

Introduction

We believe that every member of our school community should feel valued, respected and treated as an individual in the belief that:

“... all children are a gift from God. They are all special and should be allowed to develop and grow in a nurturing environment secure in the knowledge that they are cherished.”

Central to this aim is the expectation that the children of Holy Trinity will display high levels of behaviour and treat other people as they would wish to be treated themselves, in accordance with our main school rules.

Our school behaviour policy is designed to support the way in which all members of our school community can live and work together. It aims to promote an environment which helps children to develop into confident, well motivated and hard working pupils who enjoy school and have a high self esteem, and who will go on to achieve their full potential. We endeavour to achieve this in many ways.

Our aim is to help all children reach their maximum potential in a happy, secure and stimulating environment, to ensure that all children develop their enthusiasm and love of learning and to become positive and responsible members of the community. We expect children and adults to act with courtesy and consideration to others at all times.

As a community, our school is a place where we aim:

- To be genuinely interested and concerned for the children and staff in our school
- To believe that a child’s self image, can change in a positive way through seeing and feeling their successes
- To ensure that a whole school approach to discipline is used by all staff in the school
- To create a cooperative environment, where pupils care for their surroundings and show mutual respect and consideration for others at all times
- To help pupils to develop self discipline in their behaviour, attitude and application to work
- To provide a system of praise and rewards to inspire effort and good behaviour and celebrate the many positive qualities our children and staff share
- To always be willing to take the time to help children feel better about themselves and to listen seriously to any of their concerns
- To ensure that parents are informed and are aware of every stage of the disciplinary procedures

Responsibilities

All members of the school community: teachers, support staff, parents, pupils and governors work towards the school aims by:

- Providing a well ordered environment in which all are fully aware of behavioural expectations
- Treating all children and adults as individuals and respecting their rights, values and beliefs
- Fostering and promoting good relationships and a sense of belonging to the school community
- Offering equal opportunities in all aspects of school life and recognising the importance of different cultures
- Encouraging praise and positively reinforcing good relationships, behaviour and work
- Rejecting all bullying or harassment in any form
- Helping to develop strategies to eliminate inappropriate behaviour both within and outside the classroom by applying these strategies consistently
- Caring for and taking pride in, the physical environment of the school

- Working as a team, supporting and encouraging each other

Our main school rules are:

Always try your best / **Be** kind to everyone / **Care** for our school

Underpinning these rules is the principal that everyone will act with courtesy and consideration to others at all times.

These ABC rules are displayed in each classroom. Members of staff regularly refer to these rules as part of our collective worship and PHSEE programme.

We believe the key to having good behaviour is to have high expectations that are applied consistently and fairly throughout the school. An example of this is the way in which we move around the school. We encourage children to walk quietly around the school and to open the doors for visitors, adults, as well as to each other.

Through the implementation of this policy we aim to help children grow in a safe and secure environment, and become positive, responsible and increasingly independent members of our school community.

Our class rules will be agreed with the children at the beginning of the academic year

Praise and Rewards

Our school rewards good behaviour as it develops an ethos of kindness and co-operation. Our approach is designed to promote good behaviour, rather than merely deter antisocial behaviour.

Teachers and teaching assistants celebrate children's work and achievements through:

- Positive verbal feedback
- Written feedback following a piece of work
- Displaying work throughout the school
- Children showing their work to another class teacher, a curriculum co-ordinator or the head teacher
- Children receiving house points, reward postcards/certificates or reward stickers or stars
- Our Achievement assembly; school newsletter or Sharing assemblies or events where children are able to show/present work at least annually to parents
- Giving children opportunities to succeed through responsibility, such as being members of our school council, prefects, library monitors, class monitors and other; roles however seemingly small
- Younger classes being given the opportunity to take a special cuddly toy home for the evening or weekend

Golden Time

Years 1 to 6 are rewarded with golden time every Friday afternoon for 30 minutes. Golden time is a time when pupils can do an activity of their choice from a specified range to celebrate their hard work, effort and achievement that week.

House Points

- All pupils from years 1 to 6 will be put into houses: Neptune (blue), Jupiter (red), Saturn (yellow), Mercury (green) staff may award points in blocks of 5, or 10 (for exceptional behaviour)
- All staff can give house points to promote good behaviour e.g. for following the school rules, keeping the code of behaviour etc...

- Each individual score is recorded on a chart in the classroom. These are added up at the end of each week and the top scorers from each house are asked to stand up in assembly and receive applause. The winning house is announced and the winning team receive a team trophy which is displayed in the school halls. The children in the winning house with the top scores also receive a trophy sticker
- From years 3 to 6 the child with the highest number of house points in the winning team will receive an additional trophy to keep in their classroom for the week ahead and an individual medal. The top scorers will be celebrated, publically, in the school termly newsletter to parents

Behaviour System

Years 1-6 follow a class behaviour system.

For use in class as follows and at all times throughout the day including lunch, breaks and during interventions.

Each class has a behaviour chart displayed centrally, in full view. The chart is coloured to reflect where a child's individual behaviour is in relation to school behaviour expectations and the agreed class rules.

All children begin a new day on the green zone, indicated by a peg (with the individual child's name on it) placed on this position.

As children move through the day they may be asked to move their peg up, beyond green, in acknowledgement of significant positive behaviour or down towards red following reminders that their behaviour is a cause for concern.

If a child moves to the top of the chart, achieving gold, a celebratory Happy Gram certificate will be sent home to inform parents of their child's exceptionally positive behaviour that day.

If a child moves down to the red zone and 2 notes are sent home to inform parents that their child's behaviour has been a cause for concern a call home will be made. Children are given opportunities throughout the day to make up for any poor behaviour displayed.

If they are on red at the end of the day they will miss time from the following lunch play 5, 10 or 15mins at a teacher's discretion.

In addition to lost play time the children may be asked to move class position or have time out away from the group and other children within the classroom. If behaviour incidents have been of a serious nature causing physical harm, significant upset and or disruption within the class the teacher may ask the child to take time out in another classroom.

Reciprocal arrangements for time out are as follows:

- Year 1 children go to Year 2
- Year 2 children go to Year 1
- Year 3 children go to Year 5
- Year 5 children go to Year 3
- Year 4 children go to Year 6
- Year 6 children go to Year 4

The child taking time out will be escorted to the receiving classroom by a TA or another child (KS2 only) and a note will be given detailing the reason for the time out and the time requested for the child to return to their own class.

All children sent out of class in KS2 should be given appropriate work and be asked to reflect on their behaviour.

If a child displays persistent inappropriate behaviour, it will be necessary for the class teacher to inform the acting deputy head teacher/acting head teacher and request that the child be added to the BIP register.

Class teachers need to inform the parent re their concerns.

We believe it is important to involve parents as soon as possible when monitoring a child's behaviour. This may involve setting good behaviour charts, or setting behavioural targets to enable good communication between home and school. An emphasis on positive achievements provides a platform from which further success can be made. A record of events and meetings are kept up to date in the classroom information file. Where behaviour continues to prove to be a 'stumbling block' the class teacher will liaise with the inclusion lead to discuss further support pathways and make any necessary outside agency referrals.

Following this, referrals will be made to outside agencies as appropriate e.g. Behaviour Intervention Team, the Autism and Early Years Intervention Team or Early Help.

An individual behaviour plan will be created through liaison with school, outside agencies and parents (carers). Additional adults may need to be prioritised to support a child. It may sometimes be necessary, as part of the plan, to risk assess and possibly restrain a child if their behaviour endangers themselves or others. Trained members of staff will be named in the plan to practise safe holding and restraint. All named staff will have received Team-Teach Training.

The role of the class teacher

It is the responsibility of the class teacher to ensure that the school rules and guidelines are adhered to in their class, and that their class behaves in a responsible manner during lesson time.

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. Children are less likely to be distracted if planned activities are stimulating and are 'hands on'.

The class teacher treats each child fairly and enforces the classroom behaviour systems consistently. The teacher treats all children in their class with respect and understanding.

The class teacher keeps a record of all significant behaviour incidents, takes appropriate action and sends them to the safeguarding lead.

The class teacher reports to parents at the termly parents' evenings about general progress and behaviour of each child in their class.

Teaching assistants

Our teaching assistants are valuable members of staff who are normally class based, assisting the class teacher in differentiating the curriculum, to ensure pupils can access work at their level. They help to ensure that our behaviour policy is consistently applied. Where they lead groups they refer to class rules and guidelines. Where children demonstrate difficult behaviour despite applying a range of positive strategies, the assistant will refer to the class teacher either directly during the lesson or through a communication book.

Playtimes

We aim to make our playgrounds stimulating places that provide opportunities for creative play and lessen the likelihood of children becoming bored. Our staff are encouraged to instigate and join in games with the children in order to promote a playful and positive atmosphere.

Sanctions

Support staff follow the class behaviour system requesting that children move their peg up or down on their return from play. Time out or lost play is spent standing against the wall. If children are involved in a physical fight parents will be informed by the class teacher on the day and the pupils will miss an agreed number of minutes from the next lunch play or if the incident is significantly serious, whole lunch play or play with a reciprocal group away from their peers.

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 supports 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 suspensions 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.

School Councillors

Two children from each of our Key Stage 1 and 2 classes are nominated by their class peers as school councillors. They have an opportunity to discuss issues that are important to the children who they represent at least once every half term. Under the guidance of the class teacher and through monthly meetings with the head teacher, they may at times focus upon aspects related to our main school rule.

The role of parents

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.

The school works collaboratively with parents so that children receive consistent messages about how to behave at home and at school. We have an open door policy and actively encourage parents to come into school to clarify any issues from time to time.

We explain the school rules on the school website and we expect parents to read these and support them.

If the school has to use reasonable sanctions to discipline 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 via the home school communication book to make an appointment to see the teacher. If the concern remains they should contact the acting deputy head teacher and then the acting head teacher via the school office or telephone to book an appointment.

After your discussion with the acting head teacher you may have to wait a short time while investigations are carried out. Every effort will be made to resolve the situation as quickly as possible and the head teacher will send you a written response within 5 school days of your meeting. If it is not possible to respond within this timescale, the head teacher will tell you when you can expect a response.

The problem will normally be resolved by this stage. However, if you still have concerns and they have not been resolved you may ask for your complaint to be considered by the complaints panel of the Governing Body by writing to the Chair of Governors c/o The School. The complaints panel will be formed of three governors who have had no prior involvement in the complaint, they will listen to you, to the head teacher and, if appropriate, any others involved and come to a decision. You may bring a friend to the hearing if you wish

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 policy, but governors may give advice to the head teacher about particular disciplinary issues. The head teacher must take this into account when making decisions about matters of behaviour.

Fixed-term and permanent exclusions

Only the head teacher (or the acting head teacher) has the power to exclude a pupil from school. The head teacher may exclude a pupil for one or more fixed periods up to the statutory amount. The head teacher may also exclude a pupil permanently. It is also possible for the head teacher to convert a fixed-term exclusion into a permanent exclusion.

If the head teacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the head teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

Appendices

- Code of Behaviour
- Report Form
- Behaviour and discipline in schools (DfE)
- Team-Teach managing behaviour guide
- Exclusion from maintained schools, academies and pupil referral units in England (DfE)