

In partnership to **Educate, Nurture & Empower**

Holy Trinity C of E Primary, Rothwell

POLICIES & PROCEDURES

**Policy Title:
Positive Behaviour Policy**

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**Holy Trinity C of E
Primary, Rothwell**
Love, Believe, Achieve



A member of

ABBEY MULTI
ACADEMY
TRUST

Holy Trinity CofE Primary Academy, Rothwell

Positive Behaviour Policy

At Holy Trinity we are committed to empowering our young people to realise their full potential and to serve the common good so as to 'live life in all its fullness'.

We know that nurturing relationships in which partnerships are valued support all our young people to flourish and underpins the success of a school community which is founded on love. We know '**We love because God first loved us**' (1 John 4:19).

To 'live life in all its fullness' we know, means a commitment to ensuring our children are empowered to flourish both academically and socially. The members of our community have a right to be safe; healthy and feel a sense of wellbeing.

To develop as individuals with a strong moral purpose we know that our young people need to be given the autonomy to make the right choices and to learn to recognise that inappropriate choices or behaviours and actions act as a barrier to learning and negatively impact upon themselves and others. We fully believe that praise, recognition and reward are integral constituents in any successful organisation and are powerful in developing a thriving school community.

Underpinning our positive behaviour policy are our core Christian values and our school vision: Love, Believe, Achieve. Therefore, restoration and forgiveness underpin this policy and support us as a partnership to live out our vision of a community founded on love.



Aims

- To promote our vision and the Christian values of the School.
- To support a culture and ethos of respect, tolerance, acceptance and diversity which encourages all our pupils to report incidents or concerns regarding **inappropriate sexual behaviour or language**. To have the highest expectations of pupil's learning behaviour in order to maximised the opportunities to flourish and achieve.

- Through partnerships to create an environment which supports pupils to live our vision and Christian values by being self-reflective, self-disciplined, independent and accept responsibility for their own actions.
- To promote self-belief through positive encouragement and praise.
- To develop nurturing relationships in school between all members of our school community which are underpinned by love and a strong moral purpose.
- To establish clear guidelines for the consistent use of rewards and sanctions.

Roles and Responsibilities

Managing behaviour is the responsibility of all academy staff, teachers, pastoral staff and support staff. The way we ensure the highest standards of behaviour relies on our understanding and consistent application of the behaviour policy. We need to encourage pupils to make the right choices and take responsibility for their behaviour. Therefore, all staff are expected to:

- Familiarise themselves with and use the academy's behaviour policy to support behaviour for learning, progress and conduct.
- Consistently challenge and persistently follow up poor behaviour.
- Respond in a calm stepped approach to incidents of poor behaviour using de-escalation techniques to improve behaviour.
- Reward, recognise and praise pupil effort and achievement.
- Model positive behaviours and work towards developing strong positive relationships.

When dealing with reports of **inappropriate sexual behaviour or language**, all our staff will ensure that support is given to those reporting concerns or incidents and that all reports or concerns raised are taken seriously. We will support and listen to all pupils involved, and where appropriate this will include support for any alleged perpetrators. Our staff will ensure that our response will be: proportionate, considered, supported and decided on a case-by-case basis.

Teachers are expected to:

- Greet the children as they enter the classroom at the start each session
- Create an environment that is warm, friendly and exciting.
- Create an environment where pupils know they can report any concerns or incidents about **inappropriate sexual behaviour or language** and that such concerns will be acted upon in a supportive way and in a manner commensurate with the nature of the incident and/or inappropriate behaviour. A key focus will be on supporting all pupils involved.
- Establish and expect clear routines (e.g. entrance, exit to the classroom, collecting work, entering assembly etc).
- Use seating plans to promote positive behaviour and relationships.
- Have an entry task ready to support our children to settle quickly.
- Plan differentiated activities and tasks during lessons that appropriately match the needs of our children including providing support and challenge at the point of need.

All staff should:

- Refer to and model the school vision and Christian values.
- Recognise and praise positive behaviour.
- Take responsibility for our school environment.
- In social/dining areas and playgrounds, on corridors ensure that they challenge inappropriate behaviour.
- Model positive behaviours such as meeting and greeting, picking up litter etc.
- Be aware of the academy's response and be clear on what actions will be taken to any reports or concerns raised – no matter how 'low level' they might appear **inappropriate sexual behaviour or language**.

Teaching and Learning

Promoting positive behaviour enables high standards of teaching and learning to be achieved. A well designed, differentiated and relevant curriculum, which meets the needs of the pupils helps to develop and maintain positive behaviour. Engaging teaching plays a significant role in pupil's attitudes towards learning. Pupils will be received into a classroom where routines are well established and high standards are expected. Well prepared and stimulating lessons, in which pupils are well aware of the lesson purpose, help secure the highest standards of behaviour. We expect the following from all teaching staff:

- Lessons are planned so that all pupils can achieve their potential.
- Praise is used motivate, encourage and engage the pupils to reflect on their progress and take ownership of their learning.
- Model positive behaviour which promotes dignity and respect for all.

We know that we have a vital role through our preventive curriculum to support our pupils understand what good and healthy sexual behaviour means. We know it is important that we teach our children about good and healthy sexual relationships in an age appropriate manner. This is set out in our RSE policy and curriculum. We know there will be times when behaviours exhibited by individuals and/or groups of individuals may require us to be responsive in the manner and timing of delivery of our curriculum. Our staff will take any action which may be necessary in consultation with our Designated Safeguarding Lead (DSL) and RSE Lead.

Creating the Right Environment

Our school rules are kept to a minimum to allow and support children to remember them. Our rules are linked to our Christian vision and values:

Love, Believe, Achieve

'We love because God first loved us' (1 John 4:19).

Our school community will refer to these rules which will also be on display around the academy:

Be Kind
Be Respectful
Be Safe
Be Your Best

In addition, to fostering an environment which is built upon our Christian values and vision we know that our conduct has to mirror these too. This is why we constantly ask ourselves '*What would Jesus do?*' and that above all we need to show Love which is founded on the biblical teaching 1 John 4:19. It is for this reason that restoration and forgiveness underpin this policy.

Creating the right environment extends to creating one where all pupils feel safe and secure to be able to report any incidents or concerns of sexist or inappropriate sexual behaviour in the knowledge any such reports will be taken seriously yet dealt with sensitively and appropriately for all parties involved.

Positive Affirmation and Recognition

At Holy Trinity we know the benefit of, and want our children to be motivated by the intrinsic value of learning and the achievements it brings. We know the importance of rewarding pupils to support them to develop good learning habits.

Rewards include:

- Verbal praise
- Feedback and acknowledgement through marking
- Communication with home e.g. certificates, phone calls, texts etc.
- Celebration events – regular celebration in collective worship

At Holy Trinity we have high expectations, and expect that our children respect and follow our rules. We reward children who go above and beyond our minimum expectations for a range of reasons, underpinned by our values of Love, Believe, Achieve: good effort, positive learning behaviours, good manners, being kind, being respectful, showing love, for good work or for taking part in our wider community including participating in fundraising or sporting events.

During each session (morning or afternoon) in class, school staff will support children's learning behaviour by encouraging pupils to aim high and develop high standards for themselves, taking ownership for and responsibility with their effort, perseverance and resilience. Children will start their journey at on the outer layer and move towards the core.



Each child will begin in the purple zone – our outer layer on our journey- where we expect children to follow our rules:

Be Kind
Be Respectful
Be Safe
Be Your Best

During a session, our school staff where appropriate will acknowledge our pupils' outstanding learning behaviours or living out of our school vision and values and the pupil recognised will move along the journey towards the core. In this session, pupils may continue to move up more than one step if school staff continue to be impressed.

Rewards for reaching the different levels are as follows:

Level	Reward
Bronze	Positive affirmation/verbal praise
Silver	Post card home, certificate home or text home
Gold	Half termly Head of School's tea party

Other Rewards

In addition, to children who will be recognised for reaching a significant step on the journey to our core, on a weekly basis a child from each class will be nominated for demonstrating how they have lived out our weekly ethos statement and/or value focus which is linked to our half termly Collective Worship and Christian Value cycle. In addition, we will have a subject or skill focus each week, for example, working scientifically and a child from each class will be nominated for this award also. These certificates will usually be issued during our weekly celebration Worship.

Class teachers may choose to reward the class if they have achieved a particular challenge or target set for them. This is at the discretion of the class teachers, and will be agreed in advance with the class.

Our Graduated Response /Actions and Consequences

We have a graduated or stepped response to negative or inappropriate behaviour. At every stage we will remind our pupils of our expectations and values, and explain why their behaviour does not meet our expectations. We will be clear with our children that it is the behaviour and not the individual that is

unacceptable. Additionally, we will actively remind our pupils that the choices they are making are their own.

Our stepped responses are set out in **Appendix 1**.

We know that children often benefit from visual cues to help them to make the right choices and to correct their behaviour. We will use a visual card system to support our pupils with this.

Our staff will use their judgement as to how these cards are given to pupils and/or displayed. We do not intend that these cards are displayed publicly in the classroom, but serve as a reminder between our staff and the pupil involved. Copies of these visual reminders used in EYFS/KS1 and KS2 are found in **Appendices 2 and 3**.

We know that it is important for our children to be able to make a fresh start in each session (morning or afternoon) and any visual reminders will be removed at the start of each session. Our pupils will begin each morning or afternoon session in the purple zone at the start of our journey.

Fixed Term Exclusions:

If a pupil's behaviour reaches, either through cumulative actions or through a single event, the point where it is no longer appropriate or safe for them to be on school premises then a Fixed Term Exclusion may be considered. This will always be a last resort.

A Fixed Term Exclusion should always be considered for:

- An assault on another pupil or a member of staff;
- Threatening or intimidating behaviour towards a pupil or member of staff;
- Abusive or discriminatory language directed at a member of our school community;
- Wilful damage to property;
- Persistent or serious cases of bullying;
- Serious breach of health and safety rules;
- Persistent defiance or disruption.

Permanent Exclusions:

The decision to permanently exclude a pupil can only be made by the Head of School in consultation with their SLT and the Executive Principal. A permanent exclusion should only be considered if:

- It is in response to a serious breach of the school's behaviour policy, and
- Allowing the pupil to remain in school would seriously harm the education and welfare of the pupil or other members of the school community

A permanent exclusion should be considered for the following offences:

- A serious, violent assault

- Carrying or supplying an offensive weapon (not just restricted to knives, but any instrument brought into school with *the intention to inflict injury on another person*)

Response to inappropriate sexual behaviour or language

The person to whom the report or concern was first raised should make it clear to the victim or young person reporting the concern that it will be taken seriously and that their wishes will be taken into account when considering the academy's response. The ultimate decision will rest with the senior leadership team and DSL.

Once investigated fully in conjunction with the DSL (or appropriate designated person) then:

- An appropriate sanction will be put in place reflective of the severity of the incident. The sanction will be one of those shown in Appendix 1 in relation to the academy's graduated response to behaviour incidents.
- In determining an appropriate sanction consideration will be given to:
 - The age and developmental stage of the alleged perpetrator
 - The nature and frequency of the alleged perpetrator
 - Balancing the sanction alongside education and safeguarding support as per paragraph 464 of Keeping Children Safe in Education (KCSIE, 2021)
- Support will be offered to the perpetrator to help them to explain what happened and provide an opportunity to discuss how their behaviour or actions were not appropriate. This support may involve outside agencies.
- On all occasions parents and/or carers will be contacted and informed about the incident and any action taken. Support will be offered to the family if appropriate.
- A record on CPOMS will be made of the incident to enable patterns of behaviour to be monitored.
- If appropriate, class discussions may be necessary and/or amendments to the timing and delivery of the RSE curriculum. This will be done in conjunction with the RSE lead.

Failure to Complete Work or Work of an Appropriate Standard

Where a pupil's negative or inappropriate behaviour impacts upon the quality and/or quantity of the work produced, it is not often possible to facilitate time for this to be completed in school. Where our staff consider it is appropriate to do so, a pupil may be asked to take the work home and complete it to the required standard and return it on the following day.

Self-Regulation Techniques

At Holy Trinity we support our pupils to learn to, and to develop skills to regulate their own behaviour. A range of techniques are used to support with this including Zones of Regulation and Thrive.

De-escalation Techniques

Staff will use appropriate de-escalation techniques in an attempt to successfully re-engage and refocus the pupil and create the opportunity for them to make the right choice about their behaviour. Such techniques may include Team Teach which is delivered by trained staff only.

Restorative Practice

We acknowledge that this is vital, and should be used in conjunction with our behaviour policy. Restorative practice promotes positive relationships between staff and pupils as well as allowing our pupils to start afresh having learnt from their experiences.

Where appropriate pupils may be asked to reflect on their behaviour and be asked to complete a restorative practice form which supports our children in moving on and learning from their experiences. A copy of this is included at **Appendix 4**.

Reasonable Adjustments

Consistency lies at the heart of all successful behaviour for learning practices. However, there are circumstances when reasonable adjustments should be made, and it is appropriate to do this. Reasonable adjustments may be applied if there are pupils with special educational needs or for pupils who are on a child protection pathway and normal application of the policy may compromise their safety or wellbeing. Additionally, extenuating circumstances may indicate that there are other factors to be considered before a final decision is made about the action or a consequence which should be imposed.

APPENDIX 1

Graduated Response /Actions and Consequences

Level 1 Behaviour Examples	Action/Consequence
<ul style="list-style-type: none"> Talking over teacher or other pupils Calling out or distracting others Losing focus and not working Not following a clear instruction Being disrespectful 	<p>Staff may choose to implement one or all of the following subject to the circumstances:</p> <ul style="list-style-type: none"> Remind pupil of the expectation using verbal or non-verbal cues. Use de-escalation strategies. Give pupil a 'flagged' warning and remind pupil of expectation and consequence.
Level 2 Behaviour Examples	Action/Consequence
<ul style="list-style-type: none"> Not correcting Level 1 behaviour Using inappropriate language 	<p>Staff may choose to implement one or all of the following subject to the circumstances:</p> <ul style="list-style-type: none"> Time out from peers in class or outside Moved seating Use de-escalation strategies <p>A restorative practice form will be completed and the behaviour logged on CPOMS.</p>
Level 3 Behaviour Examples	Action/Consequence
<ul style="list-style-type: none"> Not correcting Level 2 behaviour Initial racist, homophobic or other discriminatory comments Initial bullying incident Verbally/physically confrontational and aggressive Damage to academy or others property 	<p>Staff may choose to implement one or all of the following subject to the circumstances:</p> <ul style="list-style-type: none"> Time out from peers in class or outside Moved seating Loss of social time with peers A set amount of time will be spent in a partner classroom Use de-escalation strategies <p>A restorative practice form will be completed and the behaviour logged on CPOMS.</p> <p>Parents will be informed, and may be invited to a meeting to discuss. External agencies may be accessed.</p>
Level 4 Behaviour Examples	Action/Consequence
<ul style="list-style-type: none"> Persistent bullying incidents Swearing Repeated incidents of discrimination Unprovoked physical assault Stealing from the academy or others Wilful damage to academy or others property 	<p>One or more of the following will be implemented subject to the circumstances:</p> <ul style="list-style-type: none"> Time out from peers in class or outside Loss of social time with peers A set amount of time will be spent in a partner classroom Pupil is placed on internal exclusion Fixed Term Exclusion <p>A restorative practice form will be completed and the behaviour logged on CPOMS.</p> <p>Parents will be informed of behaviour, and may invited to attend a support meeting. External support may be accessed.</p>

APPENDIX 2

Graduated Response /Visual Reminders for EYFS and KS1

These charts will be shared with the pupil by staff in a manner which they consider appropriate, for example, by the teacher who will show the pupil on an individual basis if they have been given a reminder.

<p>I can still make the right choice and I know the importance of our school rules:</p> <p style="text-align: center;">Be Kind Be Respectful Be Safe Be Your Best</p>	<p>I can still make the right choice and I know the importance of our school rules:</p> <p style="text-align: center;">Be Kind Be Respectful Be Safe Be Your Best</p>
<p>[Level 3] I can still make the right choice and I know the importance of our school rules:</p> <p style="text-align: center;">Be Kind Be Respectful Be Safe Be Your Best</p>	<p>[Level 4] I can still make the right choice and I know the importance of our school rules:</p> <p style="text-align: center;">Be Kind Be Respectful Be Safe Be Your Best</p>

APPENDIX 3

Graduated Response /Visual Reminders for KS2

These cards will be shared with the pupil by staff in a manner which they consider appropriate, for example, placed at the end of their table.

I can still make the right choice and I know the importance of our school rules:

Be Kind
Be Respectful
Be Safe
Be Your Best

I can still make the right choice and I know the importance of our school rules:

Be Kind
Be Respectful
Be Safe
Be Your Best

(Level 3) I can still make the right choice and I know the importance of our school rules:

Be Kind
Be Respectful
Be Safe
Be Your Best

(Level 4) I can still make the right choice and I know the importance of our school rules:

Be Kind
Be Respectful
Be Safe
Be Your Best

APPENDIX 4

Restorative Practice



My Thinking Report

Talking things through or getting your thoughts down on paper after an incident or something has happened where harm was caused, is a good way to help sort it. This report will help you think about it.

My name is...		Today's date is...	
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So...what happened?

Say what you did, who else was involved, when and where it happened.

Who else has been affected by what happened?

.....

What was <u>I</u> thinking?	What were <u>they</u> thinking?
Think about <u>your</u> thoughts & feelings...	Think about <u>their</u> thoughts & feelings...
Before the incident...	Before the incident...
During the incident...	During the incident...
Straight <i>after</i> the incident...	Straight <i>after</i> the incident...



What have been the consequences of what happened?

The consequences for *me* have been...

The consequences for *others* have been...

How are you feeling now about what happened? Any of these?



Angry

Worried

Don't Care

Annoyed

Guilty

Confused

Ashamed

Glad

Sad

Sorry

Explain why? Add any other feelings you may have...

How do you think others feel now about what happened? Any of these?



Sad

Won't Care

Worried

Annoyed

Angry

Sorry

Confused

Hurt

Vengeful

Shocked

Explain why? Add any other feelings others may have...



What could be done to make things better for everyone involved?

How can I 'change' my behaviour so I don't make the same mistake?
or have to face the same problem again?

What could I do differently from now on?

