



Holy Trinity Catholic School  
Behaviour Policy  
September 2015

# Holy Trinity Catholic Primary School

## Behaviour Policy

Our policy supports our motto '**Working together through the love of God**' and our 3 golden rules:

**We care**

**We share**

**We tell the truth**

### Aims

To ensure equality in the safety and well being of all children, members of staff, helpers and visitors.

To direct children from inappropriate to appropriate behaviour.

To develop self-control in children and to help them to take responsibility and be accountable for their actions.

To develop the children's understanding that actions and choices have consequences.

To allow children to develop and demonstrate positive abilities and attitudes.

To protect the environment and resources.

To encourage caring interaction between all members of the school community.

To develop positive role models.

To develop understanding of the need for rules to make for successful situations.

To contribute to high self-esteem for everyone at Holy Trinity.

### Setting Class Rules

When working with a new group or class, time is given to establishing a clear set of rules together. We discuss the need for rules with the children and listen to their suggestions. Help them to rephrase in a positive way if necessary. Eg Walk rather than don't run. Produce a list of about 5 rules which will make for a happy environment. Display rules in a prominent place in the classroom where you can refer to them if necessary. Remember to reward the children who are keeping the rules as well as reminding those who are not!

House Points and Zone Boards should be used to support good behaviour.

### Zone Boards

Zone Boards will be used in all KS1 and KS2 classes to promote good behaviour. Each day all the children will start in the green zone. Good behaviour will result in a child being moved to the silver and then gold Zone and finally to infinity were they visit the headteacher for a special sticker.

### Rewards

Children of all abilities who try hard and do their best deserve praise, recognition and encouragement. Not only work should be praised but also children demonstrating the gospel values such as: acts of kindness, thoughtfulness, friendliness and helpfulness. Special achievements outside of school (e.g. sport, music, dance, etc) should also be acknowledged within the class setting and Special Awards given in the Celebration Assembly. In addition to rewards, stickers and Headteacher's Award and Role Models are also given out. Pupil's names are recorded in the Gold Book and on the weekly newsletter

### Positive Reinforcement

When children are doing what is expected and comment positively on it.

We reward good behaviour with a move up the zone board.

We reward good work with stickers. Children can be sent to another teacher and or Headteacher for recognition of good work, where the children what they have achieved.

Three children are chosen per class to receive a certificate at the Celebration Assembly (mathematician and writer of the week and a special award for children who has shown our gospel values.

Record names of pupil achievements in the Weekly Newsletter to Parents, Parish, and Governors etc

### Sanctions

Sometimes sanctions will be necessary to address unacceptable behaviour and to maintain order and stability. Sanctions must always be applied fairly and consistently and be appropriate for the circumstances. It must also be made clear to the child or children concerned that it is the behaviour, and not the child that is unacceptable.

The accompanying guidelines give all staff a clear framework within which to operate sanctions. It also explains in detail when and how the school may need to notify parents and seek their support. We believe that this is the key to creating a positive atmosphere where the children have the opportunity to thrive and achieve. The accompanying guidelines give all staff a clear framework within which to operate any sanctions which may be necessary. It also explains in detail when and how the school may need to notify parents and seek their support.

All staff must address issues of behaviour as they arise and be consistent in their approach

<p style="text-align: center;"><b>Staff Rights</b></p> <ul style="list-style-type: none"> <li>• to work in a safe environment (mentally and physically)</li> <li>• to be treated with respect</li> <li>• to be allowed to get on with a job</li> <li>• to be listened to</li> <li>• to feel supported and appreciated</li> </ul>	<p style="text-align: center;"><b>Children’s Rights</b></p> <ul style="list-style-type: none"> <li>• to be/feel safe</li> <li>• to be respected and treated fairly</li> <li>• to be allowed to get on with work</li> <li>• to be listened to</li> <li>• to a motivating, broad and balanced curriculum</li> <li>• to access high quality teaching</li> </ul>
<p style="text-align: center;"><b>Staff Responsibilities</b></p> <ul style="list-style-type: none"> <li>• to keep children safe and happy</li> <li>• to be a good role model, treating all individuals with equal respect</li> <li>• plan and deliver the curriculum appropriately broad and balanced</li> <li>• to prepare children for outside world (PSHE), spiritual, moral</li> <li>• to support each other</li> <li>• to be consistent</li> </ul>	<p style="text-align: center;"><b>Children’s Responsibilities</b></p> <ul style="list-style-type: none"> <li>• to behave in a safe way and feel safe</li> <li>• to be respectful of all members of the school community</li> <li>• to try their best</li> <li>• to treat each other fairly</li> <li>• to develop a sense of kinship and team spirit</li> <li>• to care for others</li> <li>• to abide by the school rules</li> </ul>

**Sanction Route**  
**How do we manage unacceptable behaviour?**

All staff need to be clear about the distinctions between minor and serious incidents.

**Behaviour in this School - 4 Levels of Seriousness**

Level 1	Level 2	Level 3
<ul style="list-style-type: none"> <li>• teasing</li> <li>• pushing in</li> <li>• interrupting teacher attention</li> <li>• seeking/clowning around</li> <li>• spoiling other pupils' games</li> <li>• avoiding work or wasting time</li> <li>• being noisy</li> <li>• name calling</li> <li>• running inside building</li> <li>• hindering other children</li> <li>• cheekiness</li> <li>• play fighting or horseplay</li> <li>• uncooperativeness</li> <li>• not following rules</li> <li>• climbing trees</li> <li>• standing on the walls which surround our school and school hall</li> <li>• swinging on metal banisters outside the hall</li> <li>• disregard of the ropes rota</li> </ul>	<ul style="list-style-type: none"> <li>• arguing about everything</li> <li>• arguing back</li> <li>• repeatedly hindering other children</li> <li>• coercion</li> <li>• rudeness to staff or visitors</li> <li>• lying</li> <li>• hitting</li> <li>• kicking</li> <li>• fighting/squabbles</li> <li>• refusal to follow instructions</li> <li>• using swear words</li> <li>• throwing objects</li> </ul>	<ul style="list-style-type: none"> <li>• spitting</li> <li>• vandalism</li> <li>• vicious kicking</li> <li>• repeated fighting</li> <li>• dangerous refusal to follow instructions</li> <li>• stealing</li> <li>• physical abuse to any adult</li> <li>• repeated verbal abuse</li> <li>• extortion</li> <li>• running out of school</li> <li>• bullying(see below)</li> <li>• biting</li> <li>• graffiti</li> <li>• intentional damage to property</li> </ul>

**Bullying is any repeated, deliberately hurtful behaviour which causes pain, distress, discomfort or humiliation** Some examples of bullying are:

- Physical violence such as kicking, hitting or pushing someone.
- Verbal aggression such as threatening to hurt someone or to damage their property.
- Name-calling or making fun of someone, including for reasons of their appearance, race, religion, gender or sexuality.
- Exclusion from activities or games.
- Bullies can act alone or be part of a group.
- Bullying can happen in many ways. It can be direct or indirect.
- Direct bullying will usually happen face to face.
- Indirect bullying can include saying unpleasant things about people behind their backs, including electronically (e.g. internet, e-mails, chatroom or text) and in writing (e.g. graffiti).
- If a person is in a group that is bullying someone and they don't do anything to try to stop it or to tell someone about it immediately afterwards then they are one of the bullies.

**Steps in sorting out problems in behaviour**

Normally the following steps might provide a framework to address misbehaviour. They are not incremental. A child may experience many Step 1s about a range of minor misbehaviours. Whilst a serious misbehaviour, especially one that hurts another child or adult or causes significant damage to property will be addressed by Step 2 or Step 3.

### **Step 1 (level 1 and incidents)**

When misbehaviour is identified, an adult will discuss it with the children concerned, and an appropriate way forward agreed.

Some examples of actions at step 1:

- Through discussion, children should be made to understand what they did, why it was wrong and what the consequences are for themselves and others.
- They may need to write an account of what happened.
- They may be reprimanded.
- They may need to apologise, either verbally or in writing.
- They may need to make a new agreement as to what they will do in future.
- Pupils may be required to do jobs in their own time.
- They may have their position in class changed to prevent recurrence and remove temptation.
- Break time may be lost, this will be supervised. When break time is lost children must complete the reflective behavioural form.
- Staff will endeavour to take into account children/families' special circumstances.
- Staff will endeavour to keep parents informed.

Class teachers should be informed of any incident at lunchtime, and after discussion will decide on any further action.

### **Step 2 (repetitions of level 1 incidents or level 2 incidents)**

The class teacher will need to inform parents if a worrying pattern develops or a specific incident is serious enough. A worrying pattern of behaviour may include bullying, stealing, defiance, tantrums, swearing or disruption of lessons. A reflective behavioural sheet must be completed for all level 2 incidents. The Head teacher will also be involved at this stage. A serious enough specific incident may include hurting another person sufficiently so they need treatment, name calling related to racism or sexuality, damage to school property, leaving the school premises.

Parents will be contacted by telephone, Home School Link Book or through meeting them at the end of the day. Normally the initial contact would be to invite them in to discuss the matter. When a parent is contacted the Key Stage Co-ordinator and Headteacher will be informed. Pupils may have their behaviour monitored over a period of time and then reviewed. Pupils may be required to pay for damages caused. Other staff will be informed in the weekly meeting.

### **Step 3**

Should serious misbehaviours continue, a behaviour plan will be written. The Head Teacher and other additional appropriate adults within the school will support and monitor behaviour. Guidance may be sought from other agencies and the SENCO who might provide support for the child. A meeting of all interested parties will be held. At this stage exclusions may be considered.

Pupils may be offered advice and counselling to discuss why the pupil became involved, to establish the wrongdoing, and to bring about an understanding which will prevent recurrence of the situation.

Staff all have an incident file in their classroom to record Step 1, step 2 and step 3 incidents.

Incidents must be recorded with facts only with professional (not emotional language) and with no trace of personal opinion.

Incidents involving a group of children including pupils' names must be recorded with accuracy and the account witnessed and verified by another professional who was present, whenever possible.

If a pupil is repeatedly involved in incidents, a separate section of the file should make provision for that. The file should be stored securely in the classroom.

Reporting incidents of misbehaviour to the pupil's parents should protect the identity of all other children at all times.

The incident file should include:

Ofsted's guidelines to 'Outstanding'

The school Behaviour (including anti-bullying) policy  
Blank step reflective sheets for the appropriate Key Stage  
Completed reflective sheets  
Incident sheets

### **In severe cases a Step 4 maybe required**

Continued poor behaviour will result in the involvement of the Head teacher and Support Team at the Witney Hub, if appropriate. Continued disruptive behaviour when the child does not respond to any strategies put in place, may result in a fixed term exclusion of up to 3 days. The Headteacher will arrange a re-integration interview with parents during or following the expiry of a fixed period of exclusion. If a child has had several fixed period exclusions, a pastoral support programme will be drawn up. This programme is intended to manage his/ her behaviour better and is usually for 16 weeks. Extreme or persistent poor behaviour may result in a permanent exclusion.

### **Victims of Bullying**

Pupils who have been bullied will be supported by

- Offering an immediate opportunity to discuss the experience with a teacher
- Reassuring the pupil
- Offering continuous support
- Restoring self-esteem and confidence
- Being kept informed of what the school is doing for them.

Where an incident that has occurred appears to the relevant teacher(s) to have amounted to bullying, the appropriate course of action will be discussed with the Head Teacher or Senior Management Team, and actioned. There will be regular monitoring of the individuals involved. In all cases where it appears that bullying has occurred parents/carers are informed and are asked to come in to a meeting to discuss the matter with a teacher. Records are kept by the class teacher.

### **Partnership with Parents**

Parents have responsibilities which contribute towards the good conduct of their children.

These include ensuring:

- Regular attendance and punctuality;
- Their child has suitable clothing;
- Their child has a suitable breakfast.
- Their child has with them any books or equipment they need for their work;
- That homework is properly completed on time to the standard expected in the classroom.

Parents should also encourage their child to participate fully and positively in their day-to-day school work and in the wider life of the school and community.

Parents need to co-operate with the school in matters of discipline and reinforce the school's efforts at home.

Parents are encouraged to keep in contact with the school beyond the formally organised parents' evenings. This may be through face to face meetings, the home link book, telephone or email.

### **The school staff also have responsibilities towards parents.**

They should provide a welcoming environment for parents.

Good behaviour as well as bad should be drawn to parents' attention.

Time should be taken to explain incidents and school procedures.

The school recognises that carers, other than a child's natural parents, may have parental responsibility e.g. adoptive parents, foster parents, step-parents, guardians, unmarried fathers who have assumed parental responsibility under the Children Act 1989. In the case of a Looked After Child the local authority has parental responsibility. Staff should be alert to the difficulties and pressures which can arise from unstable family relationships and the impact of unemployment, homelessness, family bereavement, racial tension and illness.

The school's processes for recording and identifying pupils with problems should be sensitive to possible links between behaviour and other experiences in a child's life. This may lead to the need to involve other

agencies or support services through the Common Assessment Procedures (CAF) in order to assist the pupil's development.

When children behave inappropriately it is important to consider the reasons for the behaviour.

A discussion with the child or parent will often highlight issues which can be addressed.

In the cases of concern about Special Educational Needs advice should be sought from the SENCO. In cases of concern about a child's self-esteem or well-being advice should be sought from the people or with responsibility for Child Protection. This is Mrs. Lorna Buchanan SENCO and Headteacher.

***Headteacher: Lorna Buchanan***

***Date: September 2015***

***Chair of Governors: Jo Tyrrell***

***Date: September 2015***