



Our Christian faith emphasises the value and worth of every individual with their own distinctive character, gifts and abilities.

Christ's command to 'Love one another' calls us to respect and help other people. This provides the foundation for our school and all we aim to achieve.

Behaviour Principles and Policy

Good actions give strength to ourselves and inspire good action in others – Plato

1. It is our Aim to

- i. Provide a calm, safe environment for all children where they feel secure and happy and have the motivation and opportunity to learn.
- ii. Have a consistent whole school approach to behaviour and discipline.
- iii. Achieve high standards of learning and be high achievers.
- iv. Work successfully in partnership with parents.
- v. Promote self-discipline and give children choices about their behaviour knowing the consequences of that behaviour.
- vi. Promote positive growth mind-set principles and encourage children to develop resilience in all aspects of their learning.
- vii. Promote respect for others and for the environment (at school, local and global level).
- viii. Reduce the time spent on dealing with classroom and playground incidents thus enabling more time to be spent on teaching and learning.

2. The School Charter for all of us in school acknowledges that despite the need for rules to keep everyone happy and safe, one message overrides all others, that of 'loving one another'. The pupils understand that by adhering to this, all other rules fall into place. The school vision based on John 13:34-35 provides a mantra which governs everyone's approach to behaviour. Furthermore, it is understood that:

***Everyone will act with courtesy and consideration to others at all times.
We will keep ourselves and others safe.***

Further specific rules which are incorporated into the school's charter are generated at the start of each year by the children following a whole school assembly and a walk around the site. These are displayed in each classroom and in communal areas and used as a point of reference throughout the year.



3. General Guidelines

Key Elements

- A key element of our Behavioural Policy is to focus on the positive. We must remember there is no such thing as a bad child, just bad behaviour.
- The teacher should not focus on the individual(s) who are behaving inappropriately. He/she should focus on the majority who generally conform wherever possible, therefore praising and encouraging good behaviour.
- Positive reinforcement should never be underestimated.

Boundaries

- Children need to know their boundaries. This provides security. If sanctions and rewards are applied with consistency the children know what will happen next. School boundaries and class rules aid this approach. These are revised at the first assembly of each academic year, known, understood and agreed by the children and displayed in the classrooms and communal areas of the school.
- If these boundaries waver because sanctions are inconsistently applied, children may well attempt to push those boundaries to see how far they can go. Consistency from all staff is essential.

Children's Choices

- The children should be encouraged to take responsibility for their own actions.
- If they choose to behave in a positive manner they will enjoy positive consequences.
- If they behave in a negative way they must understand the detrimental effects of this and understand that negative consequences will follow.
- If they choose to alter behaviour and comply or conform they are praised and will enjoy positive consequences.

4 Guidelines for Classroom/Lesson Behaviour

4.i. Classroom Rules

Clear, structured rules within the classroom are vital. These should reflect the school's Charter and agreed classroom and school rules developed at the annual behaviour and rule setting assembly. The rules need to be shared by the children and adults working in the class and reinforced in a positive way as part of the daily routine in the classroom. The children must be clear on 'readiness for learning' and this will be regularly reinforced by all staff.

Philosophy Circles can provide a useful forum for discussing these rules, attitudes and behaviour.

4 ii. Rewards

- Our system of rewards covers both academic and non-academic achievements.
- Rewards need to be given for the effort a child puts into a task or behaviour, not merely the end result.
- When trying to establish positive behaviour it is best to be generous with rewards. (e.g. We encourage our lunchtime supervisors to praise 6 times more than negatives.)
- Credit earned should not be forfeited for subsequent behaviour.
- It should be remembered that peer approval and attention is very attractive to some children. (This is why we focus on positive behaviour.)
- Rewards can be particular to an individual. What pleases one child will not necessarily work for another.
- A reward cannot be relied upon to work indefinitely. Be prepared to ring the changes from time to time.



Types of Rewards

Verbal praise -	Quietly, one to one Public praise in class and assemblies Sent to another adult – Miss Smith, Ms O'Reilly, Key Stage Leader, Mentor Tell parents informally after school in the playground
Non-verbal praise -	Smiles, nods, high fives, thumbs up
Stickers & Stamps -	Put on work Given to child Lunchtime awards (These can be presented in a forum e.g. in front of a class or assembly)
Special Mentions -	On public display-newsletter Announced in assembly
Informal Rewards -	Line up first Collect snack first Do monitor jobs Choose seat Use special equipment etc.
Group Rewards -	Table points Special Treat Chart to colour in Special display Marble Jars
Individual Rewards -	House points - see guidelines Tick list Chart to colour in Certificates Star of class Work of week Smiley Faces

Year Group consistency is important. Rewards to be used should be established at the beginning of the year.

4iii. Consequences

Each teacher should make sure that the School Rules for the class and school are clearly understood by the pupils and displayed in the classroom.

If a pupil chooses to ignore the rules the following list of incremental actions and consequences should be consistently applied.

1. A verbal warning given. Use of words is dependent on the maturity of the child. The older children may receive a warning that is not verbal, e.g. a point or a look. Name written on the board.
2. Child asked to move to another part of the classroom. (Time-out in class)
3. Time-out in another class. (Preferably in an SLT member's room). Notes are made of this on Significant Observation form. In the circumstances the child will be accompanied by the class TA and the TA will give a full explanation to the SLT Leader.



4. A senior Leader will be sent for and take control of the child in concern.
5. If the behaviour continues and the senior leader is being ignored the Head Teacher will be called.
6. The Head Teacher will be responsible for the child and will exclude for a fixed period if the child continues not to conform to the school rules and instructions of the Head Teacher. This is a gradient response and all staff will ensure that appropriate time and strategies are in place to give the child every opportunity to progress from the situation with reflection, thus avoiding further sanctions.

Note:

Each lesson this set of consequences would start at Number 1. If a child chooses to persistently offend, the list of consequences would continue.

If a child refuses to leave the classroom when sent for Time-out, the teacher should try to avoid further confrontation by either:

- a) Ignoring the child if he/she is not disturbing her teaching or other children's learning, but make him/her aware of the fact that this will be followed up later by a member of the SLT. At the end of the lesson take him/her to the Time-out classroom with work for next session.
- b) Sending for assistance from the Head Teacher or member of SLT if the pupil is choosing to continue to behave in a manner which disrupts the learning or teaching in the classroom. Preferably a TA or another child should be sent, where possible, **with a note** explaining the situation. If other children are in danger from the pupil, they should be moved away from the situation by the teacher.
- c) Recorded in the school's Behaviour Log all serious incidents along with testimonials or other evidence.
- d) Respond by using the guidelines within the Use of Force to Contain or Control Policy (sometimes referred to as Positive Handling) if the child is a physical danger to themselves or others. Staff have received Team Teach training (15.01.18 & 10.05.22) and understand how to respond under these circumstances. Existing staff will be updated.

5. Monitoring

We are continuing to use the Behaviour Log kept in the Head Teacher's office to record challenging, bullying, gender discrimination or racist behaviour (including cyberbullying, prejudice bullying and discriminatory bullying). Red incident slips are also used to record poor behaviour but these are then added to the Behaviour Log at the earliest possible opportunity. If any teacher makes an entry in the Behaviour Log, the teacher will make sure that the Head Teacher knows. The behaviour log is to be used for serious incidents beyond Significant Observations. Parents are to be consulted on incidents recorded in this log if they are regular. The SLT will regularly monitor this log and direct resources and appropriate interventions to where they are required. Behaviour is observed in all lessons, reviewed in team meetings and again reviewed at SLT meetings. Behaviour is reported on at Governing Body meetings and Governors are encouraged to regularly visit and express views.

6. Counselling/Coaching/Mentoring

We will provide daily opportunities for children to talk about what has happened and help them make decisions about how to improve their behaviour. Weekly Philosophy Circles take place in every classroom providing valuable opportunities to discuss and solve class specific issues.



7. Serious Incidents

Some kinds of incidents are too serious for us to follow the normal consequences. These include deliberate damage to property and assets, physical aggression against staff or pupils, racial, sexual or disability equality attacks and abuse, drug abuse and severe disruption of learning in class.

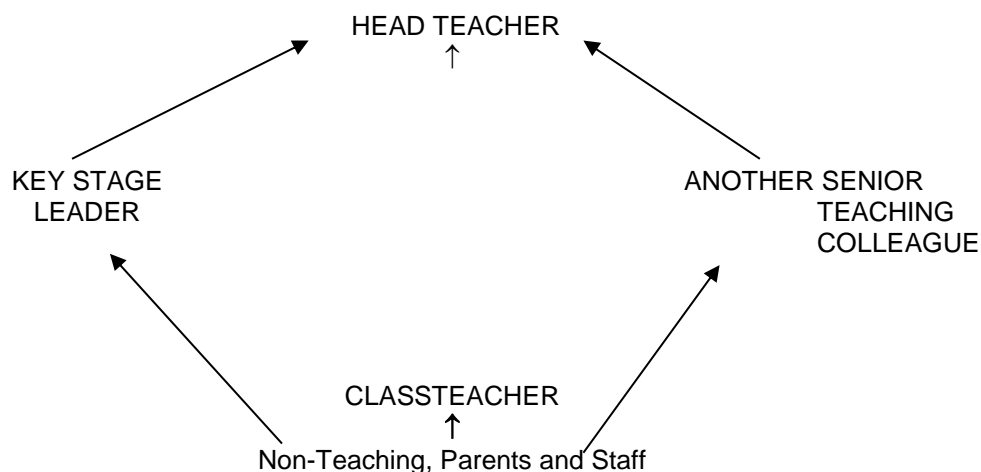
These situations will be dealt with by the SLT, possibly the Designated Safeguarding Lead (DSL) and ultimately the Head Teacher. In certain circumstances, when considered necessary, the special staged behaviour monitoring plan will be used. Exclusion is at the full discretion of the Head Teacher. However at Holy Trinity, where possible, the SLT will be consulted.

Serious incidents as outlined above are likely to lead to permanent exclusion, imposed by the Head Teacher after investigation. In addition, children who persistently disrupt the learning of others and who show consistent disregard to the school rules and general sanctions will be excluded for fixed term periods and if the behaviour fails to improve the Head Teacher will permanently exclude.

An example of this would be if the Head Teacher feels that despite previous sanctions and interventions the child's behaviour continues to break the school rules and they continue to disrupt the safety and learning of others.

If an exclusion is carried out it will be done within the up to date DfE regulations, guidance and statutes at the point of exclusion.

Referral System for Dealing with Negative Behaviour



These situations will be dealt with by the Head Teacher and may lead to Fixed or Permanent Exclusion.

- Deliberate physical aggression against a pupil or adult including: hitting, slapping, kicking, biting, spitting or scratching,
- Swearing,
- Drug abuse,
- Racial aggression and abuse,
- Any form of prejudice-based bullying or discrimination including sexual discrimination, aggression and abuse.
- Bullying – in line with the definition outlined within the Anti Bullying Policy,
- Deliberate damage to property or assets.



The Head Teacher reserves the right to sanction or punish a child how he feels fit but will employ a restorative justice approach wherever possible. In addition, he has the right to retract a punishment given by a member of staff and/or overrule the original punishment given out. The ultimate conclusion is that the Head Teacher may enforce a Permanent Exclusion.

The Head Teacher reserves the statutory right to evoke this policy when children are wearing the Holy Trinity school uniform out of school hours and during transitions to/from school.

The Head Teacher will also evoke this policy if social media is used as a means of demonstrating negative behaviours to other pupils and staff in this school.

8. Guidelines for moving around school

1. The children should move around quietly. They should at all times be cautious towards other people.
2. The children should walk in single file on the left hand side especially in communal areas i.e. corridors. However, it may be appropriate when outside for the children to walk in pairs.
3. The children should adhere to one-way systems around the school.
4. The children should walk silently into assembly and wait to be told to sit down either by the class teacher or adult conducting the assembly.
5. The teacher should consider his/her position carefully when taking a whole class around school. It is usually best to walk alongside the middle of the line but the children should expect that the teacher will move along the line keeping 'an eye' on everyone.
6. The first child(ren) in the line should hold open the door(s) for the rest of the class. Then join the end of the line when all class have passed through. All pupils should be taught to hold doors open for adults. Care should be taken when closing doors.
7. The teacher should train their class where regular stopping points are on route around the school, in order for them to keep a check on the line.
8. Children are to go to the toilet in single sex pairs only.

9. Guidelines for Playtime Behaviour

9.1 All staff are committed to enabling pupils to have a safe and enjoyable playtime experience.

It is important that children's play time experience is a positive one, so that they can return to the classroom ready to resume their work.

Playtime provides opportunities for children to learn games and develop social relationships.

During playtime the children will have access to playground equipment, such as skipping ropes and balls. It is recognised that fewer problem situations occur when the children have many opportunities to join in constructive activities. All playtimes are supervised by the class teacher and TA. Playtimes at Holy Trinity C of E Primary School are different and vary on a daily basis. The teacher will generally decide when the children need a break. This approach rapidly decreases the numbers of children out at once and improves supervision and behaviour.



9.2 Ways to promote positive playground experiences

1. Share rules for each area including the playground, Trim Trail, field, quiet area, foundation stage play area. (This is to be done on the first day of each academic year during the Health and Safety walk around).
2. Apply the rules consistently.
3. Each year review the rules with pupils. (This is done at the first assembly of each year, rules are then collated and reproduced in poster form by Year 6 and are displayed in the classrooms and central communal areas).
4. Promote Play Leaders and monitor their effectiveness (Responsibility Miss Smith).
5. Encourage plenty of activities. Teach new games to classes.
6. Keep the equipment well maintained and stored to enable easy access (Responsibility: Mr Whittle).
7. Rota the organisation and responsibility for playtime activities and equipment (Responsibility: Miss Smith).
8. At playtime Staff should show an interest in the games and activities children are playing. They should encourage fair play and include pupils who may not be joining in.
9. Lunchtime Supervisors will continually update play zones, identify areas of need and respond to children who have no one to play with or who appear to be unhappy.
10. Reward good behaviour with Lunchtime Smiley Face Rewards.

9.3 Unacceptable Behaviour

1. Name calling,
2. Exclusion of peers on any grounds,
3. Dangerous play e.g. play fighting, wrestling,
4. Bullying of any kind (see Anti-Bullying Policy),
5. Racist behaviour,
6. Prejudice-based and discriminatory bullying including homophobic or gender bullying,
7. Not listening, ignoring or being rude to others.

N.B When unacceptable behaviour occurs the staff should apply sanctions consistently.

9.4 Good Behaviour Rewards at Lunch and Playtimes

1. **Praise:** Plenty of it!
2. **Lunchtime Smiley Face Rewards:** Each member of staff can reward individuals for playing co-operatively, lining up well etc. Smiley faces are to be given to children demonstrating good playground behaviour by the adults on duty. These are passed to the class teacher who displays them in the classroom. Class Smiley Face totals are celebrated at timely intervals in the school calendar.
3. **Class/School rewards:** These are used to reward group behaviour and are to be viewed as special event because the children have earned them.



9.5 Sanctions/Consequences for Playtime

1. **First rule breaking - verbal warning** - The member of staff should tell the child what they are doing wrong and which rule they are breaking.
2. **Second rule breaking - Time-Out from play** - The member of staff should choose whether the child should sit at a table, stand at an allocated area or spend time walking with the member of staff on duty. A red card will be completed, passed to Key Stage Leader then the Head Teacher.
3. **Serious incidents or persistent rule breaking** - If a child behaves in a way which endangers or hurts another child his/her class teacher should be informed. The teacher should decide whether the pupil should:
 - a) Complete a red card to add to the Behaviour Log or write directly in the Behaviour Log. This is kept in the Head Teacher's office.
 - b) Write a letter of apology in their own time.
 - c) Write or discuss what action he/she could have taken to avoid the particular incident.
 - d) Write a list of games which can be played which are safe and enjoyable.
 - e) Lose some of his/her play time

4. Emergency Procedure

If a child refuses to follow instructions and continues to present a danger to themselves or others the teacher should send for a member of Senior Staff to assist. There is a walkie talkie out on duty that links directly to the office, this could be used to seek the support of a senior leader.

A serious incident must be documented in the Behaviour Log by a teacher.

- The Behaviour Log is to be kept in the Head Teacher's office. The Head Teacher should be made aware of any entry.
- If a child's name appears three times in the Behaviour Log in any one term parents should be informed and invited to come into school to discuss the matter and assist the school in developing appropriate interventions. The senior leaders may choose to do this before three entries.

9.6 Guidelines for Staff at Playtime

1. Teachers are responsible for their class at playtime. They should liaise with the Teaching Assistant so that they can both have a comfort break.
2. Children are allowed to play with provided playground equipment with the Toy Shed overseen by Play Leaders from Year 6. (Responsibility Miss Smith).
3. Sports pitches evolve throughout the year. Use of these is to be monitored and determined by Mr Whittle. Sports pitches will be periodically allocated to Year groups to ease congestion and to keep the playground safe.
4. At the end of playtime the Teacher will ring the bell to inform their class that it is time to go in. The TA will do the same, and will also round up any children that have not realised that it is time to go in.
5. Children should be sent in pairs if they need to go to the toilet.



6. Any serious incidents of bad behaviour should be reported to the relevant class teacher(s).
7. If a child is injured, the class TA should take him/her to the Library to receive first aid. If the child appears to be seriously injured, another child should be sent to fetch a First Aider to the playground. A notification of the incident will immediately be sent to the office where a SLT member will attend and resume control and responsibility from that point onwards.
8. Please read: ***Guidelines for Lunchtime Behaviour (Section 10)***
Sanctions/Consequences for Playtime
9. The children may eat fruit and drink water, but not other items from their lunchbox. The children must not eat their snacks inside the school buildings unless supervised by an adult.

10. Guidelines for Lunchtime Behaviour

- 10.1 All the Lunchtime Supervisors are aware of the aims of our Behaviour Policy. Any new Lunchtime supervisor should be given the opportunity to read this policy and discuss it with a senior member of staff.
- 10.2 Rules - The Lunchtime Supervisors know that the children are expected to behave according to the School Charter.

They know that there are particular rules for the playground and for the hall which are displayed. Each classroom has rules which are displayed in the class. These can be referred to during wet playtimes.

10.3 Rewards for Good Lunchtime Behaviour

- a) Verbal praise.
- b) Lunchtime Smiley Face Rewards awarded for helping or good co-operative play.
- c) Good behaviour colour charts (to be arranged in conjunction with class teacher).
- d) Name given to a teacher.
- e) Name written in good book for consistent good behaviour or a marked overall improvement.
- f) House points - awarded one at a time.

10.4 Consequences at lunchtime

1. First rule breaking - Verbal warning.

- The member of staff should tell the child what they are doing wrong and which rule they are breaking.

2. Second rule breaking - Time-out from play.

- **In the hall** children may be asked to wait for longer before going out to play, they may have to wait at an allocated area (usually the bench).
- **Outside** the child may be asked to stand in a particular area, sit at a table, walk with the Lunchtime Supervisor, pick up litter, or may not be allowed to play on the field or Trim Trail.
- **Indoors** the child may be asked to stand in an isolated and quiet area of the classroom for a period of time.



3. **Third rule breaking**

- The child's name will be recorded on a red slip which is to be added to the Behaviour Log. The class teacher should generally be informed at the end of lunchtime. However, this might be sooner depending on the nature of the behaviour. Key Stage Leaders will alert the SLT of any incidents.

4. **Serious Incident**

- The child should be taken to the office by the Lunchtime Supervisor and the incident should be explained to the Head Teacher. The offence should be documented in the Behaviour Log (kept in Head Teacher's office). The Head Teacher should be made aware of this.

5. **Emergency Procedure**

Please use the walkie talkie system to contact the office immediately.

- **If a child continues to present a danger to themselves or others the Lunchtime Supervisor should send for a member of the Senior staff to assist (from the office or staffroom). The offence should be documented in the Behaviour Log. The Head Teacher will decide to report the incident to the parents and decide on future support and sanctions.**

6. **Behaviour log three times in one term**

- The parents will be informed and invited to school to discuss the matter and this will be followed up by a letter. A behaviour plan will be the likeliest outcome.

7. **Review of Behaviour**

- The Head Teacher will review the names in the Behaviour Log and counsel the child whose name has been written in there. SLT review all behaviour.

10.5 **Wet Play**

- It would be helpful if class teachers could clearly label cupboards or drawers where equipment for wet play is kept. Each class should have a list of activities which they can choose from.
- No scissors should be used. Interactive whiteboards, iPads and other ICT equipment may be used at the teacher's discretion. The teacher should leave clear instructions about their use.



11. Exceptional Children

The school, at any point in time, may have a child or children with SEND that result in persistent poor behaviour, for example ADHD, Tourette's. These children will have behaviour plans to meet their needs that will be overseen by the schools SEND Leader, Mrs Brown. Where necessary a Behaviour Support Specialist will be used. Whilst the school is committed to inclusion and reasonable adjustment will be made, all children are subject to this policy and its procedures.

Related Policies

Home School Agreement
Child Protection and Safeguarding Policy and Procedures

1. School Charter

The Governing Body approved this policy on date: 1st February 2024

Signed:

Chair of Governors

Signed:

Head Teacher



School Charter

(This is how we behave at Holy Trinity)

The one rule for all of us in school is:

We will behave in a way which reflects our school vision; that of showing love to one another

Everyone will act with courtesy and consideration to others at all times. We will keep ourselves and others safe.

This reflects John 13: 34-35 which is the Biblical text that governs our school.