

Holy Trinity CE Junior School



Process for:	Behaviour Management
Date:	Summer 2025
Written by:	S Gruffydd / S Robins
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Motto	Only with Thee, O God, we journey safely on
Vision	Exemplary education for all, through God's amazing grace.
<u>4 year Vision target:</u>	By the end of July 2027 : attainment and progress will remain above or within the national average; children will retain their knowledge securely; children will confidently articulate Christian values, children will be proactive learners and have aspirations for what they can achieve in life; children recognise how to behave towards one another in everyone's best interests; children will know how to be healthy, safe and enjoy life to the full!
<u>Values</u>	Learning, Dignity, Integrity, Confidence, Love
<u>Values statement</u>	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:	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:	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

Promoting Good Behaviour

Principles

- God values every child. To learn well, every person must know that they are valued.
- Children are growing towards adulthood. At this age of their development, at key stage 2, they are able to have a growing understanding of what they are responsible for and what they are not responsible for. We help the children grow in this knowledge by providing clear expectations, limits (boundaries), choices and clear consequences for choices. Through these, children begin to internalise self-discipline to make the right choices in their own lives.
- Everyone has spiritual, mental, social, emotional and physical needs.
- Being safe is important. Bullying, physical threats or abuse and intimidation are not tolerated, everyone is treated respectfully; and any incidents of bullying, discrimination, aggression, and derogatory language (including name calling) are dealt with quickly and effectively.
- **Central to our vision of exemplary education for all, and our values of learning, integrity, dignity, confidence and love is supporting children to understand that** there are consequences of actions and how this will affect them in society. **Our vision** commits us to inclusion and preparing children to live in society. It is important that all children, including those with SEND, are given clear boundaries and are supported to overcome challenges.
- Children bring to school a wide variety of behaviour patterns based on home values and attitudes. **At school behaviour is based in our vision and values.**
- Effective behaviour management for all means that low level disruption will not be tolerated and pupils' behaviour does not disrupt lessons or the day to day life of the school. This means that pupils can learn; teachers can teach; staff can do their job; parents have the confidence that their child is safe and supported to do the best they can. (DFE 2021)
- Staff and pupils seek to build *positive professional working* relationships and should not experience physical assault, bullying or sexual harassment. Consequences will be applied to negative behaviour and then a reflect and restorative approach will be used to promote good choices and the ultimate aim of self-regulation **and progression in learning.**
- Good relationships are key, with all adults being exemplary role models, with the school's values at the core of all actions and words. 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. Adults must model all expected behaviour. This includes how to deal with resolving problems calmly and

respectfully, within the ethos of the school. Adults also model self-regulation and self-care.

- As a whole school staff, we seek to use very specific language to ‘contain’ children’s behaviour. In this, we seek to show children that we understand that there is a range of emotions and when they are upset we are there to help calmly. We also seek to specifically acknowledge and articulate effort, choice, their restraint, etc. so that our language reinforces clear messages about their behaviour responses.
- Where children have needs that need to be addressed individually, school will use research, seek advice and work with parents and outside agencies where appropriate, to seek to meet a child’s needs. SLT, which includes the SENDCo, liaise carefully so that needs are known and reasonable adjustments made; and staff have training that enables them to support children’s needs. Boundaries and consequences are part of supporting children to address their challenges.
- Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at the school or among pupils. (DFE guidance September 2022).
- DFE Use of Reasonable Force document July 2013:
NB Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury. ‘Reasonable in the circumstances’ means using no more force than is needed.
- 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: specific SEND specialists, such as ASD and PDA; background reading for those with attachment issues; trauma training to support those with adverse childhood experiences (ACEs). 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; 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. Reading material by Christian psychologists John Townsend and Henry Cloud about how to clarify age appropriate boundaries and consequences in work has also been used (Boundaries for Kids). Staff have also been trained by Shirley Clarke and Dr Angela Evans in using Formative assessment to support children with anxiety.
- Reading and understanding our school policy is part of staff induction for all staff and they must provide a signature to acknowledge that they have done so. Annually, every September, all staff are required to do the same, to remind them of expectations. High standards are also expected via the Staff (and governors) Codes of Conduct.

Aims

We aim to empower children to make favourable choices, develop positive and respectful relationships and to reflect and act upon treating others with our school values. Staff assist with guiding these choices in developing independence, ability to self-regulate and accepting consequences to choices.

At Holy Trinity C of E Junior School we aim to:

- Promote effective learning behaviour for all

What do we mean by good behaviour?

At Holy Trinity Junior School, we have clear expectations so that adults and children know what is expected of them at any given time so that they can learn effectively.

1. In each class there is a poster describing what behaviour for learning is.

EEF – “A learning behaviour can be thought of as a behaviour that is necessary in order for a person to learn effectively in the group setting of the classroom”. In child friendly language – behaving in a way that helps you and others learn best.

This definition is supported by visual prompts– good looking, listening (to one voice), sitting, keeping hands and feet to oneself; having the right resources.

2. Group work collaboration skills will be discussed and taught. There are at least two types of collaboration; one where everyone has a role, and one where everyone participates and is focused, but contribution may not be equal, as in real-life group work.

3. To encourage the ability to express emotions so that relationships can grow positively, there is a list of emotional language on display. These words are taken from the lists on pages 44 and 45 of Non Violent Communication (Marshal Rosenberg). The words have been grouped in categories of happy, upset or sad. The visual pictures are there to support all children and match those for children who have emotional prompt pictures as part of their IPP. Staff support children to express their feelings by referring to the words and pictures when resolving issues. The words will also be taught in RHE.

4. There are three school rules.

Be Ready

Be Respectful

Be Safe

Class teachers discuss what this means with each class.

Be ready – if asked to be at desks, being ready means good looking, listening, resources needed for the lesson – as stipulated by teacher (this will vary according to the lesson); being ready will also mean being on time, handing in homework at the right time, having the homework diary when necessary. Children will be encouraged to use the toilet in accordance to the safety rules in place. There will be visual reinforcement of being ready in every class.

Be respectful - Children treat all adults and children with respect. There will be one voice at a time in the classroom, unless group collaboration is asked for. If working in groups, each child will know their role and each child will allow one another to carry out their role patiently. Each person will be treated as equal. Property will be respected and not damaged.

Within the classroom, children are expected to follow the instructions of all adults and to abide by the rules set. We encourage the use of the **'one voice'** approach within the classroom, so children know that when **'one voice'** is talking, they must listen and be respectful. NB Talk partner learning is often used and each teacher makes it clear how and when this works.

Profanity, which includes swearing and blasphemy against any religion is unacceptable at all times.

Oxford Learner's Dictionary: profanity, swear words, or religious words used in a way that shows a lack of respect for God or holy things. This is part of being respectful.

Be safe – emotionally regulated, sitting properly, keeping hands and feet to self, using resources so that everyone is safe, following instructions for the use of all objects.

NB KCSIE (Keeping Children Safe in Education) makes all staff aware of safeguarding and recommends links to behaviour policies. Staff should be aware that children can abuse other children and that this can happen in school, outside school or online. All staff need to understand the importance of challenging inappropriate behaviours between peers.

5. Walking around the school the expectation is that children walk on the left hand side of the corridor in a calm and sensible manner, speaking with quiet voices, if at all, so as not to disturb others. They keep their hands and feet to themselves.

6. During whole school or class assemblies in the school hall, or collective worship in classrooms or smaller groups, children are to sit and listen respectfully, keeping their hands and feet to themselves. When we have a time of prayer or reflection, if children do not wish to pray, they know they do not have to, but everyone will bow their heads and not look around, so that everyone is given the opportunity to be undisturbed in their thoughts. A folder is kept in the hall to record reminders, warnings and consequences if these become necessary.

7. On the playground, children are to play kindly together, sharing and engaging with one another in a respectful manner, playing fairly at all times. They will follow the rotas and use equipment with care to prolong its use. When there are disagreements, everyone is expected to deal with these in a non-violent way, first seeking to discuss the issue with their peers to seek to resolve the issue. If this is unsuccessful, then they may go to a member of staff on duty. Resolution by any physical means, profanity or language using inequality is unacceptable. If children do not wish to play with one another, they are not forced to. Whilst inclusion and care of others is encouraged, if child A wishes to have space from child B, child B will be encouraged to respect the boundary of child A and look for others to play with and be supported to do so, if necessary. Sometimes children need to be shown how to ask to join in and the appropriate language to use.

8. In the lunch hall, children are to follow the rules on display, the instructions of the midday supervisors and show respect at all times. Lunchtime is for relaxation, social enjoyment and to eat and drink healthily. In some cases, there are planned separations of children, to enable successful lunchtimes.

9 In part of the CAOW cycle, there is a focus on dignity, integrity and wellbeing, which incorporates the school's Christian vision and values, with clear behaviour expectations, as these are a regular feature of school life.

10 Following the school's behaviour policy is part of the home-school agreement, which parents and pupils are asked to sign.

11 School related activities, such as sports matches or school trips are subject to school behaviour rules.

Rewards used within School

- **Positive, specific praise and comments to individuals, groups; classes and whole school in all areas of the school regarding their following the rules and the effort they are making. These comments are frequent.**
- Golden book stickers. Children can be given this reward for a range of issues. In effect their name goes in the school newsletter and they visit the head teacher in her office and receive praise, encouragement and a sticker from the head teacher.
- **Dojo Points-** Dojos tend to be used in the very early stage of transition in to Year 3; usually for one term. This helps to reinforce the kind of behaviour that is expected at Holy Trinity. The majority of our pupils come from a local infants' school, where free flow activities are the norm. When children are clear about expectations, clear, positive language is adequate reward.

The school rules will be discussed in each class and there will be an opportunity for children to ask questions in each year group as to what these mean. Children need to know that all staff will behave in a particular, consistent way if behaviour choices are good and in the particular, consistent way throughout the school, if behaviour choices are poor. Children will be told that although staff might seem to be merely noting poor behaviour in the lesson, those poor behaviour choices WILL be dealt with, although children may not see the outcomes. It is our policy to Praise in Public (PIP) and Reprimand in Private (RIP). (Dix).

A reminder will be given (a specific script is a model to be used based on the work of Paul Dix)

Stepped Boundaries - Gentle approach, use child's name, child level, eye contact, deliver message	
1. REMINDER	I noticed you chose to (noticed behaviour) This is a REMINDER that we need to be (Ready, Respectful, Safe) You now have the chance to make a better choice Thank you for listening Example - 'I notice that you're running. You are breaking our school rule of being safe. Please walk. Thank you for listening.'

A warning will be given (a specific script is a model to be used based on the work of Paul Dix)

Stepped Boundaries - Gentle approach, use child's name, child level, eye contact, deliver message	
2. WARNING	I noticed you chose to (noticed behaviour)

	<p>This is the second time I have spoken to you. You need to speak to me for two minutes after the lesson. If you choose to break the rules again you will leave me no choice but to ask you to, (work at another table/work in another classroom / go to the quiet area etc or got to R and R.....) (learner's name) If the work I expect you to do is not finished, then you will go to RR until it is done. Do you remember when (model of previous good behaviour)? That is the behaviour I expect from you. Think carefully. I know that you can make good choices Thank you for listening / I'm glad we had this conversation Example - 'I have noticed you are not ready to do your work. You are breaking the school rule of being ready. You have now chosen to catch up with your work at playtime. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.'</p>
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Take up Time: This is described by Bill Rogers: When a child has been given a reminder or warning, they may give a non-verbal response. This might be a sigh, tut, rolling of the eyes or raising of eyebrows. This is often a behaviour on the way to acquiescing. This is a secondary behaviour rather than the focus of instruction, and should be tactically ignored whilst the teacher chooses to focus on the rest of the class. (This may be the final action on the way to compliance). After take up time, the teacher will check that the instruction has been followed. If it hasn't, then a consequence will be given.

Action will be taken

<p>3 Consequence</p>	<p>I noticed you chose to (noticed behaviour) You have been reminded and warned and now need to..... (Go to quiet area / Go to sit with another class / Go to another table etc.) or go to R and R E.g. if moved to a quiet area and still doesn't complete the work they will complete the expected work in R and R. If the child is disruptive to others, then a member of SLT may be sent for.</p> <p>Playground: see behaviour that leads straight to RR. You have broken the rule of keeping safe. I have reminded you it's not your turn to use the A frame. You also had a warning and chance to get off the equipment but chose to keep playing. You are still playing on it so now have to go to RR. You may use it again when it's your turn, which is xxx. Thank you for listening. (Remember to give the child take up time to get off the equipment).</p> <p>Example - 'You have had a warning and given a chance to work on a different table but you still haven't finished your work and you have disrupted others, so now you need to go to . . .</p>
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Scale of sanctions Pro-active and positive behaviour management techniques are used in school as described earlier.

Teachers will keep a record of when they need to speak to a child after a lesson, if the child has not heeded the reminder or warning, or if the teacher has had to give a further sanction.

- If a child refuses to leave the classroom or to follow instructions, then SLT may be sent for. A restorative approach will be used but there may be a need for further sanctions.

Across the school, all teachers and teaching assistants will follow the same scripts in talking to the children and the same sanctions for lesson times.

All staff should be aware that the sanctions are a guide and must take into account the needs of individual children and the severity of the incident, when dealing with behavior

Reflect and Repair time

Reflect and repair time will be held daily at lunchtime by a member of SLT.

In the RR folder there will be

- 1) Record sheets to be used for children to reflect personally in what they did. These will

<u>Type of behaviour</u>	<u>Level of Sanctions</u>
Rudeness	10 mins RR
Play fighting	10 Min R+ R
Barging with intent	10 Min R+R
Kicking/Slapping/ Spitting	15 Min R+R and letter home for spitting
Inappropriate Touching/ Grabbing	10 Min R+R and phone call home
Stealing	10 Min R+R and phone call home; the sanction may vary depending on frequency.
Racism (2 nd Record)	10 Min R+R and phone call home <i>Off the playground for a day</i>
Homophobic comments (2 nd Record)	10 Min R+R and phone call home <i>Off the playground for a day</i>
Inappropriate language (2 nd Record) (This is sexualised language but we're calling it inappropriate language in the class context. It will be explained to children where relevant)	10 Min R+R and phone call home <i>Off the playground for a day</i>
Comments regarding disability (2 nd Record, i.e. after being educated the first time)	10 Min R+R and phone call home <i>Off the playground for a day</i>
Bullying Complaint (2 nd Record)	Decision made by SLT case by case <i>Off the playground for a day</i>
Comments regarding gender (2 nd Record)	10 Min R+R and phone call home <i>Off the playground for a day</i>
Inappropriate use of Social Media (2 nd Record)	Decision made by SLT case by case <i>Off the playground for a day</i>
Fighting in anger	20 Min R+R and letter home/ TCM, etc. depends on situation. <i>Off the playground for a day</i>
Profanity	10 Min R+R and letter home
Deliberately breaking or damaging something	The cost can be paid for by the family, depending on the circumstances. 10 Min R+R / off the playground – depending on what has been broken
Bringing in inappropriate articles from home	R and R for at least 'education'; sanctions may vary depending on severity
The sanctions above apply to most cases. There may be occasions in which SLT will pursue a different sanction for the described behaviours, depending on the details/ history/ behaviour plan for a child.	

given to a member of the admin team who will record the reflections either on paper or on the excel tracking sheet.

- 2) The vocabulary lists of emotions that help children to explain how they felt.
- 3) The five questions being used in Restorative Practice.
- 4) A record of a Restorative Practice meeting.

- 5) Copies of letters to be sent home to parents where needed.

Behaviour Plans and Further Support

If a pupil's behaviour is giving cause for concern and the sanctions above are not adequately addressing the behaviour, SLT and/or the class teacher and/or the parents, where necessary, will meet with the child to discuss this. A restorative approach will be used to understand the situation better.

This may be enough to support change in behaviour.

As above, this work may involve the class teacher and / or parent. It may also involve any victim if there is one.

Behaviour plans are constructed to have minimum disruption to learning on a daily basis and give children time to change their behaviour, after they have realised how they may be impacting their learning or having an effect on others.

Behaviour targets may be used to encourage and support the child to alter their behaviour. This will involve targets being set for the pupil and progress against the targets monitored by SLT and the Class Teacher.

It may be that a behaviour target may be needed, e.g. you have been asked to stay after class to discuss calling out three times per week. That is twelve times in a month. The aim may be to reduce that to 6 in the next month. The plan will be discussed with the pupil and their parents and reviewed at agreed intervals. Behaviour plans will be shared with the staff who need to know and support that child.

Children whose behaviour is having a negative impact on their learning or the learning of others, may have a plan developed in consultation with the SENDCo (Special Educational Needs and Disability Coordinator), Head Teacher or Deputy Head Teacher, Class Teacher and parents.

SLT/ admin staff will make sure that all staff including Midday Supervisors (MDS) are kept up to date with current Behaviour plans where necessary. All behaviour concerns that involve an inequality or bullying are recorded, tracked and then stored on SIMs. Class Teachers will make any other relevant people working with the children aware of any behaviour concerns.

Children may also be referred for sessions with an Emotional Learning Support Assistant (ELSA), or mentoring with Kick London. SLT may liaise with available agencies such as the Mental Health Service (CAMHS), Early Help Team and other appropriate agencies in developing further specific behaviour strategies.

A '**circle of friends**' group may sometimes be used for behaviours that are linked to friendship issues and problems within the playground. This is a 6-week initiative that helps children develop greater resilience and helps them to reflect on the important criteria of being a friend and what this entails both inside and outside of school.

Break times & Lunchtimes

The expectations of behaviour in school as outlined in the policy are the same at all times and places within the school day.

Playground Rules

These are the same as those indoors:

Be ready

Be respectful

Be Safe

At break time staff are on duty and will apply the same sanctions as the classroom for poor behaviour. All staff should be aware that the sanctions are a guide and must take into account the needs of individual children and the severity of the incident, when dealing with behaviour.

At lunchtime Midday Supervisors (MDS) will apply the same approach to behaviour techniques as used in class; positive reinforcement of good choices and praise; or a reminder of the school rule, a warning of consequences, they will give take up time and then give consequences if necessary. MDS are assigned to year groups and will have their own book to record any reminders or warnings they have given. This will enable them to stay in the area that they are supervising. MDS position themselves in the playground strategically, in order to see clearly. The senior MDS will gather information at the end of a lunch time and give it to the class teachers so all staff are working together to endorse good behaviour. At the end of the week, admin staff will log all of the recorded behaviours for each child. If there are patterns of persistent concerns, SLT will address this with the child. Any 'severe/ dangerous' behaviour will be addressed by SLT as soon as possible.

- NB: Rotas must always be followed by all staff with no exceptions to maintain consistency.

A member of the Senior Leadership Team (SLT) will be on lunch duty daily and will support with behaviour issues that arise on the playground.

Holy Trinity Church of England Junior School -Restorative Practice History and Impact

Globally, restorative practice began amongst tribes in the southern hemisphere. In itself it is victim focused. It encourages the articulation of feelings and emotional needs, provides opportunity for the ripple effect of negative action to be understood and with this, the perpetrator to grasp how they would have felt if they had been the victim. This approach has been shown to change mind-sets.

In seeking to improve anti-bullying work, staff were trained to use this. This happened through a local charity, the Chris Donovan Trust, set up in response to the murder of a young man in Holy Trinity church. The parents of the young man have now established a relationship with the school in 2019.

In broad terms, Restorative Practice constitutes an innovative approach to offending and inappropriate behaviour, which puts repairing harm done to relationships and people over and above the need for assigning blame and dispensing punishment (Wright 1999). Simply, it is about

getting the offender together with the victim to understand the harm that the offender's behaviour has caused to the victim(s).

Restorative Practice (RP) is a strategy that is used to resolve incidents that occur in our school. It will be used at a low level (small issues) and a more intense level (where a more serious incident or repeated issues are occurring and it is considered to be a relevant approach).

At its core, the restorative approach is a philosophical shift away from the traditional, punitive approach to wrongdoing. The restorative perspective views misbehaviour as an offense against relationships. This approach maintains a focus on accountability of actions with a specific emphasis on empathy and repairing of harm. To that end, RP seeks to address underlying issues of misbehaviour and reintegrate wrongdoers back into the school and classroom community.

<u>Traditional/ Punitive Approach</u>	<u>Restorative Approach</u>
What rule was broken?	Who has been hurt/what relationship was damaged?
Who broke the rule?	What are the needs of those harmed and what parties have a stake?
What do they deserve/how will they be punished?	What stakeholders will be involved and what process will put things right again?

The Five Core Beliefs of Restorative Practice

Core Belief 1:

Everyone has their own unique perspective on a situation or event and needs an opportunity to express this and feel heard.

Core Belief 2:

What people think at any given moment influences how they feel at that moment and these feelings inform how they behave.

Core Belief 3:

Our actions and deeds impact those around us. It can be helpful to reflect on the wider ripple effects of any given action or incident.

Core Belief 4:

As Restorative practitioners we believe that when our needs are met we can function at our best and that all our actions are strategies we have chosen to meet our needs at the time.

Core Belief 5:

As Restorative practitioners we believe that it is those who are affected by an issue or problem who are the people best placed to find ways forward-in collaboration with each other.

Restorative Questions- A Five-step Framework

This framework for interacting with others is based on the five core beliefs above. These questions are used when engaging with others in a conflict scenario that needs a 'Restorative' meeting. They are also the questions that the children answer in R&R.

- **1. *What happened?***
Variations of this can be used depending on the situation: What's happening? What's going on? What's up? What's troubling you?
- **2. *What were you thinking and how were you feeling?***
Variations of this can be used depending on the situation: What was going through your mind? What were you telling yourself?
- **3. *Who do you think has been affected by what has happened?***
What are the ripple effects?
Variations of this can be used depending on the situation: Who may be affected if you do this?
- **4. *What do you need to do to be able to move forward?***
- **5. *What do you think needs to happen next to put things right?***

The questions are asked as part of an informal or formal conference. In using this approach, the emphasis is on developing relationships through the perpetrator accepting responsibility for what they have done and making decisions about more appropriate future actions using a problem solving approach. It also enables the victim to sense closure and that the perpetrator has faced up to their actions. The teacher acts as facilitator. It is the children themselves, who come up with the solutions.

We also place an emphasis on emotional literacy and use this as part of everyday vocabulary on display, to support children in dealing with their emotional wellbeing and regulation.

Supply teachers will receive guidance about the school's Behaviour Policy when they arrive at the school. When supply teachers are used and wherever possible, behaviour policies and processes will be sent to supply teachers, in advance, when there is a planned absence. Class teachers will leave notes about the pupils in their class, identifying those pupils whose behaviour is a concern and strategies that are to be used when dealing with those pupils.

School Trips and Educational Visits

Teachers who take groups of children on visits are responsible for the behaviour of the children on the visits. The scale of sanctions for inappropriate behaviour will follow those stated below.

Risk assessments will be carried out before any visits take place. Staff will identify pupils who are at risk and will discuss with SLT measures that can be put in place to ensure, that where possible, all pupils can take part in the visit. If risks cannot be effectively managed in this way, then a pupil may not be allowed to take part in a trip or visit and in the case of the Y6

residential trip, parents may be asked to collect their child. Staff leading visits will ensure that all adults on a trip are clear about their responsibilities.

Discipline beyond the school gate.

Reports from children and parents of non-criminal bad behaviour and bullying taking place outside school, will be dealt with in accordance with procedures outlined in the Process for Behaviour Management and the Anti-Bullying Policy.

In non - school related activities i.e. where there is not a school member of staff supervising the children but the children are recognisable by their uniform, reports of inappropriate behaviour will be investigated. The scale of sanctions for inappropriate behaviour will follow those stated below.

During pupil progress meetings, SLT will discuss with class teachers when pupils have been in 'R and R' more than three times per half term in Years 3 and 4 and more than five times per half term in Years 5 and 6. A range of strategies will be explored to secure an improvement in behaviour. This may include meeting with parents to discuss the way forward.

Temporary class move (TCM)

If a child is persistently defiant or their own or the safety of others is compromised, they may be sent to another class for a longer period of time with appropriate work (typically this has been for half a day – 2 days depending on individual circumstances). If this is not appropriate for any reason, the child may sit and do their work in the office of a member of SLT.

Parents will be informed.

The child may be kept in at break and lunchtime but will be given necessary breaks to eat, use the toilet and have fresh air.

DFE guidance September 2022 states that Removal (from a classroom) should be used for the following reasons: a) to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption; b) to enable disruptive pupils to be taken to a place where education can be continued in a managed environment; and c) to allow the pupil to regain calm in a safe space.

A record of a Temporary Class Move will be logged in 'Q' drive/Behaviour/TCM.

During a TCM there will be an opportunity to use Restorative Practice with a member of SLT if that is appropriate to the situation.

Safeguarding:

DFE Guidance: Behaviour in schools, September 2022:

'Schools should consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff should follow the schools' safeguarding policy. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school should consider whether a multi-agency assessment is necessary.'

Serious offences

Any bullying concerns or concerns regarding protected characteristics or inappropriate use of social media are reported to an SLT member, the Deputy Head or Head Teacher immediately (refer to Anti-Bullying Policy for procedures to follow). Details of what they have witnessed or what the child has reported must be written down.

Open and persistent defiance and persistent or extreme aggression receive the attention of the Deputy Head or Head Teacher.

A decision may be made to remove a child from the playground for a specific number of days. The child may be kept in at break and lunchtime but will be given necessary breaks to eat, use the toilet and have fresh air. Other consequences could include a TCM or internal exclusion.

Any bullying concerns or concerns relating to a protected characteristic or inappropriate use of social media are logged and reported termly to the governing body via the Pupils' and Curriculum Committee. Refer to anti-bullying policy for procedures to follow.

NB- All concerns will be fully investigated against protected characteristics or types of bullying. These will be recorded and reported back to the victim, person making the allegations, perpetrator and relevant parents.

Malicious allegations against staff

Any allegation against a member of staff will be investigated under the Child Protection Policy and Procedures in relation to DFE Guidance: Keeping Children Safe in Education, September 2023

Internal Exclusion (Isolation)

This will be decided in consultation with the Head Teacher, or in her absence the Deputy Head Teacher. This applies to pupils who are rude and defiant to staff, those pupils whose behaviour harms the education or welfare of the pupil or others in the school and pupils who display persistently poor behaviour.

The internal exclusion could be to a room within the school, away from other pupils, with appropriate support and supervision and may continue during break periods.

This may be used where sanctions such as R&R or working in another class are not deemed appropriate and the behaviour is not sufficiently serious to merit a ~~Fixed-Term Exclusion~~ suspension. It will only be used when it is in the best interests of the child or other pupils.

Internal exclusions should be logged on 'O' drive/Exclusions/Summary of internal exclusions - They should be for the shortest time possible and subject to review, with the necessary follow up and support. The school will evaluate the impact of internal exclusions.

During an internal exclusion, there will be an opportunity for a 'Restorative Practice' discussion as a means of helping the child to 'Reflect and Repair' the behaviour that has taken place.

Exclusion

Suspension or Exclusion is a last resort and is only used after careful consideration.
See the suspension policy

Power to Search and Confiscation

The school will follow DFE advice.
Current DFE advice: Searching, Screening and confiscation, July 2022

e.g. Searching

Searching can play a critical role in ensuring that schools are safe environments for all pupils and staff. It is a vital measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour through which pupils can learn and thrive.

Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed or any other item that the school rules identify as an item which may be searched for.

The list of prohibited items is:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- any article that the member of staff reasonably suspects has been, or is likely to be used:
 - to commit an offence, or
 - to cause personal injury to, or damage to property of; any person (including the pupil)
- an article specified in regulations:
- tobacco and cigarette papers;
- fireworks;
- pornographic images
- vapes

Informing parents

Schools should reinforce the whole-school approach by building and maintaining positive relationships with parents. Parents should always be informed of any search for a prohibited item listed that has taken place and the outcome of the search as soon as is practicable. A member of staff should inform the parents of what, if anything has been confiscated and the resulting action the school has taken, including any sanctions applied.

Should a phone be brought into After School Club in a bag or otherwise, this will not be the responsibility of the school.

Incidents involving the use of reasonable force

In some circumstances, physical intervention with a child/young person may be seen as appropriate e.g. preventing an accident or to prevent injury to themselves or others. This should be achieved with minimum force and for minimum time.

See further advice in DFE guidance: Use of reasonable force, July 2013.

If a child's behaviour suggests that physical restraint may be necessary, this should be recorded in the Behaviour Plan.

If possible there should be two adults present when a child is restrained. One of these 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. Staff use walkie talkies for this purpose.

The incident should be recorded by the Head Teacher or Deputy Head Teacher. Any such incidents should be recorded on the form 'Record of the use of reasonable force/ safety measures' and in the bound book.

Monitoring and evaluation

See appendix

As members of SLT drop in to classrooms, they observe and comment on how children's needs are being met and how behaviour for learning is being managed.

NB for monitoring and evaluation purposes all records of behaviour incidents, bullying concerns and concerns relating to protected characteristics or inappropriate use of social media, will be logged ~~on SIMs~~ and on the Q drive.

An evaluation will be reported to the governing body termly via the head teacher in the Pupils' and Curriculum Committee.

SG/SR 25.4.22

SG / SR/ AC/ JS 25.4.23

SG SR 28.4.26

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 via the reminders list that is sent out every September.
- 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' and Curriculum Committee
- update parents with relevant information in the newsletter every term

It is the **Deputy Head Teacher's** legal duty to deputise for the head teacher in her absence

It is the Class Teacher's responsibility to:

- manage day to day behaviour issues
- evaluate and develop practices and procedures with their class
- monitor and evaluate behaviour plans and records
- liaise with the ELSA and Kick London staff to enable adequate in -school support to maximise these resources for children

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 (which is outlined in the home-school agreement)
- 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 school's 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.