



HOLY TRINITY CE PRIMARY SCHOOL

*Strength for today,
Bright hope for tomorrow*

Policy: Behaviour

Previous Review: May 2020

This Review: September 2021

Next Review: September 2022

Responsible Committee: Outcomes, Curriculum and
Assessment

Our Vision

Strength for today, Bright hope for tomorrow

Isaiah 40: 31

Those who have hope in the Lord will renew their strength. They will soar on wings like eagles; they will run and not grow weary, they will walk and not be faint.

Our school vision is rooted in the book of Isaiah chapter 40 verse 31 which tells us that those who have hope in the Lord will renew their strength.

Our hope in God leads us to have high aspirations for our learning community. We value the uniqueness of each child, made in the image of God, and seek to provide a holistic, enriched curriculum and pastoral care, empowering everyone with the strength, knowledge and wisdom to succeed and flourish.

How our Vision Inspires this Policy: Our vision is that children, through our nurturing support and positive behaviour management strategies, are empowered to take control of their own learning and behaviour.

Our Expectations

Holy Trinity School has high expectations that all pupils will behave appropriately. All staff work hard to:

- Provide a safe, nurturing environment based on Christian values of **forgiveness, significance, courage, compassion, peace and respect.**
- Children are taught the importance of forgiveness and reconciliation through Biblical stories.
- A Restorative justice framework is adopted in all of our conflict resolution and works alongside the forgiveness and reconciliation teaching
- Promote appropriate behaviour, recognising the rights and responsibilities of the whole school community
- Prevent problems from arising by encouraging positive relationships within the community
- Ensure that when problems do occur systems are in place to reduce their impact on the smooth running of the school (see appendix 1)

Who is this Policy for?

As governors we will:

- Actively support the school in the implementation of the behaviour policy
- Meet regularly with the Head teacher to review the policy

As a member of staff we will ensure that:

- Be aware of the policies and expectations of the school and will actively support the implementation of them
- Any issues brought to our attention will be listened to carefully and dealt with promptly, fairly and consistently
- Instructions given and expectations set are appropriate and clearly understood
- The behaviour policy is maintained and regularly reviewed

As parents we will:

- Be aware of the policies and expectations of the school and will actively support the implementation of them
- Liaise with the school by way of letters, informal discussions with class teachers, formal parents' meetings, interview with the Head teacher, and acknowledge the positive aspects of children's behaviour and achievements

As pupils we will ensure that:

- We keep to the school and class charters we have been responsible for making by behaving appropriately in class, in the playground and around the school
- We report incidents to a member of staff

[What is included in this Policy?](#)

- Rules and routines
- Rewards and sanctions
- Exclusions
- Anti-bullying

Please see Online Safety Policy (Important School documents) for:

- Online Behaviour

[Rewards and sanctions](#)

The balance of positive to negative feedback to all children should always be heavily weighted towards the positive.

85-90%	Positive Behaviour Strategies
10%	Sanctions

House Points/Dojos

Holy Trinity has a House System comprised of 3 Houses: Fantastic, Super and Brilliant.

The aim of the House Points/Class Dojos system is to encourage positive attitudes to learning, high standards, good manners and behaviour, initiative and a sense of responsibility.

Points should be awarded to reward pupils for good learning, good behaviour and good co-operation in group situations.

Every child should be encouraged, regardless of perceived ability. Effort, perseverance, personal achievement, consistency, attentiveness, involvement, keen interest, care and courtesy are all worthy of commendation. All staff may award House Points.

House points from the Class Dojo app will be collected on a Friday lunchtime by the House Captains or Vice Captains. Totals will be read out during Collective Worship on a Friday afternoon. Every term the winning team will celebrate with a House Party and they will receive the House Cup.

Low level inappropriate behaviour in lessons: Reminder, Reflection, Removal (3R's)

High expectations should be set so that children are aware of the appropriate behaviour to display in class and in the playground. If low level inappropriate behaviour arises, warn the child ONCE. Point out that they have a **responsibility to respect other children's learning time**. Give them a verbal warning that if they do the same thing again they will be given a reminder.

1. If low level inappropriate behaviour persists, give the child a **reminder** of how children that they have a right to an education and a responsibility to respect other children's learning time.
2. If low level inappropriate behaviour continues to persist, move the child to the **reflection** space and ask them to reflect on their behaviour. Explain that they will have to leave the class if they continue displaying negative behaviour.
3. If the child continues to be disruptive or disrespectful, then a **removal** from class will be arranged. A Reception, Year 1 or Year 6 child will go to the Year 2 classroom and a Year 2, Year 3, Year 4 or Year 5 child will go to the Year 6 classroom. They will complete a green slip to help them reflect on their behaviour, saved here: G:\Shared drives\Staff Shared Area\Important School Documents\Positive Behaviour Support\Classroom Procedures\Reflection Time and Removal. A letter will be sent home if a child has been removed from class, also saved in this folder.

Persistent inappropriate or dangerous behaviour in lessons

Some children may display persistent inappropriate or dangerous behaviour in school. If this happens:

- Parents will be called and the child will be collected from the school
- When they return, discuss with the child their behaviour
- Instigate the use of a home/school book
- Refer the child to the Inclusion Leader for EBD interventions or social worker

How will this be recorded?

- The class teacher records the incident on CPOMs
- The Head teacher reads these incidents as they are recorded
- If patterns start to emerge the Head will meet with the child's teacher to discuss ways forward

Serious inappropriate behaviour in lessons

- **Parents will be called and the child will be collected from the school**

Use any/a combination of the following:

- Instigate formal behaviour monitoring for one week only
- Instigate the use of a home/school book for one week only
- Agree and introduce a Behaviour Support Plan for the child
- Exclude the child internally for a fixed term
- Exclude the child for a fixed term
- Exclude the child permanently

Inappropriate behaviour during break times/lunchtimes

- The person on duty must warn the child ONCE that their behaviour is inappropriate and it must stop.

If the inappropriate behaviour persists...

- Explain clearly to the child exactly what it is about their behaviour that is inappropriate.
- Sit the child on the TIME OUT bench for a short period (the guidance is one minute for every year of the child i.e. 6 years old equals 6 minutes) and ask them to look at the playground charter (Appendix 4)

If the inappropriate behaviour persists...

- Explain clearly to the child exactly what it is about their behaviour that is inappropriate.
- Sit the child on the TIME OUT bench for the remainder of break/ lunchtime.
- Write a white slip (Appendix 5) clearly & briefly detailing the child's inappropriate behaviour and the sanctions imposed.
- Send the white slip to the child's class teacher at the beginning of the next session.
- THE CLASS TEACHER (OR TA) MUST DISCUSS THE WHITE SLIP WITH THE CHILD CONCERNED.
- A copy of the white slip should go into the class behaviour book and the original white slip should be passed on to the head teacher ON THE DAY OF THE INCIDENT

If the inappropriate behaviour involves rudeness to a member of staff or presents a danger to others or themselves, the child may be immediately removed from school.

Exclusions

Head teachers retain the power to exclude pupils on disciplinary grounds. Any decision to exclude should be lawful (with respect to the legislation relating directly to exclusions and a school's wider legal duties, including the European Convention on Human Rights and the Equality Act 2010); rational; reasonable; fair; and proportionate.

Exclusion of a pupil is a very serious matter and will only be considered as a last resort. However, exclusion must be considered if a child's behaviour:

- Presents a physical danger to themselves or others
- Presents a psychological danger to others
- Consistently prevents other children from learning and teachers from teaching

Guidance on the decision to exclude and the procedure to follow subsequently is set out in the "Exclusions from School" booklet published by Camden in July 2007. The document draws together the statutory obligations, the statutory guidance and legal provisions in "Improving Behaviour and Attendance: Guidance on Exclusions from School and Pupil Referral Units", government guidance published in July 2007.

The school will follow this guidance when dealing with all exclusion matters.

Pupils at risk of Exclusion

For those pupils who are at risk of exclusion a behaviour support plan is arranged. This involves:

- Identification of key behaviours acting as a barrier to the pupil's learning
- Initial and review meetings with pupil, parents, class teacher and senior leaders
- Inclusion Leader to arrange a planned programme of work on strategies to change the challenging behaviour
- Regular communication with parents detailing progress against behaviour targets

Use of Reasonable Force to Restrain Pupils

A provision came into force in September 1998, which clarified the power of teachers, and other authorised staff to use reasonable force in certain circumstances. In July 2002, a further publication was released: 'Guidance on the use of restrictive physical interventions for staff working with children and adults who display extreme behaviour, in association with learning disability and/or autistic spectrum disorders'. This document serves to give advice to support the implementation of Section 550A of the Education Act 1996.

Please refer to our Physical Restraint policy for further details.

How do we deal with bullying?

What is bullying?

There are many definitions of bullying, but most have 3 things in common:

- It is deliberately hurtful behaviour
- It is repeated often over a period of time
- It is difficult for those being bullied to defend themselves

This is a definition of bullying that can be read to children (Olweus 1991):

“A pupil is being bullied or picked on, when another pupil or group of pupils says nasty things to him or her. It is also bullying when a pupil is hit, kicked, threatened, locked inside a room, sent nasty notes, when no-one ever talks to them and things like that. These things can happen frequently and it is difficult for the pupil to defend him/herself. It is also bullying when a pupil is teased repeatedly in a nasty way. However if two pupils of equal power or strength have an occasional fight or quarrel, this is not bullying.”

This definition also applies to messages sent by text, email or via websites.

The effects of bullying

All forms of bullying are hurtful and may have a devastating effect on those who are bullied. Whilst some children may recover from bullying, there are others who suffer lasting consequences. Children who are bullied may see themselves as inadequate and friendless and suffer from loss of confidence and low self-esteem.

Bullies may also suffer from long lasting consequences and if offered no support, may continue with bullying behaviour into their adult lives. For this reason, it is important that they receive support to enable them to change their behaviour.

Strategies in use at Holy Trinity to address bullying

Preventative strategies

- The school behaviour policy stresses making expectations clear to children about their behaviour with others and promoting positive behaviours.
- Each class has a regular circle time which allows children to talk about feelings in a safe context and to bring out bullying issues.
- The whole school embraces an annual Friendship / Anti-bullying week where they learn all the different ways that they are special and valued; they think about what makes a good friend; and they learn about expressing their emotions whilst considering the feelings of others. Everyone also explores what constitutes a safe and happy relationship; this includes finding ways to sort out problems in a non-violent way.
- Constantly improving the school's grounds, creating more cooperative play space and variety in the environment, reducing the domination of the playground by rough games and football. Providing constructive and collaborative play opportunities.

Once a bullying incident has occurred

- The children are constantly encouraged to tell someone.
- We involve parents of all parties.
- All staff are informed and asked to particularly look out for the victim and bully.
- Bully victims are given the space to say how they would like incidents to be dealt with (children vary– some like to talk to the bully face to face with a teacher, some like to have

- a member of staff deal directly with the bully, some just want the school to watch out for incidents at first, some want the chance for a supervised talk with friends to sort out relationship problems) - it depends on the nature and severity of the bullying.
- Once a situation has been resolved we ask bully victims and bullies on a regular basis if they are OK.

Reporting incidents

All reports of bullying, whether by a child or by a parent and no matter how much or little evidence is given, are recorded in the bullying incident book by the person who deals with the incident. The report contains details of the report and the action taken. Incidents are followed up after the event and the outcome recorded by the person who wrote the original report. All bullying incidents are reported to governors and Camden LA on a regular basis.

Advice to children about bullying

- If you are a victim of bullying, you can tell a member of staff (anyone you feel safe to talk to). It is not weak to do this.
- If you cannot tell anyone at school, you can tell your parents who will tell us.
- Friends of victims should let staff know of bullying incidents.
- No— one deserves to be bullied— remember you have a right for this not to happen to you.

Advice to parents /carers about bullying

If your child is bullying or being bullied they may:

- Change their behaviour
- Be unwilling to talk about their day—it is quite common for children not to want to talk about their day directly after school. You might find children more willing to talk during bath time or bedtime story when they are more relaxed.
- Look less happy
- Come home with cuts and bruises
- Come home with toys and things you have not bought for them
- Not want to wear their glasses
- Take things from home without you knowing
- Avoid certain children or activities
- Be reluctant to come to school

How can parents help to prevent bullying?

- Everybody gets angry. Help your child to express it without hurting others.
- Encourage your child to tell a member of staff straight away if they get hurt at school.
- Praise your child when they sort out problems by talking rather than hurting others.
- Involve yourself in school activities.
- Make immediate contact with the school at any time over bullying incidents.
- Do not intervene with other children or children's parents, but let the school know.
- Allow the school to seek further professional advice and support over difficult bullying.

Monitoring of bullying

The school monitors bullying very carefully so that instances are extremely rare. Bullying includes: cyber bullying, prejudice based bullying relating to special educational need, sexual orientation,

sex, race, appearance, religion and belief, gender reassignment or disability.

Please refer to the Anti-bullying policy for Camden primary schools for further details.

Links to other Policies

This policy should be read in conjunction with our Parent Code of Conduct policy, Equal Opportunities policy and the Parental Complaints Policy.

Dissemination of the policy

This policy is available to parents and carers and pupils via the school website. Copies of the full policy are available to parents and carers and pupils on request.

Appendix 1

Positive Behaviour Management in the EYFS

Positive behaviour management in the EYFS starts with a relentless focus on the positive, in line with school policy.

Children must be able to express their desire for unpleasant or hurtful experiences to stop. This needs to be directly modelled with the children using the following phrase:

Stop! I don't like it (with hand up)

We do not use language such as bad boy or naughty girl at Holy Trinity. Instead, we use the language of **Good choice and Poor choice**.

Again, this needs lots of modelling of poor choices and good choices between the teacher and TA so children understand what is expected of them (i.e. running instead of walking, shouting out on the carpet, not listening when a Talk Partner is talking etc.)

How to share things with other children needs to be explicitly modelled:

Can I have a turn please?

If children continue to make poor choices then they may have to spend some time sitting on the Thinking Chair (usually the number of minutes will be the same as the child's age e.g. If a child is 4 and has been spoken to twice about their poor choices, the third time they will be asked to spend 4 minutes on the Thinking Chair)

Thinking Chair (a regular class chair labelled Thinking Chair and put in a neutral part of the classroom)

**Appendix 2 – Green slips (inside classroom)
KS2 (below)**

Rights Respecting Behaviour Record: Step 3 Step 4 (please circle)

I am reflecting on my attitude to learning in another class.

Name:

Class:

Date:

Time:

What happened?

Which right didn't you respect?

What was the right action? What should you have done?

How did you make other people feel? Why do you think they felt like this?

How could our school vision and values help you put this right?

Class teacher to complete:

Asked to leave class because: _____

Return to class in _____ minutes

Work provided/Task to complete: _____

Child's signature: _____

This child has been reflecting appropriately on their attitude and behaviour in my class.

YES

NO

(please circle)

Receiving Teacher's signature: _____

Head teacher's signature: _____

Please return this form to the class teacher then pass on to the Head teacher

Rights Respecting Behaviour Record: KS1
I am reflecting on my behaviour in another class.





Name: _____ Cla

What happened?

Which right didn't you respect? (please circle)

Right to learn Right to be safe Right to include others

How did you make other people feel? (please circle)

How could you make them feel better?

Class teacher to complete:
Asked to leave class because: _____

Return to class in _____ minutes Work provided/Task to complete: _____

Appendix 3

Playground Charter

Treat others the way you would like to be treated.

<u>Rights</u>	<u>Responsibilities</u>
1. To have the right to play.	1. To look after the playground equipment. To take care of the plants. To put our rubbish away.
2. To be able to use the playground equipment.	2. To play safely, carefully and to share.
3. To join in with our friends and play and to be able to choose to play with different groups of friends.	3. To look after other people on the friendship bench.
4. To be safe in the playground.	4. To walk in the playground and to only kick balls when supervised. To only play in places where you can be clearly seen by adults. To look where you are going and listen to instructions
5. To be happy in the playground	5. To not accept teasing - this is not how friends treat each other To behave in a kind manner and to be honest. To tell an adult if we are concerned about someone or something.

Appendix 5

White slips (outside in the playground) – For KS1 and KS2 – these can be any piece of white paper but they must contain the following information:

Rights Respecting Behaviour Record: Playground

Name of child:

Name of other child/children involved:

Date: **Time:**

Adult(s) involved:

Summary of incident:

- Not following instructions
- Using inappropriate responses / language to peers / adults
- Racial Incident
- Homophobic Incident
- Sexist Incident
- Bullying Incident
- Physical Incident
- Causing harm to peers / adults / property

Brief description of incident:

Action taken:

- Verbal warning
 - Timeout on bench
 - Timeout in another class/office
 - Other
-

Parents to be contacted by:

- Referred to Deputy / Head teacher

Summary of Outcome: