

Holy Trinity



Church of England
Primary School

Living and Learning in the Family of God

Behaviour Policy

Review Cycle:	Biennial
Last Review Date:	4 th March 2015
Next Review Date:	September 2021
Responsibility:	Full Governing Body
Reviewed:	30 th September 2019

Reviewed by:

Reverend Daniel NORRIS ~ Executive Headteacher / Head of School

~ and ~

Mark DUNNING ~ Chair of Governors



Holy Trinity Church of England Primary School (Northwood)



Behaviour Policy

Aspirations

Holy Trinity School encourages a supportive, productive environment where all children can flourish in their learning and development. We want to ensure all members of the school community treat others with the utmost respect and care, a continual message within Jesus' teaching.

"Treat others as you want them to treat you. This is what the Law and the Prophets are all about."
Luke 6:31

We want our pupils to develop morals and behaviours that are based on Christian values; values that encourage a sense of responsibility for each other and nurture a desire to help those in need.

"Therefore, as God's chosen people, holy and dearly loved, clothe yourselves with compassion, kindness, humility, gentleness and patience." Colossians 3:12

Creating this environment with high standards of behaviour requires clear, consistently reinforced boundaries so behaviour which is disruptive or detrimental to others will always be dealt with firmly but with compassion and forgiveness.

"A deliberate act done to cause distress solely in order to give a feeling of power, status or other gratification to the bully. It can range from ostracising, name-calling, teasing, threats and extortion, through to physical assault on persons and/or their property and is usually repeated over a period of time."

Bullying must not be ignored and should be brought to the attention of staff either by the victim(s), their friend(s), their parent(s) or other concerned people.

All members of our community – children, staff, parents and carers and governors are expected to adhere to our three school rules to create and maintain a cohesive learning environment in which everyone feels happy, safe and secure.

- ❖ Ready
- ❖ Respectful
- ❖ Safe

These rules are taught, modelled and valued by all school staff.

These rules are prominently displayed around the school and in the classrooms.

Aims of the Policy

- ❖ To encourage a calm, purposeful and happy atmosphere based upon our Christian foundations, both inside and outside the classroom.
- ❖ To have a consistent approach to behaviour throughout the school and to engage parental co-operation and involvement where appropriate.
- ❖ To make boundaries of acceptable behaviour clear and to ensure safety.

- ❖ To foster positive, respectful, and caring attitudes towards everyone where achievements at all levels are acknowledged and valued.
- ❖ To encourage increasing independence and self-discipline so that each child learns to accept responsibility and manage their own behaviour.
- ❖ To help pupils, staff and parents have a sense of direction and feeling of common purpose.

Staff Responsibilities

- ❖ To treat all children fairly and with respect.
- ❖ To be a good role model and demonstrate the meaning of the three school rules.
- ❖ To raise children's self esteem and develop their full potential.
- ❖ To recognise that each child is an individual and be aware of each individual's needs.
- ❖ To provide a challenging, interesting and relevant curriculum.
- ❖ To create a safe and pleasant environment, both physically and emotionally.
- ❖ To ensure that Child Protection issues are reported immediately to the Designated Safeguarding Lead. (DSL)
- ❖ To use positive behaviour management techniques wherever possible.
- ❖ To use the rules and sanctions clearly and consistently.
- ❖ To record incidents of negative behaviour according to the school policy.
- ❖ To seek assistance and advice from Phase Leaders and inform the Senior leadership Team (SLT) of any concerns that cannot be dealt with at classroom levels.
- ❖ To offer a framework for social education.
- ❖ To form a good relationship with parents so that all children can see that the key adults in their lives share a common aim.

Phase Leader and Heads of School Responsibilities

- ❖ To promote a positive environment for all members of the school community.
- ❖ To support staff, pupils and parents to maintain positive relationships.
- ❖ To work closely with the SENDCO to seek help for any child who needs extra support with behaviour.
- ❖ To ensure that the well-being of adults and children in the school community is paramount and to signpost individuals to support networks if appropriate.
- ❖ To provide a behaviour analysis to governors which shows interventions put into place to deal with any negative behaviour.
- ❖ To complete racial or homophobic logs according to Borough Guidance.

Children's Responsibilities

- ❖ To work to the best of their abilities and allow others to do the same.
- ❖ To follow the three rules.

The Parents' Responsibilities

- ❖ To model appropriate behaviour in all situations.
- ❖ To offer a framework for social education.
- ❖ To ensure that their child attends school every day, unless unwell.
- ❖ To show an interest in all that their child does in school.
- ❖ To foster good relationships with the school.
- ❖ To be aware of the school rules and expectation.
- ❖ To encourage their child's independence and self-discipline.
- ❖ To support the school in the implementation of this policy.

Governing Body Responsibilities

Please refer to the Governing Body Statement of Behaviour Principles.

Attendance

Excellent attendance is celebrated in the weekly newsletter and 100% attendance certificates are awarded for a full year. Children with 100% attendance for a whole year have a special treat at the end of the Summer Term.

Promoting Outstanding Behaviour for Learning

Positive Behaviour Management strategies are used both within the context of both inside and outside the classroom. These are of paramount importance in establishing good practice of behaviour and discipline within the school.

- ❖ Use positive language whenever possible and as often as possible.
- ❖ Think carefully about what you are saying.
- ❖ Where possible, try to deal with situations yourself to enhance your own credibility and authority.
- ❖ Be consistent whilst taking into account each child's individual needs and understanding there may be a legitimate reason behind the behaviour.
- ❖ Praise good behaviour both privately and publicly.
- ❖ Reinforce appropriate behaviours in another child rather than draw attention to negative behaviours.
- ❖ Make a positive effort to find something to reinforce to develop the child's repertoire of acceptable behaviour.
- ❖ Make adult time positive – get to know the children as individuals.
- ❖ Exchange an unacceptable behaviour for a more acceptable activity – provide a choice.
- ❖ Listen to the child's point of view before making a judgement.

Rewards Systems

House points

House points reflect team spirit; they are earned for each pupil's house (St. George, St. Patrick, St. Andrew and St. David) and are awarded for good work, effort and good presentation of work. A tally of house points is maintained in each classroom and House Captains add the points received weekly to the those previously earned and recorded on the House points display in the school hall. A winner's cup is awarded weekly in Fridays' Celebration Assembly.

Raffle Tickets

Raffle Tickets are earned for positive behaviour and can be awarded by ANY member of staff. A winning raffle ticket is chosen weekly and the qualifying class chooses a reward. Earning raffle tickets for your class is a further reflection of team spirit.

Trinity Points

Trinity Points are awarded for commitment to the school's Christian values and for showing behaviours that go above and beyond those which are expected.

Headteacher's / Head of School's Awards

The Headteacher's / Head of School's Award is a prestigious gold sticker received for excellent work and / or excellent endeavour.

Each teacher awards a 'Star of the Week' Certificate during the Friday Celebration Assembly. The class teacher writes the reason for the award on the certificate.

Champion a Child

Some children are allocated an adult Champion who will take time to catch up with the child on a regular basis. This may be to read with them, to discuss anything that they may feel is an issue academically or socially or to celebrate achievements in learning.

Golden Time ~ Key Stage 1

This is a whole class effort and positive behaviour is recognised through receiving a marble to put in a jar. This is collective effort and a reward is given for the whole class on a weekly basis and they can earn up to a maximum of 20 minutes for their chosen treat.

Key Stage 2 can earn class rewards by showing teamwork, which are celebrated on a half-termly basis.

Star of the Week

During Celebration Assemblies, Star of the Week certificates are awarded to one child in each class. Each class's Star of the Week is congratulated and displayed on the school website. The Head of School explains the reason for the award and celebrates the achievement. Celebration Assemblies also offer an opportunity for children to celebrate awards they have earned outside school.

Dealing with Negative Behaviours

The vast majority of children at Holy trinity behave very well. Any negative behaviour is dealt with quickly and consistently using our Behaviour Steps. These are clearly displayed in each classroom. The children understand how these work and can explain the importance of making right choices.

Classroom Behaviour Steps

1. Verbal Warning
2. Yellow card leading to time out if necessary (maximum 5 minutes)
3. Red card and recorded in class behaviour file, letter of apology written with class teacher and parents informed
4. Phase Leader and Restorative Questions
5. Head of School

The behaviour of any child who reaches step 3 is recorded on an Incident Report form and these statistics form part of behaviour reports shared with the governors. Trends and individual or group interventions can be identified by these reports.

Exclusions

In serious cases, one of the following sanctions may be necessary:

- ❖ Isolation at play time / lunchtime.
- ❖ Lunchtime exclusion.
- ❖ Fixed term exclusion.
- ❖ Permanent exclusion.

Incidents of Bullying and / or other intolerances.

We take any incidents of bullying very seriously and encourage children and parents to always let teachers know of any incidents so we can take action against it.

(Refer to the Anti-Bullying Policy)

Any incidents of racial or homophobic behaviour are logged and parents are informed. Incidents are reported to Governors on a termly basis.

Internet Safety

Cyber bullying is taken very seriously within school. Any issues or concerns will be dealt with in line with our E-Safety policy.

Additional Strategies to Support Inclusion

It is important that within our school community both adults and children value their own as well as others' individuality, to ensure our continuing efforts to be fully inclusive. We understand that some children may need individual support with their behaviour. Where necessary, the SENDCO will ensure that support plans are in place and work with parents/carers and outside agencies to support these pupils. Adults in school who Champion a Child use strategies to assist their children with any behaviour needs.

When a child joins the school, the class teacher will discuss transition with parents and read records from previous schools to ensure that any behavioural needs are met. During transition meetings in Year 6, the class teacher will highlight any needs our children have which will require support at secondary school.

SEN Code of Practice

Children with serious or repeated behaviour difficulties, may need to have an individual behaviour plan in accordance with the Special Needs Code of Practice. We may ask for an assessment from an Educational Psychologist or, with agreement from parents or carers, refer to CAMHS (Child and Adolescent Mental Health Service).

Managing Allegations Against Staff

Refer to the Child protection and Safeguarding Policy.

Legal Duties

Holy Trinity Church of England Primary School acknowledges the school's legal duties under the Equality Act 2010 and those in respect of safeguarding and supporting pupils with special educational needs.

Staff Development and Support

The school has a close network for behaviour. Each teacher works with a Phase Leader to ensure that behaviour management is consistent. Phase leaders meet regularly and discuss any behavioural needs. Heads of School and the SENDCO provide extra support where needed for staff and pupils. Where necessary, outside agencies provide further support and advice.

In School Support from SENDCO

- ❖ Observing pupils and advising on new strategies.
- ❖ Supporting the writing of Individual Support Plans.
- ❖ Provide support for groups of pupils on specific behaviours, e.g. anger management, playtime behaviours.
- ❖ Provide advice on classroom management and organisation and support to develop expertise of individual class teachers.
- ❖ Support teaching assistants with managing behaviour.
- ❖ Deliver training on Behaviour Management.

Strategies for Support

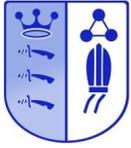
- ❖ Early help assessment.
- ❖ SEN referral.
- ❖ Behaviour Support Plan.
- ❖ Appendix 1 - Behaviour at HT poster.
- ❖ Appendix 2 – Tips for prompting positive behaviour.

Complaints Procedure

- ❖ If anyone in the school community feels that this policy is not being followed, they should raise the matter first with the Head of school. If concerns persist, with the Chair of Governors who will facilitate the appropriate action, which may include an investigation. If there is a formal complaint then the school's complaints procedure will be followed.
- ❖ Copies of this policy are available on the school website.

Summary

By using a positive system of incentives and clear boundaries, we help our children to develop confidence, a healthy self-esteem and a set of skills and strategies, which will take them on to the next stage of their schooling and into adult life. This enables every person in the school community to grow and flourish as they live and learn in the family of God.



Adult Behaviour	The 3 Rules	Over and above recognition
<ul style="list-style-type: none"> ♦ Calm, consistent and fair ♦ Give first attention to best conduct ♦ Relentlessly caring ♦ Meet and greet with a smile ♦ Recognise over and above 	<p>Ready Respectful Safe</p>	<p>Praise</p> <ul style="list-style-type: none"> ♦ Trinity Points ♦ Raffle tickets ♦ House points ♦ Star Learner ♦ Headteacher’s Award

“Living and Learning in the Family of God”

Stepped Sanctions	Prompt
<ol style="list-style-type: none"> 1. Verbal Warning 2. Yellow card leading to time out if necessary (maximum 5 minutes) 3. Red card and recorded in class behaviour file, letter of apology written with class teacher and parents informed 4. Phase Leader and Restorative Questions 5. Head of School 	<p>I’ve noticed that . . . You know the school rules are ready, respectful and safe . . .</p> <p>Can you remember when you received a raffle ticket and how that made you feel?</p> <p>I expect you to . . . – Thank you for listening.</p>
	Restorative Questions
	<ol style="list-style-type: none"> 1. What has happened? 2. What were you thinking at the time? 3. Who has been affected by the actions? 4. How have they been affected? 5. What needs to be done to make things right? 6. How can you do things differently in the future?

Relentless Routines		
Polite	Positive	Responsible

Environment <ul style="list-style-type: none"> ✚ Organisation of floor space ✚ Use of available wall space ✚ Nature of display ✚ Access and pathways ✚ Location and accessibility of resources ✚ Management of pupils' work ✚ Organisation of teachers' effects ✚ Organisation of pupils' personal effects ✚ Group dynamics 	Lesson management <ul style="list-style-type: none"> ✚ An obvious start, middle and end ✚ Clear directions and expectations ✚ Varied and realistically demanding tasks ✚ Easy access to materials and resources ✚ Consideration for support or extension ✚ Strategies for managing critical points ✚ Opportunity for feedback on pupils' work ✚ Consideration for special needs ✚ An underlying positive ethos
Expectations <ul style="list-style-type: none"> ✚ Establish clear expectations for behaviour ✚ Check for understanding ✚ Teach new behaviours ✚ Support where necessary ✚ Reinforce and reward success ✚ Establish appropriate sanctions ✚ Practice what you preach ✚ Be consistent 	Routines <ul style="list-style-type: none"> ✚ Entering / leaving the classroom ✚ Accessing resources ✚ Getting work marked ✚ Getting the attention of the class ✚ Beginning / ending an activity ✚ What to do when work is complete ✚ Going to the toilet ✚ Time table
Criteria for Classroom Charter <ul style="list-style-type: none"> ✚ Few in number (no more than 3) ✚ Discussed / negotiated with pupils ✚ Clearly understood by everyone involved ✚ Positively phrased ✚ Realistic (can they be adhered to?) ✚ Reasonable, Rewardable and Sanctionable ✚ Clearly displayed ✚ High profile (referred to often) 	A Praise-Centred Approach <p>"Use the carrot, not the stick"</p> <p>Specific behaviour related praise</p> <ul style="list-style-type: none"> ✚ Draws attention to success ✚ Establishes and reinforces desired behaviours ✚ Develops self esteem ✚ Builds positive relationships ✚ Promotes effective learning
Reinforcement <ul style="list-style-type: none"> ✚ Be personal ✚ Be specific ✚ Be genuine 	Dealing with Minor Disruption <ul style="list-style-type: none"> ✚ Rapid intervention ✚ Redirect to task ✚ Every disruption is unique ✚ Minimal disruption to teaching process ✚ Minimal disruption to learning process
Possible Interventions <ul style="list-style-type: none"> ✚ Check for understanding of directions ✚ Visual intervention ✚ Physical presence ✚ Touch ✚ Proximity praise ✚ Naming ✚ Reminder of expectations ✚ Warning ✚ Move in ✚ Give choices 	Sanctions <ul style="list-style-type: none"> ✚ Be calm ✚ Be respectful and consistent ✚ Be overtly fair ✚ Sanction the behaviour and not the child ✚ Never punish the whole class for the behaviour of an individual ✚ Begin each session with a clean slate ✚ Don't sanction previously earned rewards
Parental Involvement <ul style="list-style-type: none"> ✚ Parents are the primary educators ✚ Foster positive relationships ✚ Contact parents when their children are behaving well ✚ Have an 'open door' policy ✚ Openly value their opinion ✚ Keep them informed of your behaviour management strategies 	Relationships <ul style="list-style-type: none"> ✚ Smile and be welcoming ✚ Does the child know you like them? ✚ All children should be valued as individuals ✚ Positive relationships are the foundation of successful behaviour management ✚ Respect is a mutual experience ✚ Teachers are a vital role model for behaviour ✚ Teacher / child relationships should be valued and nurtured ✚ Inconsistency damages relationships

Governors Statement of Behaviour Principles

The Department for Education requires governing bodies of maintained schools to publish a statement of behaviour principles for their school. Therefore, the governing body has a duty to produce and review a written statement of general principles to guide the Executive Headteacher / Heads of School in determining measures to promote good behaviour and discipline among pupils. The document, 'Behaviour and Discipline in Schools' (DfE July 2013) has been used as a reference in producing this Statement of Behaviour Principles.

At Holy Trinity Church of England Primary School, we believe children need a positive and supportive ethos to encourage them to thrive. Our behaviour principles create positive relationships between all stakeholders in our school community.

Right to feel Safe at all Times:

- ❖ All young people, staff and other members of the school community have the right to feel safe at all times whilst in school. WE expect all members of the school community to behave responsibly and to treat each other with respect. They should be aware that bullying or harassment of any description is unacceptable even if it occurs outside normal hours.

High Standards of behaviour

- ❖ Good teaching and learning promotes good behaviour and good behaviour promotes effective learning.
- ❖ Children have the right to learn and to achieve their potential in all aspects of their lives and staff have the right to teach.
- ❖ 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 successful citizens.

Inclusivity and Equality

- ❖ We are an inclusive school. We believe in equality and in valuing each individual. We believe all members of the school community should be free from discrimination, harassment and bullying and will not tolerate them in any form. 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 Equality Policy will be further reinforced through the Behaviour and Anti-Bullying Policies and seek to safeguard vulnerable pupils. We recognise some pupils may need additional support to meet behaviour expectations.

School Rules

- ❖ We believe children should be at the heart of the development of the school rules and these should be reviewed regularly with them.
- ❖ School rules are detailed in our Behaviour Policy and displayed in all classrooms. We believe in consistent systems and taking responsibility for our actions; in choice and consequence.
- ❖ We expect all staff to support rules and ensure consistent application and expectations across the school day.

Positive Reinforcement

- ❖ We are committed to intrinsic rather than extrinsic reward systems based on positive praise.
- ❖ Good behaviour should be modelled by teachers and all adults working within the school, actively encouraging and praising positive, caring behaviour which will help to promote a happy and secure school environment.
- ❖ Within 'Heartsmart' lessons or School Council meetings, we believe children should be given opportunities and openly encouraged to support each other in this process of personal growth, learning and recognising good behaviour.

Sanctions

- ❖ Sanctions for unacceptable or poor behaviour must be known and understood by all staff, other adults with authority for behaviour, pupils and parents / carers including extended provision.
- ❖ It is important that sanctions are monitored for their proper use, consistency and effective impact.
- ❖ Exclusion from school is regarded as a last resort and will be avoided as far as possible. It may be used in response to a single, extreme incident or after a long series of serious misdemeanours. Local Authority guidance will be followed in such cases. Parents will be informed and involved in the preparation of the plan. If exclusion becomes necessary, the statutory exclusion procedures will be followed and parents will be informed of their right of appeal.

These Behaviour Principles were agreed at the Full Governing Body meeting of Holy Trinity Church of England primary School on 30th September 2019 and will be reviewed at least every 4 years, the next review being no later than September 2023.