

Holy Trinity Church of England (VA) Primary School



Believe • Achieve • Inspire •

Behaviour Policy

SCHOOL VISION

Our vision is for our pupils to flourish in an inclusive, inspirational place of learning where we are happy, respectful, kind and safe.

At Holy Trinity Church of England Primary School our Christian vision shapes all we do.

*"I know that there is nothing better for people than to be happy and to do good while they live."
Ecclesiastes 3:12.*

- we facilitate opportunities so every child can flourish in a place where they feel **safe, happy and confident**.
- staff **well-being** and professional development is valued and supported in order to fulfil their roles, **inspire** others and experience personal **fulfilment**.
- the school provides facilities that enables our pupils to reach their potential in an **optimum learning environment**.
- the **school plays a central role within our community** and enjoys strong **links with the church, local companies and other schools**.
- we create a culture of vigilance to **safeguard** all children.

Aims and Objectives

At Holy Trinity Church of England Primary School children, staff and parents work together to foster a positive and effective learning environment, creating mutual respect within a calm, safe and happy school.

This is achieved through:

- living the school vision: 'To be happy and to do good'
- an agreed, consistent working framework which includes clear guidelines for everyone: pupils, staff, parents, governors and visitors
- a commitment to improving outcomes for all pupils and eliminating any form of discrimination, harassment and bullying, as well as promoting equality of opportunity and the welfare of pupils and staff throughout our school
- developing good relationships and a sense of belonging for all stakeholders within the whole school community

The Holy Trinity Rules:

- **Be Respectful**
- **Be Responsible**
- **Be Kind**
- **Be Safe**

We believe that the children's understanding of these rules will grow through repeated reinforcement of them e.g. 'Please walk on the left, one step at a time; this is our rule about being safe' etc.

The following is a list of examples of expected behaviours (but not exhaustive!):

Be Respectful 	Be Responsible 	Be Kind 	Be Safe 
✓ Greet adults and children politely in the mornings. ✓ Thank the adults that we work with at the end of the day when we leave and say goodbye. ✓ Pick up after ourselves and others. ✓ Do things for others because it feels good. ✓ Notice when others have done something for me. ✓ Hold doors open. ✓ Win or lose gracefully. ✓ Always use our manners. ✓ Respect the views of others. ✓ Not disrupting others' learning. ✓ Respect others' personal space.	✓ Own up to mistakes, say sorry and forgive others. ✓ Look at and listen to the person speaking. ✓ Follow instructions the first time. ✓ Start work straight away. ✓ Be proud to wear the correct uniform. ✓ Come to school with the right equipment. ✓ Always be honest. ✓ Look after school equipment inside and outside. ✓ Caring for the environment and our world. ✓ Be responsible for your own learning and taking part in lessons.	✓ Kind words to all. ✓ Kind hands. ✓ Kind feet. ✓ Kind to yourself. ✓ Consider the impact your words and actions have on others. ✓ Be aware of others and their needs. ✓ Random acts of kindness! ✓ Include others in games – if you see someone by themselves ask them if they'd like to join you.	✓ Walk on the left, one step at a time. ✓ At lunchtime, wait at the line, two at a time. ✓ Move calmly around the school inside and outside. ✓ Use equipment correctly. ✓ Tell an adult if something is wrong. ✓ Play only in the spaces allowed. ✓ Use technology responsibly. ✓ Stay where you can be seen. ✓ Think about the consequences of your actions. ✓ Wash your hands before eating.

Responsibilities

Everyone at our school has the responsibility to ensure that we achieve our aim. The responsibilities will form part of the home/school agreement (Appendix iv).

These responsibilities are communicated to the children through the use of the Christian Values and our Holy Trinity Rules (Appendix ii):

The pupils' responsibilities are:

- to work to the best of their ability and allow others to do the same
- to treat each other with honesty and respect and expect the same for themselves
- to listen to and respond to the instructions of school staff and visitors
- to look after property and take pride in the school environment
- to be good representatives of our school at all times

The staff responsibilities are:

- to 'catch the children being good' and praise this behaviour
- to provide a challenging, stimulating and relevant curriculum and environment in order to raise pupils' self-esteem and develop their full potential
- to recognise differences in pupils and to treat them fairly and with respect (including making reasonable adjustments for pupils with additional needs)
- to use rules and consequences clearly and consistently
- to be good role models
- to use positive language and speak in a level that does not involve shouting
- to form positive relationships with the whole school community
- to give pupils the chance for a fresh start and opportunities to change their behaviour
- to generate a Class Charter at the start of each year that staff and pupils agree and sign. This is then displayed in the classroom.

The parents' responsibilities are:

- to make their children aware of appropriate behaviour in all situations
- to show an interest in all that their child does in school, whilst encouraging independence and responsibility
- to foster good relationships with the school
- to support the school in the implementation of school policy, through the Home/School agreement
- to be aware of and in support of the school rules for good behaviour
- to model good behaviour, showing tolerance, respect and dignity

Rewards

Children will be rewarded individually for adherence to the Christian Values and Behaviour Holy Trinity rules through the use of positive reinforcement such as verbal praise, House Points, stickers, Class Dojos and pin badges.

Once children have received a reward it **cannot be taken away** as a consequence.

Pupils will record their House Points visually in their classroom by way of a tally chart (Y1 – Y6) or counter collection (EYFS). House/Vice Captains will count totals of House Points each Friday for announcement in Collective Worship. The winning team will receive a reward (e.g. go out to play early for 5 minutes extra break

time that morning or play with certain equipment). House points will also be awarded for sporting achievements.

Each week during celebration Collective Worship, the class teacher will nominate one child to receive the class 'Star of the Week'. This may be for following Holy Trinity rules, the use of the Christian values or personal achievements and successes. This is recorded on the weekly newsletter to the school community. Pupils may receive a special award for 'Living our Vision'. This may be behaviours shown in school, or in the community.

Adults in school nominate children termly who make a fantastic effort in class or who consistently demonstrate our Christian Values and follow the Holy Trinity Rules. These children receive a commendation postcard from the Headteacher sent directly to their home. Pupils may also be nominated by staff to receive a pin badge for consistently following our Holy Trinity Rules.

Pupils are sent to the Headteacher for displaying excellent behaviours or learning. They are awarded with a sticker and their photo is added to the 'Head's Stars' wall display.

Consequences

All staff will follow the agreed procedure when behaviour is inappropriate:

1. The pupil will receive a non-verbal warning where possible.
2. The pupil will be reminded of the Holy Trinity rule that is being broken.
3. The pupil will be given the opportunity to make a good choice which will improve the behaviour and be told of the consequence for their actions should they choose to ignore it.
4. If the behaviour is repeated OR if the behaviour is serious (e.g. hitting, biting, swearing) the pupil will miss personal time (break time) and reflect on their behaviour.
5. If the behaviour persists, the pupil will be taken to the Key Stage Leader.
6. If the behaviour continues to persist, the child will be taken to the Duty Manager (one of the Heads Team) at 12pm that day to reflect on their behaviour by completing a Behaviour Reflection Form **(Appendix i)**. This form will be kept in the Behaviour File in the Headteacher's office in order to monitor any patterns of inappropriate behaviour. (A record will also be added to CPOMS)
7. If the behaviour continues/has not improved and escalates the pupil will be sent to see the Headteacher. Parents may be contacted. We will follow our Exclusion and Suspension Policy where applicable.

The pupil will be sent directly to the Headteacher if found to be using any violent/aggressive behaviour or use of abusive language. We will follow our Exclusion and Suspension policy if applicable.

A 5 minute 'Time Out' can be used at appropriate times deemed by each member of staff. This may include sending the child to another class to complete their work or reflection time if the behaviour is persistent. If appropriate, the staff member on duty outside at playtimes can choose to use the 'Time Out' zone *(along the carpark fence)* in the playground during playtimes. Staff members must investigate incidents that occur at playtimes to be sure the full picture is known before sanctioning behaviours.

The above agreed procedure must be followed and applied consistently by all staff both during learning time and during playtimes.

Repeated or persistent misbehaviour

When there is repeated or persistent misbehaviour, the teacher in the first instance will make informal contact with parents. If, following discussion, the behaviour persists, a telephone call or formal letter will be sent to

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parents inviting them to a meeting to discuss their child's behaviour. Where necessary, a programme of support will be put in place to support and encourage positive behaviour. This will be reviewed as necessary.

- Class behaviour chart
- Daily verbal report to a senior leader (one of the Heads Team) from class teacher (2 weeks)
- Child to report to senior leader at the end of the day to review their behaviour (2 weeks)
- Child to receive a report book to be shared and signed at school and at home (3 weeks)
- Class teacher and Headteacher to meet with parents and child to review progress and next steps.
- If behaviour does not improve and the behaviour is recurring and affects others the school may follow its Anti-Bullying Policy if appropriate and/or procedures with a possible move towards fixed term suspension or permanent exclusion.

Fixed Term Suspensions and Permanent Exclusion

Pupils can be suspended for physical aggression, extreme verbal or racial abuse, sexual or drug related abuse, vandalism, theft or persistent disruptive behaviour. Pupils can also be suspended for inappropriate behaviours using electronic devices where there is found to be criminal, malicious and exploitation activities that impact on pupils' welfare and their own. In these cases, DfE and Royal Borough of Windsor and Maidenhead guidelines will be followed. See our Exclusion and Suspension Policy. See Pastoral Support Plan also in Exclusion and Suspension Policy. This may include behaviours in extra-curricular clubs.

SEND and Behaviour

Some pupils may struggle to meet school behaviour expectations for reasons connected to an identified SEND (including SEMH). As much assistance as possible will be given to these pupils in order to keep Holy Trinity Rules. In particular, where a pupil has a disability that affects their behaviour, adults in school will be expected to make reasonable adjustments. Some pupils with identified SEND (such as ADHD, ASD or learning difficulties) are much more likely to break the rules than other pupils. Rigid application of this policy without adjustment for such pupils would not be appropriate or productive. However, at Holy Trinity we still have high expectations of all pupils and provide appropriate scaffolding and support for those pupils that may need it. This may be a personalised behaviour chart/reward chart or a 'Positive Timetable Record' (**Appendix iii**) focusing on problem free times during each day. We seek to equip all our pupils with better skills, habits and qualities regardless of their circumstances. Compassion, high expectations, fairness and wisdom must be blended to decide where this point lies for pupils with SEND to enable them to live our vision too.

Zones of Regulation

Holy Trinity CE Primary School recognises the importance of promoting positive mental health and emotional wellbeing to our pupils and their families. We use The Zones of Regulation® across the school. This is a framework which enables children to identify and describe their feelings and emotions, whilst supporting them with developing strategies to self-regulate when needed.

Through teaching The Zones of Regulation®, children learn to explore how different strategies help them to manage their emotions based on which colour zone they are currently in. Additionally, they learn to recognise their own triggers and can become more aware how their actions impact others which is an important life skill. (See Appendix vi)



If you would like further information on the Zones of Regulation, please explore [here](#).

Early Years Foundation Stage

At this age, children are learning how to behave appropriately. Many of the things they do are normal for their stage of development and we help them to learn when something is dangerous or harmful to themselves or others, and to make positive choices in their behaviour.

We do this by:

- Noticing and acknowledging positive behaviours. In the classroom, the class rules are clearly displayed and children are awarded stamps/stickers for behaviour that follows our school vision, Christian values and Holy Trinity Rules.
- Using clear and consistent boundaries.
- Explaining the consequences of some behaviours and offering choices.
- Sharing information with parents/carers about their children's behaviour.
- Providing strategies to support turn-taking
- Communicating and modelling positive behaviour, using a variety of strategies and props e.g. gestures, visual timetables and puppets.
- Recognising and acknowledging feelings to encourage empathy.
- Creating an environment that minimises conflict
- Providing planned opportunities to discuss behaviour and feelings e.g. at PSHE circle time.

Challenging Behaviour in Early Years

Adults at the school will intervene when behaviour is persistently disruptive or difficult to manage. We do this by:

- Being clear about the behaviour that is unacceptable.
- Supporting the child to think of solutions to put things right.
- Providing time away from the situation to calm down and reflect before talking things through.
- Working together with parents/carers and families to share strategies and ensure we are giving a consistent message.

- In some cases, involving the SENDCO in setting up an individual education plan (IEP) with specific targets related to behaviour.
- Liaising with other agencies e.g. health visitor, behaviour improvement team, to access further support and advice.

They also receive stickers/stamps for receiving a WOW moment when they have done something at home and for trying hard with a piece of work or during continuous provision in class. They can choose to wear their sticker or put it on their sticker chart. They receive certificates for completing their charts.

Resources

The following resources and external agencies are available to the school:

- ELSA in school (Emotional Literacy Support Assistant)
- Nurture Room
- Education Welfare Officer
- PSHE programme
- Church personnel
- Police Liaison Officer
- Educational Psychologist
- Early Help
- Behaviour Support Team
- Parenting partnership support programmes

This policy should be read in conjunction with the following school publications:

- Equality Policy and Objectives
- SEND Policy
- Anti-Bullying Policy
- Extra-Curricular Policy
- Exclusion and Suspension Policy
- Positive Handling Policy
- Home/school agreement
- Internet Safety Policy
- Governors Behaviour Principles

This policy was adopted by Holy Trinity CE Primary School, agreed and ratified by the Full Governing Board.

Approved by.....on behalf of the School Governing Board.

Signature:.....

Date:.....



Holy Trinity CE Primary School
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Behaviour Reflection Form

Name:
Year group:
Class teacher:
Date:

Holy Trinity Rules



Be Respectful



Be Kind



Be Responsible

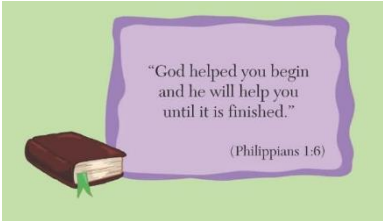
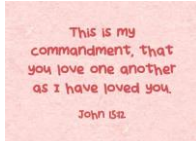
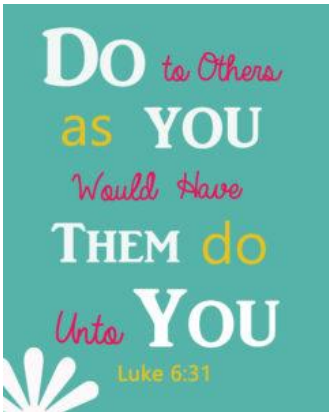


Be Safe

What were your poor behaviour choices?
Which Holy Trinity rule did you break?
Describe what behaviour choices you should have made:
Have you already apologised to someone? If not, who will you apologise to?
Consequence of behaviour choice:

Signature: _____

<i>swearing</i>	<i>hitting</i>	<i>verbal</i>	<i>disruptive</i>	<i>kicking</i>
<i>racism</i>	<i>excessive talking</i>	<i>refusal to follow instructions</i>	<i>Adult who dealt with behaviour:</i>	

Our Mantra	Our Core Christian Values	Our Termly Christian Values	Holy Trinity Rules
Believe	Forgiveness 	Friendship  Truthfulness 	 Be Respectful
Achieve	Perseverance 	Wisdom  Compassion 	 Be Responsible
Inspire	Respect 	Justice  Responsibility 	 Be Kind  Be Safe

Positive Timetable Record (Appendix iii)

Adult to use a highlighter pen to record all the 'problem free' times from the adult's point of view and then discuss with the child only these times, not what went wrong. This focuses on the positive times and identifies the conditions that enabled the child to access learning and adhere to Holy Trinity rules and Class Charter.

Week beginning:	Arrival	First session	Break	Second session	Lunch	Third session	Fourth Session	Leaving
Monday								
Tuesday								
Wednesday								
Thursday								
Friday								

Appendix iv – Home School Agreement

School

Holy Trinity CE Primary School

Parent

Parent/Carer name.....

Child

Child's name.....Year.....

The school will work hard to:

- ✓ Provide a safe and vibrant learning environment;
- ✓ Teach and encourage the children to do their best and achieve their full potential as a valued member of the school community;
- ✓ Develop in each child positive values and a caring attitude towards the school community and the environment;
- ✓ Provide a broad and balanced curriculum of the highest quality and meet the individual needs of every child;
- ✓ Set regular homework and to mark it if appropriate;
- ✓ Inform children and parents/carers what the teachers aim to teach the children each term;
- ✓ Be welcoming and offer opportunities for parents/carers to become involved in the life of the school;
- ✓ Contact parents/carers as soon as concerns are raised about your child's work, behaviour, attendance or punctuality;
- ✓ Have a clear and consistent approach to rewards and sanctions for children as set out in the Behaviour and Discipline Policy;
- ✓ Communicate between home and school through notices, newsletters, website and general meetings.

To help my child at school, I will do my best to:

- ✓ See that my child attends school regularly, is punctual, properly equipped and ready to learn;
- ✓ Inform the school on the first day of absence;
- ✓ Raise any concerns or problems that might affect my child's ability to learn or behave appropriately;
- ✓ Support my child with homework and other home learning opportunities and listen to my child read regularly;
- ✓ Attend parent meetings with the teacher to discuss my child's achievements and progress;
- ✓ Support all staff in their efforts to create a caring community which values children and their rights;
- ✓ Support the school in getting any help my child may need;
- ✓ Read all letters/messages/emails that are sent home;
- ✓ Provide the school with at least two emergency contacts and inform the school immediately of any changes to family circumstances and parents/carers emergency contacts details;
- ✓ Notify the school office of who is collecting my child from school if I have made alternative arrangements;
- ✓ Raise concerns directly with the school so they can be resolved promptly.

I will do my best to:

- ✓ Learn;
- ✓ Work hard and listen carefully to instructions;
- ✓ Come to school regularly and on time;
- ✓ Follow the school and class rules;
- ✓ Behave well at all times to maintain the safety of myself and others;
- ✓ Be polite, friendly, respectful and helpful to other children and adults;
- ✓ Tell somebody if there is something I am not happy about;
- ✓ Do my homework regularly and return it to school on time and to a high standard;
- ✓ Bring all the equipment I need every day including my PE kit, book bag and reading books;
- ✓ Take good care of the school environment and living things.



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Signed on behalf of the school.....

Date.....

Signed by the parent/carer.....

Date.....

Signed by the child.....

Date.....

School Vision

'I know there is nothing better for people than to be happy and do good while they live'

Ecclesiastes 3:12

To be an inspirational place of learning where:

- ✓ we facilitate opportunities so every child can flourish in a place where they feel safe, **happy and confident**.
- ✓ staff **well-being** and professional development is valued and supported in order to fulfil their roles, inspire **others** and experience personal **fulfilment**.
- ✓ the school provides facilities that enables an **optimum learning environment**.
- ✓ The school plays a central role within our community and enjoys strong links with the **church, local companies** and **other schools**.

Holy Trinity Rules



Be Respectful



Be Responsible



Be Kind



Be Safe

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INVESTORS IN PUPILS
SELF-VALIDATED

Appendix v

Holy Trinity CE Primary School

Behaviour Risk Assessment

Name of Child:

Name of Assessor:

Date of incident:

Position:

	Risk Findings			
What form did the inappropriate action take?				
What evidence is there?				
What do witnesses say happened?				
Is there any evidence of provocation?				
Are there previous incidences to take into consideration?				
How has the accused responded to their behaviour and actions?				
Other considerations				
How high is the assessed risk that this will be repeated or there will be retaliation at the school's action?		LOW	MEDIUM	HIGH

Appendix vi

Zones of Regulation Poster

What zone am I in?



Use tools to get in the green zone.



'I know that there is nothing better for people than to be happy and to do good while they live.' Ecclesiastes 3:12