



## HOLY TRINITY C E (A) PRIMARY SCHOOL Behaviour Policy

### Vision

We aspire to be a happy, confident and caring community where children are motivated to flourish and achieve their full potential in a supportive learning environment, underpinned by a strong Christian ethos.

*1 John 4: 16: 'God is love and those who live in love live in God, and God lives in them'.*

<b>POLICY</b>	Behaviour Policy
<b>SOURCE</b>	HTS
<b>REVIEWED BY</b>	Agreed and reviewed by Governors Nov 2017 Teaching, Learning & Ethos Committee Nov 2019; Nov 2020; Nov 2021 SLT May 2022; FGB 17.05.22 SLT Dec 2022
<b>APPROVED</b>	31.12.22
<b>REVIEW DUE</b>	Autumn 2023

### School Aims

We will:

1. Encourage an understanding of, and the meaning and significance of faith
2. Offer a broad, balanced, relevant, exciting curriculum, of the highest quality to prepare children for life in the 21<sup>st</sup> Century
3. Develop a climate where all are happy to come to school, enjoy their learning, have high expectations and achieve their full potential
4. Promote and nurture good relationships, behaviour and mutual respect in a Christian context within the school and the wider community
5. Celebrate all achievements, develop a sense of pride and enable everyone to grow in confidence and self-esteem
6. Encourage healthy life styles and an understanding of global environmental issues

This Behaviour Policy is followed by the whole school, (parents/carers, staff, governors and children) and is based on our school aims and values. We will strive to ensure that the policy is applied fairly and consistently, taking account of children's individual needs.

School staff will have an understanding that the behaviours that children display are a means of communicating. It is only by working together and following the agreed policy that this approach will work in practice and create an environment conducive to learning.

### **Our School's Values**

God gave us certain rights over his creation. With these rights come responsibilities.

Perseverance

Aspiration

Respect

Teamwork

### **Guidelines**

#### **A. Home School Agreement**

On entry to the school the children, parents and Head teacher are all invited to sign the home school agreement. Parents will be asked to acknowledge their support of this. The children are asked to try their best to follow our school values, which serves as a useful point of reference when dealing with dysregulated or inappropriate behaviour.

#### **B. Learning about Social Situations and Managing Emotions**

Children are reminded of the school's values in worships and in class each term. A deeper understanding and appreciation arises out of the discussions which take place in class-based lessons and R.E. These important times, give children the opportunity to explore and experience the relevance of the issues for themselves. They can discuss and learn how to deal with situations, e.g. involving selfishness, aggression, unkindness and lack of consideration. Children with social communication difficulties may need extra support with understanding what is socially appropriate and how to behave in certain situations.

During PSHE, RSHE and Citizenship lessons, the children are encouraged to:

- Discuss their relationships with others
- Talk about the wide range of emotions they may experience and understand how these may affect the choices they make/behaviours they display
- Discuss the thoughts and feelings of other children and adults
- Recognise appropriate ways in which to behave in school to maintain a safe, working atmosphere
- Build their self esteem

### **Zones of Regulation**

As a school we use The Zones of Regulation to help children identify and communicate their emotions and therefore self-regulate or co-regulate with the support of adults in school.

**C. Rewards**

- Staff consistently praise children who follow the school values. A coloured token is given to children who have demonstrated aspects of the four values: yellow for perseverance, red for aspiration; blue for respect or green for teamwork. Tokens are collected centrally in separate pots. When a pot is full the whole school receives a themed reward.
- Every week, each class teacher selects a child for a special achievement award. The child's name and achievement is read out in a celebration worship on a Friday in which they are presented with a leaf which reflects our school values. This is hung on the tree of achievement in the reception area and these children will then have their name and photograph printed in the newsletter.
- We also have 4 houses in the school; Dahl, Morpurgo, Donaldson and Rowling. Each child is assigned a house. They are rewarded with house points for an exemplary piece of work or a particular achievement. Cumulative house points are announced each Friday in our achievement worship and the totals are displayed on a board in the school hall. The house with the most points receives a house reward at the end of the term.

**D. Behaviour chart**

We try to use positive praise as much as possible at Holy Trinity School as we feel that children respond well to rewards more than sanctions. However, when a child does not follow the school values, there are measures to deal with it.

Every classroom from Year R – Year 6 has a behaviour chart which is colour coded to show each level. A peg system is used, which has the children's names on it and these pegs are moved up and down the chart throughout the day depending upon their behaviour and application to learning.

Each day is a fresh start for children. Every child begins each school day on the green 'ready to learn' stage, regardless of where their peg ended on the previous day.

To praise good behaviour the following steps are applied:

**Great choices (bronze)**

When a child is applying themselves to their learning and showing sustained effort their peg may be moved to the bronze level. They will also be rewarded for being a good citizen and demonstrating that they are following the school values, receiving a value token or house point.

**Outstanding (silver)**

Continuous and consistent behaviour and application to learning within the same day. Ongoing praise and encouragement is given by staff to reward positive behaviour and use this as a role model to other children. Value tokens or house points will be given.

**Superstar (gold)**

Exemplary behaviour and exceptional role modelling has been identified by staff. Values tokens or house points will be given.

Staff may choose to send a child to the Head teacher or a member of the senior leadership team for demonstration of one or more of the school values and a good attitude to their

learning at any stage of the positive elements of the behaviour chart. The child will then receive a reward sticker and be praised by the leadership team.

The procedures for dealing with poor behaviour are as follows:

Warning (yellow)

Any member of staff can warn a child that they are acting inappropriately, referring them to the school values. If the child is in another classroom at the time, then it must be reported on return to their classroom. When given their first warning their peg is moved onto '1<sup>st</sup> warning' (yellow bar).

Wherever possible, adults will look for opportunities to praise the child and move their name back up the chart at the earliest opportunity, focussing back on the identification of desired behaviours and use of praise.

Five minutes loss of playtime (orange)

If given a second warning, a child will lose five minutes of his/her playtime.

Involvement of Senior Leaders (red)

A child will be sent to a SLT member if they continue to behave inappropriately, or if a major incident occurs they will be sent directly to a member of the leadership team.

Once calm the SLT member and/or class teacher will discuss the incident with the child and talk about what led to the dysregulation/behaviour that was displayed and how alternative actions could have been taken, to avoid getting to that position. As appropriate, they may be expected to draw / write a letter of apology.

The class teacher will record this on our electronic recording system 'CPOMS', liaising with the SLT member if necessary. The class teacher will telephone the child's parent/carer on the same day, to inform them of the misbehaviour and the actions taken.

Pupils with Special Educational Needs or Disabilities (SEND)

Behaviour expectations will be adjusted as appropriate to accommodate children's Special Educational Needs or Disabilities (SEND). For children with SEND, incidents may be broken down and alternative actions discussed through the use of comic strip cartoons, social stories or similar supportive approaches.

Behaviour Support Team/External Agency Support

If a child's behaviour continues to be unacceptable despite a number of strategies being implemented by the school, the involvement of the behaviour support team (LBAT) or other suitable agency (e.g. Educational Psychologist, Fair Access Team) is requested after parental consent has been sought.

NB. A teacher may choose to discuss issues with parents, at any stage, as appropriate.

Extreme cases of unacceptable behaviour will be dealt with as appropriate, without following steps 1-3- in consultation with the Headteacher or designated Manager.

Children will not miss any part of the curriculum as a punishment. Children **will not** be allowed to stand outside the classroom as a punishment. We will try to avoid whole class punishments although at times it may be necessary.

### Exclusions

At times it may be necessary to internally exclude, suspend (fixed term) or expel a child (permanent), as a result of inappropriate or extreme behaviour. The school will apply the recommended West Sussex policy for exclusion and take external advice and guidance.

### At lunchtime

Mid-day meals supervisors' responsibilities include monitoring their area of the playground and making themselves available to support children. They need to walk around their area interacting with children and supporting them to join in with activities and socialise with their peers, including intervening where necessary, to support children who are showing dysregulated or inappropriate behaviours.

If inappropriate behaviour occurs, the child may be asked to have time out to regulate their behaviour. Any member of staff who deals with a significant behavioural incident at break time or lunchtime will ensure the class teacher is informed as soon as possible.

### Wellbeing Ambassadors, Anti-bullying Ambassadors and Sports Crew

Year 6 pupils may take on the role of Wellbeing or Anti-bullying Ambassadors to offer support to children across the school who are experiencing difficulty in solving playtime/friendship issues independently. They will also lead assemblies giving advice to pupils across the school.

Pupils trained as Sports Crew provide support and encourage organised games and activities for pupils during the lunchtimes – this facilitates independent play, sharing, creativity and problem-solving skills.

### **E. Unauthorised Absence**

We expect children to attend school regularly. A system is in place whereby parents are contacted if the child does not attend school and no reason has been given for the absence.

If children are displaying Emotionally Based School Avoidance (EBSA), appropriate support will be put in place to support them and their families, using materials and advice from the West Sussex Educational Psychology Service, Autism and Social Communication Team and/or Learning Behaviour Advisory Team.

### **F. Bullying**

We do not accept any form of bullying e.g. social, emotional, verbal, physical, racist, homophobic, cyber etc. If a child feels s/he is being bullied we encourage the child to talk to a member of staff or write their thoughts/feelings down and place it in their class 'Worry Box'. Staff are aware that bullying can take place and may go unreported. We ask parents/carers to inform the school if they suspect their child is being bullied. All allegations of bullying will be thoroughly investigated, acted upon and recorded. Parents will be notified if their child bullies another child or is bullied by another child. (Please see Anti-Bullying Policy). Critical Incidents form part of the standing agenda items at all staff meetings to ensure that all staff are aware of any issues regarding behaviour or anti-bullying.

### **G Racist and other Abuse**

We do not accept racist or any other abuse of any kind. All reported incidents will be investigated and recorded. County procedures and school policy will be followed.

## **H Behaviour out of School**

Any behaviour incident occurring outside school, should be dealt with by parents, but if issues outside school affect behaviour in the classroom/on the playground, they will be dealt with in school.

## **I Off-Site Visits**

The behaviour policy will be applied by all staff in school and on off-site visits, as far as possible. Any incidents will be followed up at school. It is the responsibility of the Lead Teacher/Class teacher to make expectations re behaviour clear to all pupils and all adults who are going on the trip, including volunteers. Any pupils who may have ongoing issues or raise concerns around behaviour should be noted on the trip Risk Assessments and suitable measures identified and adopted to ensure everyone's safety and opportunity for learning.

## **J Physical Interventions**

A range of de-escalation strategies will be used before considering any physical intervention. For children who are likely to become dysregulated, an individual behaviour plan and risk assessment will be in place.

The school adheres to, and takes advice from the Department for Education document 'Use of reasonable force' July 2013.

Staff should only use physical intervention as a last resort in extreme circumstances, and the force used must always be the minimum necessary in the circumstances. (See Policy on the Use of Force to Control or Restrain pupils.) Where possible, and if time permits, a trained 'Team Teach' member of staff will be requested to support any member of staff who is dealing with a pupil who requires physical intervention /restraining.

Pupils may be searched if deemed necessary. Parents/carers will be informed. The power to discipline beyond the school gate may be necessary, at the discretion of the school (in line with DfE guidance)

The Behaviour Policy will be reviewed regularly to ensure it is proving effective.

*Discipline and behaviour policies have been written with reference to Union and West Sussex advice*  
This policy should be read in conjunction with the following school policies:

- Use of Force to Control or Restrain Pupils
- SEND Policy
- Off-Site Visits Policy
- Equalities Policy
- Anti-Bullying Policy
- Discipline Policy for Staff
- Health and Safety Policy and procedures

The governing body has a duty to ensure that the school follows policies which promote good behaviour and discipline among pupils. It is the head teacher's responsibility to promote good behaviour and discipline in line with the governing body's statement of general principles. The head teacher must decide on the standards of behaviour, the rules of behaviour and how they are to be enforced.