



Holy Trinity C of E Primary School

A church school community aspiring for all to live life to the full.

Behaviour Policy

Including Confiscation and Use of Physical Intervention and Restraint

Approved by FGB 11th July 2024

Next Review July 2025

Committee Headteacher

The sections within this policy are intended to offer clear and comprehensive guidance about the way that all aspects of behaviour are managed at Holy Trinity Church of England Primary

School. This policy should be read in conjunction with the **Safeguarding (Child Protection Policy)** and the **Behaviour Principles Written Statement**. It may also be relevant to read this policy in conjunction with the school's policy on **Exclusions**.

Policy statement

The creation of a school full of happy, motivated, caring and courteous people doesn't happen by accident. It requires teamwork from staff, children and parents alike. Whenever we are in the school or its surrounds, in whichever activity, we expect the highest standards of behaviour, courtesy and consideration to others. This applies to all members of our community. We expect everybody in our school to show respect and consideration for one another as well as other people's property, the school buildings and school grounds. Everybody needs to learn and understand that there are consequences to their own behaviour and that everyone in the school community is responsible for their own choices. We believe that the best way to teach and encourage positive behaviours is through demonstration, encouragement, praise and reward. We take a restorative approach to resolving conflict and building relationships through structured conversations to help build and restore relationships.

School Expectations

As a school community, all our expectations, procedures and policies inform our working practice. This enables us to address our prime goal of teachers teaching and children learning, to the best of their abilities, within a framework of mutual respect and collaboration.

Through a restorative approach, the school community works to produce a safe environment in which children can learn how to resolve and repair relationships following conflict. Given the appropriate time and support, children are able to make amends for their mistakes, fostering an inclusive culture of trust, accountability, forgiveness and reconciliation.

Staff work hard to facilitate Reflect, Repair, Reconnect conversations (**See Appendix 1**). As a Church School community, we foster through Collective Worship and the Christian ethos of the school, a culture of living out Christian values based on Love. Values, such as Respect, Responsibility, Compassion, Courage, Forgiveness and Truthfulness encourage a community where all can flourish and be enabled to "live life to the full" (John 10.10). This is developed

through an experience of community, rooted in kind, trusting and respectful relationships. An understanding of the teachings of Jesus Christ and biblical truths help to reinforce the importance of valuing each member of the school community as precious and “made in the image of God.” (Genesis 1:26-28)

- All the children need to understand and accept that there are clear, consistent and fair rewards and consequences for their behaviour choices
- Children need to understand that positive or negative consequences are the result of their choice of behaviour
- Children are encouraged to understand that there are consequences as a result of their actions. These consequences could be positive or negative and children are taught to take responsibility for their own actions.
- The school applies a consistent system of rewards and consequences to promote appropriate behaviours.

The school expectations are kept as simple as possible and are clearly displayed in the school. These are:

- We are **kind**
- We keep ourselves and others **safe**
- We always try to do our **best**

Children are encouraged to play an active part in developing class expectations. This may typically include:

- Follow instructions the first time they are given
- Respect people and property
- Be polite
- Keep hands, feet and objects to yourself

Good behaviour expectations are displayed on posters in the classrooms and around the school to help to teach and remind what good behaviour looks like. **(See Appendix 2)**

The school's expectation is that all pupils will choose to behave positively both inside and outside of school. Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip, residential excursion or on the bus on the way to or from school.

How do we reward good behaviour?

At Holy Trinity Church of England Primary School, we believe that an effective way of promoting appropriate behaviour is through modelling, teaching and rewarding positive behaviour and pupil effort. Children learn that the school places an emphasis on praise and encouragement for doing the right thing at the right time.

Some typical rewards for appropriate behaviour would be:

- Use of praise and encouragement in the classroom, around the school and during Collective Worship. e.g. "Thank you for working so hard/quietly/well"; 'It was really helpful when you held the door open for me, thank you!'; 'Well done, I like the way you sat quietly', "The way you listened to the rest of the group was excellent" "Well done class for remembering to tidy equipment away carefully, that was a good choice." etc.
- Positive feedback written in children's books. The use of stickers to reflect what was good about the work or to reflect the effort that was put into it.
- The Headteacher and the Leadership Team being called upon to praise individuals/groups for good behaviour/work.
- 'Celebration Praise' Collective Worship celebrates the achievements and efforts of individual children in each class on a weekly basis through rewards including attendance and certificates.
- Golden tickets are awarded to children for a variety of excellent behaviours and are entered into a draw. At the end of every term, children are drawn at random to receive a prize. This could be a voucher or reward such as a book or hot chocolate with SLT! The more tickets you earn; the more chance you have of winning!
- Staff are encouraged to choose from and use a wide range of strategies to support children in achieving high standards of behaviour e.g. class certificates; stickers and awards; individual target charts; weekly class draws, marble jars, class rewards, positive role modelling; My Plan targets.

- The Class Behaviour Chart celebrates the good choices made and is a visual reminder to reflect their positive behaviour.

How do we manage behaviour?

Both the school and class expectations are there to enable us to work in a safe, happy learning environment. At all times the children are reminded of the rewards available to them when their behaviour is good. Children who follow these expectations will benefit from the reward system. This is used as a behaviour management technique.

Those children who choose to ignore the expectations will be choosing to receive the negative consequences of their actions. The sanctions are age appropriate and are a series of graduated steps. The children are always given an opportunity to reflect on their choices and make the right choice to improve their behaviour. It is hoped that the children will respond positively to this choice, but if they do not the sanctions are put in place. As part of the consequential approach, children are encouraged to “put things right” or “make amends” by taking action to repair the harm that has been done, whether to property, the school or to a relationship. This could involve helping to clean up their intentionally made mess, making a sorry card after a friendship issue, having a second attempt but doing things differently.

General Classroom Behaviour Chart (see flowchart in Appendix 3 and Behaviour Triangle

Appendix 4)

- If a child does not respond to a positive reminder, a verbal warning is given (yellow).
- If the child continues not to respond they move to orange on the behaviour chart. Triangle Time 1). This results in a child losing 5-10 minutes of a playtime and spending it in class.
- Children can have the opportunity to reflect and be moved back to green during the day themselves by improving their attitude, behaviour or work. Adults should ensure that there are opportunities for the child to be seen making better choices and moved back to green.
- E.g. “Well done Fred, you’ve been listening well and following the instructions carefully.”

- For red behaviours, parents are kept well informed of any issues at all times, through correspondence and meetings with the class teachers, SLT, Deputy Head or Headteacher.
- If a child receives a second red card within a half term period, the above is repeated.
- On the 3rd occasion of a child being on red, the class teacher will refer to SLT to escalate and this will be logged. (Class Teacher to keep a record of the reds given)
- If a child receives a further red that term, a formal meeting is arranged between the parent and child, the class teacher and a Senior Leader. At this point the child will be given a Behaviour Record Booklet to be completed during the day, usually for a number of weeks to be agreed with the parents.
- If the Behaviour Record Booklet continues to show no improvement in the child's behaviour another meeting with the parents, teacher and Headteacher or Deputy Head will be arranged. At this point the possibility of suspension or exclusion might be discussed if this is deemed to be a fair and proportionate response. The school will always consider the individual context, vulnerability and additional needs of pupils in these circumstances.
Where there is demonstrable improvement in conduct and behaviour, this support may be scaled back, removed or further tailored to support pupils.
- If the behaviour includes endangering or hurting another child, extreme rudeness, bullying or persistent disruption the sanction system will be bypassed and the Deputy Head or Headteacher will become immediately involved. The parents will be immediately involved at this stage.

Suspension and Exclusion

If the above sanctions have been unsuccessful or the severity of the situation merits it, exclusion will be considered. This decision is made by the Headteacher in consultation with those involved. A child may be excluded for a variety of reasons which could include persistent disruption and disobedience or verbal/physical assault. In the first instance exclusion may be fixed term (suspension) and a child may be suspended for a determined amount of days in relation to the severity of the incident.

If a child is at risk of permanent exclusion, a Pastoral Support Plan (PSP) programme will be put in place to offer as much support as possible. If suspension (fixed term exclusion) and PSP meetings are unsuccessful and the child continues to behave inappropriately, a permanent exclusion may be considered by the Headteacher. This would usually be in consultation with the Local Authority. The parent/carers will be involved at all stages in this process.

The Headteacher reserves the right to suspend and/ or exclude pupils at their professional discretion. However, this is always a last resort and will be used appropriately and proportionately.

We believe that the earliest possible contact with parents in these cases is crucial to the effective management of behaviour in our school. When a child/ children behave unacceptably in school we believe it is important to inform other staff to enable appropriate responses to be used. This professional sharing of information enables the school to more effectively support pupils.

All members of the school community: Leadership Team, Teachers, Teaching Assistants, and Mid-day Supervisors have a responsibility to ensure that all incidents of unacceptable behaviour are reported. In rare, individual cases, the Holy Trinity Church of England Primary School Behaviour Policy use of positive handling and physical intervention may also be required. The details of this approach are contained within **Positive handling and restraint** section of this policy. This should be viewed as an integral but discreet element of the school's Behaviour Policy.

Recording Incidents

All behaviour incidents (as outlined within this policy) or when physical intervention has been used will be recorded on CPOMS (Child Protection Online Management System).

Immediately following a physical intervention incident, the member of staff should inform a DSL of the use of physical intervention. The Headteacher must always be informed in person immediately.

Other incidents that should be recorded include:

- Any incident where a pupil leaves the school premises, even if they subsequently return.
- Any physical intervention required to prevent a pupil absconding, committing a criminal offence, damaging property or displaying behaviour that was prejudicial to 'good order and discipline'.
- Any indication from a pupil that touch used in teaching or any other educational activity is seriously resisted or objectionable.
- Any incident which results in a child being 'on red' or demonstrating red behaviour (according to the school rules).

The Headteacher or a senior member of staff will need to decide whether a parent should be contacted and if this should be done immediately or at the end of the school day.

Children with Additional Needs

Sometimes, a child will need additional support with their behaviour due to Special Educational Needs and/or barriers to learning. Children who have Social, Emotional or Mental Health difficulties are also expected to follow the expectations. However, some may need a differentiated approach to behaviour as set out under the Equality Act 2010. Systems are in place which can be used on days when they are finding it difficult to learn. Thrive and other pastoral interventions are available for children who find it difficult to regulate their emotions. Children with additional needs may meet with and be closely supported by the Headteacher, Deputy Headteacher, Inclusion Lead, and Pastoral Support Lead.

Working in Partnership

For children to understand expectations that are placed upon them, it is imperative that these are consistent throughout all aspects of their life. For this reason, it is vital that adults within the school and home environment work in close partnership to set consistent behaviour expectations for the children and support one another in implementing the behaviour management system.

We will endeavour to work in partnership with parents and carers by:

- Promoting a welcoming environment within school.
- Class teachers meeting with parents upon reasonable request.

- Class teachers providing parents with regular, constructive and positive comments about their child's work and behaviour (through phone call, letter, email, informal meetings in the playground).
- Encouraging parents to come into school on occasions other than Parents Evening, Collective Worship etc. (invite parents into School to share positive pieces of work with them).
- Involving parents at an early stage where there are potential issues with negative behaviour.

Searching, screening and confiscation at school – the right to search.

The Headteacher, and staff authorised by the Headteacher, have the legal right to search any pupil thought to be bringing prohibited items into school. Members of staff have the power to search a pupil for serious prohibited items without consent. Items considered to fall into this category include: weapons, alcohol, illegal drugs, stolen items, cigarettes, fireworks or any item that may be used to commit an offence or cause personal injury or damage to property. For further information, please visit:

www.gov.uk/government/publications/searching-screening-and-confiscation

Positive Handling, Physical Restraint and Reasonable Force

What is reasonable force?

The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.

Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

Reasonable in the circumstances' means using no more force than is needed.

As mentioned above, schools may use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

Restraint means to hold back physically or to bring a pupil under control. It is used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention. It is the school's intention to never use physical restraint, however the right to use this in extreme circumstances is retained.

School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil. As such, use of force is always a last resort and should only be used in an emergency situation.

Who can use reasonable force?

All members of school staff have a legal power to use reasonable force. This power applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

When can reasonable force be used?

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

In a school, force is used for two main purposes – to control pupils or to restrain them. 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. The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts. Schools cannot:
- use force as a punishment – it is always unlawful to use force as a punishment.

Incidents of physical intervention at Holy Trinity must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded immediately using CPOMs
- Must be reported immediately and in person to the Headteacher
- Reported to parents as best practice

Staff should acknowledge their legal duty to make reasonable adjustments for disabled children and children with special educational needs (SEN) when considering the use of reasonable force. Where possible, staff should only intervene using safe handling strategies advocated in approved training e.g. MAPA and TeamTeach.

Complaints Procedures

After an incident at school, there is always the possibility of a formal complaint. The school procedures are as follows:

- A pupil wishing to complain will be asked to write the complaint in his or her own words. If the pupil is unable to put it in writing, a member of staff not involved in the incident will record the complaint, read through and verify the account. At all times reference will be made to guidance relating to Safeguarding and Child Protection Procedures.
- Assure the pupil that an investigation will take place immediately with a set time scale being given. Inform the parents.
- A parental complaint, either in writing or over the phone, will be dealt with in line with the Complaints Policy.

A complaint from a member of staff will require the Headteacher to:

- Offer immediate support to the member of staff to support any trauma and re-establish confidence
- Offer medical support if any physical injury has been sustained and recommend a visit to the doctor as soon as possible
- Report the incident to the chair of Governors and Local Authority.

- Compile a list of witnesses, conduct interviews, collect statements and take photographic evidence.
- Provide the member of staff with a copy of the incident report and notes on any subsequent interviews and statements, where suitable to do so for safeguarding purposes
- Where appropriate, inform the police
- Advise the staff member to contact their union or professional association immediately

All appropriate evidence should be investigated by the Headteacher. If having examined all the facts, the Head is satisfied that the course of action taken during the incident complied with the school's policies and that in the circumstances there was no other responsible course of action available or there is no case to answer, then the following procedures will conclude the matter:

- Notify the complainant of the outcome of the investigation
- Notify the pupil's parents of the outcome of the investigation
- Notify the LA (where appropriate) and the Chair of the Governing Body
- Record the outcome of the incident, sign the record of the incident and ensure a copy is placed on the appropriate file (this may be recorded as a 'low-level concern')

If the Head/Chair of Governors concludes after investigation, that further action is required, then depending on the nature of the complaint and the person to whom it was directed, then one or more of the following courses of action may be necessary:

- In the case of a complaint from a pupil, the incident may require further investigation under the Safeguarding and Child Protection Procedures. The Parents must be informed immediately.
- If disciplinary proceedings are required against a member of staff, the Governing Body and the LA must be informed and all Statutory Employment Legislation and agreed procedures followed. Members of staff must make themselves aware of the Child Protection Procedures and act accordingly.
- In the case of a complaint by a member of staff, ensure appropriate action is taken against the pupil, member of staff or parent if the complaint is found to have substance.

Right of Appeal

A parent will have been informed in writing of the outcome of any investigation and will have been informed whether it will be of a disciplinary nature or referral for further investigation under Safeguarding and Child Protection Procedures.

Parents have the right to appeal and may request access to all documentation relating to the incident and copies of the relevant approved and adopted policies and procedures of the school and Local Authority on discipline and behaviour management. A parent's right to appeal is to the Governors.

Where information is sought, the school will always seek guidance from the schools Data Protection Officer (DPO) at the Local Authority before sharing information.

A member of staff has the right to appeal through the grievance procedure.

This policy must be read in conjunction with Holy Trinity Child Protection and Safeguarding Children Policy.

Appendix 1 Restorative Conversation Cards

Validate emotions...you look upset/angry/
scared/confused...

What happened? Listen, repeat back
What do you think/feel about it now?

Who has been affected? How has this
affected you?

What is needed to make things right?

How can we make amends?

How can we do things differently?



REFLECT – REPAIR – RECONNECT

Top tips

Find a safe place.

Wait for child to be calm. Breathe.

Sit at eye level with the child.

Use a calm voice.

Listen – avoid asking “Why?”

Try and arrange a follow-up chat.



Appendix 2 Pupil Good Behaviour Expectation Poster



Kind, Safe, Best.
Be the best that
you can be!

These
behaviours help
me to be ready
to learn

These
behaviours stop
me from being
ready to learn

These
behaviours
seriously stop
me and others
from being
ready to learn


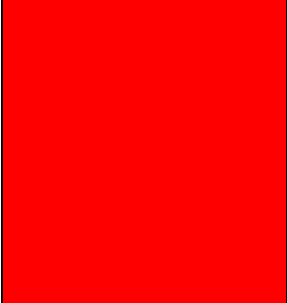
Being on time
Wearing the correct uniform
Being polite, respectful and helpful
Moving around sensibly and calmly
Completing work
Being kind to all
Keeping ourselves and others safe
Trying our best
Encouraging good behaviour in others
Following instructions promptly
Living out the Christian Values – Love, Respect,
Responsibility, Compassion, Courage, Forgiveness,
Truthfulness
Being active learners
We are Focused; Prepared; Assessing; Resilient;
Collaborative

Shouting out
Leaving seat without permission
Not completing work
Inappropriate behaviour around school
Distracting others
Being rude
Being unkind

Repeatedly making poor behaviour choices
Bullying
Hurting others
Fighting
Discrimination
Threatening or aggressive behaviour
Inappropriate language
Damaging property
Stealing

Appendix 3 Classroom Behaviour Flowchart

All pupils start each new day on green.

	<p><u>Gold</u> Displaying excellent behaviour = Gold.</p>
	<p><u>Green</u> Children start the day and can stay on green by demonstrating the behaviour expectations.</p>
	<p><u>Yellow</u> A verbal warning is given after low level poor behaviour.</p>
	<p><u>Orange</u> Poor behaviour after a Yellow = Orange. (Triangle time 1)</p>
	<p><u>Red</u> Continued poor behaviour or extreme bad behaviour = Red. (Triangle Time 2)</p>

(The names of children placed on Orange or Red are not displayed in the classroom but are kept by the teacher on their desk for reference)

Appendix 4 Holy Trinity Church of England Primary School Behaviour Triangle

Holy Trinity Church of England Primary School Behaviour Triangle

Should the need arise, the triangle sanctions may be accelerated to any point depending on the severity of the behaviour.

