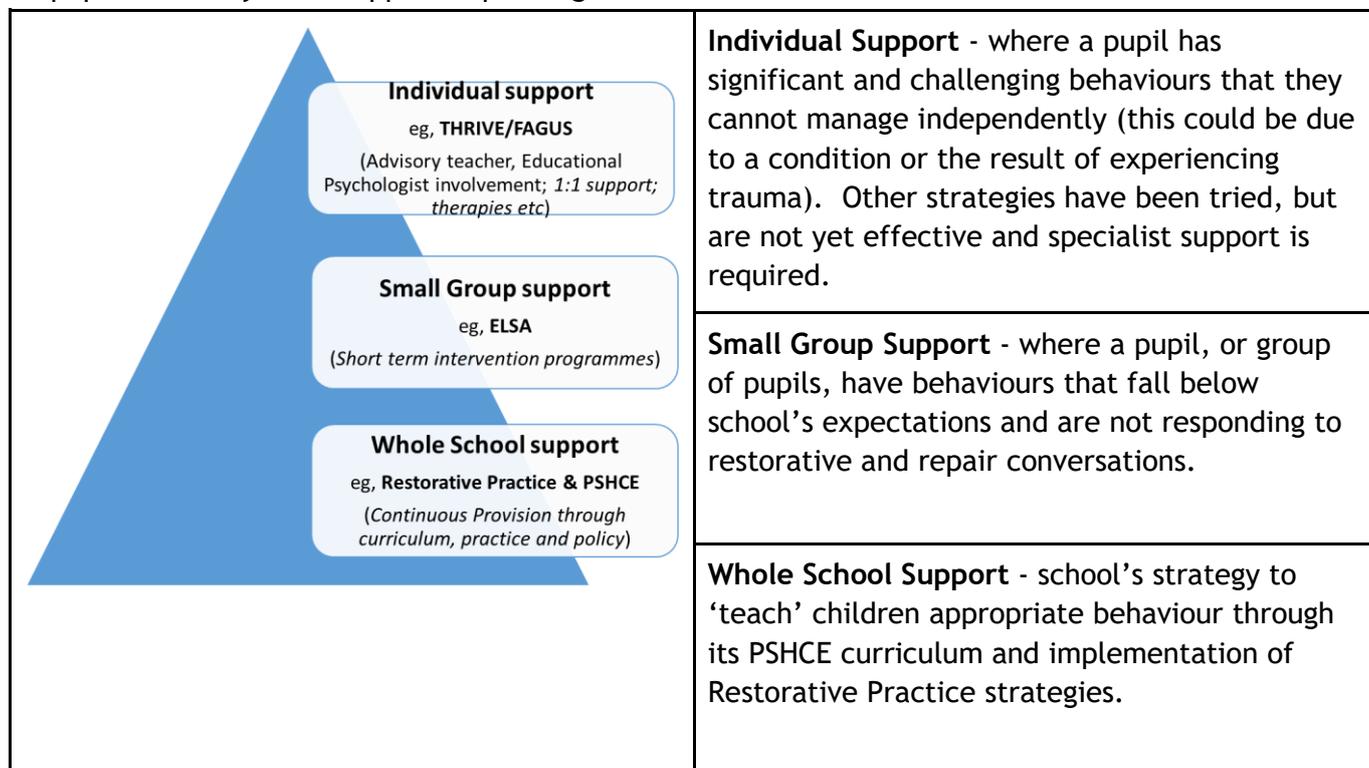
- Good routines should be in place for:
 - Start and end of day
 - Transition times
 - Lining up incl. assemblies
 - Getting changed for PE
 - Moving around the school
- Classroom environment/mood - consider layout and location of resources to promote wanted behaviours (ie that might affect moving around class, transitions etc)
- Learning Activities and Pace - eg not making these too long to avoid restless behaviour
- Lesson content/inspirational hooks - increasing engagement to promote the child wanting to be in class rather than behaving so they get sent out!
- School curriculum - (under development) regular sessions (ie each term) through PSHCE curriculum will help to develop children's ability to:
 - recognise poor and unacceptable behaviour
 - recognise negative emotions associated with inappropriate behaviour
 - develop strategies to manage own emotions and subsequent behaviours
- Taking part in national initiatives such as 'Anti-Bullying' Week

Recording and Reporting

- Teachers will record incidents of poor behaviour on a behaviour log which is kept in a red folder in the classroom
- Staff supervising break times (teachers, TAs and Midday Supervisors) will report to the class teacher any incidents that need logging.
- All incidents of a bullying nature, or where physical interventions have been used, or involving racial, homophobic or sexual behaviour will be logged on a 'Significant Incident' Report (Green Form - see appendix one)
- For incidents involving misuse of the internet, emails, social media or other digital communications, these should be logged on an e-Safety report form (see E-Safety policy)
- All behaviour logs will be monitored regularly as part of the schools monitoring system. Patterns and trends will be analysed and reported to Parents, Governors, the Local Authority or Police as appropriate

Pupil Support Systems

“Too often we forget that discipline really means ‘to teach’, not to punish. A disciple is a student, not a recipient of behavioural consequences.” (Dr Dan Siegel). As such, Holy Trinity School seeks to support children to manage their emotions and therefore their subsequent behaviours. To do this, our expectations, consequences and support may need to be differentiated. This is achieved by providing all pupils three layers of support depending on their need.



Staff Development

- All staff will be included (ie invited) to participate in any training provided for developing behaviour in school
- Restorative Practice training will be delivered through a variety of means, including:
 - INSET days
 - Twilight/Staff meeting sessions
 - Externally provided commercial training courses
 - Visits to other settings
 - Individual or small group workshops or coaching sessions with RP trainers
- School’s usual monitoring systems will identify needs as appropriate and where necessary a support plan put in place
- All staff, who have a responsibility of directly supervising children, are given a copy of ‘If adults change, everything changes’ (Paul Dix) as a key reference text to draw further advice and strategies from.

Physical Restraint of a pupil:

In very rare situations, where a child is refusing to follow a reasonable instruction to stop their behaviour, which may;

- be causing harm to themselves or another person
- involve damaging property
- engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils, whether that behaviour occurs in a classroom during a teaching session

or elsewhere

- committing a criminal offence

The law allows all teaching staff to use reasonable physical intervention to control or restrain a pupil. Others may do so, so long as they have authorisation from the Headteacher. In normal practice at Holy Trinity C of E Primary School, only staff who have undergone specific training in the use of physical intervention will restrain pupils. Karen Belcher, (SENDCO), two Teachers and a Teaching Assistant have all undergone Team-Teach Training and are therefore most likely to be called upon physically to restrain a pupil should this ever be necessary. This said, in all cases 'de-escalation' strategies are always employed to avoid this. However, this does not remove the same power to any paid employee, should an occasion arise where physical restraint would be deemed necessary. Should a child ever be physically restrained, then the parent of the child would be notified immediately and the incident reported using the serious incident form (see appendix 4). Any parent who requires further information regarding physical restraint can request further details from the school office.

The physical intervention and restraint is based on the following principles:

- Action is necessary in self-defence or because there is an imminent risk of injury
- There is a developing risk of injury or significant damage to property
- A pupil is behaving in a way that is compromising good order and discipline
- Physical intervention is used only as a last resort when other appropriate strategies have failed
- Physical restraint is applied as an act of care and control with the intention of re-establishing verbal control as soon as possible and, at the same time, allowing the pupil to regain self-control. It never takes a form which could be seen as punishment.
- Physical contact used will only ever be the minimum required
- Physical intervention is used in ways that maintain the safety and dignity of all concerned
- Incidents are recorded and reported to the headteacher
- Parents are informed of each incident

The physical intervention, to control or restrain a pupil might be necessary in the following situations:

- where action is necessary in self-defence or because there is an imminent risk or injury
- where there is a developing risk of injury, or significant damage to property
- where a pupil is behaving in a way that is compromising good order and discipline

Further guidance on the use of physical force, which is taken into consideration is available via this link - <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

Peer on Peer Abuse

This is where a young person *is exploited, bullied and/or harmed by their peers who are the same or similar age; everyone directly involved in peer on peer abuse is under the age of 18.* Although it is more likely that girls will be victims and boys perpetrators, all peer on peer abuse is unacceptable and is taken seriously. It should not be tolerated or passed off. Any allegations will be recorded with actions and outcomes Safeguarding Incident Report (Yellow form) and support will be offered to victims, perpetrators and any other child affected in line with our Child Protection and Anti-bullying policies. To minimise risk of this, we encourage open and respectful dialogue between all members of our school community and invite children to speak of any behaviours towards them or that they have witnessed that they feel uncomfortable about.

Screening, Searching and Confiscation

In order to protect staff and pupils, Holy Trinity C of E Primary school may use its statutory powers to screen and search pupils, or their possessions (and confiscate them if necessary) if they have reasonable grounds to do so. A search will only be carried out by the headteacher or someone authorised by the

headteacher to do so.

Screening, searching and confiscation of dangerous or banned items include:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used:
 - to commit an offence, or
 - to cause personal injury to, or damage to the property of, any person (including the pupil).
- The Headteacher and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Further information, which will be taken into account in the event of a search, is available via - <https://www.gov.uk/government/publications/searching-screening-and-confiscation>

Pupil's Conduct Outside the School Gates

Staff have the power to discipline pupils for misbehaving outside the school gates, "to such an extent as is reasonable." This includes behaviour witnessed by a member of staff or reported to the school by another person. This could include misbehaviour when:

- Taking part in school organised activities, e.g. off-site visits, residential visits, when representing the school
- Travelling to and from school,
- Misbehaviour when wearing school uniform
- Misbehaviour at any time that could have repercussions for the orderly running of the school, poses a threat to another pupil or member of the public, could adversely affect the reputation of the school and includes misbehaviour online.
- In all cases, the child will be disciplined when they are on school premises or when the pupil is under the lawful control of a member of staff (off-site visits and residential visits).

Racist remarks

Any words or actions that cause offence to another person and are considered racist by the offended person will be deemed as a racist remark. In this case;

- The pupil will be spoken to to support their understanding of why this is not acceptable, the Headteacher will be informed and a record of the incident will be made
- If necessary, appropriate consequences will be awarded (eg Time out, exclusion etc)
- Governors and parents will be informed.
- In persistent cases, parents may be asked to discuss the matter with the Head Teacher and a referral made to police in line with the school Equality Policy.

Pastoral care for school staff

Holy Trinity recognises that dealing with challenging and dangerous behaviour can be stressful and seeks to support all staff who are affected by this. The following strategies are used by SLT to care for staff:

- Debrief - following a significant or traumatic event, the member of staff will be offered 'time out' from their daily duty, or even to go home to recover. During the debrief, staff's account will be listened to and any support offered as necessary.

- 'Checking in' -
- Outside agency support:
 - Referral to Occupational Health
 - 24 hour professional advice and support line (Employee Assistance Programme)
 - Referral to Reflective Supervision or Counselling

School should not automatically suspend a member of staff who has been accused of misconduct, pending an investigation. The governing body should instruct the head teacher to draw on the advice in the 'Dealing with Allegations of Abuse against Teachers and Other Staff' guidance when setting out the pastoral support school staff can expect to receive if they are accused of misusing their powers. See the Associated Resources section for a link to this document.

Dealing with Inappropriate behaviour of parents, visitors and other adults in school

Legal Duty (DMBC Law and Governance Department):

The school has a duty to ensure that its premises are a safe place to work and visit and must therefore deal effectively with any rude or aggressive visitors to the school, including parents. Schools sit on land that belongs to the Local Authority, so only persons with the 'right' to be there, are allowed on the school premises. That 'right' is determined by the Headteacher and Governing Body. This can be extended to pupils, parents, staff, contractors and other workers and visitors, however, all persons on site are expected to behave appropriately and, if they do not, the school must take action that it considers necessary to prevent a repeat of that behaviour.

Inappropriate behaviour

This includes causing any kind of nuisance or disturbance, such as:

- Refusing to follow the reasonable instructions of staff; e.g. refusing to move from a specified location, to cease behaving in a certain manner, refusing to leave the site when reasonably asked to do so, causing an obstruction or health and safety hazard.
- Being verbally aggressive, e.g. swearing, threatening or shouting at others on the premises, including other visitors to the site
- Being physically abusive, e.g. taking an aggressive stance, threatening to strike someone or assaulting another person, including other visitors.

How the school can respond

1. Verbal warning - a senior member of the school staff can ask the person to stop behaving inappropriately or to leave the premises. Though this warning is given verbally, the information will be recorded.
2. The Police - can be asked to attend school to ask the person to leave, to remove them from the premises or, if their behaviour warrants it, to arrest them.
3. Warning letter - serious incidents should be followed by a letter from the school advising the perpetrator of the consequences of any repetition of the behaviour previously displayed.
4. Banning letter - if the incident is sufficiently serious or it is one of a series of incidents, the Headteacher can ban the person from the premises.
5. Legal proceedings:
 - a. Civil proceedings, compensation claims can be made by the school for compensation against any individual who has caused damage to the premises or any items owned by the school.
 - b. Injunction; if a person persistently enters the school premises without permission or authority, the school may seek an injunction from the courts prohibiting them from coming onto the premises.

c. Criminal proceedings via the Crown Prosecution Service.

Appendix 1 - Significant Incident Form

Behaviour/PSED Incident Form

To be completed as soon as possible by a member of staff/adult observing or reporting incident and handed to the Headteacher and a copy kept in Red Behaviour folder.

Name of person reporting incident: _____

Tick as appropriate

Parent	Teacher/Head teacher	Lunchtime supervisor	Teaching Assistant	Other adult (please specify)

Name: _____ Time: _____ Date: _____

Location: _____

Has physical intervention/handling been used? Yes No

If yes, give details and reasons below and inform parents (give a copy).

Type of incident

Verbal insults/swearing to pupils		Leaving classroom/hall	
Verbal insults/swearing to adults		Leaving playground/school site	
Defiant behaviour		Disrupting learning of others	
Violence against self/pupils		Disrupting play time for others	
Violence against adults		Other- specify	
Damaging property			

Type of behaviour

Physical		Emotional	
Pushing		Being unfriendly	
Kicking		Spreading rumours	
Hitting		Excluding	
Unwanted touching		Intimidating	
Any other violence		Tormenting (e.g. hiding books, threatening gestures)	
Verbal		Cyber	
Name calling		Threats or unwanted comments made by email or using social networks	
Teasing		Mobile threats or unwanted comments by texts messaging or calls	
Threatening		Misuse of technology (i.e. camera and video facilities)	
Asking for money or property		Other specify	
Insult about religion			
Insult about ethnicity or race			
Insult about skin colour			
Homophobic comments			

Description of incident including antecedents (continue over if necessary).

Were others involved? Yes No If yes how many _____

Were there any injuries? Yes No

If Yes detail _____

Who was involved			
Victims Name	Gender	Ethnicity	Year/Age
Perpetrator's Name	Gender	Ethnicity	Year/Age
Witness's Name	Gender	Ethnicity	Year/Age
Description of what happened			

Strategies and techniques used to avoid escalation			
Verbal assurance, advice and support		Escorted guided elbow	
Using C.A.L.M body language		Sweeping hand away	
Offering support from other staff		T-Wrap	
Offer to move to a safer area		T-Wrap to floor	
Giving space/get out with dignity		Other specify	
Offering time-out			
How it was resolved			
Situation calmed and returned to lesson/playtime		Pupil passed to senior staff for action	
Situation calmed, pupil continued work in isolation		Pupil escorted off-site by parents/guardians	
Action taken by Senior Staff (continue over if necessary).			
Victim			
Perpetrator/s			
Parent/guardian			
Further response in school			
Signed (person reporting incident):		Date:	
Signed senior member of staff involved:		Date:	

Appendix 2 - Behaviour Reflection Response

Name _____ Date _____

Time-out is a chance for you to think the behaviour that caused you to break the class or school rules. Answer the questions to help find ways to change this behaviour.

What did you do that broke the class or school rules?

Who did your behaviour affect?

How did your behaviour affect others?

What do you need to do to help you not repeat this behaviour?

Is there anything you need to do to make up for what you did? (eg write a letter, go and apologise to the person etc)
