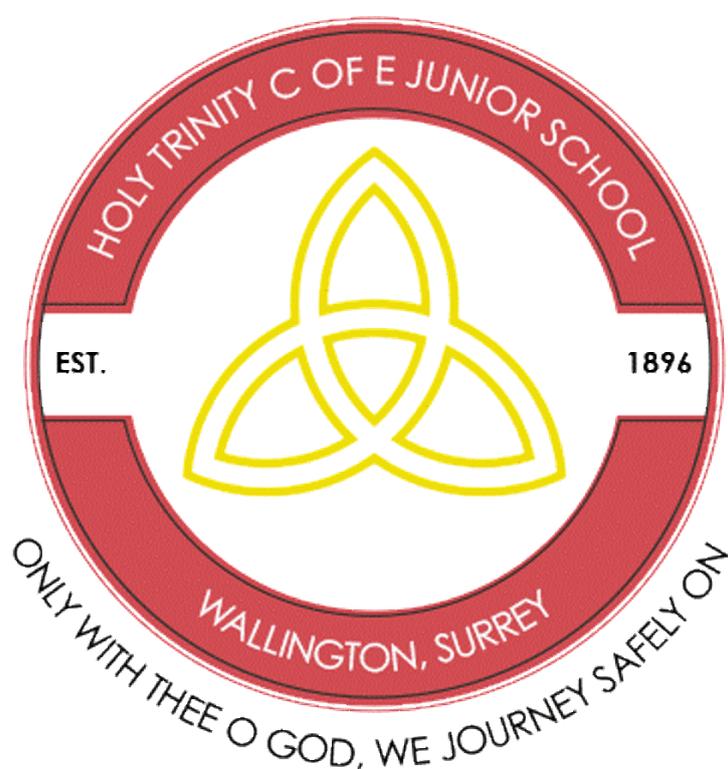


Holy Trinity CE Junior School



<u>Policy for:</u>	Good Behaviour for Learning
Written by:	Mrs S Gruffydd
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Next review date:	Summer 2020

Policy

Promoting Good Behaviour

The Motto at Holy Trinity is: **Only with Thee, O God, we journey safely on.** This motto was chosen when the school was built in 1869 and is in the fabric of the building.

In July 2019 the vision and values for 2019 -2023 were chosen by the governing body, after taking a year to consider them.

The vision of the school is: **Exemplary education for all, through God's amazing grace.**

The values of the school are: **Learning, Love, Integrity, Dignity and Confidence**

Learning together,
as we journey with God in **Love**,
we act with **Integrity**,
treat others with **Dignity**
and grow in **Confidence**.

We Learn: "Everything was created through Jesus and for him" Colossians 1.16.

The sub values are: Curiosity, Wisdom, Teamwork, Hard Work and Failing Well

We Love : "We love each other because he loved us first" 1 John 4.19.

The sub values are: Community, being Non-judgmental, Forgiveness, Compassion and Kindness

We act with Integrity: "People judge by outward appearance, but the Lord looks at the heart" 1 Samuel 16.7.

The sub values are: Faithfulness, Generosity, Honesty, Trustworthiness, Self-Control and Responsibility

Each person has Dignity: "So God created human beings in his own image." Genesis 1.27.

The sub values are: Equality, The Whole Person, Every Person, Tolerance and Advocacy

We have Confidence : "Blessed are those who trust in the Lord and have made the Lord their hope and confidence." Jeremiah 17:7.

The sub values are: Wholeheartedness, Hopefulness, Joy, Humility and Resilience

Principles

God values every child.

As a school, we want every child to have the best possible opportunity to learn well.

To learn well, every person must know how to foster the best environment in which to learn and know his or her responsibility for how each person behaves within that.

Everyone one has spiritual, mental, social, emotional and physical needs.

Good relationships are key; with the school's values at the core of all actions and words, with all adults being exemplary role models.

Consistency should be provided through every person knowing the expectations, knowing exactly what will happen if the expectations are met and what will happen if they are not met.

Where children have needs that require to be addressed individually with reasonable adjustments, school will use research, seek advice, work with parents and outside agencies where appropriate, to seek to meet a child's needs.

We use research and expertise gleaned from respected sources to seek to provide exemplary practice in teaching positive behaviour for learning. E.g. Research from: Education Endowment Foundation; Paul Dix: When the Adults Change, Everything Changes; Faith and Experience in Education -essays edited by Don Rowe Non-Violent Communication by Marshal Rosenberg; various elements of Bill Rogers' work; Over three days, six staff were trained in Restorative Practice by Ray and Vi Donovan of the Chris Donovan Trust, based in Holy Trinity Church, Wallington.

Aims

At Holy Trinity CE Junior School we aim to:

- Promote effective learning behaviour for all

Practice

Recognising and Reinforcing Good Behaviour

- Our Christian motto, vision and values are clear in visual statements around the school and are reinforced daily every day in school and through Collective Acts Of Worship.
- We work within the guidance of the current documentation from the Department of Education.
- Staff seek to establish positive relationships with all children, seeking to welcome them daily by name.
- We teach children vocabulary which enables the expression of their feelings, how to recognise needs which may underlie expression of need and be empathetic (Rosenburg)
- We have three school rules, which are discussed in each classroom in each year group: Be ready, be respectful; be safe. These will be related to each class's timetable (e.g. D.T, P.E., homework) and their year group. School rules are discussed with pupils at the start of an academic year and reminded throughout the year. They are displayed around the school and referred to. (Dix)
- We encourage positive behaviour through leading by example – we deal with children respectfully and expect them to demonstrate respect in return. (Bible)
- We celebrate good behaviour and address poor behaviour seeking a ratio of 5:1. (Dix).
- All rewards and consequences are made clear at the beginning of the academic year so that they are understood and clear for all pupils (Dix)
- Good behaviour for learning is also made clear in visual posters in each class.
- Staff speak respectfully about everyone. (Bible and Dix)
- We Praise in Public (PIP) and Reprimand in Private (RIP). (Dix).
- In class children are given reminders and warnings. At the end of a lesson they may need to stay behind to discuss any concern about learning behaviour. Staff and children will seek to repair problems. (Dix)
- We give Take Up Time – once a child is reminded and warned they have a time to think through their actions before the adult responds for a third time. (Rogers).

- Where consequences are required, they will be given in accordance with the behaviour process, explained at the beginning of the academic year.
- We recognise behaviour that is “over and above;” when children behave in a mature way that is exemplary to others. When such behaviour occurs, the names of those children (or the grown-ups) are written in the weekly newsletter and celebrated at a time when the children are in worship altogether. (Dix).
- We use Restorative Practice using five scripted questions. (Belinda Hopkins in Faith and Experience in Education)
- We are aware that children are learning and give children time and support to develop self-awareness, reflection, repair techniques, empathy and self-awareness. These elements are taught through daily classroom life, through PSHE, through explanations in collective acts of worship.
- Where children need further support they may be offered Social Skills groups, at lunch times or coaching with an adult mentor. Where children have suffered significant adverse childhood experiences (ACEs) they will be offered ELSA support.
- Where necessary children may have time to Reflect and Repair (known as RR) with a member of the leadership team. RR time is part of any temporary class move (TCM) or internal exclusion, so that relationships can be maintained.
- We seek pupils’ views on behaviour and how to improve it. through School Council, the Behaviour for Learning Team and Pupil Questionnaires.
- We support all adults working in school to deal with behaviour positively and follow agreed procedures. This means extra support for those new to the profession and specific training for those who have children with high needs (EEF).

Rules and expectations are made clear at the beginning of each year or on arrival at school.

When behaviour falls below the expected standards

- Rules are reminded.
- We make it clear that it is the behaviour that may be unacceptable, not the child.
- A warning to comply with school rules is given.
- A child will be asked to speak with the teacher at the end of the lesson.
- The teacher will record when a child is asked to stay behind and be open to noticing patterns.
- We have clear consequences for all children and these are set out in the Behaviour Management Process.
- Reflect and repair time may be needed either to complete unfinished work or as a consequence of breaking school rules.
- 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.
- 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.

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** legal duty to deputise for the head teacher in her absence

It is the **Behaviour Lead's** responsibility to:

- manage day to day behaviour issues
- evaluate and develop practices and procedures
- monitor and evaluate behaviour plans and records
- rota and check social skills' plans, including playground plans
- liaise with the ELSA and Kick London staff to enable adequate in -school support to maximise these resources for children
- liaise with the Borough Behaviour Support team or other outside agencies where support may be sought for the child, such as the Early Help Team.
- maintain and review the Behaviour Policy and Process documents.
- report to Governors termly via the Pupils' Committee
- update parents with relevant information in the newsletter every term

All staff should make sure they are aware of:

- the school's vision, values and policy
- the procedures laid out in the Behaviour Management Process.
- the rewards and consequences 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 and family circumstances when applying the behaviour policy.

It is the responsibility of **Parents and Pupils** to:

- support the staff in its aims
- work with school staff

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:

- (a) 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;
- (b) 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;
- (c) 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;
- (d) believes that pupils learn by example and it is expected, therefore, that all adults in the school will model good behaviour;
- (e) 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;
- (f) 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;
- (g) does not tolerate the misuse of the internet, social media, messaging apps and mobile phones;
- (h) 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;
- (i) 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;
- (j) 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.

SG 12.9.19