



HOLY TRINITY CE PRIMARY SCHOOL

*Strength for today,
Bright hope for tomorrow*

Policy: Behaviour Policy

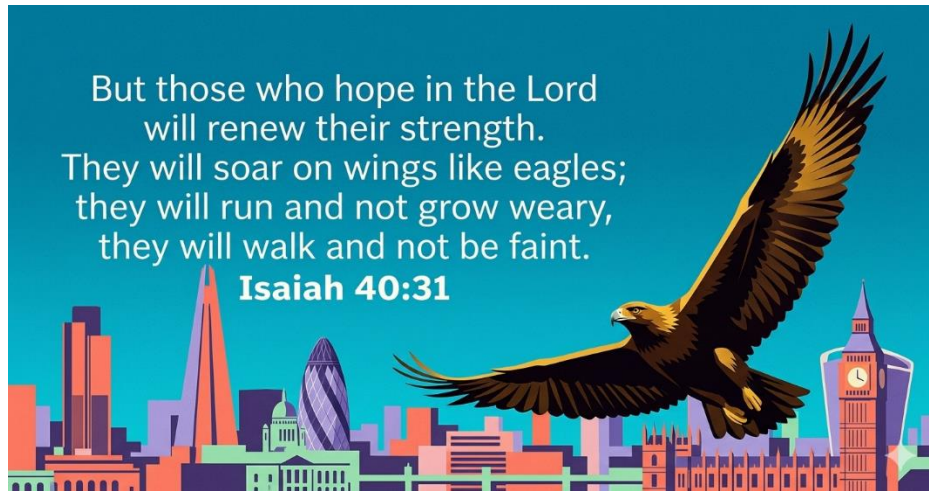
Previous Review: July 2024

This Review: July 2025

Next Review: July 2026

Responsible Committee: Full Governing Body

Our Christian Vision



Our school vision is taken from the book of Isaiah 40:31. This piece of scripture was chosen because it talks of the effort required to reach aspirational goals and reminds us that we can draw strength from God in the course of our endeavours.

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.

The diagram shows how our vision is linked to the Church of England's Vision for Education.



How our vision informs this policy

Our behaviour policy provides a framework for living well with others. It supports the development of 'the qualities of character that enable people to flourish together' (Church of England Vision for Education) by clearly setting out the high standards we expect. In this respect it is aspirational.

We believe that all pupils are "wonderfully made" (Psalm 139:14) and are loved by God. This is why Holy Trinity is an inclusive school, welcoming pupils with a variety of needs and experiences. We aim to nurture relationships that demonstrate that everyone is significant, so that pupils develop a healthy relationship with themselves. Self-worth is the bedrock upon which healthy relationships with others and the wider world are built. Therefore positive behaviour management strategies are central to our practice. This inclusive policy acknowledges that some pupils will need support to build a positive self-image and may need adaptations made for them.

1. Christian Values & Behaviour Principles

As a church school, our Christian vision and values are at the heart of all we do. Our school's chosen Christian Values are: Significance, Peace, Respect, Compassion, Forgiveness and Courage. These values were chosen because they enable the school community to live well together, creating a place where all pupils can reach their potential, when they are 'lived'.

Significance

We teach pupils that everyone is significant to God, which is why they should value themselves and others, even if they are different. This concept underpins all other values.

Peace

We teach pupils that when communities live well together everybody can flourish and reach their potential. Pupils are encouraged to find peace as an individual through spiritual growth.

Respect

We teach pupils that they should respect everyone and be aware of how their behaviour impacts on others.

Compassion

We teach that pupils should always try to walk in another's shoes before racing to judgement. We encourage empathy when dealing with others, particularly when things go wrong and behaviours may be hard to understand.

Forgiveness

We encourage pupils to reconcile with each other using the Restorative Justice Framework. We teach that forgiveness is the first step to finding peace and reaching a resolution that works for all parties.

Courage

We teach pupils that we all have a duty to do the right thing, even when we may be a lone voice. We acknowledge that courage is required to speak out and celebrate those that do so. Pupils are rewarded for courageous advocacy.

Our Behaviour Principles – Appendix 1

Holy Trinity School has high expectations that all pupils will behave appropriately. Our principles are derived from our vision and Christian values.

Pupils are expected to:

Aspire to be the best version of themselves at all times by:

- Wearing the correct uniform and treating things with care
- Letting everyone enjoy **peace**
- Being polite and showing **respect** to everybody
- Learning from my mistakes
- Being proud to be part of my school

Work hard to reach their potential by:

- Coming to school every day on time
- Participating in all areas of the curriculum and school life
- Following instructions
- Completing tasks to the best of my ability
- Doing my homework and revision

Strive to live well with others by:

- Showing **compassion** to those who need support
- Having the **courage** to speak up when something concerns me
- Showing **forgiveness** when things go wrong
- Remembering that we are all **significant**

Parents are expected to enable their child to reach their potential by:

- Ensuring they attend school every day and are punctual
- Ensuring they read at home and complete their homework
- Working in partnership with school staff
- Trusting that the school makes decisions in the best interest of pupils

All adults are:

- Expected to model high standards of courtesy and behaviour whilst on school premises

4. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Rudeness or disrespect shown to any member of the school community
- Inappropriate or unkind words
- Misuse of school equipment
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform
- Bringing unnecessary items into school e.g. own pencil cases, bag charms, toys, diaries

Serious misbehaviour is defined as:

- Repeated instances of the misbehaviours outlined above
- Any form of bullying
- Physical violence
- Vandalism
- Racist, sexist, homophobic or discriminatory behaviour, including faith-based
- Possession of any prohibited items. These are:
 - Mobile phones or other devices that can be used to send messages, record or photograph others*
 - Items that could be used to hurt others e.g. stones, sharp objects, caustic liquids
 - Items that could be used to start a fire e.g. matches, lighters
 - Items that might be deemed offensive e.g. inappropriate images
 - Intoxicants/drugs - other than medicines that should be handed into the school office by a parent/carers

*Mobile phones are only permitted when a year 5 or 6 pupil walks to and/or from school alone and their parent has requested that they carry it. Mobile phones should be handed to the adult on the gate, or to the school office staff, as pupils enter in the morning. They will be returned to pupils as they leave the premises at the end of the day.

5. Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

What to do when bullying is reported:

- All complaints regarding bullying behaviour must be recorded in the Central Behaviour Log in the school office, even if there appears little evidence to support it.
- A Behavior Report must be completed and filed in the relevant section of the Central Behaviour Log
- All complaints regarding bullying must be investigated by the person that received the complaint or the relevant classteacher.
- Staff will undertake a thorough investigation in a timely manner, which will be documented.
- We will involve the parents of all parties and keep them informed throughout the investigation.
- Incidents will be logged in a central register, including the type of bullying.
- All staff will be informed and asked to monitor interactions between the pupils involved and their friendship groups.
- All pupils involved will be given the opportunity to speak about their experiences.
- Sanctions will be given – the nature of the sanction will depend on the nature of the bullying and will have due regard for the bully's circumstances and needs (legal requirement).
- A restorative process will be put in place to ensure that the victim feels reassured and safe and the bully understands the impact of their actions.
- Once a situation has been resolved staff will continue to monitor interactions between pupils and check-in with them to ensure that bullying has not re-occurred.
- ***If any of the pupils involved are on the Safeguarding Register, then the incident should also be reported to the DSL via CPOMs.***

Prejudice-based and Discriminatory Incidents

The school aims to ensure that every child feels safe, both physically and psychologically in our school. We recognise the impact prejudice-based incidents can and do have and therefore aim to ensure every pupils feels heard, valued and seen in our dealing of prejudice-based incidents. We will ensure we learn from every incident and continually review our next steps to be proactive in educating our children in tackling bias and prejudiced views. This approach sits alongside our belief that we are all 'wonderfully made' (Psalms 139.14) and all members of the community are significant to God.

When a prejudice-based incident happens we will:

- Ensure the pupil feels safe
- Actively listen to the pupil's experience and record it as they say it
- Ask the pupil what support they need e.g. support from Pastoral Support Worker
- We will not dismiss what the pupil has said
- Contact the pupil's parent once all the facts have been ascertained
- Determine which steps need to be taken before a restorative conversation can take place – the purpose of the conversation is to convey the impact of the incident to the perpetrator
- Contact the perpetrators parents to report the incident and how the behavior was prejudicial/discriminatory and not acceptable
- Put together some reading and activities for the class that will teach the perpetrator that prejudicial/discriminatory thoughts and actions are not acceptable.

Recording prejudice-based incidents

- All incidents that involve reference to protected characteristics are logged and monitored, this includes anti-Christian comments. This is so that preventative measures can be put in place if patterns emerge.
- All complaints regarding bullying behaviour must be recorded in the Central Behaviour Log in the school office, even if there appears little evidence to support it (a pattern may emerge over time).
- A Behavior Report must be completed and filed in the relevant of the Central Behaviour Log
- All complaints regarding prejudice-based incidents must be investigated by the person that received the complaint or the relevant classteacher.
- Where there is a repeat of prejudicial/discriminatory behaviour by the same child the sanction should be a 1 day internal exclusion. The pupil's parents should be informed before the sanction take place, so that they understand the seriousness of incident.
- ***If any of the pupils involved are on the Safeguarding Register, then the incident should also be reported to the DSL via CPOMs.***

6. Roles and responsibilities

6.1 The governing board

The governing board is responsible for:

- Reviewing and approving the written statement of behaviour principles
- Reviewing this behaviour policy in conjunction with the Head of School
- Monitoring the policy's effectiveness
- Holding the Head of School to account for its implementation

6.2 The Head of School

The Head of School is responsible for:

- Reviewing this policy in conjunction with the governing board
- Giving due consideration to the school's statement of behaviour principles
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully

- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

6.3 Teachers and staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly (see appendix 3 for a behaviour log)
- Challenging pupils to meet the school's expectations
- The senior leadership team (SLT) will support staff in responding to behaviour incidents.

6.4 Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture
- The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

6.5 Pupils

Pupils will be made aware of the following:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards
- Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.
- Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.
- Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.
- Extra support and induction will be provided for pupils who are mid-phase arrivals.

7. Mobile phones

Please note - The following applies to mobile phones and other devices with similar capabilities e.g. smart watches that can be used to record, film or photograph others.

There is no need for pupils to bring a mobile phone to school. Urgent messages for pupils can be phoned through to the school office on 0207 435 9089. These will be passed on by the admin team and class teacher.

We would prefer it if pupils did not bring mobile phones to school with them at all. This is to prevent the following:

- Opportunities for inappropriate use during school time e.g. cyberbullying
- Loss of device or damage to device
- Accidents as pupils walk to and from school e.g. crossing the road without looking
- Unnecessary administration for staff

The only pupils that may bring a mobile phone to school are those in Year 5 & 6 whose parents have given them permission to walk home alone. However, parents should consider carefully whether the mobile phone just provides a false sense of security and actually places the child at greater risk of harm.

Where parents insist on giving their child a mobile phone it will be collected from them on arrival and returned to them as they leave the premises.

Pupils that are found to have concealed a mobile phone and taken it into class will face disciplinary action. The nature of the action will depend on whether or not the device was used and how it was used.

School staff may ask pupils and parents about images, messages or names that appear on their child's mobile screen when they are in the school's possession. This will only be done if there is a safeguarding concern e.g. an inappropriate image.

Staff will not seek to access information on any mobile phone without due cause and without the pupil's parent being present.

The school will accept no responsibility for the damage or loss of any mobile phone or similar device.

Parents' Responsibilities with regard to mobile phones

- All mobile phones should be labelled with the child's name, so staff know who to return them to or who to address any concerns to.
- Parents should call the school office on 0207 435 9089 during school hours, not their child's mobile phone.
- Parents should ensure that there is nothing offensive on their child's mobile phone e.g. inappropriate background screens.
- Parents should not provide pupils with alternative devices that have the same capabilities as a mobile phone - messaging, ability to record sound, photograph or film. These will be confiscated and returned to the parent, if they are found in class.
- Pupils should know who will be collecting them after school before they arrive. Uncertainty regarding pick-up unsettles pupils and impacts on their ability to learn.
- Pick-up arrangements should not be made via mobile phone directly to pupils at the end of the day, as this makes it difficult for staff to ensure that pupils are being dismissed safely.

8. Responding to behaviour

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- Use the language of the school's Behaviour Principles, Christian vision and values when discussing standards of behaviour

- Be aware of the policies and expectations of the school and will actively support the implementation of them
- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the classroom rules on their Class Charter
- Deal promptly, fairly and consistently with any issues brought to their attention
- Establishing clear routines
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement
 - Rewarding good behaviour

8.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Further details can be found in our Child Protection & Safeguarding Policy.

8.3 Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's Christian values and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

These include:

- Verbal Praise
- Dojos (electronic points) – these are converted into House Points at the end of the week
- Communicating praise to parents
- Being entrusted with a position of responsibility e.g. House Captain, Class Representative
- Termly rewards for the House with the most points
- Being given the opportunity to take part in an activity for which there are limited places
- Having exemplary work displayed
- Certificates awarded in worship:
 - Learner of the week
 - Special Mentions
 - Head of School's Awards
 - Attendance Awards

8.4 Responding to misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

How we deal with low level inappropriate behaviour in lessons: Reminder, Reflection, and Removal (3R's)

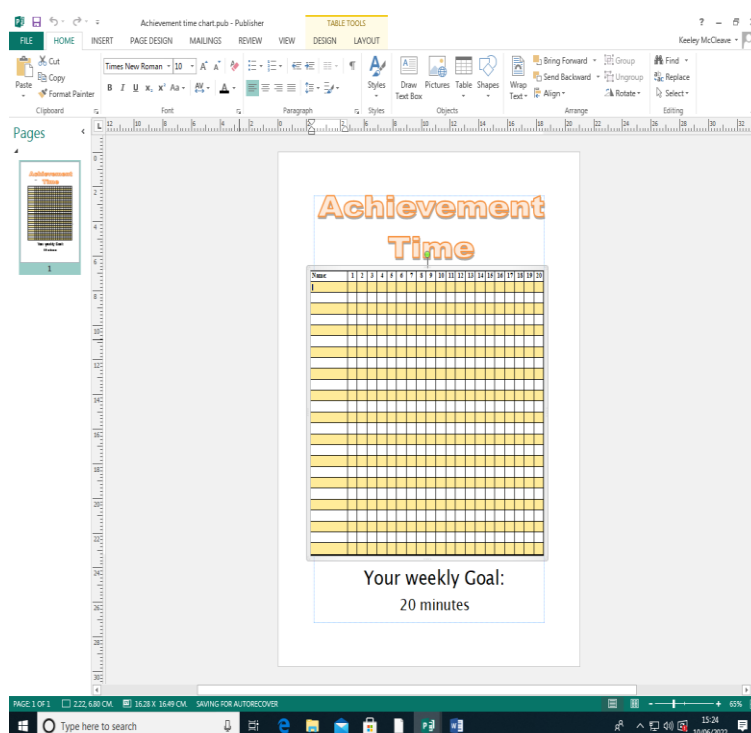
If low level inappropriate behaviour arises, staff will explain clearly what is unacceptable and give the pupil a verbal warning that if they persist in behaving inappropriately they will be given a reminder.

First reminder

- 2 minutes is deducted from the pupil's playtime – Pupils should sit in the reflection area during this time.
- 2 minutes is also deducted from Achievement Time on Friday - This two minute Achievement Time penalty is noted on the Achievement Time laminate (see below).

This is saved here:

G:\Shared drives\Staff Shared Area\Important School Documents\Positive Behaviour Support\Classroom Procedures

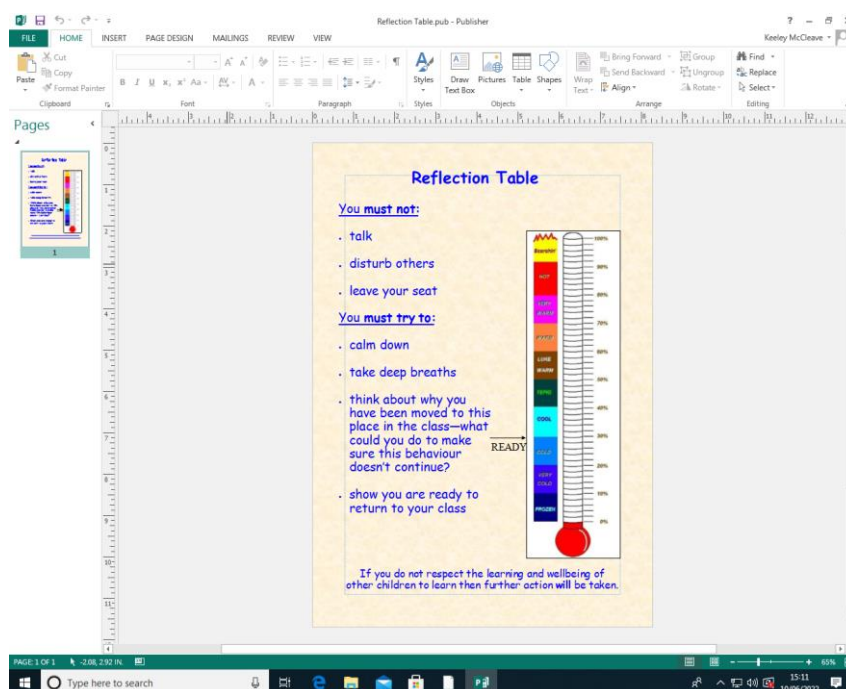


Reminder (second) & Reflection

- Pupil is moved to the reflection table or alternative space to reflect on their behavior. They should have access to the reflection table card in the screen shot below.
- Pupils miss half of their playtime - they should sit in the reflection area during this time.
- A further 2 minutes will be deducted from Achievement Time and noted on the chart.

The Reflection Table Card is saved here:

G:\Shared drives\Staff Shared Area\Important School Documents\Positive Behaviour Support\Classroom Procedures\Reflection Time and Removal



Removal

- If a pupil continues to be disruptive or disrespectful, then a removal from class will be arranged.
- Pupils will spend the rest of the day in the class they have been removed to and will not share breaks with their class.
- Pupils will also be removed from class if their behaviour is deemed sufficiently disruptive or dangerous to warrant it, regardless of whether they have been issued with 2 prior warnings.
- Reception, Year 1 or Year 6 – removed to Year 2 classroom
- Year 2, Year 3, Year 4 or Year 5 – removed to Year 6 classroom
- Teachers will give the child the **'My Reflection' sheet – Appendix 2**. Ensure that the child understands how to fill it out. The form is designed so that pupils can write or draw their responses.
- The pupil will miss their entire playtime and sit in the reflection area.
- A further 2 minutes will be deducted from Achievement Time and noted on the chart.
- The class teacher will log the removal in Arbor and send email to the primary guardian. If parents/carers usually receive separate communications, the class teacher will have to inform the other guardian by phone.
- ***If the pupil is on the safeguarding register the incidents and meetings must also be logged on CPOMS***

Teacher/TA receiving the excluded pupil:

- must ensure that the pupil reflects on their behaviour appropriately
- has completed the My Reflection sheet to a high standard
- Make sure the My Reflection sheet is returned to the issuing classteacher

Reporting Removals on Arbor

- Being removed from class is a serious matter and staff must record this on Arbor – **See Appendix 3**.
- This must be communicated to the parent/carer using the email notification function in Arbor and followed up with

a conversation after school.

- **NB: Only the parent/carer who is entered into Arbor as the primary guardian will receive the email notification. In cases where relationships between parents/carers are strained, please call the other parents/carer to alert them also.**

Monitoring

- The Head of School will review behavior notifications on Arbor and analyse the nature of the incidents prior to Governor's meetings
- The data will be shared with the Full Governing Body in the Head of Schools report to Governors

Persistent inappropriate behaviour

- Persistent low level behaviour will not be tolerated e.g. saying unkind things to other pupils, being disrespectful to staff.
- Where staff feel these incidents should be recorded (e.g. a pattern is emerging/additional needs are being investigated, they may do so in Arbor using the same method as per removals.
- The class teacher should discuss their concerns with the child's parent before monitoring in this way, so they understand why they may be getting frequent emails.
- The data will be shared with the Governing body
- Where behaviour does not escalate enough to require removal, but does persist over a period of time, the class teacher will arrange a meeting with the parent/carer to discuss the nature and impact of the behaviour. They can use the entries on Arbor to establish the persistent nature of the problem.
- If the behaviour still persists, a further meeting will be called, during which sanctions or further actions will be discussed.
- Consideration will be given to whether the pupil and/or family require additional support e.g. referral to social services, pastoral support.
- ***If the pupil is on the safeguarding register the incidents and meetings must also be logged on CPOMS***

Inappropriate behaviour in the playground

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

If the inappropriate behaviour persists they will...

- Sit the child in the reflection area for a short period to allow them to regulate their behaviour

If the inappropriate behaviour persists they will...

- Sit the child on the TIME OUT bench for the remainder of break/ lunchtime – the child should fill in a My Reflection Sheet (Appendix 2).
- The behavior should be reported on Arbor in the same way as a removal, if the child has missed most of their playtime and has been unable to resume activities. The class teacher must be notified and should resolve the incident, including on Arbor.
- The Head of School will review behavior notifications on Arbor and analyse the nature of the incidents prior to Governor's meetings.
- The data will be shared with the Full Governing Body in the Head of Schools report to Governors
- ***If the pupil is on the safeguarding register the incident must also be logged on CPOMS***

8.5 Reasonable force – Also see Restrictive Practices Policy

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence
- Running into danger e.g. out of school or into a road

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded in the Bound Book and reported to parents

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Where practicable, any restraint will be carried out by a member of staff who is trained to do so as safely as possible. However, this may not always be possible e.g. on a school trip.

There are rare occasions when staff may have to move very quickly to restrain a child in order to prevent a greater harm e.g. if they are about to run in front of a moving car, in which case it would not be possible to carefully consider an individual's needs or call for someone specifically trained in restraint. In these instances, we have been advised that staff have an overriding duty to protect the child from the greater harm by whatever means possible e.g. grabbing part of their person.

8.6 Confiscation

Any prohibited items (listed in section 4) found in a pupil's possession as a result of a search will be confiscated. We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to the pupil at the end of the day, unless they are considered dangerous. In which case, a parent will need to collect them.

8.7 Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school
- Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:
 - Could have repercussions for the orderly running of the school
 - Poses a threat to another pupil
 - Could adversely affect the reputation of the school
 - Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

8.8 Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

8.9 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the Head of School will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

8.10 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

8.11 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

9. Suspension and permanent exclusions

Incidents which warrant internal or external exclusion are at the discretion of the Head Teacher. We are committed to working with parents and carers to find solutions to behaviour difficulties and ensuring that early intervention is put into place to ensure the risk of permanent exclusion is minimised.

Pupils at risk of Exclusion – See Exclusion Policy

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

- Identification of key behaviours acting as a barrier to the pupil's learning
- Monitoring to spot any patterns in behaviour or triggers – ABC chart
- Initial and review meetings with pupil, parents, class teacher and senior leaders
- Where appropriate, the SENDCo will seek the advice of PLSS and other services. Where it is appropriate a programme of work will be put in place to support any identified need
- If additional support is required, the SENDCo will apply for a Vulnerable Children's Grant (VCG) in the first

instance.

- Regular communication with parents detailing progress against behaviour targets
- We would work with Camden's School Inclusion Team to ensure that we have exhausted all alternatives

The Department for Education sets out statutory guidance on exclusions and outlines the process to which schools must have regard when issuing an exclusion, and the process by which parents can make representations against a decision to exclude. We will ensure that all exclusion decisions are lawful, reasonable and fair.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/630169/Exclusion_Guidance_consultation_response.pdf

10. Responding to misbehaviour from pupils with SEND

10.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies
- As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.
- Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

How we anticipate and remove triggers of misbehavior:

- The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.
- Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.
- When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.
- The plan may include measures such as:
 - Short planned movement breaks or sensory circuits
 - Sessions in a low-arousal environment
 - Adjusting uniform requirements for a pupil with sensory issues
 - Additional training for staff in de-escalation techniques

10.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction
- Whether the pupil was unable to act differently at the time as a result of their SEND
- Whether the pupil is likely to behave aggressively due to their particular SEND

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

10.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

10.4 Pupils with an Education, Health and Care (EHC) Plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

11. Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school.

- All pupils will be allowed a 'fresh start' once they have completed the sanction.
- Pupils will be given the opportunity to make reparation to the injured party.

12. Pupil transition

12.1 Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

12.2 Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s).

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

13. Training

Our staff are provided with regular training on aspects of behaviour management, including:

- The content of the behaviour policy and relevant procedures
- The needs of the pupils at the school
- How SEND and mental health needs impact behaviour
- De-escalation strategies
- The content of individual pupil's behaviour support plans, where they have one

Some staff also receive training on:

- The proper use of restraint
- Restorative Justice Framework
- Cartoon conversations
- Behaviour management will also form part of continuing professional development.

14. Monitoring arrangements

14.1 Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of pupil support units, off-site directions and managed moves
- Incidents confiscation

The data will be analysed termly by the Head of School. The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

14.2 Monitoring this policy

This behaviour policy will be reviewed by the Head of School and full governing board at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the governing body

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the full governing body.

15. Links with other policies

This behaviour policy is linked to the following policies

- Child protection and Safeguarding Policy
- SEND policy
- Exclusions
- Restrictive Interventions

Appendix 1: Our Behaviour Principles

Holy Trinity School has high expectations that all pupils will behave appropriately. Our principles are derived from our vision and Christian values.

Our Behaviour Principles

 But those who 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. Isaiah 40:31  		
Raising Aspirations	Reaching Our Potential	Learning to Live Well Together
I will aspire to be the best version of myself by:	I will work hard to reach my potential by:	I will strive to live well with others by:
● Wearing the correct uniform and treating things with care ● Behaving in a self-controlled way so that everyone can enjoy peace ● Being polite and respectful to everybody ● Accepting sanctions when given ● Learning from my mistakes ● Behaving in a way that enhances the reputation of the school	● Attending school every day on time ● Taking part in all areas of the curriculum and school life ● Following instructions and completing tasks to the best of my ability ● Completing my homework and revising key facts	● Showing compassion to those that need support ● Having the courage to speak up when something concerns me ● Showing forgiveness when things go wrong - not holding grudges ● Remembering that we are all significant and deserve respect

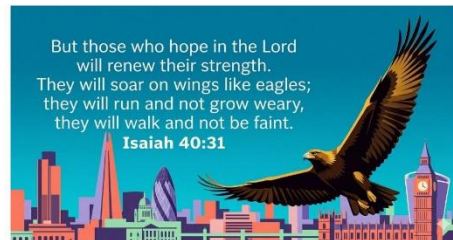
Appendix 2: My Reflection Sheet

My Reflection

This sheet will help me think through what went wrong and how I can make things better for myself and others.

Name: _____

Date: _____



What behaviour was not ok? Write or draw below.

1

How was I feeling before or when I did it?	How were other people feeling when I did it?
How do I feel now?	How do you think other people are feeling now?
What could I have done instead?	How could other people have helped me if I'd asked?
What will I do to make things better?	

2

Appendix 3: How to report behavior incidents in Arbor

Press Ctrl button and click link

Reporting behaviour in Arbor.pdf

Alternatively document can be found here:

G:\Shared drives\Staff Shared Area\Important School Documents\Policy - Legally required\Legally Required\2026 -2027\Behaviour

