



*'Our School is a Christian community in which pupils, staff, parents, governors and parishioners are working together, within a safe, healthy and stimulating learning environment, to achieve education of the highest possible quality, in order to prepare pupils to meet the challenge of their futures.'*

*'We celebrate the value of each child and set high expectations of them in our endeavours to sustain and develop their gifts and talents.'*

<b>Date Adopted</b>	
<b>Signed (Governors)</b>	
<b>Signed (Headteacher)</b>	
<b>Date for review</b>	

## **Philosophy**

*Our aim is to create a calm, purposeful atmosphere where consistent behaviour standards are expected and maintained throughout the school.*

At Holy Trinity we expect pupils to behave in an appropriate way. We realise that this is more challenging for some pupils and therefore our reward system focuses on the effort each individual child puts into their behaviour. We focus on the effort to produce fantastic work and reward both this and exceptional behaviour. We do not reward the behaviour that we and our parents would expect from our pupils.

Positive behaviour is a choice. Inappropriate behaviour will be treated with this in mind and dealt with accordingly. However, we understand that children can make mistakes and we encourage them to reflect on their choices and make amends.

## Legislation and statutory requirements

The policy is based on advice from the Department of Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Support pupils with medical conditions at school](#)
- [DfE guidance explaining that maintained schools should publish their behaviour policy online](#)
- [Section 175 of the Education Act 2002, which outlines a school's duty to safeguarding and promote the welfare of its pupils.](#)
- [Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

## **Definition**

Appropriate behaviour is any behaviour which encourages and maintains the good order and conduct of the school. Positive behaviour ensures children feel safe, secure and welcome as a member of our school community and the wider community.

## **Aims**

- To develop a whole school behaviour policy supported and followed by the whole school community, parents, teachers, children and governors, based on a sense of community and shared values.
- To apply positive policies to create a caring, family atmosphere in which teaching and learning is central and can take place in a safe and happy environment.

- To teach, through the school curriculum, values and attitudes as well as knowledge and skills. This will promote responsible behaviour, encourage self-discipline and encourage in children a respect for themselves, for other people and for property. This will be done through the PSHCE curriculum.
- To promote high expectations of behaviour.
- To teach skills of reflection.
- To ensure that children are treated in a consistent and fair way.
- To treat problems when they occur in a caring and sympathetic manner in the hope of achieving an improvement in behaviour.

### **Bullying**

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Please see our Anti bullying policy (available on the [school website](#))

### **Roles and Responsibilities**

#### The Governing Body

Holy Trinity Governing Body is responsible for reviewing and approving the written statement of behaviour principles (**appendix 4**).

Holy Trinity Governing Body will also review this behaviour policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

#### The Headteacher

The Headteacher is responsible for reviewing this behaviour policy in conjunction with the Governing Body, giving due consideration to the school's statement of behaviour principles (appendix 4). The Headteacher will also approve this policy.

The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

#### Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents (recorded through the school CPOMs system)

The senior leadership team will support staff in responding to behaviour incidents.

## Parents

Parents are expected to:

- Support their child in adhering to the pupil expectations
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

## **Home/School Agreement**

The school home/school agreement sets out the expected behaviour for each child. Each parent receives a copy of this agreement when their child joins the school. Each parent and child must sign the agreement and return to school prior to their child starting.

## **Expectations**

- EVERYONE shows respect and uses friendly language.
- EVERYONE is kind and caring to others, especially younger children.
- EVERYONE should keep themselves and others safe.
- EVERYONE should try their best.
- EVERYONE should look after their own and others' property.
- EVERYONE should be in the right place at the right time and look smart.
- EVERYONE should be organised and ready to learn.
- EVERYONE should be responsible for their own behaviour, attitude and learning.

## **Rewards**

Rewards are used to reinforce good work/learning/effort, behaviour and attitude. We use:-

- Verbal praise
- House points
- Stickers
- Sticker charts
- Displaying pupils work
- Good effort assembly
- Extra playtime
- Praise notes sent to parents
- Pupils sent to head teacher or other children to share their work
- Letter to parents from the Headteacher

## **Sanctions**

We use a variety of sanctions. **Please see appendix 1-3.** These include

- A verbal reprimand
- Sending the pupil out of the class (1 hour)
- Losing playtime (5 mins)
- Letter/phone call home
- Exclusions

## **Power to Screen and Search Pupils**

The school reserves the right to search or screen pupils in accordance with school rules in order to prevent items that are prohibited being brought onto the school premises.

## **The use of Reasonable Force (physical intervention)**

Physical intervention should be used only as an absolute last option and only if the child is either in danger of hurting themselves, adults or other children. All staff have been trained in physical intervention techniques through Team Teach training. The school have identified key staff and records of all physical interventions are kept. The school policy on physical intervention clearly defines what is considered reasonable force and when it is appropriate to use.

## **The Power to discipline for behaviour outside the school gates**

The school will take action when behaviour of pupils outside of school

- Could have repercussions for the orderly running of the school, or
- Poses a threat to another pupils or member of the public, or
- Could adversely affect the reputation of the school.

This could occur when

- Taking part in any school-organised or school-related activity
- Travelling to and from school
- Wearing school uniform
- In some other way identifiable as a pupils at the school

## **Multi-agency meetings**

The Governors believe in giving all children the best possible opportunities to succeed and this includes where children need to improve behaviour. However, as a last resort the Governors will consider permanent exclusion for pupils who display persistent and continuous disruptive behaviour. In these cases a multi-agency meeting will be held in order to involve external agencies and parents in the right course of action best suited to the individual child.

## **Pupil support**

The school recognizes its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being disadvantaged. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of a pupil.

The school's special educational needs coordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

### **Pupils transition**

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the rights support is in place, information related to pupils behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

### **Training**

Our staff are provided with training on managing behaviour as part of their induction process.

Behaviour management will also form part of continuing professional development.

### **Monitoring and Evaluating**

The effectiveness of this policy will be regularly monitored by the senior leadership team. The school keeps a variety of records of incidents of misbehaviour including Headteacher records, class records, behaviour book.

### **Other policies that are linked to the behaviour policy**

Governors Principles for Behaviour  
Dealing with allegations against staff  
Physical Intervention  
Exclusions

### **Review**

The policy will be reviewed in line with the school's review cycle. However, the governors may review the policy earlier if the governing body receives recommendations on how the policy might be improved.

## Data Protection Statement

The procedures and practice created by this policy have been reviewed in the light of our Data Protection Policy.

All data will be handled in accordance with the school’s Data Protection Policy.

Data Audit For This Policy					
What ?	Probable Content	Why ?	Who ?	Where ?	When ?
Behaviour records	Name  DOB  Behaviour records  Exclusion records	Required to keep logs of serious behaviour incidents   Well being of all pupils	All staff	Held on the school system CPOMs	Held on file throughout the child’s attendance at school.    Exclusion information kept on record until the child is 25.

As such, our assessment is that this policy :

Has Few / No Data Compliance Requirements	Has A Moderate Level of Data Compliance Requirements	Has a High Level Of Data Compliance Requirements
		✓

**Appendix 1 - Behaviour Chart**

	Examples of Behaviour	Sanctions – We may use 1 or more
Level 1: (mild) Low level behaviour	Name calling (other than racist/homophobic) Calling out/interrupting Teasing/making fun of others or their work Distracting others Ignoring minor instructions Pushing in line Running inside school Messing around in cloakrooms or toilets	Wandering about Poor work ethic Poor behaviour in the lunch hall Not fulfilling responsibilities Not adhering to class rules
Level 2: (causing concern)	Persistent level 1 behaviour Deliberately creating distraction/disruption Damage through carelessness Reluctant/slow to complete work Accidentally causing harm through poor behaviour Refusal to adhere to school expectations Leaving the room without permission Interfering with other peoples' work/school property Deliberate refusal to follow instructions	Deliberately winding up others Littering Repetitively annoying others Telling lies
Level 3: (serious)	Persistent level 2 behaviour Fighting – wrestling Deliberately causing (minor) physical harm Deliberate damage to property Leaving class without permission Swearing at someone or something Deliberate persistent refusal to follow instructions Repeated refusal to adhere to school or classroom expectations	Spitting Insolence/defiance Swearing as part of conversation Threatening/intimidating actions
Level 4: (very serious)	Persistent level 3 behaviour Use of sexually explicit language Fighting – involving punching/kicking etc Vandalism to building/infrastructure Abuse based on race, gender or sexuality Verbal confrontation/challenge to staff	Leaving school grounds Minor theft Deliberately endangering others Swearing at staff Deliberate acts of potential danger
Level 5 (extreme and unmanageable)	Persistent level 4 behaviour Inappropriate touching Violence towards staff/adults Very serious challenge to authority Making potentially serious false allegations Bullying – repeated and persistent threatening, intimidating and harming behaviour Deliberately, when unprovoked, causing (major) physical harm	Acts of extreme danger Major or repeated theft Carrying potential weapons



**Parents Please note**

We reserve the right to select the sanction from the stage list that we deem best suits the incident of poor behaviour. There may be particular examples of behaviour that occur that are not covered on this table. In those cases, we will use our professional judgement to select the appropriate sanction. Excuses such as:

*I wasn't the only one doing it*  
*They did it first*  
*It was only meant to be a bit of fun*  
*They wound me up*  
*They told me to do it*  
*Will NOT be tolerated.*

We all make a choice as to the situations we put ourselves in, the way we respond to the behaviour of others. We therefore have to take personal responsibility for those choices.



**Appendix 2 - Level 1 and 2 behaviour Chart**

	Examples of Behaviour	Sanctions – We may use 1 or more
Level 1: (mild) Low level behaviour	Wandering about Calling out/interrupting Distracting others Ignoring minor instructions Pushing in line Poor work ethic Messing around in cloakrooms or toilets Running inside school Not adhering to class rules Not fulfilling responsibilities Poor behaviour in the lunch hall Teasing/making fun of others or their work Name calling (other than racist/homophobic)	Verbal challenge/warning/reminder of the correct behaviour/reminder of the sanction if the behaviour continues. Seating change Repeat task properly Class specific sanction  After a sanction the child will be reminded of the behaviour that earned the sanction and shown ways of ensuring it does not happen again.
Level 2: (causing concern)	Persistent level 1 behaviour Deliberately creating distraction/disruption Damage through carelessness Reluctant/slow to complete work Accidentally causing harm through poor behaviour Refusal to adhere to school expectations Leaving the room without permission Interfering with other peoples' work/school property Deliberate refusal to follow instructions Telling lies Repetitively annoying others Littering Deliberately winding up others	Name on the board and miss play (5 mins) (at next possible playtime) Complete work at playtime/at home/during choose time at the end of the week. Letter of apology Isolation in class Removal to another class for 1 hour Class specific sanction  After a sanction the child will be reminded of the behaviour that earned the sanction and shown ways of ensuring it does not happen again.



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**Appendix 3 - LUNCHTIME BEHAVIOUR THERMOMETER**

<p>Rewards to be given – verbal praise or sticker.</p> 	<p>Doing a great job and following the school rules.</p>
<p>Midday supervisors to implement sanctions after initial warning. (time out for 5 minutes)</p> 	<p>Not staying seated when eating lunch despite a warning. Running in the dining hall. Shouting in the dining hall. Arguing over playground equipment. Not lining up properly. Not using manners. Pushing/shoving others</p> <p style="text-align: center;">If yellow behaviour does not improve move to blue behaviour.</p>
<p>Inform class teacher at the end of lunch time and time out for 5 minutes.</p> 	<p>Being rude to a member of staff Use of rude language, such as swearing. Throwing food on the floor on purpose. Deliberate refusal to follow instructions Hitting another child</p> <p style="text-align: center;">If blue behaviour does not improve move to red behaviour.</p>
<p>Inform Head or Deputy Head teacher immediately</p> 	<p>Stealing equipment from school or others. Deliberately damaging school equipment/property. Use of racist/homophobic language. Fighting or spitting Hitting an adult</p>

**Appendix 4 – Governors written statement of behaviour principles****Principles****Right to feel safe at all times**

All young people and staff have the right to feel safe at all time whilst in school. There should be mutual respect between staff and pupils; pupils and their peers; staff and their colleagues; staff and parent/carers or other visitors to the school. All members of the school community must be aware that bullying or harassment of any description is unacceptable and, even if it occurs outside normal school hours, will be dealt with in accordance with the sanctions laid out in the Whole School Behaviour Policy.

**High standards of behaviour**

The Governors strongly believe that high standards of behaviour lie at the heart of a successful school. Such expected behaviour will enable all children to make the best possible progress in all aspects of their school life and work, and all staff to be able to teach and promote good learning without interruption.

The Governors also believe that the expectation of high standards of behaviour which are required during the school day can have a positive effect on the life of young people outside school in encouraging them to become acceptable members of the wider community.

**Inclusivity and Equality**

Holy Trinity School is an inclusive school with a strong Christian Ethos. No member of the school community should experience discrimination of any description and this is further recognised in our Equality scheme and promoted in the day-to-day running of the school. The Whole School Behaviour Policy must emphasise that bullying and discrimination as a result of gender, race, ability, sexual orientation or background is absolutely unacceptable and attracts a zero tolerance attitude. The Policy must therefore include an anti-bullying/cyber bullying statement which is clear, concise and is understood by all members of the school community. Measures to counteract bullying and discrimination will be consistently applied and monitored for their effectiveness.

The school's legal duties in order to comply with the Equality Act 2010 and which are described in the School's Single Equality Scheme will be further reinforced through the Whole School Behaviour Policy and seek to safeguard vulnerable pupils, particularly those with special education needs where reasonable adjustments in the Behaviour Policy's application may need to be made.