



# **Holy Trinity CE (VA) Primary School**

Policy name: **Behaviour Policy**

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Governor committee: **Standards**

Approved by: **Headteacher**

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## **Behaviour Policy**

### **The Holy Trinity Way**

#### **1. INTRODUCTION**

At Holy Trinity, we aim to create a safe and happy environment where exemplary behaviour enables all to feel secure and respected within an atmosphere of learning without limits. Everyone in our school is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

#### **2. OUR CORE BELIEFS**

- Behaviour can change and every child can be successful.
- Positive, targeted praise is more likely to change behaviour than blaming and punishing.
- Reinforcing good behaviour helps children feel good about themselves.
- An effective reward system and celebrating success helps to further increase children's self esteem enabling them to achieve even more.
- Understanding each child's needs and their individual circumstances helps us to act in the fairest way possible for that child, at that moment.
- Adult behaviours create children's responses and behaviours.
- Good behaviour should be recognised sincerely through verbal praise that aim to make good behaviour about relationships rather than a transactional act.
- Children should be praised publicly.

**It is the everyday habits of adults that provoke a change in pupils' behaviour.**



### 3. POLICY AIMS

Through this policy we aim to:

- ensure a consistent and calm approach to and use of language for managing behaviour;
- ensure that agreed boundaries of acceptable behaviour are clearly understood by all pupils, staff and parents;
- ensure that all adults take responsibility for behaviour and follow-up any issues personally;
- promote the use of restorative approaches in place of punishments;
- promote pupils' self-esteem by providing an effective system of rewards and praising effort in both work and behaviour;
- ensure our pupils are polite, happy and considerate of others' feelings;
- encourage our pupils to respect their own and others' property;
- foster good citizenship and self-discipline;
- encourage a positive, calm and purposeful atmosphere where pupils can learn without limits.

As a school community, through the taught curriculum as well as during all other opportunities e.g. lunchtimes and extended provision such as Breakfast and After School clubs, we aim to:

- teach specific social skills e.g. sharing, turn taking, listening to each other, how to address people politely, etc.;
- teach strategies for children to solve conflicts peacefully;
- teach specific co-operative and collaborative skills to enable children to work effectively as a member of a group;
- agree boundaries of acceptable behaviour with all pupils and regularly remind children of these;
- enable children to recognise, understand and respond to a range of feelings;
- develop vocabulary to enable children to express feelings verbally rather than physically;
- promote equal opportunities and instil a positive attitude towards differences;
- promote an ethos of peer support;
- ensure the atmosphere in the classroom environment is conducive to learning;
- ensure children are aware of the consequences of their words and actions towards themselves and others.

This policy is not limited to behaviour whilst on the school premises. School have a wider responsibility to intervene when children are out in the community, particular when children are on their way to and from school.



#### **4. OUR RULES**

##### ***'Be Ready, Be Respectful and Be Safe'***

Our school has three simple rules: 'Be Ready, Be Respectful and Be Safe', generated through discussions with staff, pupils and parents and which are applicable to a wide variety of situations.

These rules are explicitly taught and modelled by all members of our school community.

We have a clear Behaviour Curriculum which enables us to discretely teach our expectations and to allow children to self assess.

#### **5. ADULT STRATEGIES TO DEVELOP EXCELLENT BEHAVIOUR**

At Holy Trinity, adults apply the following principles in all interactions with pupils:

- IDENTIFY the behaviour we expect
- Explicitly TEACH behaviour
- MODEL the behaviour we are expecting
- PRACTISE behaviour
- NOTICE excellent behaviour
- CREATE conditions for excellent behaviour

#### **6. LANGUAGE AROUND BEHAVIOUR**

We understand that a common and consistent use of language around behaviour is essential in creating clear boundaries for learning how to behave. Phrases such as 'kicked off' or 'screaming fit' are unhelpful in these instances and adults should remain professional and calm at all times.

Conversations should be consistent and behaviours should be discussed as the behaviours they are, and not be personal to the child. Most conversations around behaviour would normally be conducted, in the first instance, by the class teacher.



## 7. CONSEQUENCES

CONSEQUENCES should always:

- make it clear that unacceptable behaviour affects others and is a serious offence against the school community;
- avoid being applied to a whole group for the activities of individuals;
- be consistently applied by all staff to help to ensure that children and staff feel supported and secure at all times, taking into account reasonable adjustments.

CONSEQUENCES need to be in proportion to the incident.

It should also be made very clear that it is the behaviour that is unacceptable, and any consequence should address this, not be made personal to the child.

APPENDIX D details our behaviour pathway.

## 8. OUR BEHAVIOUR PATHWAY

Phase & Consequence	Behaviour
<p><b>Pre-Phase: Friendly Reminder</b></p> <ul style="list-style-type: none"> <li>• Staff to use the 'Friendly Reminder' language to remind children they may be heading towards a phase. Be nurturing and 1:1 in private.</li> </ul>	<ul style="list-style-type: none"> <li>• Low level behaviours (see Phase 1).</li> <li>• Talking when the adult is talking/teaching.</li> <li>• Talking when a child is presenting/sharing an answer to the class.</li> <li>• Fidgeting with resources (unless SEN reasonable adjustments).</li> <li>• Tapping resources/deliberately making noises.</li> <li>• Running in corridors/inside. Leaving their seat without permission to use the toilet or to get a drink.</li> <li>• Turning around in their seat to distract peers during teaching and learning time.</li> <li>• Unkind tone and content to their peers.</li> <li>• Insufficient work/poor effort</li> <li>• If any of the above continues.</li> </ul> <p><i>Early phases reset after a break time.</i></p>
<p><b>Phase 1: Verbal Reminder</b></p> <ul style="list-style-type: none"> <li>• Adult to track on paper on their desk privately, if necessary.</li> </ul>	
<p><b>Phase 2: Second Verbal Warning</b></p> <ul style="list-style-type: none"> <li>• If necessary, class teacher to have short restorative conversation at break time.</li> </ul>	
<p><b>Phase 3: Miss 15 minutes of next break</b></p> <ul style="list-style-type: none"> <li>• They miss 15 minutes of their next break.</li> <li>• Parents informed same day.</li> <li>• CPOMs report to be completed.</li> </ul>	<ul style="list-style-type: none"> <li>• If any of the above continues.</li> <li>• Answering back to an adult in an inappropriate way.</li> <li>• Refusing to acknowledge when an adult is talking directly them, by turning away, deliberately not listening in defiance.</li> <li>• Refusing to follow an instruction.</li> </ul>



<ul style="list-style-type: none"> <li>Once three Phase 3's have been reached in a half term, class teacher arranges parent meeting.</li> <li>If two more incidents in half term, parent meeting with headteacher and report introduced. If full half term without reaching three Phase 3's then report is removed.</li> </ul> <p><b><i>Removal to another classroom only if behaviour is disruptive or continued refusal (work must be sent and class teacher to collect child at end of lesson).</i></b></p>	<ul style="list-style-type: none"> <li>Aggressive and inappropriate tone and language towards other children.</li> <li>Swearing out loud but not aimed at another person.</li> <li>Physical aggression, but not fighting.</li> </ul>
<p><b>Phase 4: Reflection Room</b></p> <ul style="list-style-type: none"> <li>Miss break and lunch break all day.</li> <li>Work in the Reflection Room from the point at which it takes place, depending when it might include the following day.</li> <li>Parents informed by HT.</li> <li>CPOMs report to be completed.</li> </ul>	<ul style="list-style-type: none"> <li>Fighting with intent to hurt.</li> <li>Racist language with intent.</li> <li>Sexist language or behaviour with intent (SVSH).</li> <li>Threatening language towards an adult.</li> <li>Swearing directly at somebody.</li> </ul>
<p><b>Phase 5: Extended Reflection</b></p> <ul style="list-style-type: none"> <li>Longer period of missed breaktime and lunch breaks.</li> <li>Longer period in Reflection Room.</li> <li>Decision made with CT and HT.</li> <li>Parents informed by HT.</li> <li>Behaviour plan set up, involving parents.</li> <li>CPOMs report to be completed</li> </ul>	<ul style="list-style-type: none"> <li>If Phase 4 behaviour continues.</li> </ul>
<p><b>Phase 6: Fixed Term Exclusion</b></p> <ul style="list-style-type: none"> <li>Fixed term suspension.</li> <li>CPOMs</li> </ul>	<ul style="list-style-type: none"> <li>If Phase 5 does not lead to improved behaviour.</li> <li>Physical violence towards an adult.</li> </ul>
<p><b>Phase 7: Permanent Exclusion</b></p> <ul style="list-style-type: none"> <li>Permanent exclusion.</li> <li>CPOMs</li> </ul>	<ul style="list-style-type: none"> <li>If multiple fixed term suspensions do not lead to improved behaviour.</li> </ul>



## 9. RELENTLESS ROUTINES

These routines, consistently seen and heard around school, will ensure all pupils are clear about the behaviour expectations of all adults.

Routine	What this looks like
<b>Entering school at the start of the day</b>	<ul style="list-style-type: none"> <li>• Children walk calmly into the building.</li> <li>• They enter the classroom and hang their belongings up in a calm and orderly way.</li> <li>• They sit quietly and complete morning task.</li> </ul>
<b>Registration</b>	<ul style="list-style-type: none"> <li>• Children are silent during the taking of the register.</li> </ul>
<b>In the Classroom</b>	<ul style="list-style-type: none"> <li>• Children should be silent and attentive when an adult is speaking to them, whether this is 1:1, in a small group or as a whole class.</li> <li>• Children should not walk away from an adult who is speaking.</li> <li>• When sitting on the carpet/floor, children should have their bottom on the floor unless there is an identified SEND.</li> <li>• When sitting on a chair, children should have their bottom on the chair and all chair legs should be on the floor.</li> <li>• Children should use indoor voices.</li> <li>• Children should be kind to others and use respectful language.</li> <li>• Children should stay seated unless given permission to do otherwise.</li> </ul>
<b>Entering and Leaving Collective Worship</b>	<ul style="list-style-type: none"> <li>• Children should line up in the classroom in silence.</li> <li>• Children should silently walk into Collective Worship. The line is led by a member of staff.</li> <li>• Children should stay standing when they are in the correct position with their arms by their side. When all the line is in place the staff member will signal for the class to sit down. This must be done silently.</li> <li>• Adults will use silent signals if they need to communicate with children or, if necessary, whisper quietly to an individual child. A speaking voice should not be used by adults as this affects the calmness and stillness of the worship.</li> <li>• Children should remain silent in corridors all the way back to their classes after worship</li> </ul>
<b>After Break &amp; Lunch</b>	<ul style="list-style-type: none"> <li>• A bell is rung by an adult. Children are expected to stand still and stop using equipment.</li> <li>• When the second bell is rung children must walk sensibly to their line and be silent when they get in their position in the line.</li> <li>• Children should be led by a staff member and go sensibly into school.</li> </ul>
<b>Movement through School</b>	<ul style="list-style-type: none"> <li>• Children should walk silently through school during lesson time.</li> <li>• Whole classes should be led from the front by a member of staff.</li> </ul>



	<ul style="list-style-type: none"><li>• Children should stay close to the child in front of them so classes stay together.</li></ul>
<b>Lunchtime</b>	<ul style="list-style-type: none"><li>• Children should line up silently in class.</li><li>• In the dinner queue children are expected to line up sensibly. They do not need to be silent and can talk to their friends.</li><li>• Children should stay seated when eating.</li><li>• Children should use indoor voices.</li><li>• Children should only speak to those around them and on their table.</li><li>• Children should use good table manners and try not to spill any food and drink.</li></ul>
<b>Playground</b>	<ul style="list-style-type: none"><li>• Children should treat others with respect.</li><li>• Rough behaviour is not allowed.</li><li>• Children should only use equipment when it is their turn.</li><li>• Playfighting is not allowed.</li><li>• Children should not be on the floor.</li></ul>



## 10. RESTORATIVE CONVERSATIONS

Following incidents of poor behaviour, it is imperative that the staff member who initially dealt with the behaviour should conduct a restorative conversation with the pupil. This will help to ensure that the relationship between adult and pupil remains positive but also teaches the child to evaluate and reflect on their behaviour.

The questions used will depend on the age and individual needs of the pupil.

Use the restorative questions to follow up the incident, repair relationships and enable the child to learn what to do next time.

1. What happened?
2. How are you feeling?
3. How do you think this made other people feel.
4. Explain how a rule has been broken.
5. How can you make sure this doesn't happen again/How can we make this right?

A restorative conversation should only take place when a child is regulated.

**A conversation has more impact than a consequence.**

## 11. SPECIFIC PLAYGROUND CONSEQUENCES

Adults MUST follow the stepped consequences above, adapting steps 1-3 as below.

You need to:

1. Stand with staff member for an appropriate length of time.
2. Call for a more senior member of staff for more serious incidents.

## 12. PHYSICAL ABUSE ON ADULTS

At Holy Trinity, we take incidents of violence toward staff very seriously. We also understand that staff are the adults in the situation and can use a 'common sense' approach to keep themselves and the child safe to manage the situation effectively. Staff can use 'reasonable measures' to protect themselves in accordance with our Positive Handling Policy and call for additional support if needed.

Only staff who have been trained in physical restraint should restrain a child unless there is an immediate risk to that child or another person (see Positive Handling Policy).



All staff should report incidents directly to the Headteacher and/or Designated Safeguarding Lead and should be recorded on CPOMS. We appreciate these incidents can also cause distress for the adults involved, therefore all staff are entitled to take some time away from the classroom to recover their composure.

Intentional physical abuse of staff will result in fixed term exclusion.

### **13. PERMANENT EXCLUSIONS**

Permanent Exclusion is an extreme step and will only be taken in cases where:

- Long-term or repeated misbehaviour that is not responding to strategies in place and the safety and learning of others is being seriously hindered. The pupil may be considered to have Special Educational Needs and the procedures for meeting those needs are set out in our SEND policy.
- The risk to staff and other children is too high.
- The impact on staff, children and learning is too high.

Permanent exclusion will always be a last resort and the school will endeavour to work with the family to complete a managed move to a more suitable setting where possible. In all instances, what is best for the child will be at the heart of all decisions making processes.

### **14. POSITIVE HANDLING**

Physical contact may be used by all members of the school staff to control, restrain or direct children without the use of force. Physical restraint (the positive use of force/safe handling) may be used in order to protect a child from hurting her or himself or others, or from seriously damaging property. In all cases, members of staff are guided by the advice provided by Wakefield Council; children's dignity and rights are respected at all times. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

There are occasions when staff will have cause to have physical contact with pupils for a variety of reasons, for example:

1. to comfort a pupil in distress (so long as this is appropriate to their age);
2. to gently direct a pupil;
3. for curricular reasons (for example in PE, Drama etc);
4. in an emergency to avert danger to the pupil or pupils;

Any occasions when reasonable force is used will be recorded on CPOMS. The school will speak to parents about serious incidents involving the use of force and keep a detailed record of such serious incidents.



## **15. SCHOOL TRIPS**

In order for us to safely take children off site, we expect them to consistently display appropriate behaviour in school. Failure to do so may lead to children being unable to attend school trips.

## **16. THE ROLE OF THE PARENT**

At Holy Trinity, active parental involvement is welcomed, appreciated and deliberately encouraged in order to:

- ensure that children attend school regularly, arriving on time, alert and ready for the tasks ahead and are collected, promptly, at the end of the day;
- understand and reinforce the school language as much as possible;
- share in the concern about standards of behaviour generally;
- support the work of the school as staff seek to support the whole family.

We will always aim to contact parents quickly when there are concerns about deteriorating levels of acceptable behaviour. However, staff will not routinely contact or inform parents of minor digressions.

## **17. APPLICATION AND SCOPE OF THIS POLICY**

This Behaviour Policy is applicable to our entire school community and will only be effective if everyone is empowered to use it with confidence and consistency. There may be occasions when special rules need to be applied, e.g. in the dining room, at play and lunch times or when off site, etc. but the same principles of promoting good behaviour will always apply.

## **18. MONITORING AND EVALUATION**

The school's Leadership Team will monitor the effectiveness of the policy at least once a year and report back to the Governing Body. The Leadership Team will also monitor the visible consistencies around the school and the use of language and personal follow-up. Records will be kept by the Leadership Team in order to monitor and evaluate any changes brought about by the policy.

All concerned parties will be kept informed of any review and action that will need to be taken.



## APPENDIX A

### RIGHTS AND RESPONSIBILITIES

#### **Pupils' Rights Pupils' Responsibilities**

- To be able to learn to the best of their ability.
- To be treated with consideration and respect.
- To be listened to by the adults in the school.
- To know what is expected of them.
- To feel safe.
- To be treated fairly.
- To treat others with consideration and respect.
- To do their best and let others learn.
- To follow instructions from teachers and other staff.
- To support and encourage each other.
- To take responsibility for their own actions.
- To care for and take pride in the environment of the school.
- To sort out difficulties appropriately, seeking adult help if needed.

#### **Staff Rights Staff Responsibilities**

- To be treated with respect by pupils, parents and colleagues.
- To be able to teach without unnecessary interruption.
- To work in a supportive and understanding environment.
- To feel safe.
- To create a safe and stimulating environment in which all children can learn.
- To treat pupils with consistency and respect at all times.
- To foster good relationships, leading by example.
- To involve parents when children are consistently finding it difficult to meet expectations of behaviour.
- To work as a team, supporting and encouraging each other.

#### **Parents' Rights Parents' Responsibilities**

- To be sure their children are treated fairly and with respect.
- To know their children are safe.
- To be able to raise concerns with staff and be told when their child is experiencing difficulties.



- Work with the school to promote good behaviour, challenge inappropriate behaviour and to uphold the principles of this policy.
- Ensure children attend regularly and on time.
- Be aware of the strategies of the school and reinforce these at home.
- Promote good behaviour, politeness, courtesy and consideration for others.
- Inform the school of any concerns that may affect the behaviour of their child.



## APPENDIX B

### SUCCESSFUL BEHAVIOUR MANAGEMENT

#### Habits of adults who manage behaviour well:

- They meet and greet at the beginning of the day.
- They persistently catch individuals doing the right thing.
- They teach the behaviours that they want to see.
- They teach learners how they would like to be treated.
- They reinforce conduct/attitudes that are appropriate to context.
- They agree rules/routines/expectations with their class and consistently apply them with positive and negative consequences.
- They sustain a passion for the curriculum that breaks through the limiting self-belief of some learners.
- They relentlessly work to build mutual trust even when trust is broken, time is wasted and promises are not kept. They refuse to give up.
- They keep their emotion for when it is most appreciated by the learners.

#### Non verbal skills/attitudes that work with more challenging behaviours

- Showing humility
- Changing anger to shades of disappointment
- Being cold rather than confrontational
- Give clear cues when switching from the formal to the informal, from relaxed to business like
- Work to create a certainty that poor behaviour will be addressed and relentlessly followed up
- Patiently giving without ever expecting to receive
- Showing empathy balanced with a determination to help the learner succeed
- Earning respect not expecting it
- Never laying your relationship on the line on a behaviour issue
- Keeping your promises
- At times ignoring defensive behaviours in the moment but not forgetting
- Commitment to building an appropriate relationship
- Refusing to listen to the doubters and moaners; refusing to give up on any learner



## **Assertiveness**

Many teachers [and other adults working in schools] recognise that their pattern of behaviour is to be nice or compliant for far longer than they really want, until they reach the point of no longer being able to hold it in; then they explode nastily and inappropriately all over whoever happens to be around. This can leave learners with the impression that there are only two states or behaviours their teacher can do: 'Nice' or 'Nasty'. The shades in between, which are where assertiveness lies, are unused and eventually lost from the repertoire of Behaviour Management strategies.

Assertiveness is not simply standing your ground, just saying 'no' and repeating your demand (the 'broken record' technique). Just as learners have choices, so you have the opportunity to choose your behaviour. You have many options as to how you respond to inappropriate behaviour all of which can be assertive actions. You might choose to record it and address it at a more appropriate time, ignore it, confront it or walk away and consider your response.

Assertiveness is knowing that you can control your own behaviour and making considered appropriate choices in your response to learners. Don't be afraid of saying 'no' and saying it with impact when it is appropriate. Be careful not to overuse it as it will soon lose its power and negatively impact on the atmosphere in the classroom. You risk being ignored if your repertoire of verbal responses is too predictable.



## APPENDIX C

### REWARDS SYSTEM

REWARDS SYSTEM	
Everyday Rewards	Strategies
Verbal Praise / encouragement	JLT
Written positive comments in books	Playground Buddies
Non-verbal praise – thumbs up / smile and nodding	Classroom monitors
Sending a child to another member of staff to share their good work	Achievement Postcards (half termly)
Stickers	Asked to do 'special jobs' for staff and around school
Displaying children's work and achievements	Being given extra responsibilities
'Above and Beyond' certificates in celebration assembly	Other roles of responsibility as allocated by class teacher
Sent to Headteacher / Deputy Headteacher to share achievements	School Council
'Positive Notes' sent home	Wellbeing Ambassadors
Sharing achievements awarded from external clubs	Sports Ambassadors
Staff informing parents of a child's achievements / effort	
Weekly 'Above and Beyond' newsletter	
Half Termly Behaviour Curriculum fun session	



## APPENDIX D

### BEHAVIOUR ROUTINES

Routine	What this looks like
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<b>Entering and Leaving Collective Worship</b>	<ul style="list-style-type: none"> <li>• Children should line up in the classroom in silence.</li> <li>• Children should silently walk into Collective Worship. The line is led by a member of staff.</li> <li>• Children should stay standing when they are in the correct position with their arms by their side. When all the line is in place the staff member will signal for the class to sit down. This must be done silently.</li> <li>• Adults will use silent signals if they need to communicate with children or, if necessary, whisper quietly to an individual child. A speaking voice should not be used by adults as this affects the calmness and stillness of the worship.</li> </ul>
<b>After Break &amp; Lunch</b>	<ul style="list-style-type: none"> <li>• A bell is rung by an adult. Children are expected to stand still and stop using equipment.</li> <li>• When the second bell is rung children must walk sensibly to their line and be silent when they get in their position in the line.</li> <li>• Children should be led by a staff member and go sensibly into school.</li> </ul>
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<b>Lunchtime</b>	<ul style="list-style-type: none"><li>• Children should line up silently in class.</li><li>• In the dinner queue children are expected to line up sensibly. They do not need to be silent and can talk to their friends.</li><li>• Children should stay seated when eating.</li><li>• Children should use indoor voices.</li><li>• Children should only speak to those around them and on their table.</li><li>• Children should use good table manners and try not to spill any food and drink.</li></ul>
<b>Playground</b>	<ul style="list-style-type: none"><li>• Children should treat others with respect.</li><li>• Rough behaviour is not allowed.</li><li>• Children should only use equipment when it is their turn.</li><li>• Playfighting is not allowed.</li><li>• Children should not be on the floor.</li></ul>



## APPENDIX E

### BEHAVIOUR PATHWAY

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<p><b>Phase 1: Verbal Reminder</b></p> <ul style="list-style-type: none"> <li>Adult to track on paper on their desk privately, if necessary.</li> </ul>	
<p><b>Phase 2: Second Verbal Warning</b></p> <ul style="list-style-type: none"> <li>If necessary, class teacher to have short restorative conversation at break time.</li> </ul>	
<p><b>Phase 3: Miss 15 minutes of next break</b></p> <ul style="list-style-type: none"> <li>They miss 15 minutes of their next break.</li> <li>Parents informed same day.</li> <li>CPOMs report to be completed.</li> <li>Once three Phase 3's have been reached in a half term, class teacher arranges parent meeting.</li> <li>If two more incidents in half term, parent meeting with headteacher and report introduced. If full half term without reaching three Phase 3's then report is removed.</li> </ul> <p><i>Removal to another classroom only if behaviour is disruptive or continued refusal (work must be sent and class teacher to collect child at end of lesson).</i></p>	<ul style="list-style-type: none"> <li>If any of the above continues.</li> <li>Answering back to an adult in an inappropriate way.</li> <li>Refusing to acknowledge when an adult is talking directly them, by turning away, deliberately not listening in defiance.</li> <li>Refusing to follow an instruction.</li> <li>Aggressive and inappropriate tone and language towards other children.</li> <li>Swearing out loud but not aimed at another person.</li> <li>Physical aggression, but not fighting.</li> </ul>
<p><b>Phase 4: Reflection Room</b></p>	<ul style="list-style-type: none"> <li>Fighting with intent to hurt.</li> <li>Racist language with intent.</li> </ul>



<ul style="list-style-type: none"> <li>• Miss break and lunch break all day.</li> <li>• Work in the Reflection Room from the point at which it takes place, depending when it might include the following day.</li> <li>• Parents informed by HT.</li> <li>• CPOMs report to be completed.</li> </ul>	<ul style="list-style-type: none"> <li>• Sexist language or behaviour with intent (SVSH).</li> <li>• Threatening language towards an adult.</li> <li>• Swearing directly at somebody.</li> </ul>
<p><b>Phase 5: Extended Reflection</b></p> <ul style="list-style-type: none"> <li>• Longer period of missed breaktime and lunch breaks.</li> <li>• Longer period in Reflection Room.</li> <li>• Decision made with CT and HT.</li> <li>• Parents informed by HT.</li> <li>• Behaviour plan set up, involving parents.</li> <li>• CPOMs report to be completed</li> </ul>	<ul style="list-style-type: none"> <li>• If Phase 4 behaviour continues.</li> </ul>
<p><b>Phase 6: Fixed Term Exclusion</b></p> <ul style="list-style-type: none"> <li>• Fixed term suspension.</li> <li>• CPOMs</li> </ul>	<ul style="list-style-type: none"> <li>• If Phase 5 does not lead to improved behaviour.</li> <li>• Physical violence towards an adult.</li> </ul>
<p><b>Phase 7: Permanent Exclusion</b></p> <ul style="list-style-type: none"> <li>• Permanent exclusion.</li> <li>• CPOMs</li> </ul>	<ul style="list-style-type: none"> <li>• If multiple fixed term suspensions do not lead to improved behaviour.</li> </ul>



## APPENDIX F

### HEADTEACHER REPORT

	Lesson 1	Lesson 2	Break	Lesson 3	Lunch	Lesson 4	Worship
Mon							
Tues							
Weds							
Thurs							
Fri							



## APPENDIX G

### BEHAVIOUR POLICY HIGHLIGHTS

This is **The Holy Trinity Way...**

Our Rules are: **Be Ready, Be Respectful, Be Safe**

We pay first attention to the best conduct and we go out of our way to catch children doing the right thing.

We praise behaviour that meets our expectations and we reward the **Above and Beyond** by sharing it with others. This is done through **Positive Notes, Above and Beyond Certificates** and the **Above and Beyond Newsletter**.

All adults **Meet and Greet** children on a morning.

We praise '**Fantastic Walking**'.

We have **Relentless Routines** to ensure consistency and high standards.

We say '**Team Stop**' to capture children's attention in class and '**1, 2, 3**' to ensure smooth transitions.

We have calm conversations with children about behaviour: 'I have noticed that you are running. You are breaking our rule of being safe. Please go back and walk. Thank you for listening.'

We hold **Restorative Conversations** with children following incidents of poor behaviour to ensure children have the opportunity to evaluate and reflect.



**APPENDIX H**

**POSITIVES NOTES**



# Positive Note



***Be Ready, Be Respectful, Be Safe***



**APPENDIX I**

**ABOVE AND BEYOND CERTIFICATE**

	<h1>ABOVE &amp; BEYOND</h1> <h2>CERTIFICATE</h2>	
	<p><b>Awarded to</b>.....</p> <p><b>Class</b>.....</p> <p><b>For</b>.....</p> <p>.....</p> <p>.....</p>	
<p><b>Be Ready, Be Respectful, Be Safe</b></p>		



## APPENDIX J

### BEHAVIOUR CURRICULUM



### Holy Trinity Behaviour Curriculum

In our school we expect a high standard of behaviour from everyone. We have a set of behaviours that we expect to see from our pupils. Our Values are central to these behaviours to enable us all to Grow Together.

Expected Behaviours
I listen to people that I don't agree with because it's important to put myself into somebody else's shoes.
I share with my classmates because I want to treat others how I would want to be treated.
I only say nice things to others because words can hurt other people and I am compassionate.
I walk round school silently during lesson time because I don't want to disturb lessons.
I only run in my playground and in PE because I want to keep other people safe.
I stop what I am doing and raise my hand when a member of staff says Team Stop because it is respectful.
I use sensible voices around school at lunchtime because I want school to be a calm and safe place.
I always listen respectfully to staff because I understand that we should always respect adults.
I listen carefully in lessons and persevere with my work because I want to make progress with my learning.
I actively take part in lesson and ask questions because I am determined to learn new things.
I am silent during collective worship and I listen carefully because I understand it is a special time of day.
I look after my property and school property because I have a responsibility to make sure that equipment lasts as long as possible.
I forgive others when they make the wrong choices because I understand we all make mistakes.
I help others when they are in need because I know it is important to show service.
I show manners by saying please and thank you and I let adults through doors first because I am respectful towards others.