
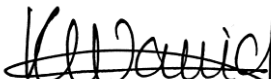


Behaviour Policy

Date ratified	May 2020
Committee Responsible for Policy	Children, Families and Community (Ratified by FGB in 2020)
Date to be updated	September 2021
Headteacher Signature	
Chair of Governors/Committee Signature	

Growing together as children of God

At Holy Trinity C of E Primary School:

- we want our pupils to **grow** in confidence, independence, resilience and knowledge, so that all achieve their full potential and develop a life-long love of learning and of the world around us.
- we work **together** with families, community and church to model positive relationships, supporting each other and acknowledging that we are stronger when we work together.
- we are growing together as **children of God**, strengthening our faith, secure in the knowledge we are unique, loved and cherished

Behaviour Policy

1 Introduction

- 1.1 At Holy Trinity Primary School we believe in adopting a positive approach to our behaviour policy. Every member of staff is familiar with both our *Behaviour* policy and our *Anti-Bullying* policy.
- 1.2 The *Behaviour and Discipline* policy operates in conjunction with the following policies:
 - *Anti-Bullying*
 - *Exclusion*
 - *Special Educational Needs and Disability (SEND)*
 - *Equal Opportunities*
 - *Attendance*
 - *Safeguarding and Child Protection*

2 Aims

- 2.1 As a Church of England school we are guided by the belief that God loves all people equally and desires each person to be able to grow, knowing that they are a child of God. At Holy Trinity we believe that high standards of behaviour lie at the heart of a successful school and enable children to make the best possible progress in all aspects of school life. We have high expectations of behaviour that support the development of our pupils as effective and responsible citizens.

The Governors and staff at Holy Trinity believe that a safe, calm, orderly and positive environment in school has a huge impact on the behaviour and attitudes of pupils. A safe, calm, orderly and positive environment will enable pupils to learn and flourish and to live life in all its fullness (John 10:10)

Our relationships are underpinned by the Fruit of the Spirit – love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control. We recognise that sometimes relationships are not as we would want them to be. Forgiveness and reconciliation are key in repairing these relationships.

Matthew 7:12, *Treat others as you would want them to treat you*, forms the basis for our *Growing Together* rules.

- 2.2 The school has 4 simple *Growing Together* rules which each class discusses at the start of every academic year:

Be respectful
Be kind
Be safe
Be ready

- 2.3 The school expects every member of the school community to behave in a considerate way towards others.
- 2.4 We treat children fairly and apply this behaviour policy in a consistent way, but are mindful of the specific needs of individual children, for example, those with Special Educational Needs or Disability, or those with attachment difficulties, which may require a different approach to behaviour.
- 2.5 This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.
- 2.6 The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter poor behaviour.
- 2.7 This policy relates to behaviour in class, at break and lunchtime, on school trips and before and after school when on school premises.

3 Expectations of Behaviour

At Holy Trinity we have high expectations for behaviour – behaviour for learning, and general behaviour. We believe that:

- Every child has the right to learn but no child has the right to disrupt the learning of others;
- Everyone has a right to be listened to, to be valued, to feel and be safe;
- A positive approach to behaviour is vital;
- Consistency in applying the behaviour policy is crucial;
- All adults should be excellent role models for the children;
- Every child has a personal responsibility for their own actions;
- Effective communication with parents/carers, and support from parents/carers is key.

4 Rewards

- 4.1 As a school we are keen to promote a non-shaming culture, and as a result we endeavour to *Praise in Public* (PIP) and *Remind in Private* (RIP)
- 4.2 We praise and reward children for good behaviour in a variety of ways:
- A traffic light behaviour system is used, where all children are aiming for green;
 - Teachers congratulate children for their effort through a variety of different ways including verbal praise, written praise and stickers;
 - Each week teachers nominate a child from their class who receives a celebration certificate;

- Special certificates are awarded each week to children who have displayed a resilient attitude (Autumn term), kindness (Spring term), or a respectful attitude (Summer term);
- Each term, teachers nominate 'Stars of the Term' for a number of different areas including writing, maths, French, sport, music and citizenship;
- Each year, teachers nominate two children who receive the Headteacher's Award;
- House points are awarded to children, either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school. The winning house each term receives extra play time as a reward;
- Children who have shown an act of kindness may place a heart in the picture frame and on the heart tree;
- All children in each class work towards receiving Golden Time as a class reward;
- All classes have an opportunity to lead class worship where they are able to reflect on our Christian ethos, worship, pray and show examples of their work;
- Displays around the school and in the class celebrate the children's work;
- Children are encouraged to show their work to other members of staff, including the Headteacher.

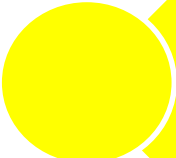
4.3 The school acknowledges all the efforts and achievements of children, both in and out of school. We encourage the sharing of information regarding children's achievement out of school, e.g. music or swimming certificates. Children are encouraged to bring these achievements to our weekly celebration worship. Children can participate in our *Growing in Awesomeness* scheme to develop character education.

5 Sanctions


The school adopts a traffic light behaviour system, where all children aim for green. If children are not following the *Growing Together* rules then the school employs a number of sanctions to enforce the *Growing Together* rules, and to ensure a safe and positive learning environment. Each sanction is used appropriately to each individual situation. Yellow or red cards are not displayed in the classroom.



All children aim for green and are following the *Growing Together* rules.



If a child is not following the *Growing Together* rules, they will be reminded of the expected behaviour and may be asked to move seats or take time out. If the behaviour continues then the child will be given a yellow card, and their behaviour recorded in the class behaviour log. They will receive a sanction - usually some time off play time or lunchtime that day, during which, the child will be given an opportunity to reflect on their behaviour.



If the behaviour persists, or is of a serious nature, then a red card may be given. The child's behaviour will be recorded in the class behaviour log, and parents will be informed. A sanction will be given. This may include missing play time or lunchtime, reflecting on the behaviour, or writing a letter of apology.



On rare occasions, if the red card sanctions are not having the desired impact, the child may be put on a Behaviour Report Card. This involves a meeting between school and home to agree short-term targets for the child to work on. The report card is sent home daily and a home-school communication book may also be introduced. In extreme cases the Headteacher may exclude a child for a fixed term, or permanently.

6 Adjustments

Holy Trinity acknowledges the need to make reasonable adjustments for children with SEND in line with the Equality Act 2010. This will be personalised to include the needs of the child and may include personal behaviour strategies, rewards, visual timetables and learning breaks. Holy Trinity recognises that some children may need considerable adjustments to the behaviour policy and all staff need to be mindful of adapting to support such children to help them manage their own behaviour supportively.

7 Physical Restraint

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in Section 93, *Education and Inspections Act 2006* and the DfE guidance 'Use of Reasonable Force', July 2013.

Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, if a child is in danger of hurting him/herself or others. The actions that we take are in line with government guidelines on the restraint of children.

Any use of physical restraint is recorded and parents are informed.

8 Monitoring of Behaviour

All class behaviour logs are monitored each week by the Deputy Headteacher. Incidents are recorded on SIMS. The Deputy Headteacher has an overview of behaviour in the school, and will address any concerns with class teachers, and parents/carers.

Incidents are reported each half term to the Governing Body.

Incidents of a racial, homophobic or transphobic nature are reported to Merton on a termly basis.

9 The role of the Headteacher

It is the role of the Headteacher to implement the school Behaviour Policy consistently throughout the school, and to report to Governors on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all the children in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Headteacher has access to records of all reported incidents of misbehaviour in the Behaviour Logs, and records these incidents in SIMS.

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

10 The role of the Class Teacher and Support Staff

It is the responsibility of the class teacher to ensure that the *Growing Together* Rules are enforced in their class, and that their class behaves in a responsible manner during lesson time, and around the school.

The staff 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.

The staff treat each child fairly and enforce the behaviour expectations of the school consistently. The staff treat all children in their class with respect and understanding.

It is the responsibility of the class teacher to record significant incidents of inappropriate behaviour in the Behaviour Logs.

11 The role of Parents and Carers

11.1 Staff welcome early contact if parents/carers have a concern about their child's behaviour or fear that they are being upset by others. If parents/carers and school work together, we believe that the discipline and behaviour of pupils will be maintained by all.

11.2 Parents/carers can help in the following ways:

- By ensuring children understand the *Growing Together* rules and do their best to follow them;
- By ensuring that pupils arrive punctually for the start of the school day;
- By managing children's behavior on school premises before and after school;
- By ensuring the children understand their responsibility to have the correct equipment in school and to hand in any homework on time;
- By ensuring that pupils have appropriate dress for school and PE so as to take a full part in all school activities;
- By supporting the school in our policy that all pupils are expected to behave in a responsible manner, both towards themselves and others, showing consideration, courtesy and respect for other people at all times;
- By ensuring that pupils show a proper regard for other people's property, buildings and the environment;
- By ensuring regular attendance at school and avoiding unnecessary pupil absence;
- By modelling excellent behaviour in the playground.

I2 The role of the Children:

Children should follow the Growing Together rules at all times, and treat others how they would like to be treated.

I3 The role of Governors

The Governing Body must ensure that policies designed to promote good behaviour and discipline on the part of its pupils are pursued at the school. It is recommended that the policy is reviewed annually by the Governing Body.

I4 Fixed-term and permanent exclusions (see separate Exclusion Policy)

- I4.1 We do not wish to exclude any child from school, but under exceptional circumstances this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion, and the DfE guidance, *Exclusion from maintained schools, Academies and pupil referral units in England*. We refer to this guidance in any decision to exclude a child from school.
- I4.2 Only the headteacher (or the acting headteacher) has the power to exclude a child from school. The headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the headteacher may exclude a child permanently. It is also possible for the headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- I4.3 If the headteacher excludes a child, s/he informs the parent/carers immediately, giving reasons for the exclusion. At the same time, the headteacher makes it clear to the parent/carers that they can, if they wish, appeal against the decision to the governing body. The school informs the parent/carers how to make any such appeal.
- I4.4 The headteacher informs the Local Authority and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five school days in any one term or where the child would lose an opportunity to take a national curriculum test or public examination.
- I4.5 The governing body itself cannot either exclude a child or extend the exclusion period made by the headteacher.
- I4.6 When an appeals panel meets to consider an exclusion, they consider the circumstances under which the child was excluded, consider any representation by parent/carers and the LA, and consider whether the child should be reinstated.
- I4.7 If the governors' appeals panel decides that a child should be reinstated, the headteacher must comply with this ruling.