Holy Trinity
Church of England
Primary School
'Growing Tomorrow's Leaders'

POLICY	**BEHAVIOUR** **Inc. Confiscating, Searching and Screening**
APPROVED BY	**Full Governing Body**
ADOPTED ON	**March 2024**
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James 3:13

Who among you is wise and understanding? Let him show by his good behaviour his deeds in the gentleness of wisdom.

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Rationale

This document provides a framework to promote a happy, secure, and orderly environment in which pupils can learn and develop as caring and responsible people. It also aims to teach pupils to transfer these skills when using the internet. It is written for all members of the school community to follow. All staff are expected to understand and follow the policy of the school and to apply it consistently and fairly.

1. Equality Impact Assessments

The school evaluates its work to ensure that all groups within the school achieve their potential and have access to a full and engaging curriculum. Evaluation of the school's work may sometimes indicate the need to positively target a specific group to enable them to receive equality of entitlement and achieve their potential.

2. Ethos, Values and Aims

Our Ethos Statement:

We work hard to develop the talents that God has given us

and to be the very best we can be.

We listen carefully to others, to our own conscience, and to God

and respect that everybody is unique and individual.

We value each other and appreciate the diversity in our school community

by taking time to reflect on our actions and consider

how they impact on the lives of others.

We flourish when we help others flourish (Jeremiah 29:4-7)

3.2 Our Christian Values:

Koinonia	Friendship	Service	Trust	Wisdom

Our Christian Values are woven through everything that we do at Holy Trinity by all members of the school community.

Whether pupils are showing incorrect behaviours or wonderful behaviours, they are asked to reflect and consider whether they were displaying the Christian Values at this time, and if so, which ones.

Each term, a Christian Value is chosen as a particular focus. All members of the school community are encouraged to look for pupils applying this value so that this can be recognised and rewarded with a Christian Value badge.



3.3 Aims for this policy:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe, orderly and supportive environment where they can be happy.

- Establish a whole-school approach to maintaining high standards of behaviour, language and respect that reflect the values of the school.
- Clearly outline the expectations and consequences of behaviour that is used and approved by all staff in the school, both on and offline.
- Accurately portray our positive approach to behaviour management, in which a system of rewards are included to encourage good behaviour.
- Provide a consistent and fair approach to behaviour management that is applied equally to all pupils.
- Define what we consider to be unacceptable behaviour, including bullying, discrimination, sexual harassment, sexual abuse and sexual violence, both online and offline and the preventatives we put in place.

4. Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools: advice for headteachers and school staff, 2016
- Behaviour in schools: advice for headteachers and school staff 2022
- Searching, screening and confiscation at school 2018
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- Exclusion from maintained schools, academies and pupil referral units in England 2017
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the Special Educational Needs and Disability (SEND) Code of Practice

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils.
- Sections 88 to 94 of the Education and Inspections Act 2006, which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property.
- DfE guidance explaining that maintained schools must publish their behaviour policy online.

5 Responsibilities

5.1 All members of the school community

Are responsible for:

- Expecting high standards of behaviour from our pupils.
- Never ignoring an infringement.
- Being prepared to correct any infringement by:
    - being fair and just when **listening** to a child's explanation of why the breakdown in behaviour has occurred.

- separating the behaviour from the child i.e. your behaviour has let you down ***not*** **you** have let us down.
- providing an explanation of what is expected or providing an alternative action.

- Reminding children what is expected of them.
- Investigating any disturbance e.g. toilets, resource areas.
- Having high expectations of work at all times.
- Setting high standards by personal example e.g. desks, punctuality, smart appearance, speaking appropriately.
- Supervising children when entering/leaving the classroom and the buildings.
- Being vigilant at upholding behaviour expectations whilst on the playground during playground duties.
- Not chewing gum whilst supervising children.
- Treating all pupils and adults as individuals and respecting their rights, values and beliefs.
- Fostering and promoting good relationships and a sense of belonging to the school community.
- Offering equal opportunities in all aspects of school life and recognising the importance of different cultures.
- Encouraging, praising and positively reinforcing good relationships, behaviour and work.
- Rejecting all bullying or harassment in any form, including cyber-bullying.
- Helping to develop strategies to eliminate undesirable behaviour both within and outside the classroom and applying these consistently.
- Working as a team, supporting, and encouraging each other.

5.2 The Governing Body

The Governing body is responsible for:

- Reviewing this behaviour policy in conjunction with the Headteacher.
- Monitoring the policy's effectiveness.
- Holding the Headteacher to account for its implementation.

5.3 The Headteacher

The Headteacher is responsible for:

- Reviewing this policy in conjunction with the Governing Body.
- Approving this policy.
- Ensuring that the school environment encourages positive behaviour.
- Ensuring that staff deal effectively with poor behaviour and that they are supported in doing so.
- Monitoring that the policy is implemented by staff consistently with all groups of pupils.
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them.
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully.
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy.
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary.

- Ensuring that the behaviour data is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1) and that any patterns of behaviours are being dealt with sufficiently.

5.4 Teachers and staff

Staff are responsible for:

- Creating a calm, safe and orderly environment in which pupils can thrive.
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils.
- Giving clear instructions and explaining these instructions to ensure that each pupil knows exactly what is expected of them. Some pupils may need additional support with this according to their needs.
- Encouraging pupils to use the Christian values as a basis of reflection, enabling pupils to establish what they need to do to improve their behaviour.
- Display the 'Good to be Green' behaviour chart as well as their own classroom rules designed with the pupils.
- Classroom rules should be created collectively as a transition activity at the start of each academic year.
- Establishing and maintaining clear boundaries of acceptable pupil behaviour.
- Implementing the behaviour policy consistently, only introducing different rewards/sanctions than those named in this policy with explicit permission from the Leadership Team if this is needed to suit the needs of the pupils in that classroom. This is in a bid to keep behaviour management fair and consistent.
- Modelling expected behaviour and positive relationships.
- Keeping a record of general conversations that take place with parents in their day books.
- Providing a personalised approach to the specific behavioural needs of particular pupils, where individual programmes and pastoral support plans may be drawn up with relevant sanctions for those pupils with special needs.
- Considering their own behaviour in the school culture and how they can uphold school rules and expectations.
- Involving pupils in helping to maintain the classroom and school environment in a state of good order and cleanliness.
- Ensuring pupils leave the classroom tidy at the end of each session: pencils, pieces of paper, etc. should be picked up from the floor, apparatus should be put away in the correct place and in a condition to be used by others.
- Ensuring that the noise level never reaches the point where a lesson cannot function safely, particularly in Physical Education (PE) lessons or activities of a practical nature.
- Recording behaviour incidents promptly.
- Informing parents of repeated behaviours or behaviours that are causing concern.

The Senior Leadership Team (SLT) will support staff in responding to behaviour incidents where appropriate.

5.5 Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate.
- Support their child in adhering to the school's behaviour policy.
- Inform the school of any changes in circumstances that may affect their child's behaviour.

- Discuss any behavioural concerns with the class teacher or a member of staff promptly.
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions).
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school.
- Take part in the life of the school and its culture.

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

6 Expectations

At Holy Trinity, we have a positive approach to the management of behaviour which focuses on positive reinforcement. Our ethos is to notice good behaviour and give attention to children making right choices. Staff are therefore expected to make a conscious effort to pick up on those who are demonstrating good behaviours as opposed to focusing on those who are not. This is very effective in encouraging children whose inclination might be to misbehave, to be noticed for doing the right thing.

Staff are encouraged to praise wherever possible and individual, class or whole school rewards can be earned both in the classroom and around the school for their good behaviour, behaviour that is in line with our expectations and values, for working hard and for their achievements.

Staff must be consistent in this approach. It is important that we treat our pupils with respect and receive a like response from them.

We believe, the positive use of rewards will promote and reinforce our expectations of high standards.

6.1 Whole school rules

Are as follows:

1. We always keep our hands and feet to ourselves.

We never hit, kick, spit at, slap, push or hurt anyone else.

2. We are always honest.

We never tell lies, cover up for other people's lies or try and get other people into trouble.

3. We are always respectful and have good manners.

We never back chat, interrupt, shout out, talk when someone else is talking or argue with anyone.

4. We always listen to others and are kind to them.

We never bully, threaten, steal, shout, swear or name call

5. We always respect the school's and other people's property.

We never intentionally break anything, damage books or equipment or take other people's things.

6. We are always calm and considerate in, around and out of school.

We never run, shout, push, barge into people.

6.2 General expectations of pupils include

- Behave in an orderly and self-controlled way.
- Show respect to members of staff and each other.

- Treat the school buildings and school property with respect.
- Pupils should move about the buildings quietly and calmly, whether in groups or individually.
- Ensure their behaviour does not prevent others from learning.
- Ensure that cloakrooms are kept tidy to not prevent access to Fire Exits.
- Take responsibility for their own property.
- Wear the correct uniform and take pride in looking smart.
- Accept sanctions when given.
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online.

6.3 Expectations in the classroom and around school

- Pupils should follow the whole school rules and rules set out by their Class Teacher.
- Pupils should be aware of their noise level, ensuring it is appropriate for the activity and that they are not intruding or disrupting the learning of others. This would be deemed as unacceptable.
- Pupils should be aware that if their behaviour disrupts the learning of others, threatens the safety of others, or the safety of themselves is unacceptable and the Positive Handling Policy may be used.
- Pupils should ensure they do not run whilst they are transitioning from activity to activity or different areas of the school, unless it is playtime on the playground.

6.4 Expectations for breaktimes and playtimes

- Use toilets and cloakrooms in a hygienic and considerate manner, leaving them how they would like to find them themselves.
- Pupils should use exterior doors to enter toilets and then proceed to the place where they are to play.
- If pupils wish to return to the building, permission must be sought by a Teacher, TA, or Mid-day Supervisor.
- Pupils may be given a lanyard to signify permission into school for specific duties given by staff.
- The use of play equipment is at the discretion of staff – decisions will be made, and guidance given by the Headteacher, Leadership Team or Sports Coach, taking account of the condition of the space available for play. This is liaised closely with Mid-day Supervisors to ensure a consistent approach by all staff.
- For all pupils to enjoy their breaktimes, they are expected to maintain the high levels of behaviour expected of them in the classroom, remaining respectful and inclusive to all.
- When eating lunch, pupils are expected to come to the dining hall neatly dressed, with clean hands.
- Meals should be eaten in a civilised manner using cutlery where appropriate.
- Quiet conversation and good table manners are expected. When pupils' eating slot has finished, the Mid-day Supervisor will permit them to leave the room and go to the designated area for play that day.
- Pupils should bring their packed lunch to school in a small plastic box which is stored in the designated place until it is time to eat. Taking food from, or interfering with, lunch boxes belonging to others is unacceptable and our behaviour sanctions would be followed.
- Glass containers, potentially hazardous ring-pull cans, unhealthy snacks and fizzy drinks should not be brought to school or provided as part of a packed lunch to be taken out of school.
- Pupils who accidentally or deliberately spill food or drinks should be asked to help clear up the spillage (appropriately to their age).
- During extreme weather, pupils may need to remain in their classrooms at break or lunchtimes. Pupils should behave in an appropriate manner and follow the directions of the staff supervising them.

- Pupils should not use the internet without supervision and must abide by the rules in their Acceptable use policy when doing so.
- Pupils should not remain in the building if they are not supervised by an adult.

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

7 Behaviour Management

In line with our positive approach to behaviour management, it is expected that staff will not be heard raising their voice or shouting at pupils, except in times where they may need to be warned of potential danger.

Our alternative approach to gaining whole class or whole school attention is to use consistent signs for doing so:

- The hand up signal to gain silence in group / class / whole school settings.
- Please try your best to refrain from raising your voice and shouting unless it is necessary.

7.1 Responding to good behaviour

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of our school's behaviour culture.

In order to maintain consistency, promote our positive approach to behaviour management and promote wellbeing, staff are expected to use the following rewards:

- **House Points –** All pupils and staff members belong to one of our house teams; new pupils will be allocated a house team upon their starting with us. House Points are individual rewards which should be awarded to pupils who impress the staff through their behaviour, effort or attitude. Staff are expected to give singular house points at a time, two or three can be given at once for exceptional behaviour, effort or attitude. A maximum of five house points are given only by the Headteacher or the Deputy Headteacher.
- **Class gold stars** – This is a whole class reward awarded for whole class achievements and behaviour or due to the exceptional behaviour of a small group in that class. This form of reward in intended to promote community spirit, teamwork and collaboration. Class Stars are to be awarded singularly. A full set of ten class stars, equate to 15 minutes of 'golden time' to be chosen as a class. Some classes may vote to accumulate time for better weather or a longer session.
- **Headteacher/Deputy Headteacher stickers** – Will be awarded for exceptional work or behaviour. Pupils can be sent to the Headteacher/ Deputy Headteacher to show their work and receive a sticker. These stickers are worth five House Points.
- **Certificates –** Friday worship each week is a Celebration worship. A certificate winner will be chosen from each class relating to a chosen theme and will be presented in the Friday Celebration worship. These certificates are worth five Team Points.
- **Good to be Green Raffle –** These are individual rewards awarded to pupils by any non-class-based staff, as well as Midday Supervisors / staff on break duties for those who are caught playing nicely, showing our Christian Values and upholding the behaviour expected of them during play/lunchtimes, whilst they are not in the classroom and whilst they are on visits or school trips. Each staff member can give a maximum of one ticket per day. The tickets are placed in a jar in the hall so that during Fridays 'Celebration Worship' a ticket can be pulled out and the child will receive a Good to be Green Pencil/Good to be Green badge.
- **Good to be Green Collector Chart –** Pupils that stay 'green' all week on their class's Good to be Green Behaviour Chart will be given a sticker to place on the class's Collector Chart that is displayed in every classroom. This visual display helps any child or adult to see the pupils who are demonstrating behaviours expected of them consistently. Each sticker on the chart is worth three house points.
- **Positions of responsibility –** This may include Prefect status, a leadership role or being entrusted with a particular decision or project.

- **Prize Boxes –** Every class has a prize box with treats for their pupils. Pupils can earn a prize by demonstrating good behaviours consistently, by demonstrating our Christian Values or by impressing their class adults.

Whilst every endeavour is made to ensure we approach behaviour consistently and fairly in our school, it is also appreciated that every class is made up of very different children and so some tailored approaches are made specific to the needs in some classes.

7.2 Good to be Green Scheme

Each classroom has a Good to be Green behaviour chart that is used to consistently manage behaviours in class. This is a whole school approach.

The Good to be Green scheme rewards and promotes the positive behaviour and conduct of the pupils within a class by rewarding those pupils who consistently behave appropriately and provides a visual aid and a way to track those pupils who find it harder to meet the school's expectations. This scheme also allows pupils the opportunity to change their behaviour.

Every pupil starts their day on a positive note with a green card displayed in the class chart allowing pupils the chance to associate being on green with a feeling of having done the right thing.

Green Card: When a pupil is behaving appropriately, their name is displayed accompanied by a green card. If a pupil remains 'green' all week, they will be given a sticker to place on their class's Collector Chart. If pupils remain green all term, they are entered into a raffle draw to win a Holy Trinity notebook during the end of term celebration worship. If a pupil remains green all year, they will be entered into the whole school raffle, where they have the chance of winning a kindle.

Initial Warning: Before the coloured card is changed on the behaviour chart, an initial warning through eye contact, facial expression, verbally or through the use of a symbol is expected to be given to the child for low-level behaviour (detailed below). Sometimes pupils simply forget our aims for good behaviour and so this serves as a gentle reminder before any sanction is implied.

Amber Card: A child will have an amber card with their name on the behaviour chart if they have been given a warning card; this means the pupil has demonstrated behaviour that does not meet our expectations (more information below). This card gives them a chance to rectify their behaviour. The pupil may be verbally told they have received a warning, be given a 'look' that indicates a warning, or the card may simply be changed silently. If the pupil's behaviour improves and apologies are given, their card may be changed back to green. To be recorded on class behaviour log.

Red Card: If the pupil's behaviour has not improved or their poor behaviour has continued since their Amber Warning Card was given, their card will be changed to Red. A Red Card is a Consequence Card and leads to the child missing two minutes of their next break (in Key Stage 1) or five minutes of their next (in Key Stage 2) Any Red Card incidences are to be recorded by the staff member on CPOMs and parents will be informed. The pupil's name should be moved back to green session after when they have received their consequence and after apologies have been given.

Exit Card: If the pupil continues with inappropriate behaviour or their initial conduct was severe enough, then they will need to be exited to another class. The nearest classroom is usually the most appropriate. Once the pupil is exited, they will be expected to complete their work in that classroom and will need to have a conversation with a member of the Leadership Team that encourages them to reflect and consider the consequences for their actions, how they could have acted instead, consider which Christian Values they have failed to demonstrate and empathise with other points of view. Pupils cannot work their way back to green the same day as receiving this card. This must be recorded on CPOMs.

With any behaviour incident, staff members are expected to ensure they listen to each pupil's point of view and their side of the story, pupils have the right to be heard.

Equally, when apologies are sought, if necessary, both parties should be looking each other in the eye and smiling and/or shaking hands and stating what they are sorry for and what they will do differently to ensure it

does not happen again. At all times, an attitude of respect is encouraged and the adults involved should set an example, reminding pupils of the school expectations.

7.3 Sanctions

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and considered.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

7.4 Sanctions in line with Good to be Green Scheme

Behaviours: ***(this is intended to provide examples, not an exhaustive list)***	**Sanction:**
Initial Warning: -The first incident of rudeness perhaps through gestures such as: shrugging shoulders, huffing, tutting, eye rolling, talking over others, back chatting, calling out. -The first indications of disrupting learning and the calm, orderly environment through the purposeful use of disruptive noises, out of seat, lack of focus or attempts to distract others. -The first signs of showing a lack of respect perhaps through not listening, ignoring/going against instructions, being unkind -The first signs of behaviours that do not meet our expectations, this may include messing around in the cloakroom/toilets, running indoors, rough play during break times, not clearing up, snatching/not sharing with others.	Initial warning through: -informal gesture of eye contact, facial expression. -private reminder about the behaviour we expect to see, inviting them to make the right choice.
Amber Card Above behaviours happen again or the general disobedience continues, despite informal warning being given. Can also include: -Throwing small objects to distract – not hurt. -Inappropriate physical contact, e.g. poking, flicking, pulling hair -Making rude gestures. -Encouraging others to misbehave. -Leaving the classroom without permission from an adult. -Continual chatting during lesson time with no effort on their work. -Talking at an inappropriate time or asking inappropriate questions to disrupt. -Hides work or resources. -Interferes with other's property. -Minor deliberate damage (pencils). -Leaves the room without permission. -Lies (older pupils).	The pupil may be verbally told they have received a warning, be given a 'look' that indicates a warning, or the card may simply be changed on the chart silently. Apologies must be given. Recorded on class behaviour log.

-Telling lies to get others into trouble. -Persistent rough play.	
Red Card Above behaviours happen again, behaviour worsens or any of the below incidents occur: -Fighting or physical violence of any kind. -Stealing. -Deliberate insolence, defiance, continual disruption, constantly questioning adult decisions/requests. -Running away from adults. -Arguing with /verbal abuse to adults. -Destroys own or others' work. -Insulting, name calling including discriminatory language relating to any Protected Characteristics used to offend/hurt others. -Damage to property or equipment (including play equipment).	KS1 pupils miss 2 mins from their next break and use 'time' to try to make amends e.g. repairing property; re-doing work; apology. KS2 pupils miss 5 minutes of their next break to write a short note to their parents informing them of their inappropriate behaviour. Apologies must be given. Any Red Card incidents are to be recorded by the staff member on CPOMs. Parents to be informed.
Exit Card Above behaviours happen again, behaviour worsens or any of the below incidents occur: -Threatening adults or any member of the school community. -Deliberately hurting/injuring another child or member of staff. -Sexualised behaviour. -Serious damage to property. -Carrying a weapon with the intention to wound (e.g. knife). -Persistent Bullying including discriminatory language, threats or abuse relating to any Protected Characteristics. -Carrying, supplying or abusing drugs.	Apologies must be given. Recorded by the staff member on CPOMs. Parents to be informed. Parent letter sent for repeating behaviours. Reflection conversation. Headteacher involvement, exclusions will be considered.

In cases of any physical violence, the Headteacher/Deputy Headteacher must be informed, parents notified and exclusion considered. A full investigation will take place to ensure that there is not repeat behaviour.

Some incidences / repeated incidents may result in the pupil losing privileges – for instance, the loss of a Leadership role. Pupils who are awarded such roles are expected to set a good example for others to follow and look up to.

Internal suspension from usual class may be issued if deemed necessary after a review of events and the seriousness of incidents. This will result in the pupil working away from peers for the given amount of time/days. This needs to be communicated with parents and does not need logging on the KELSI front door system.

A suspension will also be considered if a pupil continuously refuses to follow adult instructions, school rules, school policy or if a pupil is demonstrating any kind of unsafe behaviour. This is unacceptable in the school environment.

Every effort will be made to support a disruptive pupil, however, the needs of the rest of the class will take priority. Pupils may be excluded from school journeys or visits if staff are not confident that behaviour/safety of other will be compromised.

Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

7.5 Removal from classrooms

Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour or once the pupil has escalated through our 'Good to be Green' behaviour scheme (as listed above).

Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive.
- Maintain the safety of all pupils.
- Allow the disruptive pupil to continue their learning in a managed environment.
- Allow the disruptive pupil to regain calm in a safe space.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- Behaviour / Social Skill interventions.
- Short term behaviour reports.
- Long term behaviour plans.
- Multi-agency assessments.

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil on CPOMs.

7.6 Suspension and permanent exclusions

There may be incidents that occur that are so extreme in nature it is felt that these must be referred immediately to the Headteacher or Deputy Headteacher.

Each case will be considered carefully and dealt with in a way that is felt fair to the needs of the individuals involved and to the school community. In these cases, a suspension or permanent exclusion may be immediately applied

The decision to suspend or exclude will be made by the Headteacher and only as a last resort.

We follow the Guidance on KELSI for Exclusions: Guidance on Exclusion - KELSI

7.6 Recording Behaviour

Any incident that warrants a Red Card or above is recorded on CPOMs to feed into the behaviour data. This allows leaders to analyse and act upon any reoccurring patterns.

If particular pupils are regularly reaching Red status or above, meetings with the Behaviour Lead and parents will be arranged with considerations for next steps in improving the behaviour. This can include but is not limited to a Behaviour Record.

Some of these incidents may also require a Child Protection, Discrimination or Online safety concern to be logged on CPOMS.

8 Responding to misbehaviour from pupils with SEND

8.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010).
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014).
- If a pupil has an education, health and care plan (EHCP), the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies.

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

Our approach to anticipating and removing triggers of misbehaviour include examples such as:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long.
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher.
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema.
- Training for staff in understanding conditions such as autism.
- Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload.

8.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, the school will then assess if it is developmentally appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

8.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

8.4 Pupils with an education, health and care plan (EHCP)

The provisions set out in the EHCP must be secured and we will co-operate with the local authority and other bodies.

If we have a concern about the behaviour of a pupil with an EHCP, a member of our SEND Team will contact the local authority to discuss the issue. If appropriate, our SENCO may request an emergency review of the EHCP.

The contact information for our Local Authority is the North Kent Team: 03000419345 sennorth@kent.gov.uk

9 Mobile phones

Pupils are only permitted to bring their mobile phone into school if they may be making their own way to or from school without an adult.

Upon arrival to school, pupils must turn their phones off and place them in their class box where they will be looked after by their teacher during the school day.

Pupils are not permitted to have their phones in their possession during the school day.

Pupils are advised to ensure their phone is password protected to prevent unwanted access by anyone else.

Pupils can collect their phone again at the end of the school day.

Pupils must understand that in the case of loss or damage, the school cannot be held responsible.

If pupils are found to have their phone in their possession because they have not handed them in as required, their phone will be confiscated and kept in the front office by Miss Jones and parents will be informed.

10 Safeguarding

The school recognises that changes or patterns in behaviour may be an indicator that a pupil needs help or protection, this is why our Behaviour Lead is also a Designated Safeguarding Lead.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our Child Protection and Safeguarding Policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Equally, a member of the SEND Team will consider whether the pupil has any contributing needs affecting their behaviour and intervention may be put in place to help promote and support the pupil(s) good behaviour, for example, counselling, play therapy, social skills may be offered.

11 Bullying Behaviour

In our school, we refer to this as Bullying Behaviour, not Bullying. This is because we believe it is something someone does, not what they are.

can be defined as "behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally". (DfE "Preventing and Tackling Bullying", July 2017)

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

We have zero tolerance of bullying.

11.1 Types of bullying

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting, teasing, coercing, belittling or other tactics that make the victim feel threatened, inferior, ashamed or degraded
Physical	Hitting, kicking, slapping, pushing, biting, taking/defacing/breaking another's belongings, any use of violence
Prejudice-based and discriminatory relating to any protected characteristics: • Age • Disability • Gendered (sexist), reassignment, expression and identity • Race • Religion or belief • Homophobic/biphobic • Transphobic • Sex	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (listed on the left)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing, verbal threats, mimicking
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

We see it as our duty to put preventative measures in place to help prevent all forms of bullying, including cyber-bullying, prejudice-based and discriminatory bullying. As a school, we celebrate themed days/weeks such as Anti-bullying week, Mental Health Awareness week, Safer Internet Day (this is not an exhaustive list).

With Growing Tomorrow's Leaders at the forefront of what we do here at Holy Trinity, we have developed roles such as Play Leaders and a Buddy System to provide pupils with trusted and trained peers that they can seek advice and help from. We have also invested in work with The Diana Award for groups of pupils to be trained as Anti-Bullying Ambassadors. They lead campaigns in their role and work towards earning badges.

All members of staff are trained in Positive Play and adults actively engage pupils in games and activities that aim for inclusivity.

As a part of our curriculum, we have made sure that subjects such as PSHE have a high profile, with circle time, daily mental health check-in charts, reflection time and reflection areas around the school.

In the case of bullying the following sanctions would be considered: removal from the playground at lunchtime; removal from the school premises at lunchtime; move out of current class; suspension; permanent exclusion.

11.2 Restorative Justice

At Holy Trinity CEP Dartford, we use restorative justice: when one person has harmed another, we feel a useful response is to try and repair the harm done.

Restorative justice enables those affected by bullying, or other serious behavioural incidents, to communicate and agree on how the harm caused by their actions or done to them is to be repaired. When well-implemented, perpetrators learn to understand the consequences of their behaviour and take responsibility for repairing the harm. When this happens, victims usually experience the perpetrator's commitment to reparation which means their fear of revictimisation is reduced and they are more readily able to put the incident behind them.
By using restorative justice, we aim to reduce bullying and victimisation, manage conflict and improve attendance in schools. Research evidence supports that restorative justice is a promising approach to improving behaviour and attendance.

12 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder.
- Hurting themselves or others.
- Damaging property.
- Committing an offence.

Incidents of reasonable force must:

- Always be used as a last resort.
- Be applied using the minimum amount of force and for the minimum amount of time possible.
- Be used in a way that maintains the safety and dignity of all concerned.
- Never be used as a form of punishment.
- Be recorded and reported to parents.

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

13 Confiscation, searches, screening

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

13.1 Confiscation

Any prohibited items found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

- Prohibited items include:
    - Knives or weapons.
    - Alcohol.
    - Illegal drugs.
    - Stolen items.
    - Tobacco and cigarette papers.
    - Fireworks.
    - Pornographic images.
    - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Please note, this list is not exhaustive.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with Senior Leaders and parents, if appropriate.

13.2 Searching a pupil

Searches will only be carried out by two members of staff who have been authorised to do so by the Headteacher, or by the Headteacher themselves.

Subject to the exception below, the authorised members of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff.

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept. However, every endeavour should be made to ensure there are two members of staff present.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the Headteacher, Designated Safeguarding Lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time, the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search.
- Assess whether not doing the search would put other pupils or staff at risk.
- Consider whether the search would pose a safeguarding risk to the pupil.
- Explain to the pupil why they are being searched.
- Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf.
- Explain how and where the search will be carried out.
- Give the pupil the opportunity to ask questions.
- Seek the pupil's co-operation.

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact either the Headteacher / Designated Safeguarding Lead (or deputy), to try and determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions or desks.

Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt).
- Hats, scarves, gloves, shoes, boots.

13.3 Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including their desk or bags.

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

13.4 Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3.
- If they believe that a search has revealed a safeguarding risk.

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded on CPOMs.

13.5 Informing parents

Parents will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents as soon as is reasonably practicable:

- What happened.
- What was found, if anything.
- What has been confiscated, if anything.
- What action the school has taken, including any sanctions that have been applied to their child.

13.6 Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the Designated Safeguarding Lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

13.7 Strip searches

We do not carry out strip searches in this school.

14 Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips).

- Travelling to or from school.
- Wearing school uniform.
- In any other way identifiable as a pupil of our school.

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

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

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

14.1 Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- Conduct poses a threat or causes harm, distress or safeguarding concerns to another pupil or staff member.
- It could have repercussions for the orderly running of the school.
- It adversely affects the reputation of the school.
- The pupil is identifiable as a member of the school.
- They have breached their Pupil Acceptable Use Policy (AUP).

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

14.2 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the Headteacher will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the DSL will make a tandem report to children's social care, if appropriate.

15 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate.
- Considered.
- Supportive.
- Decided on a case-by-case basis.

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. Please refer to our Child Protection Policy for more information.

16 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our Child Protection Policy and our policy for Allegations Against Staff for more information on responding to allegations of abuse against staff or other pupils.

17 Pupil transition

17.1 Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by ensuring their new Class Teacher goes through our school expectations and our Good to be Green behaviour scheme with them. This will help to familiarise them with our Behaviour Policy.

17.2 Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings to ensure a formal handover has taken place and SEND pupils have further transition.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

18 Training

At Holy Trinity, our staff are invited to source any training that they feel will be relevant and supportive to them in their role. Staff members can discuss training that is of interest to them with their Line Manager so that they can be supported to continually develop.

Equally, if it is noticed in monitoring, during appraisals or during the teaching induction process that a staff member is struggling with their behaviour management, then training would be sourced for them.

We also ensure staff across the school and in a range of job roles are trained in Team Teach.

19 Monitoring arrangements

19.1 Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom.
- Attendance, permanent exclusion and suspension.
- Incidents of searching, screening and confiscation.

- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture.

The data will be analysed twice in the Academic year by our Behaviour Lead Mrs Hudson.

The data will be analysed from a variety of perspectives including:

- At school level.
- By age group.
- At the level of individual members of staff.
- By time of day/week/term.
- By protected characteristic.

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

19.2 Monitoring this policy

This behaviour policy will be reviewed by the Headteacher and the Governing Body least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the Standards Committee and then the full Governing Body.

Appendix 1: Letters to parents about pupil behaviour - templates

First behaviour letter

Dear Parent,

Recently, we have discussed that your child _____ has not been behaving as well in school as they could.

It is important that your child understands the need to follow our behaviour expectations, which is set out in the behaviour policy. I would appreciate it if you could discuss their behaviour with them.

If your child's behaviour does not improve, I will contact you again and suggest that we meet to discuss how we can work together. However, at this stage I am confident that a reminder of how to behave appropriately will be sufficient.

Yours sincerely,

Class Teacher Name: _____ Behaviour Lead Name: _____

Class Teacher Signature: _____ Behaviour Lead Signature: _____

Date: _____

Behaviour letter – return slip

Please return this slip to school to confirm you have received the behaviour reminder letter. Thank you.

Name of child: _____

Parent name: _____

Parent signature: _____

Date: _____

Second behaviour letter

Dear Parent,

Following my previous letter regarding the behaviour of _____, I am sorry to say that they are still struggling to adhere to our behaviour expectations, which is set out in our behaviour policy.

I would appreciate it if you could arrange to meet me after school so we can discuss a way forward.

Please contact Miss Jones in the front office to confirm if you can make this meeting.

Yours sincerely,

Class Teacher Name: _____ Behaviour Lead Name: _____

Class Teacher Signature: _____ Behaviour Lead Signature: _____

Date: _____

Third behaviour letter

Dear Parent,

I am sorry to report that, despite meeting and creating a behaviour record, _____ has continued to misbehave.

_____ would now benefit from a structured approach to help improve their behaviour in school.

I would be grateful if you could attend a meeting with the Headteacher, the Special Educational Needs Co-ordinator and myself (the Behaviour Lead(, to discuss how we can best support your child in improving their behaviour.

Yours sincerely,

Class Teacher Name: _____ Behaviour Lead Name: _____

Class Teacher Signature: _____ Behaviour Lead Signature: _____

Date: _____

Appendix 2: Behaviour Record

	Monday	Tuesday	Wednesday	Thursday	Friday
Registration/Worship 08:50 – 09.35					
09:35 – 10:25					
Break 10:25 – 10:40					
10:40 – 11:20					
11:20 – 12:00					
Lunchtime 12:00 – 1:00					
1:00 – 2:00					
Break 2:00 - 2:10					
2:10 – 3:10					
Home time 3:10 – 3:30					
Signed Parent Signed Class Teacher					

Why?

A Behaviour Record is introduced for pupils who are regularly reaching ‘red’ status or above on our Good to be Green Behaviour Scheme. This record forms part of the discussions and agreements from meetings with parents as a formal next step in improving the child’s behaviour. The Behaviour Record can also help to identify any patterns or triggers that can form the basis of next steps also.

When?

Behaviour Records last for a week at a time. At the end of the week, the record will be reviewed by the parents and staff to consider whether this is helping to improve the behaviours and if a further week on the Behaviour Record is needed.

How?

Staff members will add a comment or an emotion face to each box for each stage of the day to provide a snapshot of how the child has behaved. At the end of each day the parent and Class Teacher should sign to say they have seen the record to help keep up regular communications.

Holy Trinity
Church of England
Primary School
'Growing Tomorrow's Leaders'

Holy Trinity CEP School

Behaviour Record

Child’s Name: …… Year group: ……..

Week Commencing: ……

Agreed Targets: