



Vision Statement

Holy Trinity CE Primary School is striving to be a fully inclusive School that serves our local community. Through the love of Jesus Christ, we are preparing our children to be future caring, responsible citizens in a diverse society. Our children will be given every opportunity to grow spiritually, academically, socially and to achieve their full potential within a safe, happy, Christian school family.

John 10 V 10 – 'Life in all its fullness'

Statement of Principles

Most of our children at Holy Trinity CE Primary School are co-operative, polite, well-motivated, well-behaved individuals who live out Christian Values daily. Ambitious standards of behaviour, self-discipline and appearance are an important part of our Church School ethos and Christian vision. We aim to establish a positive Christian culture within the school that promotes effective learning, active participation, and self-motivation. In general, our parents are incredibly supportive of the school, co-operating fully when consulted about the behaviour of their children. Close co-operation between School and home is seen as developing the best environment in which each child can learn and grow as individuals. This policy links closely to other policy documents, including; Anti-bullying policy, Child Protection policy, E-safety policy, Teaching and Learning policy, SEND (Special Educational Needs and Disability) policy, Attendance policy, Single Equalities policy and the home-school agreement.

Intent of the Policy

Each child has the right to learn undisturbed by disruptive behaviour.

Each teacher has the right to teach free from disruptive behaviour.

- Through our Christian vision, it is our primary aim at Holy Trinity CE Primary School that every member of the school community feels valued, cared for and respected. We are a caring Christian community whose values are built on mutual respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can live, learn, and work together. It aims to promote a positive Christian learning environment where everyone feels happy, safe, secure, and individual children can flourish both academically and spiritually.
- The policy and Christian ethos encourage children to make responsible decisions based on Christian teachings and gospel values such as, respect, honesty, care, compassion, and forgiveness.
- We aim for children to consider the consequences of their actions and to be able to make amends if their behaviour is not acceptable.
- The school has several rules but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way and to ensure a **consistency in approach**.
- We aim to communicate to children the importance of good behaviour and how these impacts on their learning and achievement.
- This policy supports all adults who work with children in our school, so they are aware of how children are to be treated.
- At Holy Trinity CE School we endeavour to treat all children fairly and apply this policy in a consistent way regardless of the gender, race, background, or academic ability.

- The school rewards good behaviour and sanctions inappropriate behaviour, as it believes that this will develop a Christian ethos of respect, kindness, and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.
- The school has measures to prevent all forms of bullying amongst pupils; these are detailed in our Anti-bullying policy. Bullying is behaviour by an individual or group, repeated over time that intentionally hurts another individual or group either physically or emotionally. We have strategies in place that proactively prevent bullying occurring in the first instance. This includes, themed weeks, talking to children about issues of difference and respect, Worship themes and topics in the PSHE (Personal, Social and Health Education) and RE (Religious Education) curriculum (see anti-bullying policy).

The role of the child and School rules

Most children quickly understand and appreciate the need to follow certain behaviour patterns for the school to be a safe and happy learning environment where all children can be nurtured and therefore flourish.

Pupils are encouraged to:

- Set a good example to others in terms of Christian values – the youngest children look to the oldest for models of good behaviour.
- Work hard and do not disrupt your own learning or that of other children.
- Move sensibly around school – always walk.
- Hold doors open for others and show respect.
- Stand aside and let others pass and show service to others.
- Listen to each other and adults. Do not interrupt when others are talking.
- Speak politely to others, never shout, or swear; it is very discourteous.
- Be respectful and courteous to all staff, including teaching assistants, kitchen and welfare staff, site supervisor, trainee teachers, students, parent helpers and visitors.
- Do not use words or language that might cause offence to individuals from diverse backgrounds.
- Look after each other – do not 'tell tales' just to get others into trouble but if a situation needs it, get an adult.
- Take pride in our school and take care of all our equipment.
- Be mindful that you are representing the Christian ethos of Holy Trinity at all times, even when you are not in School.
- Be honest – if you misbehave or make a mistake, acknowledge it, accept the consequences, and learn from it.

The role of all adults in School

All interaction and contact contribute to standards of behaviour. By using every opportunity, the standard of behaviour expected can become an implicit part of the school's Christian ethos.

- Take the initiative when establishing a relationship with every child.
- Make eye contact
- Smile
- Greet and be greeted
- Address the child by name wherever possible
- Start the dialogue
- Set ambitious standards of speech and manners
- Develop positive relationships in the classroom that are built on trust, safety and security
- Provide clear and consistent boundaries and ground rules so that children know what behaviour is expected of them.

- Deal with all unacceptable behaviour – to ignore poor behaviour is to condone it.

Rewarding good behaviour

We praise and reward our children in a variety of ways:

- Staff congratulate and praise pupils.
- Staff give children house team points for effort, conduct and manners; the winning house team each term gets a non-uniform day as a reward.
- Staff give children motivational stickers and stamps.
- Children's good behaviour is publicly praised as positive role models for others.
- Children get the opportunity to see senior teachers or the Head Teacher to celebrate their successes.
- Parents are informed verbally or by notes home about good conduct.
- Each week, staff select a child from each class to receive a certificate in celebration worship. This can be for academic achievement, behaviour, effort, promoting Christian Values or any other reason. Each recipient receives a certificate and public praise which parents and carers are invited to attend. The child has their photograph taken which displayed on the 'star pupil' board in the school hall.
- We hold an end of year awards ceremony, in which children from all year groups are eligible to win awards for friendship, good manners, effort, Christian values or being a learning hero. Parents are also invited to share this occasion.
- The school acknowledges all the efforts and achievements of children both in and out of the school and provides regular opportunities to celebrate these successes, especially during Worship.

The aim of rewarding good and consistently good behaviour is to:

- Provide a sense of responsibility for the pupils during class and playtime so that they can manage their learning and play effectively
- To increase children's self-esteem and confidence
- To increase pupil independence
- To decrease the number of disciplinary incidents in classes, at break and lunchtimes and around School.
- To develop children's spirituality in their growing understanding of displaying Christian values.

Responding to inappropriate behaviour

Through our Christian vision, although we endeavour to create an environment where all children appreciate the need for good conduct, it is appropriate to reinforce this using a series of clearly explained consequences and sanctions. Any inappropriate behaviour is not to be ignored.

- All adults should remain calm and objective when dealing with children instilling a sense of fairness, respect and compassion.
- Children should be encouraged to take responsibility for their behaviour and to appreciate things from other people's perspective. Often an apology is all that is required followed by an agreement not to repeat the behaviour. Forgiveness is always encouraged.
- Staff will use their professional judgement and may find it necessary to bypass some of the steps below if the behaviour warrants it.

During teaching time

1. A reminder or warning about appropriate behaviour is given and children are given the opportunity to correct their behaviour before any sanctions are imposed.
2. A second warning is given linked to consequence if the child does not respond e.g., move to another seat or quieter area of the classroom.

3. We operate a daily detention system (Key Stage 2) and a child may be placed in detention at this stage if it is deemed appropriate by the teacher. This sanction may also be used if a child has not completed an adequate amount of work due to lack of application or low-level disruptive behaviour. If children are withdrawn from playtime, they must not be left unsupervised in classrooms for safety reasons and must attend detention. Senior staff are also available to manage lunchtime detentions for more serious behaviour issues should this be necessary. If staff give a detention at lunchtime, there is some limited seating outside of the Head Teacher's office.
4. If unacceptable behaviour continues and the learning of others is being disrupted the teacher may decide that an 'internal exclusion' is appropriate whereby the child is sent to work in another class for a brief period. If this is necessary, a senior teacher must be informed who will designate a classroom for the child to work in. If the misconduct of the child is severe, they may be sent to work outside the Head Teacher's office or to be supervised by the learning mentor if she is available. This should then be noted on CPOMs.
5. If a child misbehaves during the day, teachers will inform parents informally at the end of the day (face to face at a safe social distance or via telephone).
6. If disruptive or inappropriate behaviour becomes a concern through persistence or severity, the class teacher will inform a member of the leadership team. This must be noted on CPOMs and parents informed. The teacher will ask to speak to the parents again (the following week) to review the situation.
7. If behaviour does not improve the Deputy Head Teacher or Head Teacher may become involved and speak to parents.

During Play or Lunchtime

1. A warning or reminder about appropriate behaviour is issued.
2. A second warning is given linked to a consequence if the child does not respond e.g., have to stand with teacher.
3. Again, at this stage, a detention for the following day may be given.
4. If the child's behaviour does not show any improvement the child should be sent (with an adult) to the Lunchtime Supervisor, Deputy Head Teacher, or the Head Teacher.

Out of School

Educational Visits/After School clubs, Sporting Events and conduct out of School

- Children should be aware that they are representing the School and its Christian values on these occasions and their behaviour should be exemplary.
- Children are required to treat all staff, including external teachers and coaches with the same respect and courtesy they would display to School staff. If children misbehave at any clubs, competitions, or events they may subsequently not be allowed to attend further clubs or competitions.
- The safety of children is paramount in all situations. If a child's behaviour endangers the safety of others the teacher/coach will stop the activity and prevent the child from taking part for the rest of the session.
- Dependent on the nature of the educational visit and the level of challenging behaviour, the Head Teacher may decide it is necessary to withdraw a child from a visit on health and safety grounds. If this decision is made, parents and carers will be informed and alternative provision will be made during the school day for the pupil.
- The Head Teacher has the authority to exclude a pupil for their behaviour whilst they are participating in educational visits or school activities that are taking place off-site.
- Some types of harassing or threatening behaviour or communications could be a criminal offence, for example under the Protection of Harassment Act 1997, the Malicious Communications Act 2003 and the Public Order Act 1986. For example, under the Malicious Communications Act 1988, it is an offence to send an electronic communication to another person with the intent to cause distress or anxiety or to

send a message that is indecent, grossly offensive, a threat, or information, which is false and known to be false by the sender. If School Staff feel that an offence may have been committed, they may elect to seek assistance from the Police with the agreement of the Head Teacher.

Racist Incidents

Any racist incidents need to be reported immediately to the Head Teacher who will investigate and record on CPOMs. Depending on the outcome, parents of both children will be spoken to regarding the incident. This will also be recorded for the Governing Body and the Local Authority.

Additional Information

All forms of physical punishment are unacceptable and could render a staff member liable for prosecution.

A new provision came into place in the Education Act 1996, 550A.

All members of school staff have the legal power to use '**reasonable force**' and do not need parental consent to use reasonable force on a pupil. This power applies to any member of staff at the school and can also apply to people whom the Head Teacher has put in charge of a group of pupils such as unpaid volunteers or parents accompanying pupils on an organised school visit. Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging school property or from causing disorder. In a School, reasonable force is used for two main purposes – to control pupils or restrain them. The decision on whether to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. The following list is not exhaustive but provides examples of situations where reasonable force can be used. Schools can use reasonable force to:

- Separate pupils found fighting
- Remove disruptive pupils from a classroom where they have refused to follow an instruction to do so
- Prevent a pupil from behaving in a way that disrupts a school event or visit
- Restrain a pupil at risk of harming themselves or others through physical outbursts
- Stop a criminal offence being committed.

There is no legal definition of 'reasonable force' but the following criteria are established for guidance:

- If the circumstances for that incident warrant it, the degree of force must be in proportion to the circumstances and the age and understanding of the child.
- Minimum force should only be used and never as a punishment.
- Staff had positive handling training in the Spring Term 2019.

Physical intervention (examples)

- Physically intervening when pupils are fighting
- Standing in the way of a pupil
- Guiding a pupil
- Moving a pupil away from an incident by the hand or by gentle pressure on the centre of their back

All incidents of this nature must be reported immediately to the Head Teacher or Deputy Head Teacher. Additionally, it **must** be reported on CPOMs by the staff member who dealt with it.

The following should be recorded.

- Name of pupil(s) involved
- The time of the incident
- The place the incident occurred
- The name and designation of the member of staff

- Names witnesses, children, and adults
- The reason physical restraint was used
- The pupil's response

The role of the Head Teacher

It is the responsibility of the Head Teacher under the schools' standards and framework Act to implement the behaviour policy throughout the school and to report to the Governing Body when requested on the effectiveness of the policy. It is also the responsibility of the Head Teacher to ensure the health, safety, and welfare of all children in the school.

- The Head Teacher supports the staff in implementing the policy by setting ambitious standards of behaviour and by supporting the staff in the implementation of the policy.
- The Head Teacher keeps records of all reported serious incidents of behaviour (CPOMs).
- The Head Teacher will ensure that all new parents are provided with a copy of the Home-School agreement which outlines the responsibilities of parents and School.
- The Head Teacher has responsibility for giving fixed term exclusions to individual children for serious acts of misbehaviour. For repeated or profoundly serious acts of anti-social behaviour, the Head Teacher may permanently exclude a child.
- The Head Teacher has a responsibility to report any racist incidents to the Governing Body.
- The Head Teacher has the power to search without consent for items which are 'prohibited' and could cause harm to others if they have 'reasonable grounds' to do so:
 - Knives and weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco or cigarettes
 - Pornographic images
 - Mobile phones
 - Any other item which could be deemed illegal or dangerous.

Weapons, knives, and illegal substances must be handed to the Police otherwise it is for the Head Teacher to decide when to return an item or whether to dispose of it.

The role of parents

Through our Christian vision at Holy Trinity CE School, we collaborate actively with parents so that children receive consistent messages about how to behave at school and grow spiritually.

- Parents have a clear role in supporting their child ensuring they are well-behaved at School and support the school's Christian ethos.
- We explain school rules at induction meetings and the home school agreement which parents sign after their child has been admitted in to School. We expect parents to read and support these agreements.
- Our behaviour policy is reviewed each Autumn Term and parents are informed of this and can download a copy from the school website or request a hard copy.
- We expect parents to support their child's learning and to co-operate with the school as set out in the home school agreement. We try to build a supportive dialogue between the home and school with mutual respect. We inform parents if we have any concerns about their child's welfare and behaviour.
- If the school must implement any sanctions to punish a child, we expect parents to support the actions of the school. If parents have any concerns about the way their child has been treated, they should initially contact the class teacher. If concerns

remain, they should contact the Head Teacher and finally the school Governors. If these discussions cannot resolve the problem a formal grievance or appeal process can be implemented.

- Parents must take responsibility for their child, if excluded, and ensure that they are not in a public place without good reason during school hours within the first five days of exclusion. If they do not, the Local Authority may issue a penalty sanction of £60 rising to £120.
- Parents must ensure that their child attends suitable full-time education provided by the school governing body or the local authority from the sixth day of any exclusion.
- Parents are expected to attend a reintegration interview following any fixed period exclusion from primary school.
- If a parent has a complaint about how their child's behaviour has been managed, they should follow the complaints procedure which can be accessed via the school website.

The role of the Governing body

- The Governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour and of reviewing their effectiveness. The Governors support the Head Teacher in adhering to these guidelines.
- The Head Teacher has the day-to-day authority to implement the school's policy on behaviour and discipline but Governors may give advice to the Head teacher about disciplinary issues. The Head Teacher must take this into account when making decisions about matters of behaviour.
- The governing body should be aware of its responsibilities under the Equality Act 2010 to promote equality of opportunity and reduce discrimination.
- Governing Bodies (regarding statutory guidance) have the power to direct a pupil off-site for education to improve their behaviour, if this is considered in the best interests of the child e.g., a short stay placement at a specialist behaviour unit.

The role of the Class Teacher, Teaching Assistants and other staff

The class teachers/staff in our School have high expectations regarding behaviour and they strive to ensure that all children work and behave to the best of their ability.

- It is the role of the class teacher to ensure that the school rules are enforced in their classes and Christian values are acted out and reinforced, and that their classes behave in a responsible manner during lesson time.
- Class rules and responsibilities should be agreed with children at the start of each year and should be continually reinforced. The rules should facilitate the learning process, reflect the age and maturity of the children, and should be built on Christian values.
- The class teachers in our school treat each child fairly, with respect and enforce school rules consistently. They treat all children in their classes with compassion, empathy and understanding.
- If a child misbehaves in class, the teacher in the first instance deals with the incident themselves following school procedures. However, if misbehaviour continues, they make seek help and advice one of the Deputy Head Teacher, SENDCO or the Head Teacher and parents should be informed.
- The class teacher reports to parents about the progress and behaviour of the children in line with the school behaviour policy. The class teacher may contact parents at **any** time if there are any concerns about the behaviour or welfare of a child.
- Provide children with reward or incentive charts to assist with motivating them and modifying their behaviour.
- Monitor the behaviour of children with report cards.
- Keep daily/weekly behaviour logs or records as appropriate on CPOMS.

- Devise IEP's/behaviour plans with support from the SENDCO for Individual children who may need specific targeted support to assist them to modify their behaviour.
- Completing a multi-agency assessment if appropriate, to ensure that all the child's needs are being met.
- If it becomes appropriate the SENCO/Head Teacher liaises with external agencies to support and guide the progress of each child e.g., the local children's centre, outreach services, educational psychologists and implement any recommendations.
- The class teacher is expected to create and sustain a positive, secure and nurturing environment. Well prepared, stimulating lessons generate good behaviour and earn respect.

Classroom staff should:

- Be in the classroom as the children enter
- Never leave pupils unattended in class
- Never send an angry child out of class on their own
- Notice and praise positive behaviour patterns and Christian values
- Set and maintain a high standard of order and presentation
- Give children responsibility whenever possible
- Be consistent regarding behaviour management
- Treat each pupil as an individual

Whole School Behaviour

The principles for the behaviour policy apply in all areas of the school including, playground, dining hall, resource areas, cloakrooms and toilets, Worship, when moving around school, during PE (Physical Education), educational visits, sports competitions, before and after school clubs and at breakfast club.

Fixed Term and Permanent exclusions

We do not wish to exclude any child from school but sometimes this may become necessary. This decision is never taken lightly and is only ever used as a last resort. The school has therefore adopted the standard national list of reasons for exclusion and the standard guidance, Improving Behaviour, and attendance: Guidance on exclusion from school and child Referral Units (DFES, June 2012) and have noted the revised guidance from August 2024. We refer to this guidance in any decision to exclude a child from school.

The Head Teacher can exclude a child from school (or anyone who is acting as Head Teacher on a temporary basis when the Head Teacher is away from the school).

It is the responsibility of the Governing Body to decide if the Head Teacher has taken the right action in excluding the pupil and whether the length of exclusion is appropriate in the circumstances.

Decisions to exclude should be taken only:

- In response to serious breaches in the behaviour policy
- If allowing a pupil to remain at school would seriously harm the education or welfare of the pupil or others in school.

Permanent exclusion is appropriate where it is the last step in a process for dealing with disciplinary offences following a wide range of other strategies being used without success. This includes pupil's behaviour in School, at sporting events, on educational visits and other off-site School events.

There may be some exceptional circumstances where in the Head's judgement it would be appropriate to permanently exclude on a first offence e.g.

- Serious actual violence against another pupil or staff member
- Sexual abuse or assault
- Supplying or in possession of an illegal substance
- Carrying an offensive weapon with intent to harm others

In such serious cases the secretary of state would not normally expect the Governing Body or an independent appeal panel to reinstate the pupil.

In the result of a teacher issuing a permanent exclusion, the pupil discipline committee will meet to discuss the exclusion with all parties including the Head Teacher, parents, and the child, if appropriate. At this meeting, the governors must decide whether to either decline a reinstatement or make a direct reinstatement of the pupil immediately or on a particular date.

Head Teacher's may exclude pupils on a fixed term basis for between 1 and 5 days. In exceptional cases (usually because of new evidence) a new fixed term exclusion could be issued to begin immediately after the end of the initial fixed term exclusion.

If a child is issued fixed term exclusions for more than 5 days, full-time alternative provision must be arranged no later than the sixth day of the exclusion. This means that if a child has more than 5 consecutive days of exclusion, then education must be arranged from the sixth school day of the exclusion, regardless of whether this is a result of one-fixed term exclusion or more than one term fixed exclusion.

Complaints procedure

The complaints procedure can be found on the school website and parents are advised of this.

- Any complaints about the use of reasonable force should be thoroughly, speedily, and appropriately investigated.
- Where a member of staff has acted within the law – that is, they have used reasonable force to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or civil action.
- When a complaint is made, the onus is on the person making the complaints to prove that his/her allegations are true – it is not for the member of staff to show that he/she has acted reasonably.
- Suspension should not be an automatic response when a member of staff has been accused of excessive force. Schools should refer to the 'Dealing with allegations of abuse against teachers and other staff' guidance where an allegation of using excessive force is made against a teacher. This guidance makes it clear that a person should not be suspended automatically, or without careful thought.
- Schools must consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.
- If the School decides to suspend a teacher, the school should ensure that the teacher has access to a named contact who can provide support.
- Governing bodies should always consider whether a teacher has acted within the law when reaching a decision on whether to take disciplinary action against the teacher.
- As employers, Schools and local authorities have a duty of care towards their employees. It is important that School provides appropriate pastoral care to all members of staff.

Monitoring and Review of Policy

It is the responsibility of the Governing Body to review the policy in conjunction with the Head Teacher on an annual basis. The policy is reviewed by all staff, governors and parents will be notified that the policy has been reviewed via a school newsletter and may request a hard copy from the school office or can access the policy via the school website.

Reviewed Autumn Term 2024

Date of next review – Autumn Term 2025