



Holy Trinity RC Primary School  
**Behaviour Policy**  
**Mission Statement**

"To go forward together in Christ, respecting our neighbour and striving for excellence."

**1. Aim and expectations**

As members of a Catholic School we are all involved in developing a caring and supportive atmosphere where good behaviour is encouraged at all times.

We aim to develop to self- discipline in our children so that they become responsible individuals and committed members of our Christian community.

It is our intension to maintain a happy ordered environment where effective learning can take place. We will therefore expect the highest possible standards of behaviour from each individual.

**Our School Will:**

- Grow closer to Jesus by loving, valuing and respecting each other.
- Celebrate and develop our God given talents.
- Welcome support from friends in our wider community and reach out to those we can help.
- Be a happy school, creating friendships and wonderful memories.

Great emphasis is put on good behaviour at all times. This is achieved primarily through example, teacher expectation and full co-operation of parents. Each child is treated as an individual and any misdemeanour is corrected accordingly, without prejudice. The class teacher disciplines the children in his/her care and in extreme cases, or for a recurring misdemeanour, will refer the child to the Head Teacher. If there is a

problem, the Head Teacher will call in the parents and discuss the matter with them so that a positive approach can be used to attempt to solve the child's difficulties.

Overall there is a whole school approach to disciplining the children at Holy Trinity based on our Christian beliefs and ideals, whereby both children and adults care for and respect each other. Compassion, understanding and forgiveness are at the heart of the life of Holy Trinity School.

## **2. Context**

This policy should be read in conjunction with the latest department for education guidance. Please click the link below.

<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>

This policy was reviewed September 2021

## **3. Classroom Management**

The school has many rules but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work and play together with the common purpose of helping everyone to learn. The school expects every member of the school community to behave in a considerate way towards others. We treat all children fairly and apply this behaviour policy in a consistent way. This policy aims to help children grow in a safe and secure environment and to become positive, responsible and increasingly independent members of the school community.

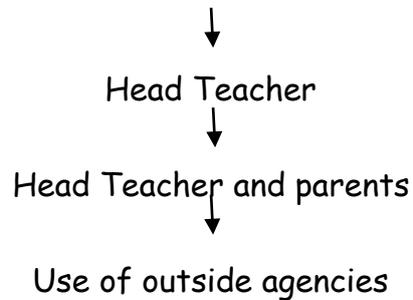
General misbehaviour - dealt with by the Class teacher.



Repeated misbehaviour - further action by the Class teacher



Deputy Headteacher



At any stage the class teacher may wish to talk informally to the parents, but it may become necessary to involve parents on a more formal basis.

In all situations positive strategies are used to re-establish good behaviour and relationships, for example, Praise for good behaviour.

In order that the work of the school can progress effectively and efficiently it is important to create and foster a learning climate. Essential to this desired climate is a policy for Behaviour. This policy must be shared, understood and practised by all adults and children. Governors and parents must all be aware of the rules and practises of the school.

#### **4. School rules**

Rules based on mutual respect, are the key to an effective policy for behaviour. We have agreed to adopt the following school rules.

***Have Jesus in your heart.***

***Offer help.***

***Love God.***

***You are special.***

***Try hard.***

***Respect everyone.***

***Include everyone.***

***Nice words and smiley faces.***

***In school, listen well.***

***Think before you act.***

***You can do it!***

These rules are our agreed moral values that will help to establish and develop that right school 'culture'. These are separate from the more general safety rules (such as 'not running in school' or 'use equipment properly') and rules of routine (such as 'arrive at school on time' or 'keep your desk and tray tidy').

## **Consistency**

All staff understand the need for consistency in creating a successful learning environment. Rules must be followed throughout the school day and the children know the rewards and sanctions that are in place. All children are treated fairly. Children with additional needs will be disciplined according to their requirements.

## **5. Rewards**

At Holy Trinity we focus on rewarding good behaviour to maintain a positive ethos. At all times we try to actively motivate children to behave well. We praise and reward children for good behaviour in a variety of ways.

- We give constant verbal praise to children and parents.
- We use smiley faces, stickers and stamps that can lead to rewards.
- Various points are awarded to children in each classroom (table, house, dojo points). At the end of each week or every half-term, the winning teams are rewarded with an extra experience such as extra playtime.
- Children are sent to show work to the Head Teacher.
- Class 1 use sticker charts. When a child gains a number of stickers then they receive a prize. They then start the process again. □ Children are allocated roles of responsibility such as Pupil Chaplains, Eco Warriors, School Council as well as jobs in the classroom to reward good behaviour.
- We acknowledge all the efforts and achievements of children, both in and out of school in our Friday assemblies.
- We verbally inform parents of good work or behaviour.
- Each week we nominate a child from each year group to be 'star of the week' and they receive a certificate in the school assembly. Parents are notified and invited to this to celebrate their child's success.
- Good work certificates are given out in our Friday assembly.
- There are also various reward systems in the classes such as moving footballs up to the net/moving hot air balloons through the sky.

- Other rewards include taking home the class teddy/dinosaurs/reading buddies.
- We also use individual reward systems for children with SEN.

### **Achievement Assembly**

An important positive feature of the School Behaviour Policy is the Achievement Assembly held on Friday afternoons. Here the school and families come together to celebrate children's achievements.

### **6. Sanctions**

At Holy Trinity we employ a number of sanctions to enforce the school rules and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation

- We expect children to listen carefully to instructions in lessons. If they do not do so we ask them to move to a place nearer the teacher, or to sit on their own.
- We expect children to try their best in all activities. If they do not, we may ask them to redo a task.
- We aim to build up our children's self-esteem to encourage a positive self-image therefore at all times we sanction the behaviour and not the child him/her self.
- Children who do not conform to our expectations are reminded of them, disciplined and encouraged to modify their behaviour, given time to reflect upon their misdeed and as quickly as is appropriate, restored to a normal working or playing situation. In this reflection time the child may be given some paper and encouraged to write an apology-if required or they may be given extra work.
- We also use 'think sheets'. This is where the child is asked to reflect on their behaviour (what they have done wrong, why it was wrong and how they should have acted). This may be completed at a break or lunch time if needed.
- Each class has the scope to use a system to enhance good behavior.
  - If a child is disruptive in class, the teacher reprimands him or her. If a child misbehaves repeatedly, we isolate the child from the rest of the class until s/he calms down, and is in a position to work sensibly again with others.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher

stops the activity and prevents the child from taking part for the rest of the session.

- The child may be sent to the Head Teacher or Senior teacher.
- Persistent, frequent or emerging patterns of misbehaviour will be monitored closely and parents will be invited into school to cooperate in behaviour modification strategies. We may use a 'Communication Book' in such cases. This keeps school and parents aware of the child's behaviour at school and at home.
- In swimming or P.E., a dangerous act or disrespectful behaviour could result in the child being asked to get out of the pool and get dressed early.
- Children who need alternative methods of behaviour management will be put on an Individual Behaviour Plan so school can work closely with parents.

The school does not tolerate any kind of bullying. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. Whilst we pride ourselves on our friendly, welcoming environment we know that within all schools there is a potential for bullying to take place. (See Bullying Policy)

### **Beyond the classroom**

Discipline becomes the responsibility of the whole staff. Teaching and support staff will deal with any situation as it arises. In the case of any serious incident, support staff will refer to the appropriate teacher. Overall we have a whole school approach to disciplining our children. We must always remember that compassion, understanding and forgiveness are at the heart of the life of Holy Trinity.

### **Lunchtimes**

Lunchtimes are a time for socialising and playing. They are also opportunities for negative behaviour, falling out and arguments. If we accept that we are responsible for the child's whole day, then we have a role in making the lunch break happier for the children. The following are some ways we seek to make lunchtimes a fun and safe part of the day.

- Regular contact with lunchtime supervisors, discussing progress and offering support.

- Involving the supervisors in children's games and activities - encouraging them to play with children.
- The yard and field to be divided into zones to enable activities to take place in designated areas.
- Children from the top class will be trained as 'playground leaders' to help the lunchtime supervisors in a variety of ways such as organising the play equipment.
- The Year 6 children are also 'Gardeners' and have 'Seeds' in reception. Their job is to nurture their 'Seeds' and look after them in their first year in school.
- 'Buddy Bench'. Is used to highlight if a child is needing a buddy.

#### **Sanctions on the yard at dinnertime**

- A child who breaks a school rule is given a warning.
- If the child continues to misbehave then they will be stood out for 5 minutes.

#### **Times when the class teacher needs to be informed**

- If the child continues to misbehave after being stood out.
- If a child is rude or abusive to a member of staff.

***Misbehaviour which is in breach of child safety should be reported to a teacher or senior member of staff.***

#### **Conduct outside the School Gates**

Teachers have a statutory power to discipline pupils for misbehaving outside of school premises. Head Teachers have a specific statutory power to regulate pupils' behaviour in these circumstances 'to such an extent as is reasonable'. In response to poor behaviour or bullying which occurs off the school premises, witnessed by a member of staff or reported to the school, whole school sanctions, as outlined for the management of behaviour in school, will be applied. The school may discipline for any misbehaviour when the pupil is:

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

School may also discipline for misbehaviour at any time, whether or not the conditions above apply, that:

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

## EYFS

In EYFS children are learning continuously about behaviour through their actions and the actions of others. Staff recognise that children communicate in a variety of ways and behaviour is just another way children can communicate. Children are often reminded that they come to school to learn and part of that learning is learning how we act and the impact of those actions on others.

Through the use of stories, role play and discussions children begin to understand and manage emotions. Children in EYFS develop key skills in self-regulation that allow them to take control of their emotions. Staff understand how important it is for children to be able to talk about the way they feel (have a voice) and to reflect with the children on mistakes made and how we all can learn from them. Golden rules are displayed within the classroom and verbally spoken frequently to allow children to make a better choice of how to behave. Staff develop strong relationships with the children and quickly identify triggers supporting children through decisions they make to stop behaviour escalating. To ensure children feel safe and secure firm boundaries are set which all staff adhere to.

Staff guide and model behaviours to help children develop a positive sense of self by taking time and listening to what the children have to say. Staff acknowledge children's hard work through praise and rewards.

Staff consistently remind children to 'be the best they can be' and to set simple goals and have confidence in their own ability. As part of Continuous Provision and the Characteristics of Effective Learning staff challenge children to challenge themselves and to aim higher.

Staff understand and strive towards developing strong partnerships with parents to help empower pupils to make positive behaviour choices consistently. Where behaviour has been noticed on several occasions teachers will contact home to discuss how the child can move forward seeking support where necessary.

In EYFS Staff may use some of the following strategies within class below to help guide children with their behaviour:

A general prompt of 'Kind hands, kind feet, kind words'

A general reminder of school rules

Pointing out another child who is following the rule 'I like the way .... Is...'

A specific reminder of which rules are being broken

Removal from the activity with a discussion about the event with an adult and how we can show a better example of Jesus.

Staff acknowledge the need to be flexible supporting children with behaviour as each child is a unique individual and will respond differently. It's important that every opportunity is a learning one and staff know best how each child learns.

### **Fixed-term and permanent exclusions**

The Head Teacher decides whether to exclude a pupil, for a fixed term or permanently, in line with the school's behaviour policy, taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community. Parents have the right to make representations to the governing body (or discipline committee) about an exclusion and the governing body must review the exclusion 7 decision in certain circumstances, which include all permanent exclusions. Where a governing body upholds a permanent exclusion parents have the right to appeal the decision to an independent review panel. Schools are under a duty to provide suitable full-time education for an excluded pupil from the sixth school day of any fixed period exclusion of more than five consecutive school days. Local authorities are under a duty to provide suitable fulltime education from the sixth school day of a permanent exclusion.

### **Criminal Law**

It is important to bear in mind that some types of harassing or threatening behaviour - or communications - could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986. For example, under the Malicious Communication Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause

distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender. If school staff feel that an offence may have been committed they may elect to seek assistance from the Police, but any reference to the Police should only be undertaken with the agreement of the Head Teacher.

### **7. Confiscation of inappropriate items.**

There are two sets of legal provisions which enable school staff to confiscate items from pupils: 1. The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupils' property as a punishment. Staff are protected against liability for damage to, or loss of, any confiscated items provided they have acted lawfully and reasonably. The legislation does not describe what must be done with the confiscated item and the behaviour policy should set this out. 2. Power to search without consent for 'prohibited items' including:

- a. Knives and weapons
- b. Alcohol
- c. Illegal drugs
- d. Stolen items
- e. Tobacco and cigarette papers
- f. Pornographic images
- g. Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.
- h. Any item banned by the school rules which has been identified in the rules as an item which may be searched for Weapons and knives and extreme or child pornography must be handed to the Police. Otherwise it is for the teacher to decide if and when to return an item, or whether to dispose of it.

### **8. Power to use reasonable force**

Who can use reasonable force?

- Any school member of staff

The decision whether or not to use reasonable force is down to professional judgment of the staff member concerned and should always depend on the individual circumstance.

Reasonable force may be used in the following situations:

- Teachers will physically separate pupils found fighting
- If a disruptive pupil refuses to leave a room when instructed to do so, they may be physically removed
- To prevent a pupil behaving in a way that disrupts a school event or a school trip or visit
- To prevent a pupil from leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- To prevent a pupil from attacking a member of staff or another pupil • Restrain a pupil at risk from harming themselves through physical outbursts
- To prevent pupils from hurting themselves or others
- To stop a pupil from damaging property

Force is usually used either to control or restrain but never as a punishment.

## **9. Roles and Responsibilities**

### **The role of the class**

#### **teacher**

- It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.
- Children are encouraged to walk into school quietly, in single file. It is important that children who are running or making excessive noise are challenged by members of staff.
- Children should never be left in class on their own. If a teacher has to leave the class in an emergency, they should inform the teaching assistant or the teacher next door to cover for that brief period.
- The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.
- The class teacher treats each child fairly and enforces the classroom code consistently. The teacher treats all children in their class with respect and understanding.

- If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from Deputy Headteacher or Head Teacher.
- The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education social worker, school SENDO or LEA behaviour support service.
- The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.
- We have CPoms to record incidents that staff feel need recording.

### **The role of the Head Teacher**

- It is the responsibility of the Head Teacher to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Head Teacher to ensure the health, safety and welfare of all children in the school.
- The Head Teacher and Deputy Headteachers support the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.
- The Head Teacher keeps records of all reported serious incidents of misbehaviour.

- The Head Teacher has the responsibility for giving fixed term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of antisocial behaviour, the Head Teacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

### The role of parents

- The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.
- We explain the school rules in the school prospectus, and we expect parents to read these and support them.
- We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.
- If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the **class teacher** and the Head Teacher where a situation remains unresolved. If the concern remains, they should contact the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

### The role of Governors

- The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Head Teacher in carrying out these guidelines.
- The Head Teacher has the day-to-day authority to implement the school behaviour and discipline policy, but

governors may give advice to the Head Teacher about particular disciplinary issues.

### **10. School Support Systems**

The school recognises that for some children additional or different action may be necessary as a result of special educational needs and /or disability. This is in accordance with the SEN Code of Practice. Where required, a child will be identified on the school SEN register. An individual behaviour plan will be established in consultation with the child and parents and carers. This will outline agreed targets and strategies to support the child in managing the identified behaviours. If necessary, a referral may be made in order to obtain a multi-agency assessment. Further information on the school's approach to inclusion is outlined in the Special Educational Needs Policy. Teachers, teaching assistants and paid support staff have access to appropriate training and pastoral support to help them to manage pupils who present challenging behaviour.

### **11. Monitoring**

The Head Teacher monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

### **12. Complaints Procedure**

In respect of this particular policy it should be noted that:

1. All complaints about the use of force should be thoroughly, speedily and appropriately investigated.
2. Where a member of staff has acted within the law - that is, they have used reasonable force in order to prevent injury, damage to property or disorder - this will provide a defence to any criminal prosecution or other civil or public law action.
3. When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true - it is not for the member of staff to show that he/she has acted reasonably.
4. Suspension should not be an automatic response when a member of staff has been accused of using excessive force. Schools should refer to the "Dealing with Allegations of Abuse against Teachers and Other Staff" guidance where an allegation of using excessive force is made

against a teacher. This guidance makes clear that a person should not be suspended automatically, or without careful thought.

5. Schools must consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.

6. If a decision is taken to suspend a teacher, the school should ensure that the teacher has access to a named contact that can provide support. 7. Governing bodies should always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher.

8. As employers, schools and local authorities have a duty of care towards their employees, it is important that schools provide appropriate pastoral care to all members of staff

Reviewed - September 2021

Signed - Head Teacher \_\_\_\_\_

Signed - Chair of Governors \_\_\_\_\_