

# **The Trinity Catholic Academy**



## **Behaviour Policy**

**2023**

## ETHOS

### 1. Our principles and values.

In our school we believe that our policy on behaviour is integral to the curriculum because it is as important for our school to be a place where values are learned as well as knowledge and skills.

We believe that fundamental to the success of this policy is the development of positive relationships in minimising conflict and encouraging desirable behaviour. Equal importance is placed on child: adult relationships and child: child relationships.

Staff, children and governors have agreed a set of general principles which promote behaviour. These principles are underpinned by the Catholic ethos of the school and our values of respect, fairness and inclusion.

1. We believe that with every right comes a responsibility.
2. When each of us takes responsibility for what we do, we make our school a better place.
3. We believe that 'we are what we do' and together we can make big changes to our school, our community and our world.
4. We believe that all children and adults have the right to be listened to and the responsibility to listen to others.
5. We believe that all children have the right to learn and all staff have the right to teach.
6. We promise to support, praise and reward good behaviour.
7. We will be fair and consistent when we apply sanctions for poor behaviour choices.
8. We believe that adults who work in our school should model good behaviour and should never denigrate children or colleagues.
9. We will promote positive behaviour by helping children to develop their social, emotional and behavioural skills.
10. We will keep parents informed about their child's behaviour, positive as well as negative.
11. We will not tolerate violence or threatening behaviour by pupils or parents.

Our school rules underpin these principles. The policy seeks to reach a balance between rights and responsibilities, rewards and sanctions. Bullying behaviour will not be tolerated and is covered by our Anti-Bullying Policy.

### 2. Our Core Beliefs

We believe that all members of the school community should aim to live lives based on the commandment of Christ, "**to love one another as I have loved you**", and it is this teaching that has been set as our Golden Rule.

We believe that Gospel values, self-regulation and respect are at the heart of good behaviour. We foster and expect good behaviour from all children. This means children are expected to treat each other and the school staff with respect because they know this is the right way to behave.

We believe that **everybody** has the right to be treated with respect.

Our behaviour management system underpins this ethos and helps children develop an understanding of how their actions affect others. Children who bully others are in breach of our golden rule and are not treating their peers with respect. Children who are bullying need to learn different ways of behaving.

Respect has to be given in order to be received. We believe that parents and carers, pupils and teachers all need to operate in a culture of mutual regard.

We believe that the quality of learning, teaching and behaviour in schools are inseparable issues, and are the responsibility of all staff.

Poor behaviour cannot be tolerated as it is a denial of the right of pupils to learn and teachers to teach. To enable learning to take place preventative action is the most effective, but where this fails, we have clear, firm and intelligent strategies in place to help pupils manage their behaviour.

There is no single solution to the problem of poor behaviour; we believe that we have the potential to raise standards even further if we are consistent in implementing good practice in learning, teaching and behaviour management.

The support of parents is essential for the maintenance of good behaviour. We, as a school, along with parents need to have a clear understanding of our rights and responsibilities.

Our school leaders have a critical role in establishing high standards of learning, teaching and behaviour.

Teachers have the power to discipline pupils for misbehaviour which occurs in school and, in some circumstances, outside of school.

### **3. Policy Background**

What the law\* says:

Maintained Schools

The headteacher must set out measures in their school behaviour policy which aims to:

- Promotes good behaviour, self-discipline and respect;
- Prevents bullying;
- Ensures that pupils complete assigned work;

And which

- Regulates the conduct of pupils

The headteacher must decide the standard of behaviour expected of pupils at the school. He or she must also determine the school rules and any disciplinary penalties for breaking the rules.

\* Feb 2014 – DfE Guidance: Behaviour and Discipline in Schools. Advice for Headteachers and School Staff

In contributing to the implementation of Every Child Matters (ECM), we demonstrate our commitment to the belief that every child should have the support they need to be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic well-being. The ECM agenda has our full and enthusiastic support. Throughout our work, we keep these principles very much in mind and aim to reflect them in our practice. In doing so, we will regularly assess, review and evaluate:

- how to improve the quality of provision for those with behavioural, emotional and social difficulties (BESD)
- the learning needs of pupils who display poor behaviour
- behaviour, learning and teaching policies
- An audit of pupil behaviour.
- When formulating this policy, we reflected on ten aspects of school practice that, when effective, contribute to the quality of pupil behaviour:
  - a consistent approach to behaviour management, teaching and learning;
  - school leadership;
  - classroom management, learning and teaching;
  - rewards and sanctions;
  - behaviour strategies and the teaching of good behaviour;
  - staff development and support;
  - pupil support systems;
  - liaison with parents and other agencies;
  - managing pupil transition; and
  - Organisation and facilities.

By recording details of children's behaviour, we are able to monitor and identify children whose behaviour is of concern or children showing emerging behaviour trends. In these situations, the School will

- ensure staff follow through issues with pupils indicating what must be done to improve;
- ensure that staff discuss with parents the school's concerns and agree a common way of working to help pupils make improvements to their behaviour; and
- Establish the best way of communicating with parents and provide regular feedback on the progress being made.

We believe consistent experience of good teaching engages pupils in their learning has a positive impact on behaviour. The consistent application of good behaviour management strategies helps pupils understand the school's expectations.

To support the behaviour management of pupils, senior staff will be highly visible at particular times of the day, regularly walking around the school building and grounds.

#### **4. School Leadership**

Effective leadership in school is central to creating a climate of security and good order that supports pupils in managing their behaviour. The Headteacher and governors have a critical role in identifying and developing values and expectations that are shared by pupils, parents and staff. All members of the school leadership team have a responsibility to 'lead by example'.

Leadership to support positive behaviour must be shared across the whole staff, including senior leaders, pastoral staff, classroom teachers and support staff. Parents have a responsibility to support the high expectations of the school. Governors play a pivotal role by monitoring and supporting the policies they have adopted.

In partnership with parents, we set high expectations for pupils and staff in all aspects of school life and show how they are to be met:

- by clear codes of conduct;
- by guidance on how to improve their work;
- a dress code;
- ensure senior leaders use opportunities such as assemblies to articulate their expectations and reinforce them by their visibility around the building during the day;
- ensure senior leaders model the behaviour and social skills they want pupils and staff to use;
- Ensure all staff are sufficiently trained and supported and know how to exercise their individual responsibility in the implementation of the school's behaviour policy.

### **5. Rewards and Sanctions**

At The Trinity we will:

- have a wide range of appropriate rewards and sanctions and ensure they are applied fairly and consistently by all staff;
- ensure that planning about behaviour improvement is informed by statistical information;
- use praise to motivate and encourage pupils;
- Make pupils aware of sanctions that will be applied for poor behaviour choices.

### **6. Behaviour Strategies and the Teaching of Good Behaviour**

At The Trinity we will ensure:

- all staff understand and use consistently, the behaviour management strategies agreed by the governing body and school community;
- effective policy and practice is based on accurate information;
- school staff use pupil tracking systems to identify positive and negative behaviour;
- ensure all staff joining the school (including supply teachers) are given clear guidance and use the school's systems and its expectations for behaviour;
- all pupils understand the behaviour that is expected from them

At The Trinity we:

- incorporate the teaching of the Social and Emotional Aspects of Learning (SEAL) to all children, on a whole school basis, in additional support via small group work, and in one to one mentoring and coaching;
- identify the strengths and weaknesses of children's emotional literacy skills and provide support to develop areas where there is a skills deficit;
- develop and use a common language to describe behaviour;
- arrange additional small group support or individual for pupils who need it

- work alongside external services such as Educational Psychology, Central Area Support Services, Family First and CAMHS (Child and Adolescent Mental Health Services) to access appropriate support for children

## **7. Behaviour outside the school gates**

The School has a statutory power to discipline children for misbehaving outside the school premises.

A teacher may use any of the disciplinary sanctions covered by this policy in connection with poor behaviour and bullying which takes place off the school premises and which is witnessed by a member of staff or reported to the school.

A teacher may also discipline a child for misbehaviour when:

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

Even if the above conditions are not satisfied, a teacher may still discipline a child if their behaviour is such that it:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

## **8. Staff with the power to discipline pupils**

Teachers have statutory authority to discipline pupils for misbehaviour. This power also applies to all paid staff with responsibility for pupils, unless the Headteacher says otherwise.

## **9. Using reasonable force**

In order to maintain the safety and welfare of our pupils, it may sometimes be necessary to use reasonable force on a pupil, as permitted by law. This is only to be used when all possible options for giving the child time/space to regain self-control have been exhausted.

The Governing Body have taken account of advice provided by the DfE – Use of reasonable force: advice for head teachers, staff and governing bodies and the school's public sector equality duty set out in section 149 of the Equality Act 2010. All incidents of positive handling are recorded and a separate Positive Handling Policy exists.

Force is generally used for two different purposes, either to control pupils or to restrain them.

Control can mean either passive contact (standing between two pupils or blocking a pupil's path) or active physical contact (leading a pupil by the hand or arm, ushering a pupil away by placing a hand in the centre of the back).

All members of school staff have a legal power to use reasonable force. This power also applies to people whom the Headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying pupils on a school organised visit.

Any use of force by staff will be reasonable, lawful and proportionate to the circumstances of the incident and the seriousness of the behaviour (or the consequences it is intended to prevent). Reasonable force will be used only when immediately necessary and for the minimum time necessary to achieve the desired result and in order to prevent a pupil from doing or continuing to do any of the following:

- committing a criminal offence
- injuring themselves or others
- causing damage to property, including their own
- engaging in any behaviour prejudicial to good order and discipline at the school or among any of its pupils, whether that behaviour occurs in a classroom or elsewhere.

Whether it is reasonable to use force and to what degree, also depends on the age and understanding of the pupil and whether they have Special Educational Needs or disabilities. Medical advice will always be sought about the safest way to hold pupils with specific health needs, special educational needs and disabilities. Staff take part in regular training on positive handling to learn how to keep children and themselves safe should a child have to be handled.

Force will never be used as a punishment.

### **DISCIPLINE POLICY & PRACTICE**

At The Trinity Catholic Academy, we believe that the promotion of good behaviour and discipline in pupils should stem from a partnership between home and school. Parents and teachers must work together to maintain good behaviour and discipline.

We approach behaviour management in a fair, consistent and stress-free manner. Assertive Discipline is a positive behaviour management strategy, which aims to help children take responsibility for their behaviour, developing their self-esteem and their respect for others.

We believe that teachers have a right to teach and children have a right to learn. This is best achieved when conditions for learning are at their optimum. We endeavour to ensure that these conditions are present at all times.

We believe:

- Good discipline is important to enable good teaching to take place
- Skills of good behaviour can be learned through practice
- Children must be involved in devising a behaviour plan
- Consistency is vital
- All adults in school must be familiar with the standards of expectation and the agreed rewards and consequences

There is a set of easy-to-understand rules operating throughout the school which have been devised following consultation with staff, children, parents and governors. Each class follows the same system. These rules are on display in every classroom and around the school. When a child misbehaves, they should be referred to the rule they have broken. Each classroom displays a 'behaviour scale' outlining consequences of particular actions.

Children learn that all behaviour is a choice and that consequences follow on from their choice. Good choices result in positive consequences and poor behaviour choices result in sanctions.

Children understand the hierarchy / progression of the consequences and because they are applied consistently by all adults in the school, they know exactly what will happen if they continue to make poor choices. This consistent approach enables adults to remain firm but fair i.e. assertive, rather than becoming aggressive.

To help maintain a calm atmosphere, adults use the right hand in the air signal to get children's attention.

### **Rules**

We have adopted the following school rules which are displayed in all classrooms as well as in communal areas of school:

- We treat people how we want to be treated.
- We stop and think before we speak or act – we make sure our words or actions don't hurt people or their feelings.
- We do our best ... we work hard and don't waste time or give up.
- We are honest ... we don't tell lies or cover up the truth.
- We listen and follow instructions ... we don't interrupt or ignore people.
- We look after property... we don't waste or break things.
- We keep ourselves safe ...we don't run inside and we play safely outside.

### **School Rules, Rights and Responsibilities**

#### **Right Responsibility Rule**

##### **I have a right to learn.**

I am responsible for my learning by making sure I am ready to learn.

We make good behaviour choices.

We work hard and we don't waste time.

##### **I have a right to be respected.**

I have a responsibility to treat everyone with respect

We treat others how we want to be treated.

We stop and think before we speak or act.



We make sure our words or actions don't hurt people or their feelings.

**I have a right to be heard.**

I have a responsibility to listen to others without interrupting

We listen and follow instructions.

We don't interrupt or ignore people

**I have a right to use school property.**

I have a responsibility to use property and equipment properly and treat it with respect.

We look after property.

We don't waste or break things.

**I have a right to know what the school rules are.**

I have a responsibility to follow them.

**I have a right to a safe school.**

I am responsible for helping to keep it safe.

We walk sensibly around school.

We play safely outside.

**I have a right to be told the truth.**

I am responsible for being honest.

We are honest.

We don't tell lies or cover up the truth.

**Rewards**

At The Trinity we reward good behaviour.

This can be as simple as positive recognition e.g. smiles, thumbs up signal, encouraging comments or a sticker. Post cards and letters home to parents, praising good behaviour are also used and valued.

Children are encouraged to strive for individual rewards and to work towards group and whole school rewards developing team spirit and an understanding of the importance of working co-operatively with others.

**Star of the Week**

Class teachers choose a 'Star of the Week' and a 'Writing Star'/Math Star/Reader Star' (alternated weeks), which are announced in the weekly celebration assembly and certificates are given out.

Each class has a Star of the Week display, including a photograph of the star and information about them. Children's names are displayed on our website.

#### House Rewards – House points

Houses can earn House Points for many reasons including positive behaviour, effort with work, improvement, good manners, good work, healthy food, being a good friend etc. Children are given a coloured token to represent a team point and this is placed in the collection unit which is in each classroom. At the end of the week, teachers report the House Points for each team to the Assistant Headteacher for Inclusion. At the end of each half term, the winning House will be allowed to wear their own-clothes and be rewarded with a 'film' afternoon (or other suitable and similar reward).

#### Weekly Celebration Assembly

A weekly celebration assembly is held at which children's achievements are celebrated including awards for the following:

- \* House Point Challenge
- \* Stars of the Week
- \* Best Attendance

#### Consequences and Sanctions

##### **Tracking Sheet – consequences**

The Tracking Sheet is the teachers' record for monitoring pupil's behaviour.

##### **Stages of Tracked Behaviour**

**STAGE 1** - A warning with a quick explanation of the child's behaviour and a positive request to improve their behaviour

**STAGE 2** - 5 minutes' time out in the classroom sitting alone in a designated area, to allow them space and time to think about their behaviour and the poor choice they are making.

**STAGE 3** - 10 minutes' time out in a different classroom. A letter will be sent home to parents (by either the class teacher or teaching assistant) to explain that their child's behaviour has fallen below the level that is deemed acceptable. Detail of the incident will be given in the letter and parents will be given an opportunity to reply.

**STAGE 4** – Internal detention at playtime – this will be supervised by either a teacher or a Teaching Assistant. Appropriate work will be given to the child to complete. The incident will be recorded on Arbor and a letter will be sent home to parents to explain that their child's behaviour has fallen below the level that is deemed acceptable. Detail of the incident will be given in the letter and parents will be given an opportunity to reply.

**STAGE 5** - The child is sent to the Assistant Headteachers or the Headteacher. The child misses their playtime and/or lunchtime. If the child is of an appropriate age and understanding, the Headteacher will ask the child (with the permission of their parents) to attend an after-school detention on a Friday evening (3.15

– 3.45pm). Parents are informed by letter. Parents may be contacted immediately by telephone depending on the incident.

### **Other Sanctions**

Children are encouraged to reflect on their unacceptable behaviour throughout the day using the Stages (outlined above). However, there may be times when the behaviour/s being shown require the 'stages' to be by-passed and the immediate involvement of the Headteacher or Assistant Headteachers. If this occurs the child may be:

- directed to have lunch away from their peers
- asked to work under the supervision of the Assistant Headteacher or Headteacher
- encouraged to work in another class and earn the right to return to their own class
- be set specific targets to improve behaviour
- kept in at playtime / lunchtime
- asked to go home at lunchtime – this would be a fixed term exclusion
- In extreme cases excluded from school for a fixed period of time or permanently excluded

### **Monitoring and Additional Support**

At The Trinity Catholic Academy, we adopt a proactive approach to behaviour management. Children's behaviour is reviewed regularly by the Headteacher, Assistant Headteacher for Inclusion, Assistant Headteacher for Learning, and the Safeguarding Team as part of the school monitoring cycle. Visits to the classroom are made to ensure procedures are adhered to and are consistent throughout.

Behaviour incidents (from Stage 4 onwards) are recorded on Arbor– and the information recorded will be regularly monitored. This information will be used to enable staff to support children and identify those in need of support. The details will also enable staff to establish accurately the types of behaviour that a child is exhibiting including identifying triggers.

Behaviour is regularly discussed at staff meetings and meetings of the Local Governing Body.

Occasionally it may be appropriate to implement additional intervention strategies. The Assistant Headteacher for Inclusion can support children causing concern. The Assistant Headteacher for Inclusion uses data from Arbor, as well as referrals/requests by staff/parents, to identify any skills deficits/barriers to learning that may need to be addressed for behaviour support strategies to be successful. Children are helped to develop these skills and move towards working on behaviour targets. The DDSL/family liaison officer offers regular 'drop in' sessions, for support and advice regarding fears and worries which may impact on their well-being.

With parental permission, we may consult the Social Inclusion Team, Educational Psychologist or other behaviour specialists to obtain further support and advice. For example:

- An Educational Psychologist assessment via a classroom observation, discussion with school and parents may be considered
- Focused Educational Psychologist whole class intervention e.g. Re-Teaming.
- 1:1 targeted support from an Educational Psychologist or Access and Inclusion Teacher
- Early Help support for the family may be offered (if criteria is met.)

### **Working with parents**

It is essential that the school benefits from working closely with parents with the aim of improving the behaviour of all pupils, while addressing a pupil's emotional needs.

When monitoring behaviour, if a child is identified as being a repeat offender, the parent(s) will be invited in to school to meet with the Assistant Headteacher or Headteacher to discuss their child's behaviour, setting improvement targets and how the school will support the pupil's behaviour.

It may also be pertinent and appropriate to create a Pupil Centred Profile (PCP), Behaviour Contract or look to external agencies for advice, support or assessment at any time.

If the child continues to behave inappropriately, the parent will be invited to a meeting with the Headteacher or Deputy Headteacher.

### **Fixed Term Exclusions**

Children whose behaviour continuously reaches Stage 5 will be closely monitored and supported. However, if a child's behaviour continues to reach Stage 5, then the school will consider undertaking fixed-term exclusion.

If the exclusion fails to bring about an improvement in the pupil's behaviour, the Headteacher may consult the Local Authority – Exclusions & Admissions Department, with a view to assisting the child in a move to a more suitable school.

### **Permanent Exclusions**

If the offer of a managed move to a more suitable school is rejected, the Governing Body of the school reserve the right to consider a permanent exclusion. The Governing Body also reserve the right to permanently exclude a pupil following:

- Ongoing exceptionally challenging behaviour that is impacting on the emotional wellbeing and learning of other pupils in the school
- A severe 'one off' incident as deemed appropriate by the Headteacher and the Governing Body.

### **Monitoring and Review**

Delivery of the behaviour policy will be monitored within the school monitoring cycle and analysis of the tracking sheets.

This policy will be reviewed by staff on an annual basis.

**Agreed by the Local Governing Board on ...December 2023.....**

**...Anne Shepherd..... Chair of Governors**

**Mrs S Heraty and Mrs L Edwards in place of the Headteacher**

**To be reviewed December 2024**