



# Holy Trinity Church of England (Aided) Primary School

## Policy Statement

### Positive Behaviour Policy

#### *The Best for Every Child - a Unique Child of God*

At Cookridge Holy Trinity Church of England (A) Primary School we serve the community by providing a happy, secure and caring Christian environment where all are valued and respected. We pride ourselves on being friendly and welcoming. We believe in the uniqueness of the individual as a child of God and recognise the range of contributions that each can make.

We provide for the spiritual, emotional, physical, mental and social development of the whole child, as a child of God. We seek to foster self-esteem and instil a sense of responsibility to others and the world around them through the teaching of our Christian Values.

We are committed to the pursuit of excellence, and the school curriculum aims to offer all children a broad and balanced, relevant and differentiated curriculum which provides consistency and continuity of teaching throughout the school, enabling every child to maximise their potential.

We work in partnership with parents, the local church, the wider community and other schools to provide an education of the highest quality.

Written by: School staff  
Date: September 2022  
To be reviewed: September 2025

Our school mission statement is:

**The Best for Every Child -a Unique Child of God.**

To enable this to happen we will make our school as inclusive as we can. Inclusion at Holy Trinity School means that we positively embrace the diversity of strengths, abilities, and needs of the children both attending our school and wishing to attend our school. We believe all children should be valued equally, treated with respect and have equal opportunities to access all aspects of school life. All children should feel accepted and welcomed by the whole school community. We regard inclusion as a dynamic, pro-active process which empowers all members of our community and celebrates differences in the context of real relationships.

**All children are made in the image of God and loved unconditionally by God. They are all special and should be allowed to develop and grow in a nurturing environment secure in the knowledge that they are cherished.**

At **HOLY TRINITY C of E PRIMARY SCHOOL** good behaviour is both expected and valued. We have a positive behaviour policy which focuses on **recognising** and **rewarding** good behaviour and enabling children to **learn from their mistakes** and to **have a fresh start**. 'Then Peter came and said to Him, "Lord, how often shall my brother sin against me and I forgive him? Up to seven times?" **Jesus said to him, "I do not say to you, up to seven times, but up to seventy times seven."**

**Matthew 18:21-22**

#### **THE AIMS OF THIS POLICY ARE:**

To define our **acceptable standards of behaviour**.

To create an environment that both **encourages** and **reinforces** good behaviour.

To ensure that the **school's expectations and strategies** are widely **known and understood**.

To encourage **consistency of response** to both positive and negative behaviour.

To promote **self-esteem, self-discipline, self-regulation** and **positive relationships**.

To encourage the partnership of both **home and school** in the implementation of this policy.

#### **LEGAL FRAMEWORK**

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2022) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2022) 'Keeping children safe in education 2022'
- DfE (2022) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'

#### **ROLES AND RESPONSIBILITIES**

The governing board will have overall responsibility for:

- Making a statement of behaviour principles, and providing guidance for the headteacher on promoting good behaviour where appropriate.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Ensuring this policy is published on the school website.

The headteacher will be responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Acting in accordance with the statement of behaviour principles made by the governing board, and having any regard to guidance provided by the governing board on promoting good behaviour.
- Establishing high expectations of pupils' conduct and behaviour, and implementing measures to achieve this.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publicising this policy in writing to staff, parents and pupils at least once a year.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The senior mental health lead will be responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.
- Supporting behaviour management in line with the SEMH Policy.

The SENCO will be responsible for:

- Collaborating with the governing board, headteacher and the senior mental health lead, as part of the SLT, to determine the strategic development of behaviour and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff will be responsible for:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.

All members of staff, including teaching and support staff, and volunteers will be responsible for:

- Adhering to this policy and applying it consistently and fairly.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include:
  - SENCO.
  - Headteacher.
  - Subject leader.
- As authorised by the headteacher, sanctioning pupils who display poor levels of behaviour.

Pupils will be responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Parents will be responsible for:

Supporting their child in adhering to the school rules and reinforcing this at home.  
Informing the school of any changes in circumstances which may affect their child's behaviour.

## **DEFINITIONS**

For the purposes of this policy, the school will define "serious unacceptable behaviour" as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This will include, but is not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation
- **Bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of banned items
- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disobedience or disruptive behaviour
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils

- Any behaviour that requires the immediate attention of a staff member

### **ACCEPTABLE STANDARDS OF BEHAVIOUR**

In seeking to define acceptable standards of behaviour it is acknowledged that these are goals to be worked towards rather than expectations which are either fulfilled or not. The **school** has a **central role** in the **children's social and moral development** just as it does in their academic development. Just as we measure academic achievement in terms of progress and development over time towards academic goals, so we measure **standards of behaviour** in terms of the **children's developing ability** to conform to accepted standards.

Children bring to school a wide variety of behaviour patterns based on differences in home values, attitudes and parenting skills. As a church school we work towards common acceptable standards of behaviour based on the Christian principles of **honesty, respect, consideration** and **responsibility**. It follows that acceptable standards of behaviour are those which reflect these principles.

### **OUR GOLDEN RULES**

Our rules are designed to **make clear** to the children how they can achieve **acceptable standards of behaviour**. They promote the idea that every member of our school community has **responsibilities** towards the whole of the community. Our Golden Rules are statements of our **Christian and moral values**. They are **referred to often and explicitly** and used as a bench mark against which to monitor behaviour in school.

**We are gentle** (we take care of each other and keep **ourselves and others safe**).

**We are kind and helpful** (we keep our hands and feet to ourselves, we give each other **PUSH UPS** not **PUT DOWNS**)

**We listen** (we show respect to each other and to **ALL** the adults in school and **FOLLOW INSTRUCTIONS**)

**We are honest** (we tell the **truth** and take **responsibility** for our actions)

**We work hard** (we always **try our best**, make the most of our **learning time**, help others to learn and have a **GROWTH MIND SET**)

**We look after property** (we **take care** of each other and everything in our school and **keep ourselves safe**)

The Golden Rules are **displayed within each classroom**, around school and outlined clearly in the Home School Agreement for all new pupils to school. By being visible throughout school it is possible to revisit and reinforce them regularly or when dealing with incidents.

### **SCHOOL ROUTINES**

In order to ensure consistency throughout school the following procedures are in place and **ALL staff have a responsibility to ensure the children meet the expectation:**

We will ensure that we wash our hands at regular intervals when the adults tell me too and before and after visiting the toilet  
We walk and line up quietly facing the front of the line at the end of breaks.

We walk into school from the playground quietly and sensibly, go into our classrooms, wash/gel hands on entering the classroom then sit quietly in our seats ready for the lesson to begin.

All classes have a clearly recognised non-negotiable quietening routine (e.g. countdown from 5, clapping response, shaker) which is shared with any adults taking the class.

### **THE SCHOOL ENVIRONMENT**

#### **THE ROLE OF ADULTS IN SCHOOL**

**ALL** the adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.

As adults we should always aim to:

**create a positive climate** throughout school with realistic expectations;

emphasise the importance of **being valued and respected** as an individual within the group;

promote, through example, **respect, kindness, tolerance, honesty and courtesy**;

provide a **caring and effective learning** environment;

encourage relationships based on **honesty, kindness, tolerance, respect and understanding of the needs of others**;

ensure **fair treatment for all** regardless of age, gender, race, ability and disability;

**recognise explicitly** the efforts and contribution of all.

#### **THE CURRICULUM AND LEARNING**

We believe that an appropriately structured, relevant curriculum contributes to good behaviour.

High quality learning displays and classrooms which are ordered, structured and uncluttered set high expectations of behaviour and show that we value the children's efforts.

Lessons are differentiated to meet the needs of children of different abilities including those with SEND.

Marking and verbal feedback is used both as a supportive activity, providing feed-back to the children on their progress and achievements, and as a way to ensure that the children's efforts are valued and their progress and effort is acknowledged and recognised.

Teaching methods encourage enthusiasm and active participation for all children.

Lessons should also aim to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others.

Positive behaviour will be taught to all pupils as part of the behaviour curriculum, in order to enable them to understand what behaviour is expected and encouraged and what is unacceptable. Positive reinforcement will be used by staff where expectations are met to acknowledge good behaviour and encourage repetition. The behaviour curriculum will focus on defining positive behaviour and making it clear what this looks like, including the key habits and routines required by the school, e.g. lining up quietly outside the classroom before a lesson.

Routine will be used to teach and reinforce the expected behaviours of all pupils. Appropriate and reasonable adjustments to routines for pupils with additional needs, e.g. SEND, will be made. Consistent and clear language will be used when acknowledging positive behaviour and addressing misbehaviour.

### **PREVENTATIVE MEASURES FOR PUPILS WITH SEND**

Behaviour will always be considered in relation to a pupil's SEND. If it is deemed that a pupil's SEND has contributed to their misbehaviour, the school will consider whether it is appropriate and lawful to sanction the pupil.

Where a pupil is identified as having SEND, the graduate approach will be used to assess, plan, deliver and review the impact of support being provided.

The school will aim to anticipate likely triggers of misbehaviour and put in place support to prevent these, taking into account the specific circumstances and requirements of the pupil concerned. Measures the school will implement where appropriate include, but are not limited to, the following:

- Short, planned movement breaks for a pupil whose SEND means they find it difficult to sit still for long
- Ensuring a pupil with visual or hearing impairment is seated in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or relevant medical condition
- Training for staff in understanding autism and other conditions

### **SCHOOL EXPECTATIONS AND STRATEGIES**

**IT IS IMPERATIVE THAT WE REMEMBER WE HAVE A POSITIVE BEHAVIOUR POLICY WHICH MEANS OUR MAIN STRATEGY IS EXPLICITLY AND CONSTANTLY RECOGNISING AND REWARDING GOOD BEHAVIOUR.**

**Our aim is for the children to be self-regulating i.e. behaving well because they know it is the right thing to do not because they will get a sanction if they do not meet expectations.**

We expect **ALL** staff to make clear and uphold the school expectations of acceptable behaviour **AT ALL TIMES**. No member of staff should ignore unacceptable behaviour.

Our **PSH, P4C and RE curriculum** provide excellent opportunities to explicitly discuss and promote the ethos and expectations of the school. Recognition of good behaviour should permeate all aspects of school life.

### **STRATEGIES TO BE USED BY ALL STAFF**

- Say '**Good Morning**' to the children. **Acknowledge** them and **show interest**.
- **Constantly remind children of the expectation** before they do something and then acknowledge they have done it e.g. 'Remember we line up quietly without pushing to go to worship. Let's see how well we can do that... Well done you lined up really sensibly and quietly' or 'Remember we go straight into class, wash our hands and sit down at our places and wait for the lesson to start... Well done you came in and sat down really well so we can get on with our learning'.
- **Praise good behaviour often and explicitly** to remind and re-enforce expectations (and ignore bad behaviour as far as possible). For example, 'Well done for being so kind and thoughtful' and 'You have worked hard in that lesson – you kept our Golden Rules'.
- Give **thumbs up and a smile often** to acknowledge appropriate behaviour.
- Give **time reminders** e.g. you have five minutes left before we need to stop.
- **Describe reality and direct instruction** (**not** questioning language e.g. how many times have I said...): e.g. 'You are calling out – hands up – thank you' and 'You are out of your seat – sit down – thank you.'
- **Take up time** - giving children time to respond when adults ask them to do something.
- Give **choices and consequences** in a calm factual manner to enable the child to make the right choice e.g. 'If you choose to do x you know the consequence will be y' and then ensure the consequence is carried out if necessary.
- **Defuse situations** by discussing issues in private so that the child does not feel humiliated. Speak quietly close to the pupil to remind them of the expectations rather than talk across the classroom.
- Help children **understand the impact** of their behaviour and focus on the future, e.g. 'What should you do next time?' Acknowledge they are learning how to behave appropriately.
- **Encourage** the children to give each other **PUSH UPS** and not **PUT DOWNS**.
- Give **rewards** for good behaviour.

### **OUR REWARD SYSTEM**

#### **Foundation Stage**

Praise- All adults give pupils verbal feedback and thumbs up for specific good behaviours.

All adults and pupils are responsible for the behaviour. Pupils contribute to making rules for areas of provision.

Teachers review good learning with the children and reflect on their behaviour.

Pupils can get stickers for good learning and trying hard.

Pupils nominate a 'special friend' who has followed the Golden Rules, has been a good role model and a good learner. The 'special friend' can sit in a special chair during carpet time and takes home a certificate which the children help to write.

Pupils may receive a postcard written by class teacher to celebrate positive attitudes to learning and showing good manners.

The class teacher will nominate a child to be 'pupil of the week' to celebrate good learning skills and achievements.

Pupils collect 'Trinity Bears' and cards for good work or behaviour and are presented with certificates in worship.

**Key Stage 1 and 2 Rewards:**

A Trinity Bear/ Card reward system is in place throughout school as we believe that rewards have a motivational role, helping children to see that positive behaviour is valued. Children are awarded Trinity Bears/Cards for good work or behaviour and are presented with certificates (see below). The Trinity Bears gained are also counted across school and each week a school team is awarded the ribbon and cup. These teams are mixed across age group, sex and ability and have the names of the Gospel writers – Blue for St Matthew, Green for St Mark, Yellow for St Luke and Red for St John. Any adult within school may give a Trinity Bear to a child if the achievement merits it.

Subject Leaders will be able to reinforce good work in their subject by awarding Trinity Bears/Cards to a pupil if appropriate. Once given, Trinity Bears/Cards will not be taken away from any child.

A threshold is reached every 25 Trinity Bears earned which will result in the child gaining a certificate. This certificate will be presented publicly to the child in the weekly Pupil of the Week Worship.

The thresholds are as follows:

• 25 bronze	• 125 ruby	• 225 amethyst	• 325 aquamarine
• 50 silver	• 150 diamond	• 250 pearl	• 350 turquoise
• 75 gold	• 175 topaz	• 275 peridot	• 375 rose quartz
• 100 emerald	• 200 sapphire	• 300 snow quartz	• 400 black onyx
			• 425 platinum

In addition we use:

Praise and stickers in the classroom

Headteacher awards

Pupil of the week

Sharing good work with class/buddy class

Positive marking

Green Time to reward the class for keeping the Golden Rules particularly well. The children 'earn' five minutes each day which can be used at the end of the week (KS1) or saved for an end of term treat (KS2).

Share achievements with parents through sending home Holy Trinity merit postcards to individual children who have achieved particularly well in any aspect of school life including manners and behaviour.

Provide opportunities for greater responsibility in school e.g. School Councillors, Playground Buddies and also through representing school through competitions, school trips etc.

Good to Be Green Wall of Fame.

**SANCTIONS**

**Reception Sanctions**

- Pupils will be spoken to by adults and consequences are explained. Pupils are encouraged to make a good choice.
- Pupils are given a 'first warning', and if necessary a 'second warning'. If the pupil continues to misbehave, they are moved on to a 'timeout mat'.
- If pupils display very disruptive behaviour, they may be sent to the other class.
- Parents and carers are notified of any behaviour issues.

**Key Stage 1 and 2 Sanctions**

Each class has a **GOOD TO BE GREEN** chart in the classroom at a level which children can access.



**Green Card:** All children begin every day with a green card displayed in their pocket so that they start on a positive note.

**Orange Card:** Children are given a **clear verbal warning** if they are not following our Golden Rules. If teachers have to warn children about inappropriate behaviour again, the **child moves** their 'It's Good to be Green' card to the back to reveal an orange warning card. This warning card gives children an opportunity to reflect on and consider their behaviour and make sure they don't repeat the offence. Children can go back to their green card at the end of the session if their behaviour has improved during the rest of the session. However if children are still on an orange warning card at the end of the teaching session they will miss five minutes playtime and five minutes of Green Time. The orange warning cards resulting in missed playtime will be recorded on a class chart kept by the teacher.

Each teaching session starts the procedure on a green card again.

If during the day other teachers/support staff have to warn children about inappropriate behaviour, they report back to children's class teachers as soon as possible to enable them to adjust the chart.

**Reasons for issuing Orange Warning Card (N.B. following one clear verbal warning)**

- Repeatedly not following the same instruction
- Repeatedly calling out in class
- Calling someone names
- Repeatedly saying unkind things
- Being unkind to another child e.g. repeatedly leaving someone out
- Speaking rudely to a member of staff
- Answering back to a member of staff
- Telling lies

**If a child receives three orange warning cards in one week they will be given a Red Consequence card.**

**A Red Consequence Card may be issued immediately for the following reasons:**

- Putting yourself or other people in danger
- Stealing other people's belongings
- Deliberately destroying other people's property
- Intimidating or frightening others
- Deliberate physical hurting e.g. spitting/ biting/choking/kicking/punching/slapping
- Offensive swearing of a sexual nature, using other rude or offensive language or gestures such as jokes, taunting or touching of a sexual nature
- On-line harassment of any nature
- Using racist, homophobic or sexualised language in person or online
- Unprovoked disrespectful behaviour towards adults e.g. shouting, arguing back, losing your temper

**There is a zero tolerance approach to sexual violence and sexual harassment in our school. It is never acceptable and it will not be tolerated.**

**SEXUAL ABUSE AND HARASSMENT**

The school will prohibit all forms of sexual abuse and harassment, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling child-on-child sexual abuse and harassment are detailed in the Child-on-child Abuse Policy.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Discipline for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

Every time children receive a red card **the class teacher informs the parents and records it on the class chart that they keep**. The child also has a playtime detention (15 minutes) outside the SMT offices. If children receive **three red cards** in any one half-term the Headteacher writes to their parents inviting them to a meeting with herself and the class teacher. A copy of the Home/School Agreement will be sent home for parents and pupil to discuss and sign.

**It is the responsibility of the class teacher to inform the head teacher when a child has received three Red Cards.**

The Headteacher also reserves the right to temporarily exclude children from their class or from school trips, and, in extreme cases, from school following the Local Authority guidelines.

**PHYSICAL INTERVENTION**

In line with the school's Physical Intervention Policy, **trained members of staff** will have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.

Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used.

After an instance of physical intervention, the pupil will be immediately taken to the headteacher, and the pupil's parent will be contacted. Where appropriate, the headteacher may decide to temporarily remove the pupil from the school via a suspension, in line with the DfE's guidance on 'Suspension and Permanent Exclusion'. Where suspension is carried out, the pupil's parent will be asked to collect the pupil and take them home for the rest of the day – pupils will not be sent home without the school contacting their parent.

Any violent or threatening behaviour will not be tolerated by the school and may result in a fixed-term exclusion in the first instance. It is at the discretion of the headteacher as to what behaviour constitutes for an exclusion, in line with the DfE's guidance on 'Suspension and Permanent Exclusion'. When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, staff will recognise and consider the vulnerability of these groups

**REASONABLE ADJUSTMENTS**

As an inclusive school we have children who come to the school with special educational needs. We respect and love these children as much as any other, even if their special educational need leads to poor behaviour. While we won't accept poor behaviour, we will arrange for reasonable adjustments in order to cater for children's individual needs. Agreed individual strategies will be implemented to support their positive behaviour in the form of an Individual Behaviour Plan and Risk Assessment - the aim of these

documents is to clarify the conditions needed to support positive behaviour for the individual child and exactly what to do should poor behaviour happen, including strategies to meet the individual child's emotional needs during times of challenging behaviour. Strategies could include:

- Small time outs
- Learning in a designated area of the classroom or building
- Working one to one or in a group room with a named adult
- Lunchtimes in designated areas on or off the premises
- Part-time timetables
- Other strategies at the discretion of the Head teacher, Deputy Head, SENDco and teacher, in consultation with parents/carers and other professionals relevant to the child's needs.

### **PLAYGROUND/PLAYTIME BEHAVIOUR**

#### **Rewards**

1. Positive praise/catch children being good.
2. Stickers – given by the lunch time staff.

#### **Sanctions**

1. Reminder of appropriate behaviour – describe reality/direct instruction.
2. Verbal reprimand.
3. Instant sanction – standing by the wall (5 minute blocks). Children reminded of the appropriate behaviour and understand the consequence of not following the rules.
4. Removal from situation (e.g. Playground). Sent to SMT/Lunchtime Supervisor. Behaviour recorded by SMT/Lunchtime Supervisor

### **LUNCHTIME BEHAVIOUR WILL BE DEALT WITH AT LUNCHTIME AND SHOULD NOT BE DEALT WITH AGAIN IN CLASS UNLESS REQUESTED BY THE SMT.**

### **SELF ESTEEM AND SELF REGULATION**

We aim to enable all the children in school to have a positive attitude and to be able to self-regulate their behaviour. Children who find it hard to do this will be supported to do so through a range of interventions run within school (e.g. anger management, counselling, circle of friends, self-esteem). The nature of the intervention will be decided through discussion with the class- teacher, Learning Mentor, SENCO and parents will be informed.

It is recognised that we may have children within school for whom the normal system of sanctions and rewards is not the most effective tool. Smaller, more immediate targets and rewards need to be set as appropriate and with a time scale which reflects the pupil's needs. For these children an Individual Behaviour Plan (IBP) will be written and shared with parents. IBPs **must** then be made accessible to any adult working with that child so that common strategies are followed.

We work with a range of external agencies to support us in developing effective Individual Behaviour Plans which include TAMHS Counsellors, Family Support Workers, Inclusion Support Workers, NWAIP Inclusion Partnership team, Team Teach, NWAIP/TRUST and the Educational Psychologist. Children who continue to find it hard to meet expectations may have a placement at TRUST and then be re-integrated into school.

### **WORKING WITH PARENTS**

We give high priority to clear communication within the school and to a positive partnership with parents since we believe that these are crucial in promoting and maintaining high standards of behaviour. Each child and parent is asked to sign the Home/School Agreement when they start school. If necessary the child may be reminded of the agreement and a chart sent home as a reminder to parents with appropriate comments.

Where the behaviour of a child is giving cause for concern it is important that all those working with the child are aware of those concerns and of the steps which are being taken in response. The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare. Early warning of concerns should be communicated to the SENCO so that strategies can be discussed and agreed. Parents will be informed at all stages.

### **BEHAVIOUR OUTSIDE OF SCHOOL PREMISES**

Pupils at the school must agree to represent the school in a positive manner. The guidance laid out in the Pupil Code of Conduct will apply both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

Staff can discipline pupils for misbehaviour outside of the school premises, including conduct online, when the pupil is:

- Wearing school uniform.
- Travelling to or from school.
- Taking part in any school-related activity.
- In any way identifiable as being a pupil at the school.

Staff may also discipline pupils for misbehaviour outside the school premises, including conduct online, that:

- Could negatively affect the reputation of the school.
- Could pose a threat to another pupil, a member of staff at the school, or a member of the public.
- Could have repercussions for the orderly running of the school.

Any bullying witnessed outside of the school premises and reported to the school will be dealt with in accordance with the Anti-bullying Policy.

The school will impose the same sanctions for bullying incidents and non-criminal misbehaviour witnessed or reported outside of the school premises as would be imposed for the same behaviour conducted on school premises. In all cases of unacceptable



behaviour outside of the school premises, staff will only impose sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff.

Complaints from members of the public about the behaviour of pupils from the school are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

**THIS POLICY SHOULD BE READ IN CONJUNCTION WITH:**

This policy operates in conjunction with the following school policies:

- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) and Inclusion Policy
- Physical Intervention Policy (Team Teach)
- Child Protection and Safeguarding Policy including the current version of Keeping Children Safe in Education (KCSIE)
- Anti-bullying Policy
- Accessibility Policy
- Single Equality Scheme
- Home School Agreement