



Behaviour Policy

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To be reviewed	Headteacher, Staff and Governors
Authorised by	Headteacher and Governors

The academy has a positive behaviour policy based on praise, encouragement and fostering self-esteem. It encourages children to take responsibility for their actions and behaviour. We aim to work alongside parents/carers to encourage pupils to achieve their potential. We recognise that good behaviour is a requisite if we expect children to achieve personally, socially, academically and spiritually.

Good behaviour is essential to achieving:

1. Our mission statement:

Nurturing – we feel safe, valued and able to take risks

Inspiring – we all explore learning in fun and exciting ways

Achieving – we celebrate our successes and look forward to new challenges.

2. Our vision:

All of our children will leave Holy Trinity with a strong moral compass, God-given Christian values and a love of learning’.

3. Our ethos statement:

We are all special and we all matter

Jesus helps us make the right choices

God looks after us and we look after each other

It is important for all staff members, children, parents/carers and governors to be aware of the expectations regarding behaviour and for there to be a common agreed policy which is regularly monitored and reviewed.

To ensure that the behaviour policy works it is essential that there is good communication between staff, children, parents/carers and governors. Everyone needs to know what is expected and to take appropriate action to enable the policy to be carried out. Holy Trinity values the support of parents/carers in implementing the behaviour policy, and this is sought through a home-school agreement.

Holy Trinity Academy can be justly proud of its positive ethos and atmosphere which is achieved through the calm, caring attitude of staff, and the respect shown for each child. If children are treated with respect, then they in turn will respect others. Our daily worship and subsequent end of week reflection provides a platform for discussion about values, attitudes and feelings. Children learn to live and work happily together. If they are able to do this at an early age, then it is invaluable training for life.

Statement of Equal Opportunities

This policy shall apply to all pupils attending Holy Trinity Church of England Primary Academy, Calne, regardless of gender, cultural/ethnic, social background, special educational needs or physical disability.

Developing good relationships

All adults in the academy are deserving of respect and courtesy by children, and in return they should expect good manners.

We believe that good relationships between staff and pupils are essential in establishing an environment where learning and good behaviour are of the highest quality. Our ability to behave and learn well is affected by how we feel about ourselves – our self-esteem. Our feeling of worth or self-esteem develop from relationships with each other. Children model themselves on adults in the school, therefore it is vital that we are aware of the importance of good quality relationships; adult to adult; adult to child, to set the best possible example to children. Modelled relationships may include: -

- Smile, show warmth
- Know the name of the person we are communicating with, and use it
- Listen carefully
- Give positive attention
- Show basic courtesy
- Ask questions gently
- Make sure we do not interrupt
- Ensure we do not put down the other person
- Be honest
- Share feelings
- Take action where necessary
- Be seen to be fair

Encouraging Good Behaviour

We aim to be positive in outlook and constructive in our comments to children. The whole ethos of the school is central to establishing and maintaining high standards of behaviour. An HMI report 'Good behaviour and discipline in school' emphasises this:-

“Where teachers are seen by pupils to work hard, to put themselves out in the interest of pupils, to have high standards, to co-operate successfully and to treat each other courteously, these same attitudes flourish more readily among pupils themselves...where teachers insist firmly but fairly, on hard work and commitment from pupils, and on high standards of behaviour, they are more likely to obtain them”.

To encourage good behaviour we use a Positive Discipline Strategy, which has clear rules, backed up by a system of rewards and sanctions.

Monitoring Behaviour

The Senior Leadership Team (SLT) monitors the effectiveness of this policy on a regular basis. The Headteacher reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

Our function as a school is to develop fully the potential of all our pupils. Good conduct assists us in fulfilling this function. Through our Behaviour Policy and high expectations, we aim to instil in our pupils a high standard of behaviour based on self-respect and respect for all others.

Parents/carers, staff, pupils and Governors all enjoy and value the happy community at Holy Trinity Academy and wish to maintain this through the help and support of all concerned.

Staff training and support

Weekly pupil updates are discussed at staff meetings as a standing item. Individual staff can seek advice from other members of the staff or the SLT.

Whole school or individual staff training is accessed as required e.g. Team Teach – The school will de-escalate situations as quickly as possible however, in the rare occasion that restraint needs to be used key staff are trained.

Classroom Expectations, Rewards and Discipline Procedures

Classroom expectations are shared and displayed prominently. Teachers will model the behaviour that they expect. Children are constantly given positive reinforcement to encourage them to adhere to the rules through praise, stickers and certificates, and contacting parents/carers to give positive news.

Individual Rewards

Holy Trinity uses 'Building Learning Power' as a way to reward and motivate pupils as they learn. Individual reward points can be awarded by adults when children demonstrate engagement in one of four areas of learning, known as the Four Rs – resilience (engaging with a challenge), reciprocity (working well with others), reflectiveness (building on experiences and prior knowledge) and resourcefulness (showing independence). Once a pupil has amassed enough reward points, they will be given a certificate in Parent Assembly. Parents/carers should be informed of this by Thursday evening.

Collective Rewards

Each class also has a 'Class Reward Chart' so that when the teacher sees these attributes demonstrated by a significant proportion of the class, the whole class can build up to a collective reward.

Sanctions and Discipline Procedure

Where pupils cease to follow the expectations, there is a graded response to help them return to positive learning behaviour. This response is given as a system of warnings. The procedure begins again each day. In implementing this procedure staff will use the language of 'good choices' – as per the school ethos statement.

Warnings are given for behaviour that is dangerous, disrespectful or interrupts teaching and learning.

1. First warning will be a reminder administered verbally by the class teacher.
2. Second Warning, which is recorded on paper and stored in the class folder.
3. Third warning (recorded). The child may be asked to sit away from their group for two minutes to think about their behaviour.
4. Fourth warning (recorded). The child will sit away from their group for five minutes to think about their behaviour.
5. Fifth warning (recorded). Go to the Headteacher. Parents/carers will be contacted by the Headteacher. In the absence of the Headteacher the child will be sent to the Deputy Headteacher or another senior member of staff.

Some stages of this process may be skipped when necessary. Severe misbehaviour, such as fighting, vandalism or verbal abuse will be dealt with immediately by the Headteacher without going through the first five stages.

If the child has received ten warnings over the course of the week, they will be sent to the headteacher to reflect on their behaviour, who will then contact the child's parents/carers.

A few children with particular difficulties may be outside this system or have additional strategies in place. This will be part of a My Support Plan drawn up in consultation with the child's teacher, child's parents/carers, the school's special needs coordinator and, often, outside agencies such as the local authority's behaviour support service.

When a problem persists, it may be necessary to refer to outside agencies such as the Educational Psychological Service or the Learning Support team.

Transition to new classes/settings

Towards the end of the school year, teachers and support staff meet to ensure effective transfer between classes. In Y6, teachers have specific transfer meetings with relevant key staff and children with additional needs may also have extra familiarisation opportunities before starting at secondary school.

Playtimes / Lunchtimes

All staff on duty on the playground (i.e. teachers, TAs and MDSAs) are expected to use positive behaviour management strategies.

As in the classroom, we use a rewards and warning system (using yellow and red cards) which allow children to reflect upon and change undesirable behaviour.

Yellow and Red Cards

It is the responsibility of the staff on duty to deal with any incident and feedback to the class teacher.

- A yellow card is a reminder that behaviour is short of expectations and may be hurtful or harmful. It is not an immediate removal from the playground, but a second yellow card in the space of five school days may result in a red card following consultation with the SLT.
- A red card is given for an event that may cause, or has caused, serious hurt or harm to another person, or for behaviour that consistently falls short of expectations despite reminders from adults. A red card results in dismissal from the playground and there will not be a return until after the next playtime. Red cards must be agreed by SLT. The class teacher will inform any parent/guardian if a red card has been issued to their child.

Yellow and red card offences are recorded in the Behaviour Book which is located in the staffroom. This is then archived and stored in the headteacher's office.

In very rare cases children may be excluded at lunchtime or excluded on a fixed term or permanent basis following Wiltshire's policy as adopted by the school, and national legislation on exclusions.

Bullying

'Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

This was taken from Preventing and Tackling Bullying 2017: DFE advice.

We aim to minimise the effects of bullying, by identifying early signs and discussing them with children and parents/carers. Holy Trinity has a zero tolerance policy towards all kinds of bullying. We take all such incidents seriously and will arrange a meeting with parents/carers, class teacher and member of the SLT as soon as practicable.

Cyber-Bullying

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside the academy. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click.

The Education Act 2011 amended the power in the Education Act 1996 to provide that when an electronic device, such as a mobile phone, has been seized by a member of staff who has been formally authorised by the headteacher, that staff member can examine data or files, and delete these, where there is good reason to do so. This power applies to all schools/academies and there is no need to have parental consent to search through a young person's mobile phone. If an electronic device that is prohibited by the academy's Mobile Phone Policy, Online Safety Policy or Acceptable Use Policy has been seized and the member of staff has reasonable ground to suspect that it contains evidence in relation to an offence, they must give the device to the police as soon as it is reasonably practicable. Material on the device that is suspected to be evidence relevant to an offence, or that is a pornographic image of a child or an extreme pornographic image, should not be deleted prior to giving the device to the police. If a staff member finds material that they do not suspect contains evidence in relation to an offence, they can decide whether it is appropriate to delete or retain the material as evidence of a breach of academy discipline.

Searches and Confiscation (see Cyber Bullying section)

The academy has never had to search a child (where there have been reasonable grounds for suspecting that they may have a prohibited item), in the unlikely event of this happening, the academy will follow the DFE guidance: Searching, Screening and Confiscation advice (February 2014) DFE-00034-2014.

All staff will refer to the Code of Conduct for Safer Practice Policy in any of these situations.

Exclusions

The school endeavours to minimise using the sanction of suspensions and exclusions through the use of the strategies listed. As a final sanction, or if the situation warrants, the Head Teacher may implement a fixed term suspension (see current regulations for maximum periods), or a permanent exclusion. The school will follow the current Department for Education (DfE) and Local Authority (LA) agreed procedures. The Education Welfare Office (EWO) may be contacted for advice.

The decision to suspend and/or exclude must be lawful, rational, reasonable, fair and proportionate.

The child's name remains on the register until either the appeals procedure is complete, or the time for the appeal has passed, or the parents/carers give notice in writing that they do not intend to appeal. The class teacher will set work as appropriate.

Following return after suspension, a meeting with the Head Teacher (or his representative) the child and the parents/carers should take place. In some cases a 'Positive Return to School' plan may be written and a phased return can be discussed.

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

If the Headteacher suspends or excludes a pupil, he will inform the parents/carers immediately, giving reasons for the suspension or exclusion. At the same time, the Headteacher makes it clear to the parents/carers that they can, if they wish, appeal against the decision to the Governing Body.

The academy will inform the parents/carers how to make any such appeal. The Headteacher will then inform the local authority and the Governing Body about any permanent exclusion, and about any fixed-term suspensions beyond five days in any one term. The School adheres to any LA policies regarding the education of children who have been suspended or excluded.

Examples of poor behaviour/choices leading to exclusions:

- Behaviour jeopardises the safety of other children or adults
- Behaviour jeopardises the safety of the individual
- Behaviour persistently prevents other pupils having the right to learn in a safe and stimulating environment
- Unacceptable behaviour that undermines the authority of staff members, placing into jeopardy the schooling experience for other pupils

(This is not an exhaustive list – some incidents may warrant exclusion immediately at the Headteacher's discretion)

The Use of Restraint

Holy Trinity Academy recognises that there may be a variety of situations in which the use of reasonable force might be appropriate, for example when:

- A child attacks a member of staff or another child, or if children are fighting
- A child is engaged in, or about to commit, deliberate damage or vandalism to property
- A child is causing, or at risk of causing, injury or damage by accident (e.g. by rough play or the misuse of dangerous materials or objects)

- A child is running in a way which might cause an accident or injury; a child persistently refuses to obey an order to leave the classroom; a child is behaving in a way that is seriously disrupting a lesson
- A child absconds from a class or tries to leave the school and could be at risk if not kept there.

At Holy Trinity, some staff have been trained in the use of restraint (positive handling) using 'TEAM TEACH'. When circumstances allow, it is always recommended that a trained member of staff should be present when reasonable force might be required. However, the safety of all children is the primary factor when decisions need to be made and it is recognised that it will not always be practical or safe to wait for another member of staff before a situation is dealt with.

In cases where there is a known risk that the use of force may be required with a particular child, a 'Positive Handling Plan' will be drawn up and shared with all staff. Planning should address: managing the child e.g. re-active strategies to de-escalate a conflict, which restraint holds are likely to be the most effective, involving the parents/carers (so that they are clear about what action the school may need to take); briefing staff (to ensure they know what action they should be taking); ensuring that additional support can be summoned if appropriate; and the need to take medical advice about the safest way to hold children with specific health needs (particularly in SEN settings). Where possible, staff will attempt to communicate with the child throughout the incident and make it clear that physical restraint if used will stop as soon as it ceases to be necessary. Staff will take a calm, measured approach to a situation, and never give the impression that they have lost their temper, or are acting out of anger, frustration or to punish the child. Physical intervention can take many forms such as: physically interposing between children or blocking a child's path; touching, holding, pushing, pulling or leading a child by the arm; shepherding a child away by placing a hand in the centre of the back; (in extreme circumstances) using more restrictive holds. Teachers must not touch or hold a child in a way that might be considered indecent.

In other unexpected exceptional circumstances, when there is an immediate risk of injury, (e.g. to prevent a child running onto a busy road, hitting someone or throwing something) staff may need to take any necessary action that is consistent with the concept of 'reasonable force'. In other circumstances, staff must not act in a way that might reasonably be expected to cause injury, for example by: holding a child around the neck or in any way that might restrict breathing; slapping, punching, kicking, tripping or forcing limbs against a joint; holding or pulling a child by the hair; or holding a child face down on the ground.

Where the risk is not so urgent, the member of staff will:

- Consider carefully whether- and if so when- physical intervention is appropriate
- Always attempt to deal with the situation through strategies other than force
- Use force only when other methods have failed.

The key issue is establishing good order, and so any action which could exacerbate the situation must be avoided. The age and level of understanding of the child is very relevant in these circumstances. Physical intervention to enforce compliance with staff instructions is likely to be increasingly inappropriate with older children; it must never be used as a substitute for good behavioural management

Immediately following an incident where force is used (except for minor or trivial ones), the teacher will tell the Head Teacher or senior member of staff and then provide a written report in the Physical Restraint Book, held in the Headteacher's Office, as soon as possible. This may help to prevent any misunderstanding and will be helpful should there be a complaint.

The written report should include: the name(s) of the child/children involved; when and where the incident took place; the names of any staff or child who witnessed the incident; the reason that force was necessary; how the incident began and progressed, including details of the child's behaviour and what was said by each of the parties; the steps taken to calm/defuse the situation; the degree of force used, how it was applied and for how long; the child's response and the outcome of the incident; details of any injury suffered by the child, another child or member of staff; and details of any damage to property. When compiling the report, staff may find it helpful to seek advice from a senior colleague or representative of their professional association. They must keep a copy of the report.

Parents/carers will be informed of the incident, and given the opportunity to discuss it. The Head Teacher will need to consider whether parents/carers should be told immediately, or at the end of the school day, and whether they are to be informed orally or in writing.

Related Material

Please also refer to the following policies and advice:

- Acceptable Use Policy
- Anti-Bullying Policy
- Exclusion from maintained schools, academies and pupil referral units in England -statutory guidance for those with legal responsibilities in relation to exclusion (September 2017)
- Image Use Policy
- Mobile Phone Policy
- Online Safety Policy
- 'Use of Reasonable Force' – advice for headteachers, staff and governing bodies (July 2013).

