



## Behaviour Policy

Governors' Committee Responsibility:	FGB
Staff Member:	Senior Leadership Team
Review Period:	1 year
Date policy accepted by the Governing Body:	Autumn 2024
Date for review:	Autumn 2025

### Our School Rules



## **Aims and Expectations**

It is our primary aim that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all.

The policy is based on the principle that all children will be encouraged to develop high standards of behaviour and discipline according to their age, maturity and ability and that they should be treated and valued as individuals. Equal opportunities are an integral part of promoting good behaviour and discipline within the school. All staff are role models for the children and actively encourage high standards of behaviour. Through this combination of high standards and effective role modelling we are showing children how each of us can live life in all its fullness. They will then inspire those around them when they move on from our school to match this fullness of life.

## **Vision and Values**

We are believers that learning can only be achieved in an environment rooted in respect and love for each other. By growing this environment and growing this understanding in our children then we allow our children to flourish. This can only be achieved by working together as a school community to commit to these rules, to show faith in each other and to reap the fruits this will grow.

Our philosophy is then further strengthened by our Christian Values. Values such as Wisdom, Thankfulness, Compassion, Forgiveness, Perseverance, Friendship and Koinonia (Belonging) are chosen by all stakeholders and reflect the aspirations we have for each child, to inspire a high level of spiritual and moral reflection and to challenge our learners to take responsibility for their own actions.

At the start of the academic year, each class teacher sets out their expectations for children in their class to follow the rules and that it is their responsibility to try their best at adhering to the rules throughout the school day, including when participating in school extra-curricular clubs or learning off site on school visits. We also talk to the children and remind them that they have the right to:

- be safe
- learn
- be happy
- have an opinion

We also remind children of our shared expectations:

- Walking around the school on the left with our hands behind our back
- Saying 'Good Morning...' to adults when they enter a room
- Saying 'Thank you very much' to adults when they leave the room

This is everyone's responsibility to enable this to happen.

We reward good behaviour, as we believe that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter negative behaviour.

## **Children with Special Educational Needs**

All children will be expected to follow the school's rules. Children with specific emotional regulation difficulties will be given extra support and reasonable adjustments will be made. These adjustments will be coordinated by the SEND leader and class teacher in partnership with parents and, if necessary, the involvement of Behaviour Support Services. We would also seek to anticipate the possible triggers of misbehaviour for children with SEND and implement preventative measures to ensure these children have the best chance to succeed.

## **Rewards**

We are always looking for ways to praise and reward children for good behaviour and good work. Some of these ways are as follows:

- Teachers congratulate children and award stickers etc;
- Teachers give children Dojo Points, House Points and Trinity Points
- Each week we nominate two children from each class to receive a special mention;
- Special mention receives acclaim in a school assembly and special vision postcard which is posted home;
- Star Learner certificates are awarded to one child in each class. Each class's Star Learner is congratulated on Class Dojo.
- Headteacher's awards are given to children for good behaviour, to acknowledge good work, outstanding effort or acts of kindness in school;

## **Bullying**

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear and allow them to live life to its fullness. (See Anti-bullying Policy).

## **Reasonable Force**

All members of staff are aware of the regulations regarding the use of force by Teachers, as set out in DFE Use of Force Guidance (2013), DFE-00295-2013. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

## **Searching, screening and confiscation**

The School reserves the right to search the content of any mobile devices on the school premises where there is a reasonable suspicion that it may contain illegal or undesirable material, including pornography, violence or bullying.

The Executive Headteacher and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item or any other item that the school identifies as an item which may be searched for.

## **The role of all staff**

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. This allows the child to access the outstanding academic, practical and spiritual education we offer. This is reinforced by our Traffic Lights system which is in display in every class and can be found on the website. It outlines the approach taken for children who show repeated negative behaviours. 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. We treat each child fairly and enforces the classroom code consistently. The Class Teacher treats all children in their class with respect and understanding.

If a child repeatedly behaves in an inappropriate manner in class, the Class Teacher will record on CPOMS which keeps a record of all such incidents. If required, the School will liaise with external agencies, as necessary, to support and guide the progress of each child. The School may, for example, discuss the needs of a child with Children's Services.

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. This may be followed by a personal support plan being drawn up to support the child at home and in school which is monitored by the Class Teacher, Pastoral Manager, parents and a member of the Senior Leadership Team.

### **The role of the Executive Headteacher**

The Executive Headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Executive Headteacher may permanently exclude a child. Both these actions are only taken after the school Governors/Trustees have been notified.

The Head of School has the day-to-day authority to implement the school Behaviour and Discipline Policy and consults the Executive Headteacher when it is moved to the suspension stage. Governors/Trustees may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

### **Detention and Pastoral Support Plans**

The process for detentions is set-out on the traffic lights document in appendix 1. The behaviours that will result in a detention are either repeated yellow behaviours or a single incident of red behaviour. Depending on the severity of the red behaviour, this could result in an immediate exclusion.

There are then three stages of detention:

- Stage 1: Detention with a class teacher
- Stage 2: Detention with a senior leader
- Stage 3: Detention with the Head of School. Parents will then be invited to a meeting with the Head of School and other members of school staff as appropriate.

During this detention, the student will complete a social story with the teacher. This allows them to reflect on what they have done wrong and think of the choices they could make. This shows them that forgiveness can be achieved through accepting our actions and trying to do better next time.

For children who reach stage 3 detentions, we will then take the consideration of putting a Pastoral Support Plan (PSP) in place at the meeting with the parents. Children who receive a PSP will then have clear support and intervention to help them improve their behaviour which will be led by the Pastoral Manager and in conjunction with the SENDCO in regards to children on the SEND register.

If a child on a PSP still exhibits negative behaviours, then as a school we would follow the sanctions agreed upon within the PSP.

If a child is still exhibiting behaviours that would result in isolation after this, then the consideration would be made to exclude the child for a fixed-term.

### **Fixed-term and Permanent Exclusions (See our separate Exclusion Policy for more detail)**

Only the Executive Headteacher (or the acting Headteacher) has the power to exclude a pupil from school. The Executive Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Executive Headteacher may also exclude a pupil permanently. It is also possible for the Executive Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this. (See Exclusion Policy.)

If the Executive Headteacher excludes a pupil, he/she informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the Governing Body. The parents are then informed how to make any such appeal.

The Executive Headteacher informs the LEA and the Governing Body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

Each case will be looked at individually. In certain cases, a board may be convened including members of SLT, Governors/Trustees and any other appropriate services to discuss the situation before making a decision.

The Governing Body/Board of Trustees itself cannot either exclude a pupil or extend the exclusion period made by the Executive Headteacher.

### **The role of Parents**

The school works collaboratively with parents using a communication system called Class Dojo.

We explain the school rules in the School Welcome Pack, 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. The Home-School Agreement is signed by the school, and parents and children, on entry to the school and again in Year 3. We try to build a supportive dialogue between the home and the school.

### **Racist Remarks**

Racism will be not tolerated at Holy Trinity. Any racist incident will be recorded. The school has a responsibility to report racist comments/incidents to the Governing Body.

## Appendices

### Appendix 1: Traffic Light System

#### Our Vision - 'Rooted, Grow, Flourish'

Living and learning together as part of the family of God; we seek to inspire every person to be deeply rooted in the values of the Christian faith and to experience being connected in a loving community - to grow, flourish and bear much fruit. Inspired by John, Chapter 15:5

**KS1**



**KS2**



**Everybody starts on green each day.**

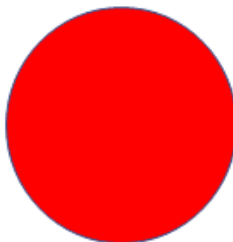
The aim is to start and end the day on green.



#### **Yellow Circle – Time To Think**

Your name will be moved to the yellow circle for constant inappropriate, low level disruption or for showing any of the Yellow behaviours. You can move back to green when you show that you are able to regulate and make a good choice.

Any more inappropriate behaviour and your name will move to red, and at any time you can be moved to green.



#### **Red circle – initial sanction**

**EYFS/KS1** : Time out. 5 minutes maximum with timer.

**KS2** : You miss 5 minutes of break or lunchtime.

If you are on red and receive another warning then your name peg will be taken off the system and you will receive either a stage 1-3 detention or the relevant sanction from your personal support plan.

#### **Yellow Behaviours – Low-level behaviours which move through the traffic lights**

Calling out, chatting, disrespectful behaviour towards adults, ignoring the bell, inappropriate language (not swearing), out of bounds in school, out of seat in classroom, task refusal, taking equipment without permission, throwing objects

#### **Red Behaviours – These result in, at minimum, an immediate detention/isolation**

Damaging property, endangering self or others, fighting, discriminatory remarks, leaving class, physical abuse, stealing, swearing, throwing objects at others, verbal abuse