



Holy Trinity C of E Primary School

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

Behaviour Policy

Including Confiscation and Use of Physical Intervention and Restraint

Approved by FGB September 2025

Next Review September 2026

Committee Headteacher

The sections within this policy are intended to offer clear and comprehensive guidance about 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 **Safeguarding (Child Protection Policy)** and the **Behaviour Principles Written Statement**. It may also be relevant to read this policy in conjunction with the school's policy on **Exclusions**.

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 as well as other people's property, the school buildings and school grounds. Everybody needs to learn and understand that there are consequences to their own behaviour and that everyone in the school community is responsible for their own choices. We believe that the best way to teach and encourage positive behaviours is through demonstration, encouragement, praise and reward. We take a restorative approach to resolving conflict and building relationships through structured conversations to help build and restore relationships.

Responsibility statement and allocation of tasks

The school is aware of its duties under the Equality Act 2010 and the requirement under section 149 of the Equality Act 2010 to meet the Public Sector Equality Duty. This means in carrying out its functions, the school is required to have due regard to the need to:

- eliminate discrimination and other conduct that is prohibited by the Act;
- advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.

Any punishment imposed on a pupil will be legal and proportionate. The punishment will be reasonable in all the circumstances and account will be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.

School leaders and staff to undertake the following roles:

School leaders will:

- Be highly visible, routinely engage with pupils, parents and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported in line with the school's unique Christian vision;
- Play a crucial role in making sure all staff understand behavioural expectations and the importance of maintaining them;

- Make sure all new staff are inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school;
- Consider any appropriate training which is required for staff to meet their duties and functions within the behaviour policy;
- Ensure staff have adequate training on matters such as: how certain special educational needs, disabilities or mental health needs may at time affect a pupils behaviour.
- Encourage engagement with experts e.g. educational psychologists, advisory teachers and mental health support teams to inform effective implementation and design of behaviour policies and how this links to the whole school approach to mental health and wellbeing.

School staff will:

- Play an important role in developing calm and safe environment for pupils and establish clear boundaries of acceptable pupil behaviour.
- Uphold the whole school approach to behaviour by teaching and modelling expected behaviour and positive relationships; as defined in this policy, so pupils can see examples of good habits and are confident to ask for help when needed;
- Challenge pupils to meet the school expectations and maintain boundaries of acceptable conducts;
- Communicate school expectations, routines, values and standards, as set out in this policy, both explicitly through teaching behaviour and in every interaction with pupils;
- Consider the impact of their own behaviour on school culture and how they can uphold the school rules and expectations in addition to those set out in the staff code of conduct

School Behaviour Expectations and Routines

Our behaviour policy is underpinned by our school vision, through which we aspire to provide all children at Holy Trinity with a calm learning environment in which they can flourish socially, academically and spiritually. As such, we expect all children to embody our core values of Love, Courage and Wisdom.

To support this ethos, we have three rules which are referred to consistently throughout the school day:

We are respectful	To be a respectful learner means that we treat everyone else in our school as we wish to be treated ourselves. This may include: ✓ We say please and thank you ✓ We say good morning/afternoon to adults ✓ We look after school property
We are responsible	To be a responsible learner means that we can be trusted to do what is expected without reminders, including: ✓ We wear the correct uniform ✓ We take responsibility for our choices and accept consequence ✓ We sit sensibly in the classroom
We are resilient	To be a resilient learner, we always try our best even when we are finding our learning challenging. This includes: ✓ We embrace mistakes and challenge ✓ We complete work to the best of our ability ✓ We keep trying and never give up

We trust the children to meet our shared behaviour expectations both in school and on the playground. If children are unable to meet the behaviour expectations, the trust is lost and they will have to remain under close adult supervision until the trust is earned back.

Through a restorative approach, the school community works to produce a safe environment in which children can learn how to resolve and repair relationships following conflict. Given the appropriate time and support, children are able to make amends for their mistakes, fostering an inclusive culture of trust, accountability, forgiveness and reconciliation.

Staff work hard to facilitate Reflect, Repair, Reconnect conversations **(See Appendix 1)**. As a Church School community, we foster through Collective Worship and the Christian ethos of the school, a culture of living out Christian values based on Love. Values, such as Love, Courage and Wisdom encourage a community where all can flourish and be enabled to “live life to the full” (John 10.10). This is developed through an experience of community, rooted in kind, trusting and respectful relationships. An understanding of the teachings of Jesus Christ and biblical truths help to reinforce the importance of valuing each member of the school community as precious and “made in the image of God.” (Genesis 1:26-28)

Everyone in the school models the value of love. We are kind to each other and keep unkind/unhelpful comments to ourselves. We accept all members of our school community for their individuality, the wider school community and visitors.

How do we recognise good behaviour?

As a school, we support each other to live by our Christian values to enable us to grow spiritually and develop a brighter future. As children grow and develop, we aim to instil in them a desire to make positive behaviour choices and take responsibility of their own behaviour. To achieve this, we aim to give children constructive and timely feedback to consolidate positive behaviour or support change of inconsiderate behaviour. Feedback may consist of:

- ✓ Positive body language from an adult e.g. thumbs up, smile
- ✓ Verbal praise to the child
- ✓ Written comment to parents/carers via Class Dojo
- ✓ Values certificate in celebration worship
- ✓ Sticker from class teacher or SLT
- ✓ Awarding of a house point
- ✓ Being included in the Gold Book during celebration worship
- ✓ In-class incentives and positive recognition strategies

Consistently responding to negative choices

At Holy Trinity, we encourage all pupils to be responsible learners, which includes accepting the consequences of their own choices – both positive and negative. All staff at Holy Trinity will follow the following procedure to respond to negative pupil choices:

1. All children start the school day on 'Green' on our school behaviour chart (Appendix 1)
2. If a child fails to meet any of the above simple expectations, the member of staff will remind the pupil of the school rules. The child's name will be moved down the behaviour chart to **yellow**.
3. If the child continues to make inconsiderate choices the member of staff will issue a further warning and the child's name will be moved down the behaviour chart to **orange**.
4. The child will be expected to have a conversation with the adult at playtime.
5. If the behaviour continues, the child will be issued a **red card** and will be removed from the classroom to enable the other children to learn.
6. The child will complete their classwork with a member of SLT or the pastoral lead.
7. At break time, they will hold a reflective conversation (supported by Appendix 2) with the adult from their classroom.
8. All children get a 'fresh start' after each break time, lunch time and the start of a new day.
9. Parents will be informed of all red card incidents by the class teacher (classroom-based sanction) or a member of SLT (lunchtime-based sanction).
10. If a child is removed from the classroom twice in a week parents will be contacted and a meeting will be held with SLT, without exception.

All incidents of inappropriate behaviour leading to a red card and/or removal from the classroom are logged on CPOMS and analysed regularly. SLT will discuss any patterns or trends and provide timely interventions when needed.

Those children who choose to ignore the expectations 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 reflect on their choices and make the right choice to 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. As part of the consequential approach, children are encouraged to "put things right" or "make amends" by taking action to repair the harm that has been done, whether to property, the school or to a relationship. This could involve helping to clean up their intentionally made mess, making a sorry card after a friendship issue, having a second attempt but doing things differently.

Connection before Correction

At our school, we believe that strong, trusting relationships are the foundation of positive behaviour. Before addressing any behavioural concerns, staff will take time to connect with the child—listening with empathy, understanding their perspective, and affirming their feelings. This approach helps children feel safe, valued, and respected, which in turn supports their emotional regulation and readiness to learn. Correction is then guided by compassion, clear expectations, and restorative practices that promote growth and responsibility.

Sanctions

Taking disciplinary action and providing appropriate support are not mutually exclusive actions. They can and should be at the same time if necessary.

We categorise behaviour into 3 main areas:

Low	Medium	High
Examples of low-priority behaviours include: • Running in the corridor • Talking over an adult • Irritating noises • Shouting out • Throwing your coat on the floor • Not staying on task • Rocking on a chair	Examples of medium-priority behaviours include: • Pushing another child • Defacing school property • Deliberately making fun of someone else • Arguing with an adult • Spitting (not directed at someone)	Examples of high-priority behaviours include: • Throwing objects with an intention to hurt • Swearing • Running away from a member of staff • Racist comments • Biting • Spitting at someone
Persistent low-priority behaviour will result in a yellow card	These behaviours will result in an instant yellow card and persistent medium-priority behaviours will result in a red card.	High-priority behaviour will result in a straight red card.

These lists are not exhaustive and are at the discretion of members of staff who will take into account the age of the child and any additional needs.

Examples of sanctions may include:

- a verbal reprimand and reminder of the expectations of behaviour
- issue of a yellow or red card
- the setting of written tasks such as an account of their behaviour
- loss of privileges e.g. the loss of given responsibility i.e. milk monitor
- detention
- school-based community service, such as tidying a classroom
- regular reporting including early morning reporting or being placed "on report" for behaviour monitoring;
- removal from the classroom;
- suspension; and
- in the most serious of circumstances, permanent exclusion.

Alternative arrangements for sanctions can be considered on a case-by-case basis for any pupil where the school believes an alternative arrangement would be more effective for that particular pupil, based on their knowledge of that pupil's personal circumstances.

The school will have regard to the impact on consistency and perceived fairness overall when considering alternative arrangements.

In considering whether a sanction is reasonable in all circumstances, the school will consider whether it is proportionate in the circumstances of the case.

It will also consider any special circumstances relevant to its imposition including:

- the pupil's age;
- any special educational needs or disability they may have; and
- any religious requirements affecting them

Removal from the classroom

Removal of a pupil from the classroom is a formal sanction imposed for persistent disciplinary reasons, which allows for the continuation of the pupil's education in a supervised setting. The education provided may differ from that provided in the mainstream classroom but will still be meaningful for the pupil.

Removal from the classroom will only be used for the following reasons:

- to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;
- to enable disruptive pupils to be taken to a place where education can be continued in a managed environment; and
- to allow the pupil to regain calm in a safe space.

The school's arrangements for removal from the classroom are:

- Persistent low-level disruption - if a child fails to follow our school rules, the member of staff will remind the pupil of the school's expectations and move the child's name to yellow on the behaviour chart. If the child continues to make inconsiderate choices the member of staff will move the child's name to orange on the behaviour chart. The child will be expected to have a conversation with the adult at playtime. If the behaviour continues, the child will be removed from the classroom to enable the other children to learn. The child will complete their classwork with a member of SLT or the family support worker. After the lesson, the pupil will hold a reflective conversation with the adult from their classroom. If a child is removed from the classroom twice in a week parents will be contacted and a meeting will be held with SLT.
- Unsafe behaviour – if a child is displaying behaviour that may put themselves or other children/adults at risk they will need to be removed from the classroom immediately. A member of SLT or the pastoral lead will remove the children from the classroom for the remainder of the school day. The child will complete their classwork with a member of SLT or the pastoral lead. Parents will be contacted and a meeting will be held at the end of the day to reset the behaviour expectations for the following day.

It will be the responsibility of the headteacher to maintain overall strategic oversight of the school's arrangements for any removals.

The school will collect, monitor and analyse the data on the removal of pupils from the classroom to interrogate its use and effectiveness.

When dealing with the removal of a pupil from the classroom each case will be dealt with on its own individual facts and circumstances. The headteacher and teachers will:

- consider whether any assessment of underlying factors of disruptive behaviour is needed;
- inform parents of the removal from the classroom on the same day;
- facilitate reflection by the pupil on the behaviour that led to their removal from the classroom and what they can do to improve and avoid such behaviour in the future;
- ensure that pupils are never locked in the room of their removal except in limited exceptional situations.

If a pupil has a social worker, including if they have a Child in Need plan, a Child Protection plan or are looked-after, notify their social worker. If the pupil is looked after, ensure their Personal Education Plan is appropriately reviewed and amended and notify their Virtual School Head.

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 may 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. Children with additional needs may meet with and be closely supported by the Headteacher, Deputy Headteacher, Inclusion Lead, and Pastoral Support Lead.

Suspension and permanent exclusion from school

Only the headteacher has the power to impose a suspension or permanent exclusion from school. An "Acting Head" who has been formally appointed to this position, will also have this power.

Suspension and permanent exclusion from school can take the form of:

- Suspension for a fixed term (including lunch time suspensions, which each count as half a day); or
- permanent exclusion.

Permanent exclusion from school will only be imposed for:

- a serious breach or breaches and / or persistent breaches of this policy; and
- where allowing the pupil to remain in school would seriously harm the education and / or welfare of the pupil and / or others (such as staff or pupils) in the school.

The principles, guidance and procedure set out in the Suspension and Permanent Exclusion Guidance will be followed at all times. This includes the statutory procedure for notifying parents, challenging the decision, and holding meetings / hearings, including the deadlines for these.

The headteacher may cancel (i.e. withdraw) any suspension or permanent exclusion for which a Governors' Discipline Committee meeting has not yet commenced to review that decision. This may include where additional information has been received from the parents, Virtual School Head, Social Worker or other health or educational professional after the original decision was made.

In all cases, the headteacher will comply with the requirements of the Suspension and Permanent Exclusion Guidance in respect of notifying / reporting the cancellation to parents and others, and offering a meeting with parents to explain the reasons for the cancellation

Use of reasonable force

There are circumstances when it is appropriate for staff to use reasonable force to safeguard pupils. Any use of reasonable force will be in accordance with the DfE guidance Use of reasonable force (DfE, July 2013)

Reasonable force may be used to prevent a pupil from doing or continuing to do any of the following:

- committing a criminal offence;
- injuring themselves or others;
- causing damage to property, including their own; or
- engaging in any behaviour prejudicial to good order and discipline at the school or among any of its pupils, whether that behaviour occurs in a classroom or elsewhere

In these circumstances, force will be used for two main purposes: to control pupils or to restrain them. Reasonable force may be used, for example, to restrain a pupil at risk of harming themselves or another individual or to prevent a pupil leaving a classroom where allowing them to do so would risk their safety or lead to behaviour that disrupts the behaviour of others. Force is never used as a form of punishment.

In addition, reasonable force may be used to conduct a search for certain "prohibited items" (see Appendix 6 below).

In these circumstances, "reasonable" means using no more force than is needed.

In deciding whether reasonable force is required, the needs and particular vulnerabilities of individual pupils will be considered and reasonable adjustments will be made for pupils with special educational needs or disabilities. The school will establish proactive and positive behaviour support strategies for pupils with particular needs, in consultation with their parents, to reduce the occurrence of challenging behaviour and the need to use reasonable force.

Where reasonable force is used by a member of staff, the headteacher must be informed of the incident and it will be recorded on CPOMS. The parents will be informed about serious incidents involving the use of force on the day of the incident.

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 reasonable request.
- Class teachers providing parents with regular, constructive and positive comments about their child's work and behaviour (through phone call, letter, email, informal meetings in the playground).
- Encouraging parents to come into school on occasions other than Parents Evening, Collective Worship etc. (invite parents into School to share positive pieces of work with them).
- Involving parents at an early stage where there are potential issues with negative behaviour.

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 suitable to do so for safeguarding purposes
- 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 (this may be recorded as a 'low-level concern')

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 may request access to all documentation relating to the incident and copies of the relevant approved and adopted policies and procedures of the school and Local Authority on discipline and behaviour management. A parent's right to appeal is to the Governors. Where information is sought, the school will always seek guidance from the schools Data Protection Officer (DPO) at the Local Authority before sharing information. 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.

Appendix 1 Restorative Conversation Cards

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? 	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. 
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Appendix 2 Pupil Good Behaviour Expectation Poster



Kind, Safe, Best.
Be the best that
you can be!

These
behaviours help
me to be ready
to learn

These
behaviours stop
me from being
ready to learn

These
behaviours
seriously stop
me and others
from being
ready to learn

Being on time
Wearing the correct uniform
Being polite, respectful and helpful
Moving around sensibly and calmly
Completing work
Being kind to all
Keeping ourselves and others safe
Trying our best
Encouraging good behaviour in others
Following instructions promptly
Living out the Christian Values – Love, Respect,
Responsibility, Compassion, Courage, Forgiveness,
Truthfulness
Being active learners
We are Focused; Prepared; Assessing; Resilient;
Collaborative

Shouting out
Leaving seat without permission
Not completing work
Inappropriate behaviour around school
Distracting others
Being rude
Being unkind

Repeatedly making poor behaviour choices
Bullying
Hurting others
Fighting
Discrimination
Threatening or aggressive behaviour
Inappropriate language
Damaging property
Stealing

Appendix 3 Classroom Behaviour Flowchart

All pupils start each new day on green.

	<u>Green</u> Children start the day and can stay on green by demonstrating the behaviour expectations.
	<u>Yellow</u> A verbal warning is given after low-level poor behaviour.
	<u>Orange</u> First sanction step following continued negative behaviour choices. At this stage, it is expected that the teacher will have a brief conversation with the child about their choices, aiming to remind them about the school expectations and encourage improved behaviour.
	<u>Red</u> Continued poor behaviour or extreme bad behaviour = Red. Send to SLT

(The names of children placed on Orange or Red are not displayed in the classroom but are kept by the teacher on their desk for reference)