



Holy Trinity Church of England (Aided) Primary School

Policy Statement

Positive Behaviour Policy

The Best for Every Child - a Unique Child of God

At Cookridge Holy Trinity Church of England (A) Primary School we serve the community by providing a happy, secure and caring Christian environment where all are valued and respected. We pride ourselves on being friendly and welcoming. We believe in the uniqueness of the individual as a child of God and recognise the range of contributions that each can make.

We provide for the spiritual, emotional, physical, mental and social development of the whole child, as a child of God. We seek to foster self-esteem and instil a sense of responsibility to others and the world around them through the teaching of our Christian Values.

We are committed to the pursuit of excellence, and the school curriculum aims to offer all children a broad and balanced, relevant and differentiated curriculum which provides consistency and continuity of teaching throughout the school, enabling every child to maximise their potential.

We work in partnership with parents, the local church, the wider community and other schools to provide an education of the highest quality.

Written by:	School staff
Date:	September 2020
To be reviewed:	September 2022

Our school mission statement is:

The Best for Every Child -a Unique Child of God.

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 C of E PRIMARY SCHOOL** good behaviour is both expected and valued. We have a positive behaviour policy which focuses on **recognising** and **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?" **Jesus said to him, "I do not say to you, up to seven times, but up to seventy times seven."**

Matthew 18:21-22

The aims of this policy are:

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

ACCEPTABLE 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. As a church school we work towards common acceptable 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.

OUR GOLDEN RULES

Our rules 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 **Christian and moral values**. They are **referred to often and explicitly** and used as a bench mark against which to monitor behaviour in school.

We are gentle (we take care of each other and keep ourselves and others safe).

We are kind and helpful (we keep our hands and feet to ourselves, we give each other **PUSH UPS** not **PUT DOWNS**)

We listen (we show respect to each other and to **ALL** the adults in school and **FOLLOW INSTRUCTIONS**)

We are honest (we tell the **truth** and take **responsibility** for our actions)

We work hard (we always **try our best**, make the most of our **learning time**, help others to learn and have a **GROWTH MIND SET**)

We look after property (we **take care** of each other and everything in our school and **keep ourselves safe**)

The Golden Rules 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 regularly or when dealing with incidents.

SCHOOL ROUTINES

In order to ensure consistency throughout school the following procedures are in place and **ALL staff have a responsibility to ensure the children meet the expectation:**

We walk around school quietly at all times.

We walk and line up quietly facing the front of the line at the end of breaks.

We walk into school from the playground quietly and sensibly, go into our classrooms and sit quietly in our seats ready for the lesson to begin.

We walk into the hall quietly and sit silently when waiting for worship or other events. We walk out of the hall quietly and sensibly.

All classes have a clearly recognised non-negotiable quietening routine (e.g. countdown from 5, clapping response, shaker) which is shared with any adults taking the class.

THE SCHOOL ENVIRONMENT

THE ROLE OF ADULTS IN SCHOOL

ALL 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 always aim to:

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

THE CURRICULUM AND LEARNING

We believe that an appropriately structured, relevant curriculum contributes to good behaviour.

High quality learning displays and classrooms which are ordered, structured and uncluttered set high expectations of behaviour and show that we value the children's efforts.

Lessons are differentiated to meet the needs of children of different abilities including those with SEND.

Marking and verbal feedback is used both as a supportive activity, providing feed-back to the children on their progress and achievements, and as a way to ensure that the children's efforts are valued and their progress and effort is acknowledged and recognised.

Teaching methods encourage enthusiasm and active participation for all children.

Lessons should also aim to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others.

SCHOOL EXPECTATIONS AND STRATEGIES

IT IS IMPERATIVE THAT WE REMEMBER WE HAVE A **POSITIVE** BEHAVIOUR POLICY WHICH MEANS OUR MAIN STRATEGY IS EXPLICITLY AND CONSTANTLY RECOGNISING AND REWARDING GOOD BEHAVIOUR.

Our aim is for the children to be self-regulating i.e. behaving well because they know it is the right thing to do not because they will get a sanction if they do not meet expectations.

We expect **ALL** staff to make clear and uphold the school expectations of acceptable behaviour **AT ALL TIMES**. No member of staff should ignore unacceptable behaviour.

Our **PSH, P4C and RE curriculum** provide excellent opportunities to explicitly discuss and promote the ethos and expectations of the school. Recognition of good behaviour should permeate all aspects of school life.

STRATEGIES TO BE USED BY ALL STAFF

- ✓ Say **'Good Morning'** to the children. **Acknowledge** them and **show interest**.
- ✓ **Constantly remind children of the expectation** before they do something and then acknowledge they have done it e.g. 'Remember we line up quietly without pushing to go to worship. Let's see how well we can do that... Well done you lined up really sensibly and quietly' **or** 'Remember we go straight into class and sit down at our places and wait for the lesson to start... Well done you came in and sat down really well so we can get on with our learning'.

- ✓ **Praise good behaviour often and explicitly** to remind and re-enforce expectations (and ignore bad behaviour as far as possible). For example, 'Well done for being so kind and thoughtful' and 'You have worked hard in that lesson – you kept our Golden Rules'.
- ✓ Give **thumbs up and a smile often** to acknowledge appropriate behaviour.
- ✓ Give **time reminders** e.g. you have five minutes left before we need to stop.
- ✓ **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.'
- ✓ **Take up time** - giving children time to respond when adults ask them to do something.
- ✓ Give **choices and consequences** in a calm factual manner to enable the child to make the right choice e.g. 'If you choose to do x you know the consequence will be y' and then ensure the consequence is carried out if necessary.
- ✓ **Defuse situations** by discussing issues in private so that the child does not feel humiliated. Speak quietly close to the pupil to remind them of the expectations rather than talk across the classroom.
- ✓ Help children **understand the impact** of their behaviour and focus on the future, e.g. 'What should you do next time?' Acknowledge they are learning how to behave appropriately.
- ✓ **Encourage** the children to give each other **PUSH UPS** and not **PUT DOWNS**.
- ✓ Give **rewards** for good behaviour.

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.

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:

<ul style="list-style-type: none"> • 25 bronze • 50 silver • 75 gold • 100 emerald 	<ul style="list-style-type: none"> • 125 ruby • 150 diamond • 175 topaz • 200 sapphire 	<ul style="list-style-type: none"> • 225 amethyst • 250 pearl • 275 peridot • 300 snow quartz 	<ul style="list-style-type: none"> • 325 aquamarine • 350 turquoise • 375 rose quartz • 400 black onyx • 425 platinum
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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 which can be used at the end of the week (KS1) or saved for an end of term treat (KS2).
- ✓ 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 and also through representing school through competitions, school trips etc.
- ✓ Good to Be Green Wall of Fame.

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

Each class has a **GOOD TO BE GREEN** chart in the classroom at a level which children can access.



Green Card: All children begin every day with a green card displayed in their pocket so that they start on a positive note.

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, the **child moves** 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 at the end of the session if their behaviour has improved during the rest of the session. However if children are still on an orange warning card at the end of the teaching session they will miss five minutes playtime and five minutes of Green Time. 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.

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

- Repeatedly not following the same instruction
- Repeatedly calling out in class
- Calling someone names
- Repeatedly saying unkind things
- Being unkind to another child e.g. repeatedly leaving someone out
- Speaking rudely to a member of staff
- Answering back to a member of staff
- Telling lies

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 or other people in danger
- Stealing other people's belongings
- Deliberately destroying other people's property
- Intimidating or frightening others
- Deliberate physical hurting e.g. spitting/ biting/choking/kicking/punching/slapping
- Offensive swearing of a sexual nature, using other rude or offensive language or gestures
- Using racist, homophobic or sexualised language
- Unprovoked disrespectful behaviour towards 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.

REASONABLE ADJUSTMENTS

As an inclusive school we have children who come to the school with special educational needs. We respect and love these children as much as any other, even if their special educational need leads to poor behaviour. While we won't accept poor behaviour, we will

arrange for reasonable adjustments in order to cater for children's individual needs. Agreed individual strategies will be implemented to support their positive behaviour in the form of an Individual Behaviour Plan and Risk Assessment - the aim of these documents is to clarify the conditions needed to support positive behaviour for the individual child and exactly what to do should poor behaviour happen, including strategies to meet the individual child's emotional needs during times of challenging behaviour. Strategies could include:

- Small time outs
- Learning in a designated area of the classroom or building
- Working one to one or in a group room with a named adult
- Lunchtimes in designated areas on or off the premises
- Part-time timetables
- Other strategies at the discretion of the Head teacher, Deputy Head, SENDco and teacher, in consultation with parents/carers and other professionals relevant to the child's needs.

PLAYGROUND/PLAYTIME BEHAVIOUR

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

LUNCHTIME BEHAVIOUR WILL BE DEALT WITH AT LUNCHTIME AND SHOULD NOT BE DEALT WITH AGAIN IN CLASS UNLESS REQUESTED BY THE SMT.

SELF ESTEEM AND SELF REGULATION

We aim to enable all the children in school to have a positive attitude and to be able to self-regulate their behaviour. Children who find it hard to do this will be supported to do so through a range of interventions run within school (e.g. anger management, counselling, circle of friends, self-esteem). The nature of the intervention will be decided through discussion with the class- teacher, Learning Mentor, SENCO and parents will be informed.

It is recognised that we may have children within school for whom the normal system of sanctions and rewards is not 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. For these children an Individual Behaviour Plan (IBP) will be written and shared with parents. IBPs **must** then be made accessible to any adult working with that child so that common strategies are followed.

We work with a range of external agencies to support us in developing effective Individual Behaviour Plans which include TAMHS Counsellors, Family Support Workers, Inclusion Support Workers, NWAIP Inclusion Partnership team, Team Teach, The Orchard and The Gateway Pupil Support Units and the Educational Psychologist. Children who continue to find it hard to meet expectations may have a placement at The Orchard or The Gateway and then be re-integrated into school.

WORKING WITH PARENTS

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 when they start school. 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 SENCO so that strategies can be discussed and agreed. Parents will be informed at all stages.

THIS POLICY SHOULD BE READ IN CONJUNCTION WITH:

ACCESSIBILITY POLICY
ANTI-BULLYING POLICY
INCLUSION POLICY
SINGLE EQUALITY SCHEME