



Part of the Minster Trust for Education



Behaviour and Discipline Policy

Part A

(Including Physical Intervention)

November 2023

Introduction

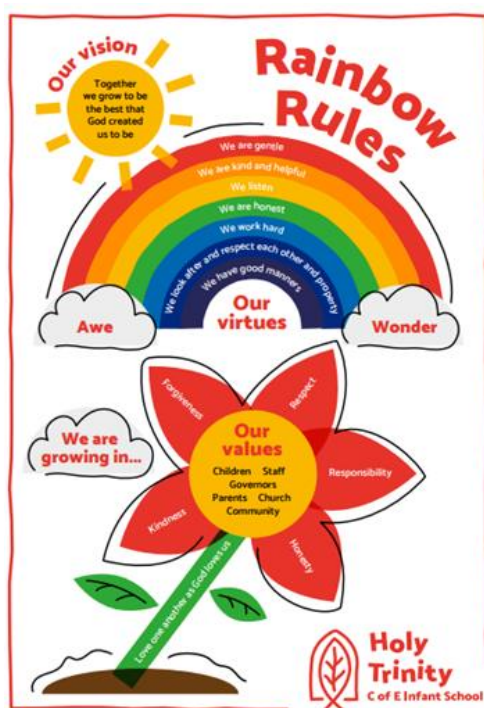
Holy Trinity is a Christian community and our Christian values and ethos underpin all aspects of our behaviour towards each other, both pupils and adults. We expect all members of the school to behave courteously and respectfully towards one another. We expect all pupils and staff to actively care for other members of the community and contribute to their well-being and success.

To enable effective learning and teaching to take place the highest standards of behaviour are expected at all times.

We anticipate that unacceptable behaviour will always be confronted and that everyone at Holy Trinity will feel empowered to challenge it.

We believe pupils need and welcome the security of clear boundaries and expectations. It is important that rules, procedures, and strategies to which we aspire are clearly understood and modelled by all members of the school community and that they are applied consistently, remembering that there needs to be some flexibility in the use of sanctions to take account of individual circumstances.

Vision, Values, and Virtues (Rainbow Rules)



Our school vision is ***Together we grow to be the best that God created us to be.***

Love one another as God loves us (John 13:34)

Our vision is underpinned by the following values:

Respect

We aim for all children to respect themselves, others and their communities and to take pride in all that they do.

'Treat people in the same way that you want them to treat you.' Luke 6:31

Kindness

We aim for all children to understand what it means to be kind and show kindness and compassion to others.

'Be kind, compassionate and forgiving to each other, in the same way God forgave you in Christ'
Ephesians 4:32

Honesty

We aim for all children to understand the importance of honesty, using the language of making good and bad choices.

'Each of you must tell the truth to your neighbour because we are part of each other in the same body.'

Ephesians 4:25

Forgiveness

We aim for all children to understand what it means to forgive and be forgiven.

'If you forgive others their sins your heavenly Father will also forgive you.' Matthew 6:14

Responsibility

We aim for all children to understand and show what it means to be responsible, becoming independent and role models to others by always doing the right things even when no one is looking.

'Whatever you do, do it from the heart for the Lord and not for people' Colossians 3:23

Our Virtues are lived out through our Rainbow Rules:

- We are gentle.
- We are kind and helpful.
- We listen.
- We are honest.
- We work hard.
- We look after and respect each other and property.
- We have good manners.

Our Rainbow Rules were originally devised by the children and form the basis of our school's behaviour and reward procedures. They are displayed prominently around the school. Children are taught about how each of our virtues help us live out our values and vision.

We believe that the success of this policy is of paramount importance to a calm, productive and enjoyable learning environment. It relies upon the full involvement of all pupils, staff, parents/carers, governors, and the local community being supportive and co-operating with each other to ensure its success.

Our named Governor for Behaviour and Anti-bullying is **Chris Cross**.

Aims of the Policy

- To create a caring and purposeful learning environment.
- To clarify what is meant by “acceptable” and “unacceptable” behaviour.
- To promote and develop confidence, self-esteem, and self-discipline with respect for authority and each other.
- To develop positive relationships based on mutual respect, support, and safety for all.
- To encourage children to take responsibility for their own actions.
- To ensure consistency of response and equality of treatment to both positive and negative behaviour by the school staff.
- To explain procedures for dealing with unacceptable behaviour, punishments, and exclusions.
- To help develop proactive young citizens with an understanding and respect for the rules needed to live in a successful, well-ordered community.

Our principles, with their foundations in our Christian values

Children have the right:

To be allowed to learn, not disrupted.

To be treated with respect, whatever their age, ability, or background.

To be kept safe.

To be consulted on issues which affect them.

To make mistakes.

To know they are valued.

Children have the responsibility:

To follow our school rules.

To behave respectfully towards others.

Not to risk the health and safety of others.

To be willing to learn.

To allow others to learn.

To listen to others.

To have good attendance (minimum 95%) whenever possible.

To be punctual.

To accept everyone is different and celebrate this.

Staff have the right:

To be treated courteously by all in the school community.

To share opinions and to be consulted.

To be supported by peers, management team, parents/carers, and governors.

To be involved with school policies and defining expectations.

To receive training when necessary.

Staff have the responsibility:

To support this policy at all times.

To lead by example, with positive language; be a role model at all times.

To deliver high quality teaching to motivate children.

To be punctual and have good attendance records.

To treat all children fairly and equally to enable all children to reach their full potential, irrespective of gender, race, religious beliefs (see Equalities Policy).

To be aware of all vulnerable children whose behaviour may be the result of underlying difficulties, disability, or special needs.

To contact outside agencies for expert help to modify behaviour.

To praise and reward good behaviour.

To have a positive approach to improving and promoting good behaviour.

To respond promptly to poor behaviour or unexplained absence.

To form good relationships with parents, liaising regularly to support their child's learning / share concerns about their child's education, welfare, or behaviour.

Parents and carers have the right:

To be treated with respect and listened to.

To be consulted on school and community issues.

To have concerns taken seriously.

To be kept informed about their child's progress.

To be given information about the school's approach and attitude to behaviour.

To ask for outside agency advice on behaviour if felt appropriate.

Parents and carers have the responsibility:

To abide by the Home School Agreement on behaviour.

To behave respectfully towards others.

To know about our school rules.

To talk to their child about what they do at school.

To attend Parents' Evenings and Curriculum Events.

To support their child's learning outside school.

To ensure a minimum of 95% attendance of their child whenever possible.

To make sure their child arrives on time for school.

To share concerns with staff in a constructive way.

To engage with outside agencies should this be required.

To share the successes of their children to build self-confidence and good self-esteem.

Parents/Carers must sign our Home School Agreement.

In Practice

We achieve this by:

- Praising good and considerate behaviour.
- Avoiding negative language, facial expressions, or gestures.
- Showing we value children's work through marking and displaying.
- Activities which encourage respect and cooperation e.g. parachute games, circle time, role-play.
- Teaching about how to deal with bullying (see separate policy).
- Teaching discrimination or harassment of any kind will not be tolerated.
- Using a variety of teaching methods, so all children reach their full potential, including ability grouping and booster sessions where appropriate.
- Catering for vulnerable groups e.g. Looked After Children, children with Special Needs, those needing extra help in English or Maths, children who are exceptionally able or talented in a subject, sports, art, drama so no child becomes frustrated, leading to behavioural issues.
- Giving responsibilities e.g. Special Helper/ Playground Buddies
- Hearing pupil voice through PALs groups (Playing and Learning) e.g. consulting on what the children want to learn more about so engagement is maximised and behaviour positive.
- Celebration Assemblies/Collective Worship-public praise through certificates to acknowledge all aspects of appropriate behaviour.

Unacceptable Behaviour

The children have agreed that certain types of behaviour are unacceptable:

- Physical aggression (kicking, pinching, fighting, biting, pretend fighting, scratching, spitting).
- Verbal aggression (swearing, threatening, name calling, racist comments, sexist comments).
- Lack of respect for other people's property and work (breaking, stealing, spoiling).
- Throwing inappropriate objects (stones, crayons, food).
- Kissing or hugging someone who does not want it.
- Unkind behavior such as excluding others from games.
- Bullying. This can involve any of the above, but in a persistent and targeted manner, sometimes combined with threats of worse to happen if the child tells (see separate Anti-Bullying policy).

All children are taught that they should make an adult aware if another child is upsetting them. Concerns are taken seriously. If the problem persists, parents would be informed.

Any racist incidents are logged and reported to the Governing Body on a termly basis.

Rewards

At Holy Trinity we actively look for positive behaviours and attitudes, and love to celebrate these with the children.

We use several ways to do this, but our whole school reward system is through our Class Dojo system, whereby each child has their own character for collecting points. Points can be awarded for a wide range of reasons. Once a child has received 100 points, they get a certificate.

In addition, we may use the following to reward:

- Verbal feedback
- Certificates
- Stickers
- Reward charts (normally for individuals for specific targets)
- A dip in the 'goodie bag'
- Message home to parents/carers

Sanctions

There will be a graduating scale of sanctions to be applied according to the professional judgement of staff, with each individual case considered before they are imposed.

These will include:

- Verbal reminder of Rainbow Rules and school values.
- Use of our 1,2,3 procedures:
 - a child will be given a 1 initially. This acts as a reminder of the rules.
 - if the behaviour/action persists they receive a 2 i.e., a second reminder.
 - if the behaviour/action persists the child receives a 3 and they have 5 minutes taken away from their next playtime.
 - some actions, e.g., violence, may go straight to a 3 or to the sanctions below.
- withdrawal of other privileges
- referral to the Headteacher
- parental involvement-verbal for minor offences
- parental involvement-written for more serious offences
- exclusions, depending on the nature of the offence, if it has happened before

In serious cases, parents will be invited into school to discuss the displayed behaviour and the way forward.

Use of physical intervention to manage situations.

Legal Position

Teachers have legal powers to use reasonable force. "Reasonable" includes removing a child if there is danger to his/her own safety, the safety of others or damage to property. In the event of a child using offensive language, being violent, having a weapon, and other children are witnessing aggressive, violent behaviour, physical force may be used. The least amount of reasonable force will be used in the least amount of time possible.

Training

Staff receive physical handling training so that they are aware of the legal considerations and how to restrain a child physically without causing harm.

Training on avoiding confrontations, diverting attention, diffusing, and de-escalating situations are given.

Recording Physical Intervention

We record situations which require physical intervention and is reported to the Governing Body on a termly basis. This is monitored to assess if there are any patterns occurring.

Reports should include: -

- Names of people involved
- Witness statements
- Reason why force was necessary
- How the incident began and progressed
- Pupil's behaviour
- What was said
- Steps taken to diffuse/calm situation
- Degree of force used/ how long
- Pupil's response
- Outcome of incident
- Details of any injuries suffered

Parents will be informed and invited to discuss the incident.

Individual handling policies may be necessary where physical interventions are:

- Predictable
- Regular
- Justifiable

Where an individual plan is necessary:

- Record
- Support
- Review

The Right to Search and Confiscate

Teachers may search and confiscate without consent for an extended list of items (DFE website).

Exclusions

Only the Headteacher can exclude a pupil from school, unless the Head is absent, in which case the power rests with the designated teacher in charge in her absence.

Exclusion will not be decided in the heat of the moment unless there is an immediate risk to the safety of others in the school or the pupil concerned.

A decision to exclude a child should be taken only in response to serious breaches of the school's behaviour policy, once a range of alternative strategies have been tried and have failed, or if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or other pupils.

Policy reviewed: November 2023

Next review: November 2024