

# HOLY TRINITY C.E.P. SCHOOL LOWER BEEDING

## Behaviour Policy

This policy is seen as an integral and vital part of our Personal, Social and Health Education Policy. Policies and procedures for Exclusions from School, and Anti-Bullying can be found in the appendices of this policy.

### Our school aims

At Holy Trinity Church of England Primary School we aim to...

<i>Work together</i>	<i>Learn together</i>	<i>Grow together</i>
<ul style="list-style-type: none"><li>- encourage and enable our children to make a positive contribution to our community and the wider world,</li><li>- welcome and encourage all people connected with the school to support and share in school life.</li><li>- build an inviting Christian community that encourages participation</li></ul>	<ul style="list-style-type: none"><li>- teach our children the core values of responsibility, creativity, resilience, respect and spirituality</li><li>- encourage a love of learning in a caring, stimulating and disciplined environment where everyone is valued and encouraged to achieve their best</li><li>- equip all of our children with appropriate life skills.</li></ul>	<ul style="list-style-type: none"><li>- enable our children to grow to be healthy both physically and mentally</li><li>- enable our children to grow spiritually and be confident in their own beliefs</li><li>- build understanding and respect for other people's beliefs and cultures</li><li>- worship in a Christian community</li></ul>

...so that everyone enjoys being at school and is proud to be part of it.

### Aims of this policy

- To create a calm, safe and happy environment in which the children feel confident to work, learn and grow and build positive relationships with others.
- To develop the children's self-esteem and positive attitudes towards acceptable behaviour.

### Objectives

- To make clear to all involved in school life – pupils, parents, non-teaching assistants, lunch-time supervisors, teachers and governors, our code of expected behaviour.
- To encourage personal responsibility for acceptable behaviour.
- To formulate and discuss with all personnel, the rules of the school and the reasons for their inclusion in this policy.
- To develop good relationships of mutual trust and respect between children and adults.

The general behaviour of pupils is a matter of great importance in the running of the school and to the well being of the community it serves. Qualities of honesty, kindness and fair dealing are constantly encouraged, whilst politeness and thought for others are regarded as the basis of relationships between pupils and teachers. Children are expected to be responsive to discipline and to observe school rules and parents are consulted at an early stage when pupil's behaviour causes concern.

The School's Behaviour procedures are based upon the school's Golden Rules. These are displayed around the school and in each classroom. The Golden Rules and behaviour procedures are as follows:-

### **Golden Rules for Everyone in Our School**

**Do** be kind and gentle, **don't** hurt anybody or their feelings.

**Do** be honest, **don't** cover up the truth.

**Do** work hard, **don't** waste time.

**Do** look after property, **don't** waste or damage things.

**Do** listen to people, **don't** interrupt.

**Do** walk around the school, **don't** run.

### **Positive Consequences – Rewards**

In the juniors all children who uphold the 'golden rules' will have half an hour of 'golden time' on a Friday afternoon. During this time they may choose from a pre-selected range of activities.

In the infants children have a special time each Friday afternoon. This time is earned by gaining sufficient stickers (two each day) for producing quality work during self-initiated activity time.

The agreed rules will be further reinforced by the following rewards:-

1. verbal praise
2. verbal praise plus a tangible reward e.g. small certificates, stickers
3. as above plus being sent to another class for praise from another teacher in front of other children
4. being sent to the head for praise and a tangible reward - note to accompany child to explain reason for praise
5. In Puffins and Falcons classes the giving of stickers or merits. A class record of these is kept. Any child receiving 10 has their name added to our awards display, and their name is mentioned on the Head's weekly newsletter to parents.
6. In Eagles class children are responsible for keeping track of merits earned. These children are awarded special bronze, silver and gold award certificates, as well as being mentioned on the weekly parent's newsletters.

## Negative Consequences – Sanctions

If a child in breaks one of the Golden Rules the following sanctions come into force:-

### **In the classroom-**

	<b>Infants</b>	<b>Juniors</b>
stage 1	Warning given	warning given
stage 2	Child puts their name on the top of the negative behaviour chart – and misses part of the special storytime	child loses 5 minutes of Golden Time
stage 3	Child moves their name to the second stage on the chart – and misses two parts of the special storytime	child loses 10 minutes of Golden Time
stage 4	Child moves their name to the third stage on the chart – and misses all of the special storytime	child loses all of Golden Time and can be sent to another classroom to work for half an hour. When a child is sent to another classroom they should be accompanied by a teaching assistant or a sensible child. The incident should be reported to the Headteacher.

### **In the playground-**

- stage 1 a verbal warning
- stage 2 Juniors -child loses 5 minutes of Golden Time – stands to side – class teacher informed  
Infants – child puts their name on the top of the negative behaviour chart – and misses part of the special time
- stage 3 removal from the playground. Child should be sent to the Head/ duty teacher and loss of all Golden Time/ special time

The Headteacher monitors behaviour, and will speak to children who frequently lose their golden time. Where necessary parents will also be involved.

If a class has a persistent offender then they may be withdrawn from ‘the scheme’ to allow the class to achieve success and avoid the offender being caught in a negative spiral. These persistent offenders may need special programmes to support and help them overcome behavioural problems. These programmes will be developed through consultation by the class teacher and head and SENCO.

If a child loses all of their Golden Time/ special time they may enter into a contract with their teacher and attempt to ‘earn back’ some/ an aspect of their time special time.

Children who lose their special time will work on teacher directed activities or sit unoccupied while the rest of the class have their chosen activities.

### Severe Clause

Extreme behaviour as described below would result in jumping to stage 3 of the sanctions immediately i.e. removal from class or playground and the involvement of the head or deputy. If it is necessary to have an adult to remove the child, a note is sent to the head requesting assistance.

We have agreed that the following constitutes extreme behaviour:-

- verbal attack on an adult or child that includes swearing, racist or offensive language  
e.g. spastic
- malicious damage to a person or property
- theft

Children will be made aware of the consequences of such behaviour.

### **Bullying:**

Refer to school's Anti Bullying Policy (see appendices 2 &3). Any incidents or reports of bullying should be reported to the headteacher. The headteacher will log the incident, investigate what has happened, and take appropriate action.

The Governing Body, on the recommendation of the Headteacher, will consider any serious case of bullying or anti-social behaviour. The parents and the child will be fully involved in all procedures and their outcomes.

### **General**

Sanctions need to be seen as fair. Offending action or behaviour must be witnessed first hand by the adult not just reported, though reported incidents will be followed up and sorted out. The way the child or children deal with the sorting out process will determine whether or not sanctions are used.

If a child is injured or has their property damaged or there is an incident that is likely to cause parental concern the head must be informed even if no disciplinary action is needed.

### **Strategies for managing difficult behaviour**

Occasionally there may be individual children or incidents that go beyond the agreed policies and procedures. Each one should be considered separately, particularly the root causes rather than the outcomes. The main aims should always be to promote positive behaviour, to help the child to understand and take responsibility for actions and their consequences and to reinforce and encourage appropriate behaviour.

- Give a child a fair hearing and find out exactly what happened
- Make it clear that it is the behaviour that is disliked, not the child
- After an incident has been dealt with it should become history
- Separate the child and the audience he/she may be playing up to

- Negotiate a time and place to allow the child to calm down
- Inform the Headteacher as soon as possible
- Involve other adults when appropriate (parent, Education Welfare Officer, Educational Psychologist)

### **Screening, Searching and Confiscation**

The school follows Government advice when confiscating items from pupils which is outlined in their document "Screening, Searching and Confiscation – Advice for Head teachers, Staff and Governing Bodies – July 2013 (A copy of this document is available from the school on request or to download from the DfE Website).

### **The Use of Reasonable Force**

In order to maintain the safety and welfare of our pupils, it may very occasionally be necessary to use reasonable force on a pupil, as permitted by law.

The school has taken account of advice provided by the DfE - *Use of reasonable force: advice for head teachers, staff and governing bodies* and the schools public sector equality duty set out in section 149 of the Equality Act 2010.

Further information can be found in the school's Restraint Policy – Appendix 5

### **Out of School Behaviour**

The school expects that our pupils act as positive ambassadors for us.

We therefore expect exemplary behaviour during all educational visits or learning opportunities in other schools.

### **Special Needs**

Children displaying serious emotional and behaviour problems will be registered on the school's Special Educational Needs register and an Individual Education Plan will be drawn up. There may be a need for external support to assist the child. The West Sussex Behavioural Support Plan provides detailed information of professional agencies and strategies to address the problem.

### **In school we expect adults to:**

- Listen
- Address everyone politely
- Co-operate with everyone in school
- Offer appropriate supervision
- Behave in a professional manner
- Praise and encourage good behaviour
- Create individual strategies for behaviour modification
- Tell children why and when their behaviour is unacceptable
- Respond quickly to incidents and situations
- Apologise if they have made a mistake
- Deal with incidents in a quiet, controlled manner

## **Partnership with Parents**

Parents play a crucial role in enhancing their children's self-esteem by setting behaviour boundaries and in reinforcing the behavioural and social initiatives promoted by the school. All children need a positive and supportive relationship between home and school, in order to enhance behaviour, motivation and attitude. It is the school's responsibility to help parents feel that they are valued and have an important role to play in their children's schooling.

## **Appendix 1**

### **Exclusion Procedures**

Exclusion will take place as a result of a serious breach of discipline which has arisen at school. Only the Headteacher has the right to exclude a pupil. Exclusion will be enforced when other pupils or members of staff are deemed to be seriously affected by that pupil's presence in school.

Exclusion from school is a punishment. The parents, guardians or child minder need to support the school in its decision and, according to recent legislation, the child must not be found in a public place during the exclusion period or parents may be subject to a fixed penalty notice.

The school will supply the 'carer' with work that the child should complete.

#### **Fixed Term Exclusion**

For between 1 and 15 days depending on the seriousness of the offence

1. The parents of the pupil will be informed that the pupil has been excluded and why. This will be done immediately by telephone if possible and then confirmed in writing. Parents will be informed of the period of exclusion and the reason for it. The Chair of Governors and the LA will also be notified.

2. The parents will be informed in the letter, that they may make representations about the exclusion to the Governing Body. Parents have the right to attend an exclusion meeting with governors and the letter will tell parents who to contact and will invite them to write asking for a meeting.

3. If parents reply saying they wish to meet with the Governors a meeting will be set up preferably on the day the pupil returns to school. They may bring a 'friend' to the meeting to support them. The purpose of this meeting is to explore the support that the school and the parents need to give the child to help improve his/her behaviour and for the parents to raise any concerns with the governors.

#### **Returning to School**

When the excluded pupil returns to school, there will be a 're- entry' interview with the pupil and his/her parents, class teacher, Headteacher and if available a governor.

Both the school and the parents will agree the support the child needs to help improve his/her behaviour and a Pastoral Support Plan will be drawn up by the school with the family and the pupil.

#### **Permanent Exclusion**

Permanent exclusion will result for very serious breaches of the behaviour code or continuous flouting of the code, which would seriously harm the education or welfare of the pupil or others in the school if s/he were allowed to remain.

1. The school will inform the parents by telephone that the pupil has been excluded and why, and asked to collect the pupil from the school. The exclusion will be confirmed in writing. Notification will be sent to the Chairman of Governors and the LA.

2. The parents may make representations about the permanent exclusion to the Governing Body who will set up a meeting of their Disciplinary Committee (consisting of 3 governors) to review the case. An LA representative will be invited to attend this meeting. All paperwork, including witness statements, will be sent to all involved in the case prior to the meeting. The Disciplinary Committee will decide to either uphold the Headteacher's decision or rescind it. If it is upheld the parents have the right to appeal to the LA.

## Appendix 2

### Anti-Bullying Policy and Guidance

Bullying behaviour at Holy Trinity School is viewed as unacceptable and will not be tolerated.

#### **The aims of this policy are:**

- to make prevention and tackling of bullying a high priority within Holy Trinity School
- to promote school values which reject bullying behaviour and promote co-operative behaviour
- to use the curriculum to raise awareness of bullying.

#### **The objectives of the policy are:**

- that pupils should be able to tell staff if they are being bullied
- that staff will know how to respond to bullying incidents so that any bullying behaviour can be promptly and consistently dealt with.

#### **Our definition of bullying is set out below:**

Bullying is deliberately hurtful behaviour.

It is repeated often over a period of time

It is difficult for those being bullied to defend themselves.

Bullying can take many forms but the three main types are:

- physical – hitting, kicking, taking belongings
- verbal – name calling, insulting, racist remarks
- indirect – spreading nasty stories about someone, excluding someone from social groups.

However, if two pupils of equal power or strength have an occasional fight or quarrel, this is not bullying.

#### **To achieve the aims and objectives of this policy, the curriculum will be used regularly to:**

- raise awareness about bullying behaviour and about the school's anti-bullying policy
- teach strategies that will enable children to avoid being bullied
  
- teach children the importance of telling somebody they trust if they are being bullied and to know that they have a right to be listened to



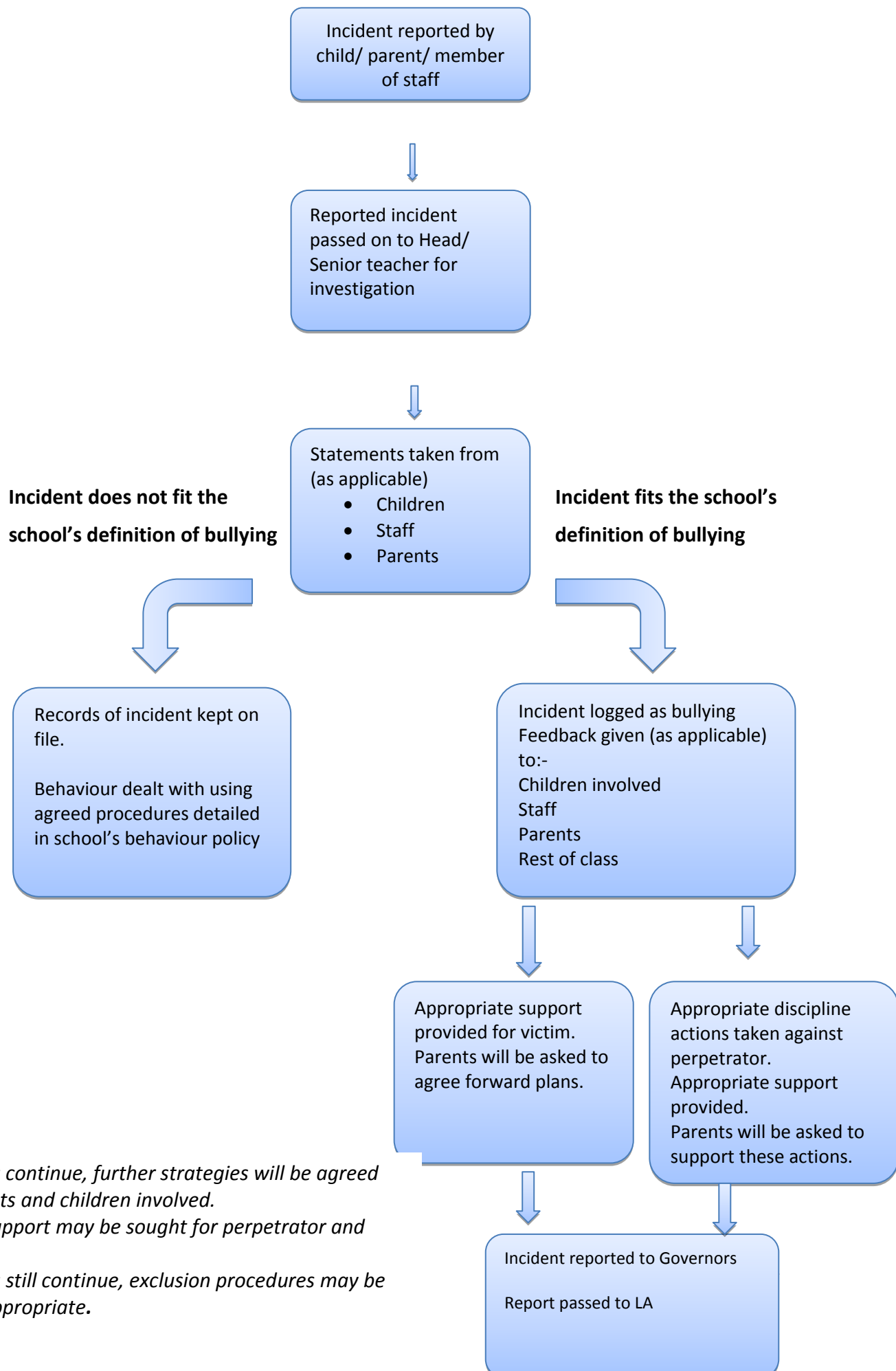
- challenge attitudes about their own and others' bullying behaviour
- increase understanding for bullied pupils
- build an anti-bullying ethos in the school

Staff will be rigorous and consistent in their supervision of areas of the school identified by them and the children as being where bullying is more likely to happen, including toilets, cloakrooms and more remote corners of the playground.

Staff will be consistent in their approach to dealing with bullying. Where a member of staff does not feel able to, or has insufficient time to properly deal with an incident involving bullying when it occurs or is reported, it must be referred to either the class teacher or the head teacher. No incident of bullying will be tolerated. Where bullying is known to have occurred, this is considered as unacceptable behaviour and the steps for dealing with such behaviour (as set out in the behaviour policy) must be adhered to.

There will be a regular (biannual in the autumn term) anti bullying or friendship week where all class teachers will ensure that the aims and objectives of this Anti-bullying Policy are being adhered to and that the anti-bullying ethos of the school is being maintained and developed. The work undertaken will be based upon the DfES Social and Emotional Aspects of Learning 'Say no to bullying' resources. Three teachers resource books (held by the class teachers) and a set of 5 posters have also been purchased to help support this work.

### Appendix 3 -Anti-Bullying Procedures Flow Chart



*If incidents continue, further strategies will be agreed with parents and children involved.  
External support may be sought for perpetrator and victim.  
If incidents still continue, exclusion procedures may be deemed appropriate.*

## Appendix 4

### Cyber bullying

#### What is cyber bullying?

The most common types are:

- Text messages – that are threatening or cause discomfort
- Picture/video-clips via mobile phone cameras – images sent to others to make the victim feel threatened or embarrassed.
- Mobile phone calls – silent calls or abusive messages; or stealing the victim's phone and using it to harass others, to make them believe the victim is responsible.
- E:mails – threatening or bullying e:mails, often sent using a pseudonym or somebody else's name.
- Chat room bullying – menacing or upsetting responses to children or young people when they are in web-based chat room.
- Instant messaging (IM) – unpleasant messages sent while children conduct realtime conversations online using MSM (Microsoft Messenger) or Yahoo Chat etc.
- Bullying via websites – use of defamatory blogs (web logs), personal websites and online personal "own web space" sites eg Bebo and Myspace

#### Specific input will be given to our pupils that will teach pupils to:

Understand how to use these technologies safely and know about the risks and consequences of misusing them.

Know what to do if they or someone they know are being cyber bullied.

Report any problems with cyber bullying.

#### The school has in place:

- An Acceptable Use Policy (ACP) that includes clear statements about e-communications.
- An e-safety policy
- Arrangements for workshops for parents on: E-communication standards and practices in schools, what to do if problems arise, what's being taught in the curriculum.
- Support for parents and pupils if cyber bullying occurs
- An ICT technician trained by CEOP's to deliver curriculum input and training for adults

## Appendix 5

### Restraint Policy

#### Rationale

At Holy Trinity, we believe that physical restraint should only be used as a last resort. It is only used when dealing with a situation where a child is putting others or himself/herself into danger. We recognise that there are times when restraint may be necessary and this policy sets out agreed criteria. It is statutory requirement that all schools have a such a policy.

#### Documents that have been referred to in formulation of this policy

The Criminal Law Act 1967, The Children Act 1989, DFEE Circular 10/98 and Planning and Recording physical intervention in schools (2003).

*Use of reasonable force: advice for head teachers, staff and governing bodies* and the schools public sector equality duty set out in section 149 of the Equality Act 2010.

#### Definition of restraint

Restraint occurs when a member of staff uses physical force intentionally to restrict a child's movement against his or her will. Physical contact with pupils may occur under other circumstances such as giving support in PE and supplying reassurance. Staff should not be inhibited in providing such contact when it is professionally appropriate.

#### When may pupils be restrained?

Restraint should be avoided where possible. Other methods of managing the incident in line with our behaviour policy should be used first.

Restraint may be justified to prevent a pupil:

- Injuring others (e.g. staff or other pupils)
- Injuring themselves
- Engaging in any behaviour prejudicial to maintaining good order and discipline in school.
- Damaging property

If a pupil is attempting to abscond from the building, staff should only restrain a pupil if the pupil is putting him/herself at risk by doing so. Initially, appropriate responses would include talking quietly to the child to calm them with the aim of bringing them back in to school, monitoring the child from a distance, contacting a parent, calling on the home if this is nearby, phoning the Police.

There are times when a pupil may not want to come into school. At other times and with older children, in agreement with parents, we will meet a child in the playground and lead them by the hand to class. Occasionally, further restraint may be needed. This approach may be appropriate with Reception children.

#### What should happen before restraint is used?

If staff feel a situation is developing into one that requires restraint, the following steps should be followed *where possible*.

- Get the assistance of another member of staff.
- Send another child for either Head or Senior teacher
- Talk to the pupil in a quiet calm manner. Remain in control and offer choices.
- Don't lose temper or become involved in a shouting match.
- Warn the pupil that restraint may need to be used

### **How should pupils be restrained?**

Any restraint used should be used must be consistent with the concept of 'reasonable force'. The degree of force must be in proportion to the circumstances and should constitute the minimum necessary to achieve the desired result.

Pupils should be held by loose clothing where possible.

Physical intervention can take several forms. It might involve staff:

- Physically interposing between pupils;
- Blocking a pupil's path;
- Holding
- Pushing
- Pulling
- Leading a pupil by the arm
- Shepherding a pupil away by placing a hand in the centre of the back; or
- *In extreme circumstances* using more restrictive holds.

### **Staff should not**

- Hold a pupil in a way that may restrict a pupil breathing.
- Slap, punch or kick a pupil.
- Twist or force limbs against a joint.
- Trip a pupil up.
- Hold or pull a pupil by the ear or hair.
- Hold a pupil face down on the ground.

When appropriate specific training will be sought by the school to provide further guidance in this area.

### **Who should restrain pupils?**

Ideally, only the Head and Senior Teacher should use restraint. However, there will be times when any member of the teaching staff may need to use restraint. Equally, all Teacher Assistants who are *confident* and *secure* with the notion of restraint may restrain a pupil.

**All** members of staff have the right to defend themselves against an attack.

### **What should happen after a child has been restrained?**

Staff should notify the Headteacher, or in his/her absence the senior member of staff as soon as possible after the incident. Staff must then formally record what happened. Any incidents will be reported to the Governors

Any injury sustained by the member of staff should be recorded in the Accident Book held in the school office.

The Headteacher or class teacher where appropriate, will contact parents on the same day to discuss the matter.

Pupils will be given the opportunity to give their account of the incident once they have calmed down.

The Headteacher will carefully each case and decide the action needed after an incident. A fixed term exclusion, or in more serious cases, a permanent exclusion may be appropriate.

Staff will need to consider carefully, whether it is appropriate to consult their own professional association.

## Appendix A - Incident Report

Details of pupil/ pupils on whom force was used by a member of staff (name, class etc.)
Date, time and location of incident
Details of other pupils involved (directly or as witnesses), including whether any pupils involved were vulnerable for SEN, disability, medical or social reasons.
Description of incident by member of staff involved, including any attempts to de-escalate and warnings given that force may be used.
Reason for using force and description of force used.
Any injury suffered by staff or pupils, and any first aid/ or medical attention required.
Reason for making record of the incident
Follow up, including post incident support and any disciplinary action against pupils.
Any information about the incident shared with staff not involved in it and external agencies.
When and how those with parental responsibility were informed about the incident and any views they have expressed.
Has any complaint been lodged? (record details here)
Report compiled by: Name and role: Signature: Date: