



Holy Trinity C of E Primary School

A church school community aspiring for all to live life to the full.

Behaviour Policy

Issued March 2022

Next Review March 2023

Committee Headteacher

The sections within this policy are intended to offer clear and comprehensive guidance to the way that all aspects of behaviour are managed at Holy Trinity Church of England Primary school. This policy should be read in conjunction with the Child Protection Policy and the Behaviour Principles Written Statement.

Policy statement

The creation of a school full of happy, motivated, caring and courteous people doesn't happen by accident. It requires teamwork from staff, children and parents alike. Whenever we are in the school or its surrounds, in whichever activity, we expect the highest standards of behaviour, courtesy and consideration to others. This applies to all members of our community. We expect everybody in our school to show respect and consideration for one another. They should also respect other people's property and the school buildings and grounds. Everybody needs to learn and understand that there are consequences to their behaviour and that everyone in the school community has a responsibility for their own choices. We believe that the best way to teach and encourage positive behaviours is through demonstration, encouragement, praise and reward and take a restorative approach to resolving conflict.

School Expectations

All our expectations, procedures and policies inform our working practice. This enables us to address our prime goal of teachers teaching and children learning, to the best of their abilities, within a framework of respect and consideration.

- All the children need to understand and accept that there are clear consequences for their behaviour
- Children need to understand that positive or negative consequences are the result of their choice of behaviour
- The most effective way of promoting appropriate behaviour is through reinforcement by using a system of rewards
- Children need to be taught and encouraged to take responsibility for their own actions

What are the School expectations?

The school expectations are kept as simple as possible and are clearly displayed in the school. These are:

- We are kind
- We are safe
- We do our best, always

Children are encouraged to play an active role in deciding upon and establishing their own class charter. A typical charter may read as follows:

- Be Polite
- Respect people and property
- Everyone listen when people are talking
- Keep hands, feet and objects to yourself

How do we reward good behaviour?

At Holy Trinity C of E Primary School, we believe that the most effective way of promoting appropriate behaviour is through emphasising positive behaviour and effort through a system of rewards. Children learn that the school place an emphasis on praise and encouragement for doing the right thing at the right time.

Some typical rewards for appropriate behaviour would be:

- Use of praise and encouragement in the classroom, around the school and during assembly. E.g. 'Thank you for working so hard/quietly/well'; 'Thank you for holding the door open for me'; 'Well done, I like the way you sat quietly', etc.
- The school has a house system. Our children can be awarded house points for all sorts of things from showing good behaviour to excellent work to good manners. Each child's house points are collated and weekly class house points are collated by the Year 6 House. The winning house at the end of every full term earns the privilege of a treat for the house.

- Positive feedback written in children's books. The use of stickers to reflect what was good about the work or to reflect the effort that was put into it.
- The Headteacher and the Leadership Team being called upon to praise individuals/groups for good behaviour/work.
- Celebration assemblies celebrate the achievements and efforts of individual children in each class on a weekly basis through rewards including attendance and certificates.
- Golden tickets are awarded to children for a variety of excellent behaviours and are entered into a weekly draw. At the end of every long term, three children are drawn at random to choose a prize up to the value of £35. The more tickets you earn; the more chance you have of winning!
- Staff are encouraged to use a wide range of strategies to support children in achieving high standards of behaviour e.g. class certificates; stickers and awards; individual target charts; positive role modelling; My Plan targets.
- Pupils move up the Class Behaviour Chart during the day to reflect their positive behaviour.

How do we manage behaviour?

Both the school and class expectations are there to enable us to work in a safe, happy learning environment. At all times the children are reminded of the rewards available to them when their behaviour is good. Children who follow these expectations will benefit from the reward system. This is used as a behaviour management technique.

Those children who choose not to follow the rules will be choosing to receive the negative consequences of their actions. The sanctions are age appropriate and are a series of graduated steps. The children are always given an opportunity to make the right choices and improve their behaviour. It is hoped that the children will respond positively to this choice, but if they do not the sanctions are put in place.

General Classroom Behaviour Chart (see flow chart in appendix 1)

- If a child does not respond to a positive reminder, a verbal warning is given (yellow).
- If the child continues not to respond they move to orange on the behaviour chart. This results in a child losing a playtime. During this missed play session, the child will be given an age appropriate activity to enable them to consider their actions and reflect on more appropriate behaviour in the future.

- Children can redeem themselves by showing an appropriate response by improving their attitude, behaviour or work.
- For more extreme behaviours, the 'Triangle System' (see appendix 3) ensures that parents are kept well informed of any issues at all times, through correspondence and meetings with the class teachers, SLT, Deputy Head or Headteacher.
- If there continues to be no positive response the child moves to red. This results in the class teacher holding a discussion with the parents in order to try and improve behaviour.
- If a child receives another red card within a two-week period, the above is repeated.
- On the 3rd occasion of a child being on red, the class teacher will inform the parent/carers via a formal letter that states some of the opportunities being offered to the child to help lead to a positive way forward.
- If a child receives a further red that term, a formal meeting is arranged between the parent and child, the class teacher and a Senior Leader. Here the child will be put on a report card for at least two weeks.
- If the report card continues to show no improvement in the child's behaviour another meeting with the parents, teacher and Headteacher or Deputy Head will be arranged. At this point the possibility of some sort of exclusion might be discussed if this is deemed to be a fair and proportionate response.
- If the behaviour includes endangering or hurting another child, extreme rudeness, bullying or persistent disruption the sanction system will be bypassed and the Deputy Head or Headteacher will become immediately involved. The parents will be immediately involved at this stage.

Suspension and 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 Headteacher 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 may 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. If fixed term exclusions and PSP meetings are unsuccessful and the child continues to behave inappropriately, a permanent exclusion will be considered by the Headteacher in consultation with the LA. The parent/carers will be involved at all stages in this process.

We believe that the earliest possible contact with the parents in these cases is crucial to the effective management of behaviour in our school. When a child/children behave unacceptably in school we believe it is important to inform other staff to enable appropriate responses to be used.

All members of the school community: Leadership Team, Teachers, Teaching Assistants, and Mid-day Supervisors have a responsibility to ensure that all incidents of unacceptable behaviour are reported. In rare, individual cases, the Holy Trinity C of E Primary School Behaviour Policy use of physical intervention may also be required. The details of this approach are contained within 'The Restraint Policy'. This should be viewed as an integral but discreet element of the school's Behaviour Policy.

Recording Incidents

All behaviour incidents (as outlined within this policy) or when physical intervention has been used will be recorded on CPOMS (Child Protection Online Management System).

Immediately following such an incident, the member of staff should inform the DSL (Mrs Britton) of the use of physical intervention.

Other incidents that should be recorded are:

- Any incident where a pupil leaves the school premises, even if they subsequently return.
- Any physical intervention required to prevent a pupil absconding, committing a criminal offence, damaging property or displaying behaviour that was prejudicial to 'good order and discipline'.
- Any indication from a pupil that touch used in teaching or any other educational activity is seriously resisted or objectionable.

The Headteacher or senior member of staff will need to decide whether a parent should be contacted immediately or at the end of the school day.

Children with Additional Needs

Sometimes, a child will need additional support with their behaviour due to Special Educational Needs and/or barriers to learning. Children who have Social, Emotional or Mental Health difficulties are also expected to follow the expectations. However, some will need a differentiated approach to behaviour as set out under the Equality Act 2010. Systems are in place which can be used on days when they are finding it difficult to learn. Thrive and other pastoral interventions are available for children who find it difficult to regulate their emotions.

Working in Partnership

For children to understand expectations that are placed upon them, it is imperative that these are consistent throughout all aspects of their life. For this reason, it is vital that adults within the school and home environment work in close partnership to set consistent behaviour expectations for the children and support one another in implementing the behaviour management system.

We will endeavour to work in partnership with parents and carers by:

- Promoting a welcoming environment within school.
- Class teachers meeting with parents upon their request.
- Class teachers giving parents regular, constructive and positive comments about their child's work and behaviour. (Through phone call, letter, informal meetings in the playground).
- Encouraging parents to come into school on occasions other than Parents Evening, Assemblies etc (invite parents into School to share good piece of work with them).
- Involving parents at an early stage where there are potential issues with negative behaviour.

We also work closely with the Alternative Provision Service for managing extreme and complex behaviour needs through outreach and in reach to tailor support.

Searching, screening and confiscation at school – the right to search.

The Headteacher, and staff authorised by the Headteacher, have the legal right to search any pupil thought to be bringing prohibited items into school. Members of staff have the power to search a pupil for serious prohibited items without consent. Items considered to fall into this category include: weapons, alcohol, illegal drugs, stolen items, cigarettes, fireworks or any item that may be used to commit an offence or cause personal injury or damage to property. For further information, please visit:

www.gov.uk/government/publications/searching-screening-and-confiscation

Complaints Procedures

After an incident at school, there is always the possibility of a formal complaint. The school procedures are as follows:

- A pupil wishing to complain will be asked to write the complaint in his or her own words. If the pupil is unable to put it in writing, a member of staff not involved in the incident will record the complaint, read through and verify the account. At all times reference will be made to guidance relating to Safeguarding and Child Protection Procedures.
- Assure the pupil that an investigation will take place immediately with a set time scale being given. Inform the parents.
- A parental complaint, either in writing or over the phone, will be dealt with in line with the Complaints Policy.

A complaint from a member of staff will require the Headteacher to:

- Offer immediate support to the member of staff to support any trauma and re-establish confidence
- Offer medical support if any physical injury has been sustained and recommend a visit to the doctor as soon as possible
- Report the incident to the chair of Governors and Local Authority.
- Compile a list of witnesses, conduct interviews, collect statements and take photographic evidence.
- Provide the member of staff with a copy of the incident report and notes on any subsequent interviews and statements
- Where appropriate, inform the police
- Advise the staff member to contact their union or professional association immediately

All appropriate evidence should be investigated by the Headteacher. If having examined all the facts, the Head is satisfied that the course of action taken during the incident complied with the school's policies and that in the circumstances there was no other responsible course of action available or there is no case to answer, then the following procedures will conclude the matter:

- Notify the complainant of the outcome of the investigation
- Notify the pupil's parents of the outcome of the investigation
- Notify the LA (where appropriate) and the Chair of the Governing Body
- Record the outcome of the incident, sign the record of the incident and ensure a copy is placed on the appropriate file.

If the Head/Chair of Governors concludes after investigation, that further action is required, then depending on the nature of the complaint and the person to whom it was directed, then one or more of the following courses of action may be necessary:

- In the case of a complaint from a pupil, the incident may require further investigation under the Safeguarding and Child Protection Procedures. The Parents must be informed immediately.
- If disciplinary proceedings are required against a member of staff, the Governing Body and the LA must be informed and all Statutory Employment Legislation and agreed procedures followed. Members of staff must make themselves aware of the Child Protection Procedures and act accordingly.
- In the case of a complaint by a member of staff, ensure appropriate action is taken against the pupil, member of staff or parent if the complaint is found to have substance.

Right of Appeal

A parent will have been informed in writing of the outcome of any investigation and will have been informed whether it will be of a disciplinary nature or referral for further investigation under Safeguarding and Child Protection Procedures.

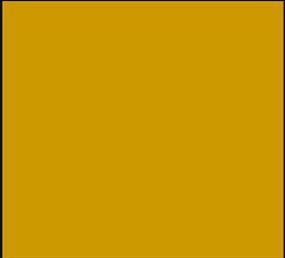
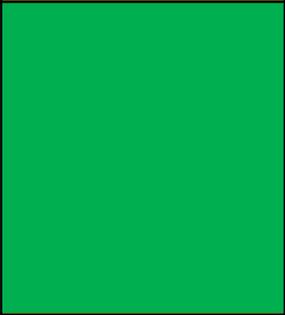
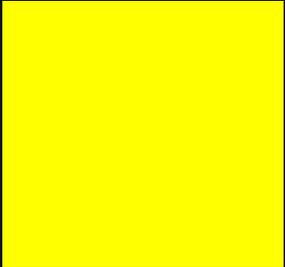
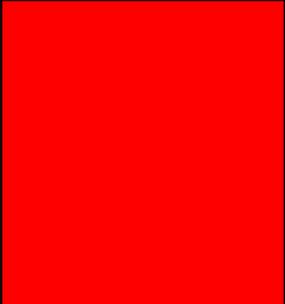
Parents have the right to appeal and must be given access to all documentation relating to the incident and copies of the relevant approved and adopted policies and procedures of the school and LEA on discipline and behaviour management. A parent's right to appeal is to the Governors.

A member of staff has the right to appeal through the grievance procedure.

This policy must be read in conjunction with Holy Trinity Child Protection and Safeguarding Children Policy.

Classroom Behaviour Chart (appendix 1)

All pupils start the day on white (fresh start).

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|---|--|
|  | <p><u>Gold</u> Displaying exceptional behaviour – above and beyond = Gold.</p> |
|  | <p><u>Green</u> Children can move onto green by demonstrating the behaviour expectations. 'Kind, Safe, Best!'</p> |
|  | <p><u>Yellow</u> Poor behaviour after a verbal warning = Yellow.</p> |
|  | <p><u>Orange</u> Poor behaviour after a Yellow = Orange. (Triangle time 1)</p> |
|  | <p><u>Red</u> Continued poor behaviour or extreme bad behaviour = Red. (Triangle Time 2)</p> |