



Holy Trinity Church of England (Aided) Primary School

Policy Statement

Positive Behaviour Policy

Our school mission statement is:

THE BEST FOR EVERY CHILD.

To enable this to happen we will make our school as inclusive as we can. Inclusion at Holy Trinity School means that we positively embrace the diversity of strengths, abilities, and needs of the children both attending our school and wishing to attend our school. We believe all children should be valued equally, treated with respect and have equal opportunities to access all aspects of school life. All children should feel accepted and welcomed by the whole school community. We regard inclusion as a dynamic, pro-active process which empowers all members of our community and celebrates differences in the context of real relationships.

All children are made in the image of God and loved unconditionally by God. They are all special and should be allowed to develop and grow in a nurturing environment secure in the knowledge that they are cherished.

At HOLY TRINITY good behaviour is both expected and valued. We have a positive behaviour policy which focuses on rewarding good behaviour and enabling children to learn from their mistakes and to have a fresh start.

'Then Peter came and said to Him, "Lord, how often shall my brother sin against me and I forgive him? Up to seven times?" **22Jesus said to him, "I do not say to you, up to seven times, but up to seventy times seven."**

Matthew 18:21-22

Aims:

- To create an environment which encourages and reinforces good behaviour.
- To define acceptable standards of behaviour.
- To encourage consistency of response to both positive and negative behaviour.
- To promote self-esteem, self-discipline and positive relationships.
- To ensure that the school's expectations and strategies are widely known and understood.
- To encourage the involvement of both home and school in the implementation of this policy.

STANDARDS OF BEHAVIOUR

In seeking to define acceptable standards of behaviour it is acknowledged that these are goals to be worked towards rather than expectations which are either fulfilled or not. The school has a central role in the children's social and moral development just as it does in their academic development. Just as we measure academic achievement in terms of progress and development over time towards academic goals, so we measure standards of behaviour in terms of the children's developing ability to conform to accepted standards.

Children bring to school a wide variety of behaviour patterns based on differences in home values, attitudes and parenting skills. At school we work towards standards of behaviour based on the Christian principles of **honesty, respect, consideration** and **responsibility**. It follows that acceptable standards of behaviour are those which reflect these principles.

School Ethos

The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.

As adults we should aim to

- create a positive climate with realistic expectations;
- emphasise the importance of being valued as an individual within the group;
- promote, through example, honesty and courtesy;
- provide a caring and effective learning environment;
- encourage relationships based on kindness, respect and understanding of the needs of others;
- ensure fair treatment for all regardless of age, gender, race, ability and disability;
- show appreciation of the efforts and contribution of all.

The Curriculum and Learning

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured feedback all help to avoid the alienation and disaffection which can lie at the root of poor behaviour.

It follows that lessons have clear objectives, understood by the children, and differentiated to meet the needs of children of different abilities. Marking and record keeping are used both as a supportive activity, providing feed-back to the children on their progress and achievements, and as a signal that the children's efforts are valued and that progress matters.

Classroom Management

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave. Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others. Praise should be used to encourage good behaviour as well as good work.

Rules and Procedures

Our rules and procedures are designed to make clear to the children how they can achieve acceptable standards of behaviour. They promote the idea that every member of our school community has responsibilities towards the whole of the community. Our Golden Rules are statements of our moral values.

They are:

We are gentle
We are kind and helpful
We listen
We are honest
We work hard
We look after property

These are displayed within each classroom, around school and outlined clearly in the Home-School-Child Agreement for all new pupils to school. By being visible throughout school it is possible to revisit and reinforce them throughout the year or when dealing with incidents.

In addition each year group will establish their own rules and routines which correspond to their particular needs. We believe a well managed, orderly environment in school will encourage children to behave in a positive, caring way.

Rights and responsibilities

As individuals we all have rights, we also all have responsibilities that work alongside these too. This is no different within our school environment and if everyone accepts these and works together then the school will meet its stated aims.

Staff

Rights

To be kept informed and listened to
To work in a safe environment
To be respected and valued

Responsibilities

To provide a positive role model for the children within school.
To work in partnership with parents
To provide support for children and adults within the school
To be fair and consistent in their action

Children

Rights

To be kept informed and listened to
To be educated in a safe environment
To be respected and valued

Responsibilities

To treat all adults and children within our school with respect
To act in a way that allows all children to do their best
To respect other's right to a safe environment
To accept school rules
To alert staff of any negative behaviour towards themselves and others

Parents/Carers

Rights

To be kept informed and listened to
To be respected and valued
To be involved in their child's education and behaviour

Responsibilities

To work in partnership with the school by working alongside their child's class teacher in promoting positive behaviour and by keeping the school informed of any issues that might affect their child's behaviour.

To accept and work within the school rules
To ensure that homework tasks are completed

For their rights to be maintained, children have to take on the responsibility of following our school rules. If they break the rules they must understand that they have chosen to do this and therefore must understand the consequences of their actions.

Strategies used in school to promote good behaviour

- ✓ Praising good behaviour regularly and often to remind and re-enforce expectations (and ignoring bad behaviour as far as possible). For example, 'Well done for lining up so quietly for worship' and 'You have worked hard in that lesson – you kept our Golden Rules.'
- ✓ Use the language of choice.
- ✓ Describe reality and direct instruction (**not** questioning language e.g. how many times have I said...): e.g. 'You are calling out – hands up – thank you' and ' You are out of your seat – sit down –thank you.'
- ✓ Giving children time to respond when adults ask them to do something.
- ✓ Giving choices and consequences to enable the child to make the right choice.
- ✓ Breaking down big problems into smaller manageable steps –using Individual Behaviour Plans (IBP) if necessary.
- ✓ Defusing situations by discussing issues in private so that there is no public humiliation. Speaking quietly close to the pupil rather than across the classroom.
- ✓ Helping children understand the impact of their behaviour and focussing on the future, e.g. What should you do next time?

Our Reward System

Foundation Stage

- Praise- All adults give pupils verbal feedback and thumbs up for specific good behaviours.
- All adults and pupils are responsible for the behaviour. Pupils contribute to making rules for areas of provision.
- Teachers review good learning with the children and reflect on their behaviour.
- Pupils can get stickers for good learning and trying hard.
- Pupils nominate a 'special friend' who has followed the Golden Rules, has been a good role model and a good learner. The 'special friend' can sit in a special chair during carpet time and takes home a certificate which the children help to write.
- Pupils may receive a postcard written by class teacher to celebrate positive attitudes to learning and showing good manners.
- The class teacher will nominate a child to be 'pupil of the week' to celebrate good learning skills and achievements.
- Pupils collect 'Trinity Bears' and cards for good work or behaviour and are presented with certificates in worship.

Key Stage 1 and 2 Rewards:

A Trinity Bear/ Card reward system is in place throughout school as we believe that rewards have a motivational role, helping children to see that positive behaviour is valued. Children are awarded Trinity Bears/Cards for good work or behaviour and are presented with certificates (see below). The Trinity Bears gained are also counted across school and each week a school team is awarded the ribbon and cup. These teams are mixed across age group, sex and ability and have the names of the Gospel writers – Blue for St Matthew, Green for St Mark, Yellow for St Luke and Red for St John. Any adult within school may give a Trinity Bear to a child if the achievement merits it, but a balance must be struck in order to protect the system from being abused and becoming ineffective.

Subject Leaders will be able to reinforce good work in their subject by awarding Trinity Bears/Cards to a pupil if appropriate. Once given, Trinity Bears/Cards will not be taken away from any child.

A threshold is reached every 25 Trinity Bears earned which will result in the child gaining a certificate. This certificate will be presented publicly to the child in the weekly Pupil of the Week Worship.

The thresholds are as follows:

- 25 bronze
- 50 silver
- 75 gold
- 100 emerald
- 125 ruby
- 150 diamond
- 175 topaz
- 200 sapphire
- 225 amethyst
- 250 pearl
- 275 peridot
- 300 snow quartz
- 325 aquamarine
- 350 turquoise
- 375 rose quartz

- 400 black onyx
- 425 platinum

In addition we use:

- ✓ Praise and stickers in the classroom
- ✓ Headteacher awards
- ✓ Pupil of the week
- ✓ Sharing good work with class/buddy class
- ✓ Positive marking
- ✓ Green Time to reward the class for keeping the Golden Rules particularly well. The children 'earn' five minutes each day.
- ✓ Share achievements with parents through sending home Holy Trinity merit postcards to individual children who have achieved particularly well in any aspect of school life including manners and behaviour.
 - ✓ Provide opportunities for greater responsibility in school e.g. School Councillors, Playground Buddies.

Sanctions

Reception Sanctions

- Pupils will be spoken to by adults and consequences are explained. Pupils are encouraged to make a good choice.
- Pupils are given a 'first warning', and if necessary a 'second warning'. If the pupil continues to misbehave, they are moved on to a 'timeout mat'.
- If pupils display very disruptive behaviour, they may be sent to the other class.
- Parents and carers are notified of any behaviour issues.

Key Stage 1 and 2 Sanctions

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community. In an environment where respect is central, loss of respect, or disapproval, is a powerful punishment.

Sanctions range from expressions of disapproval, through withdrawal of privileges, to referral to the Headteacher, letters to parents and, ultimately and in the last resort, exclusion (following the LEA guidelines). Most instances of poor behaviour are relatively minor and can be adequately dealt with through minor sanctions. It is important that the sanction is not out of proportion to the offence. In order to support staff to make these decisions the school has decided to implement a behaviour programme called 'It's Good to be Green'.

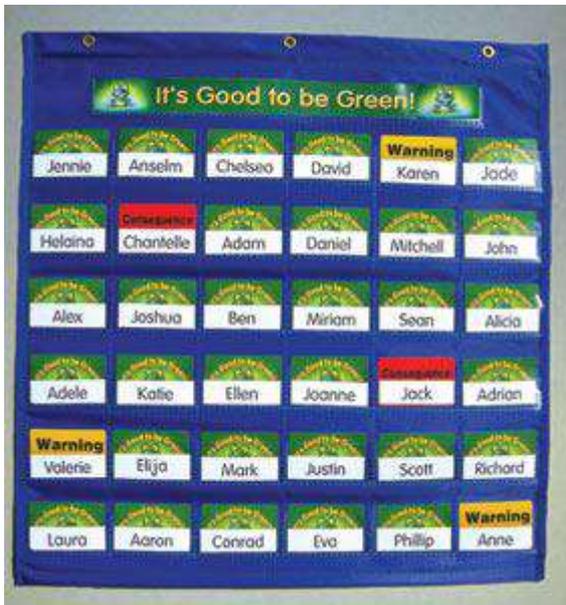
It's Good to be Green Behaviour System is:

- A consistent fair approach to behaviour throughout classes/school
- Easy for pupils to understand
- An immediate tool to implement discipline
- Simple to operate and maintain

It's Good to be Green promotes our Golden Rules:

- Being kind, polite, helpful, and aware of each other's feelings
- Listening carefully to others without interrupting them
- Looking after our own and other people's belongings
- Trying our best, work hard, and learn from our mistakes
- Treating other people the way we would like to be treated
- Always telling the truth

Each class has a chart in the classroom at a level which children can access themselves:



A Good to be Green Card
 An Orange Warning Card
 A Red Consequence Card

Green Card: All children begin every day with a green card displayed in their pocket so that they start on a positive note. The card says 'It's Good to be Green' and they soon learn to associate being on Green with a good feeling of having done the right thing.

Orange Card: Children are given a **clear verbal warning** if they are not following our Golden Rules. If teachers have to warn children about inappropriate behaviour again, then **children move** their 'It's Good to be Green' card to the back to reveal an orange warning card. This warning card gives children an opportunity to reflect on and consider their behaviour and make sure they don't repeat the offence. Children can go back to their green card if their behaviour improves during the session but if children are on an orange warning card still at the end of the teaching session they will miss five minutes playtime. The orange warning cards resulting in missed playtime will be recorded on a class chart kept by the teacher.

Each teaching session starts the procedure on a green card again.

If during the day other teachers/support staff have to warn children about inappropriate behaviour, they report back to children's class teachers as soon as possible to enable them to adjust the chart.

Possible reasons for issuing Orange Warning Card (N.B. following one clear verbal warning)

- Not following instructions
- Hurting another child
- Name-calling/Teasing/Calling out in class
- Hurting someone's feelings/Spreading rumours
- Rude language
- Rude gesture or notes
- Talking at inappropriate times/not telling the truth
- Leaving someone out of an activity/Blocking someone's way

Red Card: If a child receives three orange warning cards in one week they will be given a Red Consequence card.

A Red Consequence Card may be issued immediately for the following reasons:

- Putting yourself in danger, e.g. leaving playground without permission
- Hiding/stealing personal belongings/assuming 'found' property can be taken
- Destroying things that belong to other people/graffiti/vandalism
- Any unwanted touching or intimidating/frightening others
- Deliberate forceful physical violence, e.g. spitting, beating/biting/choking/kicking/punching/slapping
- Verbal or emotional violence: swearing, demanding money/possessions
- Racism & using inappropriate/offensive language
- Unacceptable behaviour to adults, e.g. shouting, arguing back, losing your temper

Every time children receive a red card **the class teacher informs the parents and records it on the class chart that they keep**. The child also has a playtime detention (15 minutes) outside the SMT offices. If children receive **three red cards** in any one half-term the Headteacher writes to their parents inviting them to a meeting with herself and the class teacher. A copy of the Home/School Agreement will be sent home for parents and pupil to discuss and sign. **It is the responsibility of the class teacher to inform the head teacher when a child has received three Red Cards.**

The Headteacher also reserves the right to temporarily exclude children from their class or from school trips, and, in extreme cases, from school following the Local Authority guidelines.

Playground/Playtime Behaviour Policy

Rewards

- ✓ Positive praise/catch children being good.
- ✓ Stickers – given by the lunch time staff.

Sanctions

1. Reminder of appropriate behaviour – describe reality/direct instruction.
2. Verbal reprimand.
3. Instant sanction – standing by the wall (5 minute blocks). Children reminded of the appropriate behaviour and understand the consequence of not following the rules.
4. Removal from situation (e.g. Playground). Sent to SMT/Lunchtime Supervisor. Behaviour recorded by SMT/Lunchtime Supervisor

Wet Playtimes

All classes will have a wet playtime box with games inside. These games will be correctly put away and the classroom left tidy when wet play is finished. Children must stay in their own classrooms. They must not use scissors, staplers and whiteboards without adult supervision.

Children 'Beyond'

It is recognised that we may have children within our school for whom the normal system of sanctions and rewards is not always the most effective tool. Smaller, more immediate targets and rewards need to be set as appropriate and with a time scale which reflects the pupil's needs. **It must be stressed that the same expectations exist for these children as any other.**

For these children, a pastoral system must be set up by the teacher, the SENCo will be involved and an Individual Behaviour Plan written where appropriate. IBPs **must** then be made accessible to any adult working with that child so that common strategies are followed.

The pastoral system will vary from child to child but will always involve the child, the class teacher, SMT, Learning Mentor and the child's parents. This may also include a 'Home/School book' in which to record daily or lesson behaviour, any targets and to form a communication tool between all parties.

Communication and parental partnership

We give high priority to clear communication within the school and to a positive partnership with parents since we believe that these are crucial in promoting and maintaining high standards of behaviour. Each child and parent is asked to sign the Home / School Agreement. If necessary the child may be reminded of the agreement and a chart sent home as a reminder to parents with appropriate comments.

Where the behaviour of a child is giving cause for concern it is important that all those working with the child are aware of those concerns and of the steps which are being taken in response. The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare. Early warning of concerns should be communicated to the Headteacher so that strategies can be discussed and agreed before more formal steps are required.

A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of school life is encouraged. This participation assists the development of positive relationships in which parents are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour.

The school will communicate policy and expectations to parents. Where behaviour is causing concern parents will be informed at an early stage, and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy, and any further disciplinary action will be discussed with the parents.