



HOLY TRINITY CE PRIMARY BEHAVIOUR RELATIONSHIP POLICY

Holy Trinity Mission Statement

We strive to be the best we can be in an inclusive, safe and supportive learning community; to nurture and equip pupils with positive attitudes so that they become effective members of a multi-cultural community who demonstrate the values of hope, faith and love and develop self-discipline and confidence in a Christian family environment.

“Pray together, learn together, play together”

HOLY TRINITY CE PRIMARY SCHOOL

BEHAVIOUR & RELATIONSHIP POLICY

1. AIM

Holy Trinity pupils and staff expect high standards of behaviour. We aim to provide a safe, calm and happy environment, where pupils are able to learn and staff are able to teach.

To achieve this we will support pupils in developing:

- a) respect for themselves and others;
- b) responsibility for their actions;
- c) self confidence;
- d) self discipline;
- e) a respect for the truth
- f) a respect for other people's property
- g) good work habits, such as:
 - i. perseverance
 - ii. resilience
 - iii. respecting and valuing their learning and achievement as well as that of others
 - iv. motivation
 - v. reflection
 - vi. independence in organising themselves and completing tasks given
 - vii. coping positively and carrying on in spite of being unsuccessful

2. RATIONALE

Assertive discipline is a whole school approach to positively managing behaviour, whether in the classroom or playground, at break times and lunch times. Rules are clear. Pupils have a clear choice of whether they choose to follow them or not. Pupils should see the procedures being fairly and consistently applied. The rules and consequences must be explained and demonstrated as appropriate. Behaviour strategies will be taught in line with the teaching of the PSHE curriculum. Staff provide positive role models by demonstrating respectful attitudes towards others. They must also be displayed in the classroom and around the school as agreed.

Behaviour and discipline at Holy Trinity School will incorporate the aims of the Every Child Matters Agenda.

3. EQUAL OPPORTUNITIES

We achieve equality of opportunity by ensuring the behaviour policy is applied fairly and consistently for all pupils. We aim to monitor outcomes to ensure that individuals or groups are not put at a disadvantage. We, however, recognise some pupils may have specific difficulties following the procedures of rules, rewards and consequences and seek to meet their special needs.

We will ensure that there are measures in this policy that aim to deal with all forms of bullying including bullying related to: race, religion and culture; homophobic bullying; bullying of pupils with SEN or disabilities, sexist or sexual bullying and cyberbullying .(See Anti-bullying policy & Safeguarding Policy)

4. PARENTAL INVOLVEMENT

We recognise, encourage and welcome positive partnership between parents and the school in supporting pupils to achieve high standards by working together and behaving appropriately.

a) How parents can help pupils and the school

- i. Let your child know you support the school's expectations.
- ii. Help your child to follow the school rules. Never tell him/her to threaten, hit or to get others to do it for them.
- iii. Discuss the importance you place on him/her having a good education and behaving well.
- iv. Discuss the Home / School Agreement with him/ her. Explain why and what standards of behaviour you would like him / her to achieve.
- v. Encourage him/her to take part in all activities so that they become confident, enthusiastic and independent.
- vi. Discuss his/her behaviour if the school contacts you to express concern.
- vii. Praise your child's achievement in all areas wherever possible.
- viii. Follow the correct procedure if your child has a disagreement with another pupil. **Do not approach other pupils or parents.** See your child's teacher or the head or deputy.

b) How parents are informed about the school's policy

- i. Home/School Agreement
- ii. School brochure
- iii. Behaviour policy
- iv. Reminders in the school newsletter or letters home from teachers
- v. Parents' meetings

c) **How parents know about the behaviour of their child**

- i. Informal discussions between parent and teacher, a note or a phone call
- ii. Formal appointments
- iii. Formal communication via letter or phone call from teacher/ head/deputy
- iv. Parents' appointments
- v. Annual reports
- vi. Weekly celebration assembly for outstanding learners and outstanding behaviour, which are shared in the weekly newsletter

d) **How parents can express concerns**

- i. All concerns should be directly addressed to the school, not to pupils or their parents.
- ii. Discussion with teacher
- iii. Friday morning Head teacher weekly drop-in session

5. HOLY TRINITY SCHOOL RULES

- a) Show a commitment to learning.
- b) Show kindness, thoughtfulness and respect for other people's opinions, culture and property.
- c) Share with and support others.
- d) Show self-control and self-motivation.
- e) Show good manners.
- f) Good school attendance and punctuality.
- g) Take responsibility for your own behaviour.
- h) Do your best at all times.

6. REWARD SYSTEM

Rewards are used to encourage expected behaviour.

These are to be used as frequently as possible both in the classroom and the playground.

The type of rewards used in the classroom is down to individual class teachers to use what works best with their class. These may include stickers, GBTs, golden time, etc.

Throughout school we use the following:

- a) **Verbal praise** – all effort, whether as an individual, table, group, class, through displays of work, assemblies, concerts, school newsletter, etc
- b) **Sharing opportunities** –sharing positive comments with the pupil, parent/carer, head/deputy, Class/group, stickers, sharing CW

- c) **HT stickers**– each teacher nominates 4 pupils for outstanding learning and behaviour every week.
- d) **Golden time** – a dedicated afternoon slot for pupils who have successfully chosen to follow the school rules to have free time or time with the teacher, etc.
- e) **Special jobs** – e.g., supporting in the playground at lunchtime, teaching a younger class to play a game, showing visitors around, etc.
- f) **Show work to the head/deputy/other classes** – in some cases the work is displayed around the school. Teachers will choose some children to visit the head teacher’s office to receive a sticker/ praise.

7. PROCEDURES FOR MANAGING INCIDENTS & CONSEQUENCES

WHOLE SCHOOL RULES / POSITIVE BEHAVIOUR

8. RULES

- a) The 8 school rules are shared with each class on a regular basis and particularly at the start of each term.
- b) The classroom rules are created with each class in September and are displayed in a place visible to all.

9. MONITORING BEHAVIOUR IN THE SCHOOL

- a) Positive behaviour and learning is constantly reinforced. At the end of every day, 2 children from each class are selected by their teacher to receive learner of the day stickers. Each week, 4 children from each class are nominated for celebration assembly for outstanding learning and behaviour.
- b) Each class has a reflection book. Pupils are first given a warning about their behaviour. If the behaviour continues, their name is written in the behaviour book and they are sent to another class to reflect upon their behaviour. The reflection books are monitored at the end of each week by the learning mentor, inclusion manager or the headteacher and the children spoken to individually about their behaviour. If there is not a noticeable improvement the following week, a meeting is made with parents and the Headteacher.
- c) Teachers continually assess and monitor pupils’ progress in work and behaviour by observing pupils at work.

10. LUNCHTIME PROCEDURES

The same behavioural expectations apply at lunchtime as in the classroom. Pupils will be shown good models of behaviour. They will be rewarded with:

- a) stickers in the playground
- b) weekly opportunity to receive a headteacher's sticker award in collective worship

- c) positive comments to the classteacher

When pupils' behaviour needs modifying, the following consequences may follow. (These are similar to the classroom consequences in that there is the opportunity for the pupils to modify his / her own behaviour.):

- d)Pupils warned that their behaviour is unacceptable

- e)Pupils given 'time out' in the playground

- f)Pupils referred a member of the SLT.

If the behaviour persists, pupils will be referred to the classteacher and further consequences may be applied in line with the classroom procedures as detailed below in this document.

11. More challenging pupils

If a particular behaviour incident is deemed unacceptable by a member of staff, stages can be jumped.

The positive reinforcement of good behaviour will continue to support the pupil to change their behaviour during the application of these consequences. Pupils will be reminded constantly that they have choices about their behaviour.

Each new day will mean that the consequences begin again and nothing is carried over from one day to the next. If a pupil is going through these consequences rapidly in one day or frequently over several days, a meeting with the pupil's parent should be arranged.

12. Policy History

First Draft	March 2011
Reviewed	May 2014
Reviewed	March 2017
Next review	March 2019

This policy has been agreed by the governing body of Holy Trinity School and supersedes all previous policies relating to this area.