

Policies & Procedures

Positive Behaviour Policy

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Previous review date	



Part of



Holy Trinity Church of England Academy, Rothwell - Positive Behaviour Policy

At Holy Trinity we believe that positive relationships and partnerships based on the highest level of mutual respect and understanding are key to success for all members of our community. Holy Trinity academy is committed to ensuring that pupils are enabled and empowered to acquire and develop the skills, knowledge and understanding that will allow them to become academically and socially successful. We have a duty to equip them with the communication and social skills that will enrich and enhance their opportunities in adult life. Also fundamental to the Academy is that all members have a right to be safe, healthy and feel a sense of wellbeing. To develop and thrive as individuals, pupils should be given the autonomy to make the right choices and should recognise that inappropriate behaviours and actions act as a barrier to learning and negatively impact upon others. We fully believe that praise, recognition and reward are integral constituents in any successful organisation and powerful in developing a thriving school environment.

This policy reflects our core Christian values and our distinctive Christian ethos built on gospel values of love, service challenge and learning. We welcome children from diverse backgrounds and our behaviour policy is intended to ensure they all flourish and become the person that God created them to be. It is our Christian values that help pupils make positive behaviour choices and develop good learning behaviours. Pupils are encouraged to challenge injustice and inequality including bullying, homophobia and discrimination. The implementation of the policy fosters positive relationships and allows pupils to seek forgiveness and reconciliation acting in a way that reflects our Christian ethos and values.

Holy Trinity Academy Values are paramount to our work and underlie our approach to managing behaviour. We expect our pupils to

Serve, Learn, Challenge, Love

Aims

- To have the highest expectations of pupil behaviour in order to maximise their opportunity to succeed and be the person God created them to be.
- To promote Christian moral values, independence and self-discipline.
- To create an environment which encourages pupils to demonstrate our values by being self-reflective, self-disciplined and accept responsibility for their own actions by seeking forgiveness and reconciliation.
- To promote self-esteem through positive achievement.
- To establish clear guidelines for colleagues on the consistent use of rewards and sanctions
- To develop good relationships in schools between staff and pupils which are based on mutual respect.

Roles and Responsibilities

Managing behaviour is the responsibility of all academy staff, teachers, TAs, pastoral staff and support staff. The way we ensure the highest standards of behaviour relies on our **understanding and consistent application of the behaviour policy and a Christian distinctiveness**. We need to encourage pupils to make the right choices, be the person God intended them to be and take responsibility for their behaviour. Therefore all staff are expected to

- familiarise themselves with and use the academy's Christian ethos/values and behaviour policy to support behaviour for learning, progress and conduct.
- consistently challenge and persistently follow up poor behaviour
- respond in a calm stepped approach to incidents of poor behaviour using de-escalation techniques to improve behaviour.
- reward, recognise and praise pupil effort and achievement
- model positive behaviours and work towards developing strong positive relationships
- use the behaviour model to escalate inappropriate behaviours, including referral to the Inclusion Team

Teachers are expected to

- greet the children at the door and to ensure they enter the classroom in a calm, orderly manner.
- use seating plans to promote positive behaviour and relationships
- have an entry task ready
- plan differentiated lessons that challenge pupils.
- create an environment that is organised, resourced, warm, friendly, exciting and reflects the Christian character of the school.
- establish and expect clear routines (e.g. entrance, exit to the classroom, collecting work, entering assembly etc)

All staff should

- Refer and model the academy's core Christian values of serve, learn, challenge and love
- Recognise and praise positive behaviour and that which reflects our Christian values
- Take responsibility for your school environment
- In social/dining areas and playgrounds, on corridors ensure that they challenge inappropriate behaviour, particularly if it compromises safety regardless of which class or year the child is in.
- Model Christian values and positive behaviours such as meeting and greeting, picking up litter etc

In the Classroom we expect our pupils to

- listen carefully when the teacher or other pupils are speaking; not talk when others are
- speak politely and not shout out
- respect other pupil's property or not interfere with others physically
- be an active learner; being engaged and focused
- follow reasonable, clear instructions and not refuse to do as asked
- not make racist, homophobic or openly discriminatory comments to or about people and to challenge discrimination
- not bully (refer to anti-bullying policy) other pupils
- not to be aggressive or confrontational to others
- not become involved in physical acts of aggression (provoked or unprovoked)

In the Playground we expect our pupils to

- follow reasonable, clear instructions and not refuse to do as asked
- take part in activities and display safe, considerate behaviour
- not push/shove other pupils
- bring in equipment they have used
- put litter in bins
- line up when the bell/whistle sounds
- walk quietly and calmly to their classroom door and line up quietly

In shared areas we expect our pupils to

- walk – no running
- respect others and not push/shove/barge others pupils
- respect resources e.g. reading books, computers etc

In Collective Worship we expect our pupils to

- walk quietly in single file in to the hall
- stand or sit facing the front listening or taking part in the Collective Worship activity
- listen to staff, visitors or other pupils and not talk when they are
- not interfere or distract other pupils
- reflect on our Christian values, world faiths and significant events
- show dignity, respect tolerance

Level 1 Behaviour Examples	Action/Consequence Class Teacher or Staff on Duty
Talking over teacher or other pupils	1 Remind pupil of the expectation using verbal or non-verbal cues 2 Use de-escalation strategies If behaviour continues: 3 Give pupil a 'flagged' warning and remind pupil of expectation and consequence If pupil does not correct behaviour: 4 Pupil is given a same day playtime 'Time Owed' (usually partial).
Calling out	
Interfering with others property or physically	
Losing focus and not working	
Not following a clear instruction	
Making noises and attempting to distract other pupils	
Level 2 Behaviour Examples	Action/Consequence Class Teacher or staff on Duty
Defiant, refusing to follow instructions	Log on CPOMS 1 Remove from classroom with appropriate staff (Timed) 2 Pupil is given a same day playtime Time Owed 3 Parents are informed of behaviour 4 Restorative Practice completed
Persistent disruption; not correcting Level 1 behaviour	
Using inappropriate language within earshot of staff	
Initial bullying incident	
Level 3 Behaviour Examples	Action/Consequence Class Teacher, Staff on Duty, Pastoral Manager
Making racist, homophobic or other discriminatory comments	Log on CPOMS 1 Pupil is given a same day playtime and lunchtime Time Owed 2 Where appropriate pupil is isolated from area/class for agreed period of time 3 Parents are informed of behaviour and are invited to attend a support meeting – external support may be accessed 4 Restorative Practice completed
Repeated bullying incident	
Verbally/physically confrontational and aggressive	
Wilful damage to academy or others property	
Level 4 Behaviour Examples	Action/Consequence SLT
Persistent bullying incidents	Log on CPOMS 1 Pupil has no social time for at least 1 day 2 Pupil is placed on internal exclusion 3 Possible period of Fixed Term Exclusion 4 Parents are informed of behaviour and invited to attend support meeting – external support may be accessed 5 Restorative Practice completed
Swearing directly at a member of staff	
Repeated incidents of discrimination	
Unprovoked physical assault	
Stealing from the academy or others	

Further Consequences

CUMULATIVE CONSEQUENCES TO BE DISCUSSED

- Level 1 - 3 playtime 'Time Owed' instances in a half term period – Parents invited in to a support meeting
- Level 2 - 3 removes from the playground or classroom in a half term period – Parents invited in to a support meeting. Pupil may lose privileges e.g house rewards, club place, role/responsibility
- Level 3 - 3 incidents of behaviour leading to loss of playtimes/lunchtime in a half term period – Parents invited in to a support meeting to create a PSP. Repeat incident of level 3 behaviour may lead to a day in Internal Exclusion. Pupil may lose further privileges e.g trips
- Level 4 - 3 incidents of level 4 behaviour leading to Internal Exclusion - Parents are invited in to review the PSP. Repeat of incident of level 4 behaviour may lead to a period of fixed term exclusion (FTE) and loss of privileges for a period of time
- Level 4 –repeated incidents of level 4 behaviour leading to periods of fixed term exclusion – Parents invited in to a meeting to review PSP. Repeated level 4 incidents which lead to further periods of fixed term exclusion may lead to a permanent exclusion and will lead to loss of privileges.

Stepped Response / Consequences to Behaviours

Holy Trinity academy has a stepped behaviour policy that clearly outlines what behaviours will result in progression onto that ladder of consequence, and what the sanction for progression will be.

We will always **remind the pupil of our expectations and values** and explain why their behaviour does not meet our expectations.

De-escalation techniques

Staff will use appropriate de-escalation techniques in an attempt to successfully re-engage and re-focus the pupil and create an opportunity for them to make the right choice about their behaviour and be the person God intended them to be.

Verbal warning – we will have a clear, appropriate method of ensuring pupils who have received a verbal warning know that they have and why they have received a verbal warning e.g. a card or object on their desk. Pupils should be clear that they have started the consequences ladder and must fully understand what behaviour this is for and what the consequences will be if they do not make the right choice and correct their behaviour. Staff will use the terms level one, level 2 (etc) behaviour and remind pupils of expectations and consequences.

Time Owed – Holy Trinity Academy has a progressive Time Owed ladder which starts with missing a short period of social time during the academy day to losing all social time. Parents will be informed of Time Owed and will at Level 2, 3 and 4 be invited to attend a support meeting about their child's behaviour.

Loss of other privileges – Where behaviour is frequent or severe the pupil may lose their after school club place, a place on a trip or another privilege.

Remove – where a pupil's behaviour is seriously hindering the learning of others they will be withdrawn for a period of time to be given the opportunity to reflect on their behaviour and make the choice to return to their learning environment. Behaviour that poses a risk to learning or safety may also lead to Risk Assessments being implemented and may result in pupils being prevented from participating in trips.

Fixed Term Exclusions – If a pupil's behaviour reaches, either through cumulative actions or through a single event, the point where it is no longer appropriate for them to be on school premises then a FTE may be considered as a last resort.

A FTE should always be considered for

- An assault on another pupil or a member of staff
- Threatening or intimidating behaviour towards a pupil or a member of staff
- Foul and abusive or discriminatory language directed at another pupil or a member of staff
- Wilful damage to property
- Persistent and serious cases of bullying
- Serious breach of health and safety rules
- Persistent defiance or disruption

Permanent Exclusions - the decision to permanently exclude a pupil can only be made by the Headteacher in consultation with their SLT. A permanent exclusion should only be considered if

- it is in response to a serious breach of the academy's Behaviour policy and
- allowing the pupil to remain in school would seriously harm the education and welfare of the pupil or others in school.

A permanent exclusion should be considered for the following offences

- Serious, violent assault
- Carrying/supplying an offensive weapon.(Not just restricted to knives but any instrument brought into school *with the intention to inflict injury on another person*)

Reasonable adjustments

Consistency lies at the heart of all successful behaviour for learning practices. However, there are circumstances when reasonable adjustments should and must be made. Reasonable adjustments may be applied if there are pupils with special educational needs or for pupils who are on a child protection pathway and normal application may compromise their safety or wellbeing. Alternatively extenuating circumstances may indicate that there are other factors to consider before a final decision is made in terms of sanction.

Restorative Practice

RP must be used in conjunction with the academy's behaviour policy. RP promotes positive relationships between staff and pupils as well as allowing pupils to start afresh having learnt from their previous experiences. Schools that work res find that relationships are stronger and learning is more effective. So that there is less need to use sanctions to control behaviour. Restorative practice allows pupils to seek forgiveness and reconciliation and is central to our Christian ethos.

Teaching and Learning

Promoting positive behaviour enables high standards of teaching and learning to be achieved. A well designed, differentiated and relevant curriculum, which meets the needs of the pupils helps to develop and maintain positive behaviour. Engaging teaching plays a significant role in pupil's attitudes towards learning. Pupils should be received into a classroom where routines are well established and high standards are expected. Well prepared and stimulating lessons, in which pupils are well aware of the lesson purpose, help secure good standards of behaviour. To this end lessons should be planned with behaviour in mind and we expect the following from all our teaching staff.

- Lessons are planned so that all pupils can participate.
- Praise and rewards are used fairly to motivate, encourage and engage the pupils.
- Model and teach positive behaviour, including respect and empathy whilst avoiding sarcasm, shouting or threats.

- Classes are not punished for the behaviour of individual pupils.
- Pupils are never humiliated.
- Class collective worship, RE, PSHE and reflection enables pupils to develop a well-rounded understanding of spirituality and SEMH/safeguarding issues.

Rewards

At Holy Trinity Academy we want our pupils to be motivated by the intrinsic value of learning and the achievements it brings; we are committed to rewarding pupils for developing good learning habits.

Rewards include:

- Verbal praise and rewards through marking – stickers, stamps, comments
- Communication with home e.g. postcards, certificates, phone calls etc
- Stars/ticks on their pupil passport
- Class Chart Points
- Celebration events – regular celebration assemblies
- Attendance rewards

Individual Rewards

Holy Trinity Academy rewards pupils for meeting our expectations and Christian values. We reward for good manners, being kind, caring and helpful, for good and excellent work and positive effort. We reward pupils who support the academy community by participating in academy activities, including fundraising, productions, parent's evenings and sporting events. We also recognise where a pupil has made a significant improvement and shown great progress. These are recorded for individual pupils as class charts points.

We use the language of our academy's values, Serve, Learn, Challenge, and Love, to reinforce the values of our academy. Each pupil has a passport and will be acknowledged when modelling school values. Completed passports will be displayed in the hall and pupils will receive 20 class charts points:

Reward Card	Points	Reward
Whernside	25	Certificate Text to parents
Scafell Pike	50	Certificate Celebration Text to parents 50 point event
Ben Nevis	100	Certificate Letter from Behaviour Mentor 100 point event

Elbrus	150	Certificate Letter from Vice Principal 150 point event
Everest	200	Certificate Letter from Principal 200 point event

Class Rewards

Class teachers may choose to reward the class if they have achieved a particular challenge or target set for them. This is at the discretion of class teachers and is a privilege for students.

Attendance Rewards

Rewards will be given for excellent attendance. Holy Trinity CE, Rothwell challenge every pupil to have at least 97% Plus (cumulative) at any point in the year. Rewards are awarded on a weekly, half termly, termly and yearly basis.

Attendance	Reward
Class Rewards	
100% for a week	Extra Playtime
97% Plus for a half term	Certificate. Class Reward
97% Plus for a term	Certificate. Class Reward
97% Plus for a year	Certificate. Class Reward
Individuals in Year Groups	
100% in a week	Weekly Raffle
Half termly draw for all 100% (cumulative)	Prize draw. Certificate. Newsletter/website mention
Half termly draw for all 97% Plus (cumulative)	Prize draw. Certificate. Newsletter/website mention
Termly for all 100% (cumulative and term)	Prize. Certificate. Class Charts Points. Attendance party/disco. Newsletter/website mention
Termly draw for all 97% (cumulative)	Prize Draw. Certificate. Class Charts Points. Attendance party/disco. Newsletter/website mention
Annual prize for all 100% pupils	Afternoon trip or activity. Prize. Certificate. Newsletter/website mention
Annual prize for all 97% pupils	Afternoon trip or activity. Prize. Certificate. Newsletter/website mention
Most Improved Attendance	
Class over a term	Class reward
Individuals over a half term	Prize Draw
Individuals over a term	Prize

Appendix 1: Routines to Support Positive Behaviour

Start of the Academy Day

Children will remain outside until the bell goes. Children will line up outside their classroom door. Members of staff will greet the children and welcome them into the classrooms. Settling tasks will be made available for pupils to complete.

Playtimes

Members of staff on duty must go out immediately. Communal areas may be formally and informally monitored and it is the responsibility of all staff to ensure that transitions are orderly. The football pitches will be allocated on a rota basis to different year groups and classes. No children should be left in classrooms without adult supervision. At the end of playtime, the bell is rung and on hearing the bell the children should line up quietly.

Wet Playtimes

Children must remain in their own classrooms and Teachers/Support Staff will oversee the children. Activities will be available for the children. Computers must not be in use. Classrooms must be tidied at the end of play.

Lunchtimes

Lunchtime Leaders will organise the children in the dining area and in the playground. Children will be encouraged to behave in a polite and orderly manner at all times. Year 6 children, acting as Early Years Assistants will help with duties in the hall and in the KS1 playground. The Learning Mentors will organise activities with the help of Year 5/6 children. Lunchtime staff will organise and lead activities and may award stars or stickers to children who have behaved well.

Children who misbehave and make poor choices will have their names recorded on behaviour logs. These will be collected and collated by the LM/BM, input on CPOMs and they will issue agreed sanctions. Serious incidents will result in the child being asked to go to the Vice Principal or Principal.

Children causing special concern may be supervised on a 1:1 basis or may be asked to spend their lunchtime in the Ark or with a member of the Leadership Team.

Wet Lunchtimes

Children will choose to spend their lunchtime in classrooms (Film/Quiet: Drawing and Reading/Board Games/Construction). In Reception and KS1 children will choose 1 of 3 classrooms (Film/Quiet: Drawing of Arts and Crafts/Construction and Toys). Choice is dependent upon availability and children must stay in the same room for the duration of the wet lunchtime.

Appendix 2 Additional Staff

Learning Mentor (LM)

The Learning Mentor will work with children with social, emotional and pastoral needs. The Learning Mentor may work with individual pupils and their parents or with groups of children.

Behaviour Mentor

The Behaviour Mentor will work with children with behavioural needs. The Behaviour Mentor may work with individual pupils and their parents or with groups of children. They will monitor pupils, behaviour data and support with formulating Pupil Passports and Risk Assessments.