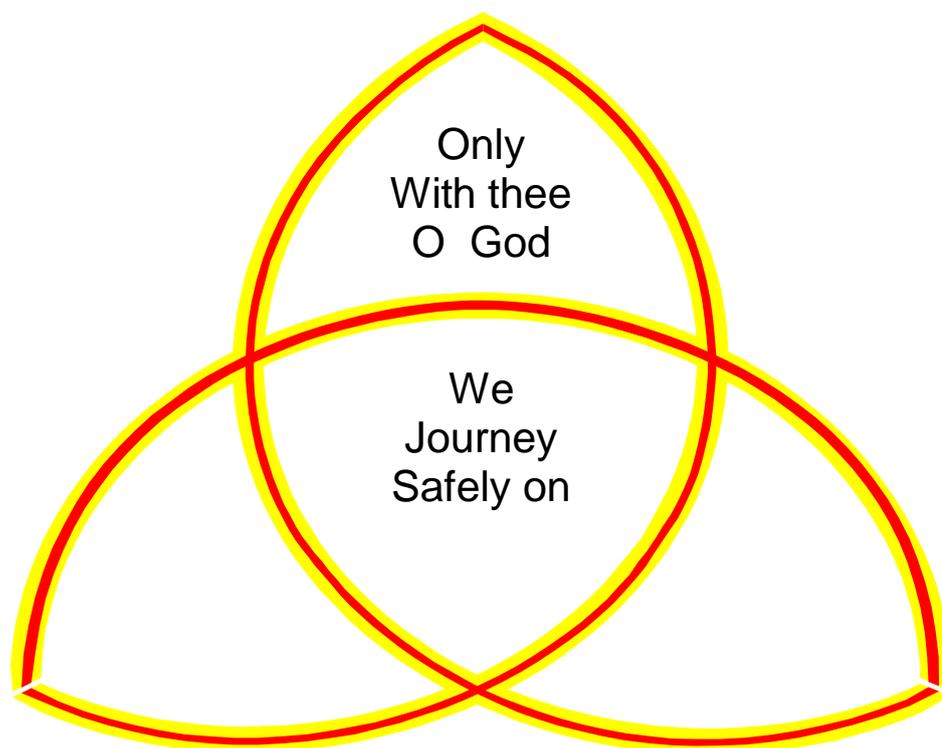


Holy Trinity CE Junior School



Policy for: Promoting Good Behaviour
Written by: Mrs J Sweetman
Date reviewed : Summer 2018
Next review date: Summer 2019

Policy

Promoting Good Behaviour

Principles

The purpose of this policy is to ensure a positive and consistent approach to the management of behaviour at Holy Trinity CE Junior School. All members of the School community will take into account, in all aspects of school life, the Christian aims and values of the school.

Aims

At Holy Trinity CE Junior School we aim to:

- Promote good behaviour and respect
- Enable all children to make the most of the opportunities on offer in school
- Engage children and staff in creating a happy and secure learning environment.

Practice

Recognising and Reinforcing Good Behaviour

- Our Christian aims and values are clear in our Mission Statement and reinforced through Collective Acts Of Worship.
- We work within the guidance of the current documentation from the department of education.
- We use the Golden Rules to establish our expectations for behaviour within and around school.
- School rules are discussed with pupils at the start of an academic year. They are displayed around the school and referred to.
- We encourage positive behaviour by leading by example – we deal with children respectfully and expect them to demonstrate respect in return.
- We celebrate good behaviour through positive praise and recognition. This may include praise and encouragement; certificates, individual rewards in relation to year groups, class rewards, rewards for different areas of school life such as attendance, sport, behaviour for learning..
- We are aware that children are learning and give children time and support to develop empathy and self awareness through PSHE, Social Skills and Circle Time.
- We seek pupils' views on behaviour and how to improve it through School Council, Behaviour for Learning Team, Pupil Voice groups and Pupil Questionnaires.
- We support all adults working in school to deal with behaviour positively and follow agreed procedures.

When behaviour falls below the expected standards

- We make it clear that it is the behaviour that may be unacceptable not the child.
- Classes have targets to reduce low level disruption and provision is adapted to suit the needs of individuals.
- We have clear consequences for all children and these are set out in the Behaviour Management Process. Physical punishment is never acceptable. If the use of reasonable force is required to prevent accident or injury to a child, if possible there should be two adults present; one of whom should be the Head or Deputy, or a member of SLT in their absence, who have received training in Positive Handling. Staff members should act immediately and request the Head, Deputy or a member of SLT to be sought asap.
(See Process for Behaviour Management, 'Incidents involving the use of reasonable force').
- If a child's behaviour leads the Leader of a School Trip / Excursion to believe they would pose a risk to their own safety or that of others, they may be excluded from the trip.

If possible two adults present when a child is restrained. One of these should be the Head or Deputy who have received training in Positive Handling.

Monitoring and evaluation

It is the Head Teacher's legal duty to:

- maintain and publicise the behaviour policy.
- take all reasonable steps to ensure that pupils and parents are aware of the policy,
- ensure the policy is brought to their attention and the attention of persons who work at the school at least once a year.

It is the Deputy Head Teacher's and Behaviour Lead's responsibility to:

- manage day to day behaviour issues
- evaluate and develop practices and procedures

It is the Behaviour Lead's responsibility to:

- monitor behaviour plans and records including Time Out data
- report to Governors termly via the Pupils' Committee
- liaise with the Borough Behaviour Support team
- maintain and review the Behaviour Policy and Process documents.

All staff should make sure they are aware of

- and follow the procedures laid out in the Behaviour Management Process.
- the rewards and sanctions used within school
- the importance of consistency and fairness

- the importance of taking account of pupil characteristics such as special educational needs (SEN); safeguarding issues; family circumstances and disability when applying the behaviour policy.

It is the responsibility of Parents and Pupils to:

- support the School in its Aims

HOLY TRINITY CE JUNIOR SCHOOL

GOVERNING BODY STATEMENT OF PRINCIPLES ON PUPIL DISCIPLINE AND BEHAVIOUR

NB. The Southwark Diocesan Board of Education has offered this model statement to governing bodies for their consideration. It has been updated following guidance published by the DFE in January 2016 for headteachers, staff and governors on behaviour and discipline in schools.

The Governing Body:

- believes that everyone is created in the image of God and is of infinite worth. The school's behaviour policy is based on Christian values. In our Christian community relationships are based on these core values: loving, caring attitudes; concern for the whole person; justice and respect for others. Reconciliation and forgiveness are central to the Christian gospel and the notion of a fresh start and reintegration programme for excluded pupils is a key part of the school's behaviour policy;
- believes that dialogue with pupils, parents, carers and staff is important in developing the principles on which the behaviour policy is based and therefore this school will consult those involved with the school community, as appropriate, when the policy is reviewed and ensure that any impact on the home/school agreement is assessed;
- aims to provide an environment in which all pupils and staff feel safe and secure and in which pupils are affirmed, develop resilience and a sense of belonging so that they can talk openly with adults at the school about any problems;
- believes that pupils learn by example and it is expected, therefore, that all adults in the school will model good behaviour;
- does not tolerate violence, threatening behaviour, abuse or any form of bullying: everyone in the school community has a right to respect and an atmosphere which is conducive to learning;
- has a zero tolerance of offensive weapons, alcohol and drugs in school and sanctions the confiscation, retention or disposal of pupils' property in accordance with DFE guidelines which enables staff to search for prohibited items without consent;
- does not tolerate the misuse of the internet, social media, messaging apps and mobile phones;
- takes firm action against pupils, parents, or others who harass members of staff on, or off, school premises and ensures that pastoral care is available to staff accused of misconduct;
- will not discriminate against any pupil on the grounds of: religion, belief, or lack of religion, or belief; race; gender; disability; sexual orientation; gender reassignment; marriage or civil partnership; or pregnancy or maternity;
- promotes positive behaviour through active development of pupils' spiritual, social, cultural, emotional and moral sense;

- (k) sets clear expectations of behaviour through clear codes of conduct including behaviour beyond the school gate;
- (l) praises, supports and rewards good behaviour and improvements in behaviour, as appropriate, and provides a range of opportunities in which pupils can excel and be rewarded;
- (m) applies a wide range of sanctions fairly, consistently and appropriately, taking account of pupils' special educational needs, disability and the needs of vulnerable children;
- (n) ensures that all staff are given access to appropriate training, opportunities to share and to develop their skills, are equipped to manage behaviour and are aware of any system of referral for particular types of behaviour;
- (o) ensures that senior staff are highly visible at particular times of day to support staff and maintain a sense of calm and order;
- (p) ensures that all new staff are made aware of the behaviour policy and these principles;
- (q) ensures commonly agreed teaching, classroom management, intervention and behaviour strategies are used;
- (r) ensures that there is an effective pastoral system in place which can address root causes of disruptive behaviour and enables early signs of mental health problems to be referred or addressed appropriately;
- (s) ensures that multi-agency assessments are considered for pupils displaying continuous disruptive behaviour;
- (t) ensures that parents are kept informed of their child's behaviour (good and bad) and that common ways of working together are explored to assist pupils in making improvements in their behaviour.

In addition to the above, the Governing Body expects the headteacher to:

- (i) draw on the following DFE guidance when drawing up or reviewing the behaviour policy
 - screening, searching and confiscation;
 - use of reasonable force;
 - dealing with allegations of abuse against teachers and other staff;
 - behaviour and discipline in schools advice for headteachers and school staff;
 - preventing bullying; and
 - mental health and behaviour in schools.
- (ii) comply with the legal requirements in drawing up the behaviour policy, ie, to include measures which:
 - promote good behaviour, self-discipline and respect;
 - prevent bullying;
 - ensure pupils complete assigned work; and
 - regulate the conduct of pupils.