

Love Your Neighbour
As Yourself



Holy Trinity Church of England (Aided) Primary School Statement of Behaviour Principles

This policy has been written in collaboration with all staff and governors in line with the school's Christian ethos, mission statement and aims.

The Governing Body expect all members of the school community to adhere to the principles laid out in this statement. The Governing Body expects all members of the school community to actively promote equal opportunity in accordance with equality legislation.

Purpose:

- To provide a safe, secure, happy and stimulating environment for all.
- To develop each individual's positive self-image.
- To develop each individual's social skills and develop a sense of community, responsibility and respect for all.
- To ensure consistent practice throughout the school.
- To ensure a climate within school which is conducive to effective teaching, learning and the spiritual, moral and physical well-being of all.
- To encourage individuals to be responsible for their own actions and behaviour.

School Rules:

1. We always follow instructions.
2. We walk quietly and sensibly around school.
3. We keep hands, feet and hurtful comments to ourselves.
4. We respect and care for other people and their possessions.
5. We always use indoor voices.

The school rules are displayed in all classrooms and are reviewed with the children at regular intervals.

Rewarding Behaviour:

- We reward behaviour through verbal praise linked directly to the agreed rules as well as awarding children house points.
- Celebration and Collective Worship every Friday rewards pupils verbally for outstanding achievements or contributions to the school community.

Use of Disciplinary Sanctions and the Authority to Do So

This school has statutory power to discipline pupils for breaches of school rules, failure to follow instructions or for other unacceptable conduct. All teachers and support staff have the responsibility and the power to discipline in line with the school behaviour policy. Severe clause sanctions are limited to members of the senior leadership team and the power to use the

exclusion sanction applies solely to the Headteacher in line with DCSF Guidance on Exclusion from Schools and Pupil Referral Units. No member of staff will search for weapons, confiscate weapons or use force to control or restrain pupils.

Consequences:

The purpose of sanctions is to raise the awareness that there is a consequence of an inappropriate action and to encourage children to make better choices next time. All inappropriate behaviour is recorded on CPOMS and in the class behaviour log.

Consequences for inappropriate behaviour:

1. Highlight and redirect
2. Spoken warning given stating clearly 'This is a warning'.
3. Time out given in class.
4. Isolation in another class.
5. Sent to Headteacher (Headteacher Isolation).
6. Behaviour Monitor Chart
7. Managed Move/Exclusion

1. Highlight and Redirect

Articulate the unacceptable or undesirable behaviour and redirect towards a more appropriate action e.g. pointing out appropriate behaviour of other pupils, asking the child to return to the task etc.

2. Spoken Warning

A spoken warning will be given for low level inappropriate, unacceptable or disruptive behaviour.

3. Time Out

Time out is a serious sanction and used rarely. If a child is given a 'time-out' they will be asked to sit alone in a designated area within the classroom for up to 10 minutes. During 'time-out' children are expected to stay in place, keep their voice silent, think about their behaviour and why it was unacceptable. At the end of a 'time-out' the child will be asked to explain the reason for time out, how they can improve their behaviour and make suitable reparation. Parents are informed via letter.

4. Isolation

Isolation is the next stage. Isolation will require a child to work within another classroom for a minimum of 10 minutes and maximum until the end of the session/lesson. Work will be provided by the class teacher for the child. At the end of this period, the child will be asked to explain the reason for the isolation, to suggest how they might improve their behaviour and make reparation. A standard letter will be sent home to inform parents/guardians. Immediate isolation is given for causing deliberate physical harm to others and failing a time out.

Isolation Partners Class	Isolation partner*
Nursery	Reception
Reception	Nursery
Y1	Y2
Y2	Y1
Y3	Y4
Y4	Y3
Y5	Y6
Y6	Y5

* If the child has a sibling in the isolation partner class the child is sent to a different class.

5. Headteacher Isolation

Immediate Headteacher isolation will be given for the following, fighting, swearing, racism , homophobic, bullying behaviour comment/action etc. These acts are all taken very seriously at Holy Trinity and will be dealt with directly by the Headteacher. This will often involve structure interventions taking place. Children may also receive a Headteacher's isolation if they have already undertaken an isolation in another classroom and then receive a warning for additional bad behaviour. The child's parent will be made aware by the Headteacher face to face and backed up in writing.

6. Behaviour Monitor Chart

Pupil's whose behaviour is persistently inappropriate will be monitored more closely by the class teacher and Key Stage Leader. Behaviour charts will be discussed and developed with pupils and parents. They will be specific to each pupils' needs and will include rewards for achieving targets and sanctions for continued inappropriate behaviour.

7. Managed Move/Exclusion

Managed move protocol may be used when a pupil's behaviour does not improve or detonates. Managed moves are used as a 'new start' for pupils in a new environment. Fixed Term or Permanent Exclusions may be used in line with the L.A. guidelines.

Appendix 1: Holy Trinity Consequences flow chart.

