Tarleton Holy Trinity Church of England (Aided) Primary School

www.tarletonholytrinity.org

Behaviour Policy

Policy

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Behaviour Policy

This policy reflects the Christian ethos and vision statement of our school.

Our Vision Statement

Value… Dream… Achieve…
As a loving Christian family, our aspiration is for everyone to flourish, safe in the belief that we, "…can do all things through Christ, who strengthens us" Philippians 4:13. Everyone is valued, we all achieve and our dreams for the future begin.

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1. Introduction

To achieve our Vision Statement staff and pupils need to work to an agreed set of standards. We want to create an ethos that celebrates and reinforces achievement of those standards and which identifies the consequences of failure to work towards them. This Behaviour Policy will therefore attempt to balance the rewards and consequences and create conditions in the school in which effective teaching and learning can take place in an atmosphere of mutual respect.

To ensure the success of this policy we seek to build a partnership between the school and parents. As part of this commitment parents' views of this Behaviour Policy are invited.

2. Rationale and Christian Foundation

This policy outlines the underlying philosophy, nature, organisation and management of pupil behaviour at Tarleton Holy Trinity CE Primary School. It is based on our Christian Foundation and values of love, forgiveness and honesty as exemplified by the life and teachings of Jesus Christ.

It is a working document designed to enhance the development of positive relationships between pupils and adults working in school, and parents and the wider school community.

This policy reflects current practice within the school. Its fair and consistent implementation is the responsibility of all staff.

The policy also reflects the Christian principles that are promoted within Tarleton Holy Trinity CE Primary School these are:

- Awe and Wonder
- Friendship
- Trust
- Respect
- Justice
- Forgiveness
- Peace
- Love

3. Standards

At Tarleton Holy Trinity we encourage and expect high standards of behaviour. Accordingly, about the school and in each classroom, the following code of conduct will be displayed, setting out in a simplified, formal and positive format, the standards we expect from all pupils.

4. Golden Rules

We will :-

1. Always be polite, kind and respectful to everyone.

2. Look after our school and everything in it, respecting our own and other people's belongings.

3. Walk calmly and quietly around the school.

4. Listen to each other carefully and follow instructions.

5. Try as hard as we can in everything we do.

These are displayed in every working area in the school and are agreed by the children at the beginning of each school year.

5. Rewards For Good Behaviour

Pupils who comply with the standards of behaviour and effort set by the school will be rewarded.

Rewards may include:-

- Stickers and stamps
- Dojo Points
- Certificates given out in Celebration Worship
- Individual Class reward schemes i.e. table of the week etc.
- 'Raffle Ticket' system for 'Good Behaviour' and achievement
- House Points
- Exemplary work shown to Headteacher and other staff members

As part of the curriculum, the school teaches pupils the skills of self-awareness, self-regulation, motivation and empathy as well as social skills. Worship assemblies constantly celebrate these skills and Christian values.

Rewards are given constantly. Rewards once given will not be taken away for subsequent infringements of the code.

6. Progressive Approach To Consequences

At Tarleton Holy Trinity CE Primary School we believe in 'Restorative Justice' and this will be applied when deemed necessary and appropriate. Before any consequence is considered, staff will support children to coregulate. They will always listen to pupils, establish the facts, and only when certain will make a judgement.
A progressive approach (* see below) to consequences is essential in establishing the concept of responsibility and consequences for actions, but it does not imply that there are always ultimate sanctions and solutions for behavioural challenges.

HEIRARCHY OF CONSEQUENCES

LEVEL 1	**LEVEL 2**	**LEVEL 3**	**LEVEL 4**
NON VERBAL OR VERBAL SIGNAL **From the staff member present**	**The staff member present may issue** **'TIME OUT'** **(by wall in playground, sent in from break time, isolated in classroom, or in another class)** **LETTER OF APOLOGY (when appropriate)** **RECORD MADE ON CPOMS** **OTHER NATURAL CONSEQUENCES MAY BE APPRORIATE** **LETTER 'A' HOME TO PARENTS and MEETING WITH CLASS TEACHER** **SENT TO KEY STAGE LEAD** **This will be followed with a restorative conservation**	**SENT TO DEPUTY HEADTEACHER** **TIME OUT OR SECLUSION** **LETTER 'B' HOME TO PARENTS and MEETING WITH DEPUTY HEADTEACHER AND CLASS TEACHER** **RECORD MADE ON CPOMS by the person who witnessed the incident** **ACTION(S) RECORDED ON CPOMS by the Deputy Headteacher** **This will be followed with a restorative conservation**	**SENT TO HEADTEACHER** **SECLUSION** **LETTER 'C' HOME TO PARENTS and MEETING WITH DEPUTY HEADTEACHER AND HEAD TEACHER** **RECORD MADE ON CPOMS by the person who witnessed the incident** **ACTION(S) RECORDED ON CPOMS by the Headteacher** **WRITING OF BEHAVIOUR CONTRACT**
(1st time offences) **Rough play** **Running indoors** **Being noisy** **Pushing in** **Interrupting** **Verbal unkindness** **Physical unkindness** **Misbehaviour in toilets, cloakroom, corridors** **Disrupting other's work** **Misuse of school resources or others' property** **Failing to follow instructions** **Mild swearing** **Other behaviour deemed unacceptable by the class teacher**	**All Level 1 offences if repeated**	**All Level 2 offences if repeated** **ALSO:** **Serious swearing** **Sexual Gestures** **Defiant behaviour towards adults** **Verbal abuse to adults** **Threatening behaviour to others** **Arguing (failing to accept responsibility for actions)** **Lying to a teacher or other adult in school** **Physical aggression** **Fighting** **Bullying** **Continual disruption to work of other pupils** **Other behaviour deemed unacceptable by the Deputy Headteacher**	**All Level 3 offences if repeated** **ALSO:** **Child on child abuse** **Physical and/or verbal abuse to adults** **Extreme fighting** **Unprovoked hurting of others** **Bringing inappropriate items to school** **Vandalism** **Continual swearing or 'strong' swearing** **Racist comments** **Homophobic comments** **Sexual comments** **Persistent bullying** **Other behaviour deemed unacceptable by the Headteacher**

* Restorative approaches in school settings are a means to resolve challenges or conflict. They work by ensuring that anybody involved in behaviour that effects other people are given the opportunity to understand the impact of this behaviour and take steps to make it right. This helps to foster a culture of strong relationships throughout the school community

Consequences at Level 2 may include :-

- loss of playtimes and a letter of apology given
- letter 'A' sent home to parents / carers
- class teacher meeting with parents / carers
- Deputy Headteacher informed

Consequences at Level 3 may include :-

- pupil secluded to another area in school for a short period of time, where they will be set work to complete and will not have contact with the peers in their year group
- letter 'B' sent home to parents / carers
- Deputy Headteacher and class teacher meeting with parents / carers
- where possible, parents / carers will be notified of a forth coming seclusion
- incident form completed

Consequences at Level 4 may include :-

- pupil secluded to another area in school for a longer period of time, where they will be set work to complete and will not have contact with the peers in their year group
- letter 'C' sent home to parents / carers
- Headteacher and Deputy Headteacher meeting with parents / carers
- behaviour contract written in conjunction with school, pupil and parents / carers
- Where possible, parents / carers will be notified of a forth coming seclusion
- incident form completed
- in extreme circumstances exclusion may be considered (see Discipline Policy)

7. Special Educational Needs

At Tarleton Holy Trinity Primary School we are aware that behavioural challenges may be linked to Special Educational and/or Medical Needs, and background information and Individual Education Plans must be taken into account before applying consequences.

It should also be recognised that repeated misbehaviour can constitute a Special Educational Need in itself. It may be indicative of:-

- A learning difficulty
- A lack of appropriate social skills
- An emotional trauma e.g. bullying, abuse, bereavement, family turmoil, Adverse Childhood Experiences (ACEs), anxiety or depression
- A barrier to learning

When a child's behaviour begins to recur, especially those of a persistent or major concern at this point the SENCO (Special Educational Needs Co-ordinator) will become involved and the following planned:

Level One
The class teacher and SENCO work together, seeking out areas of improvement, and in turn adopting a plan of action. At this level the class teacher is the person with responsibility for implementing the plan.

Level Two (School Action)
This is characterised by a continued audit and a plan to improve the behavioural environment alongside the use of an Individual Behaviour Plan (IBP). At this level, responsibility for the IBP is held jointly between the SENCO and class teacher. At this stage parents will be informed if not already informed.

Level Three (School Action Plus)
Emphasis is on the IBP with the involvement of outside agencies. The SENCO takes the lead role working closely with the class teacher. Should the behaviour problem that is being exhibited by the child fail to be resolved at level three, outside specialists will be consulted to liaise about how the school can be supported in determining whether other forms of provision may be necessary or appropriate.

8. Power to use restrictive physical intervention (positive handling)

To fulfil our duty of care to prevent harm, Restrictive Physical Intervention (RPI) by staff may be required as a last resort. Under Section 93 of the Education and Inspections Act 2006, in any of the following exceptional circumstances, where reasonable, and where all other options have been exhausted, to prevent a pupil from doing, or continuing to:
a. Commit any offence (or, for a pupil under the age of criminal responsibility (10 years), what would be an offence for an older pupil);
b. Cause personal injury to, or damage to the property of, any person (including the pupil themselves); or
c. Prejudice the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.
Our policy for RPI is 'the minimum degree of intrusion required to resolve the situation, for the minimum amount of time' meaning the force used must always be the minimum necessary and in proportion to the consequences that it is intended to prevent. It is the responsibility of each member of staff to make an assessment of

the particular circumstances, know the contents of this policy and decide if they are capable of managing the situation alone and if physical intervention is required. Where possible, more than one member of staff should be involved. Any particular Special Educational Need and/or disability that a pupil might have will be properly taken into account under the Equalities Act 2010.The DFE produce detailed guidance on 'Use of reasonable force – see the link below
www.gov.uk/government/publications/use-of-reasonable-force-in-school

At present, three members of Tarleton Holy Trinity School staff have been accredited with positive handling training through the Team Teach programme.

All schools have a legal duty to make reasonable adjustments for disabled children and children with Special Educational Needs (SEND). All such incidents will be reported to the Headteacher and logged on CPOMs.

9. Behaviour Outside of School:
It is the Headteacher's responsibility to ensure that unacceptable behaviour that occurs outside of school time does not impact on the well-being of pupils; have repercussions for the orderly running of the school; poses a threat to another pupil; or could adversely affect the reputation of the school. Incidents of this nature may occur when pupils are travelling to or from school; wearing school uniform and may be witnessed by a staff member or reported to the school. The Behaviour Policy could apply in these instances.

10. Child On Child Abuse

This form of abuse is when there is any kind of physical, sexual, emotional or financial abuse or coercive control exercised between children/young people both on and offline. It is essential that all staff understand the importance of challenging inappropriate behaviours between children/young people. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys"; or not recognising that emotional bullying can sometimes be more damaging than physical harm and should be taken equally seriously, can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios, a culture that normalises abuse leading to children/young people accepting it as normal and not coming forward to report it. Stopping harm and ensuring immediate safety is an education setting's first priority.

11. Search For And Confiscation Of Inappropriate Items
There are two sets of legal provisions which enable school staff to search for and confiscate items from pupils. The general power to discipline enables a member of staff to search for and then confiscate, retain or dispose of a pupils' property as a punishment. Staff are protected against liability for damage to, or loss of, any confiscated items provided they have acted lawfully and reasonably. The legislation does not describe what must be done with the confiscated item and the behaviour

policy sets this out below. Power to search without consent for 'prohibited items' includes:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Vapes, Tobacco and cigarette papers
- Pornographic images
- Any articles that have been or are likely to be used to commit an offence, cause personal injury or damage to property
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for Weapons and knives and extreme or child pornography must be handed to the Police.

Other items must be passed to the Headteacher who will decide if and when to return an item, or whether to dispose of it. The Headteacher will always inform parents of confiscated items from the list above.
Only Year 6 children are permitted to have a mobile phone for use during the journey to and from school. Parents/carers should give their permission through a letter or through the school app. The phones will be securely stored, switched off, with the class teacher through the school day. If a child not in Year 6 is found with a mobile phone in school, this will be confiscated and returned to their parent(s).
During exceptional circumstances, with permission, a child may bring an electronic tablet into school. This needs to be stored in the school's main office for the day and must be switched off.

It is the responsibility of the Headteacher to implement the school behaviour policy throughout the school and to report to Governors when requested on the effectiveness of the school policy. The Headteacher supports staff in implementing the policy by setting the expectations of behaviour and supporting them, through training in the implementation. The Headteacher will also ensure that the policy is clearly communicated to all school stakeholders through the school website.

For more information on Government information regarding elements highlighted in this policy – please use the links below.

https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Se arching_screening_and_confiscation.pdf

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20 170831_Exclusion_Stat_guidance_Web_version.pdf

Keeping children safe in education - GOV.UK

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SE ND_Code_of_Practice_January_2015.pdf

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Be haviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/571640/Ge tting_the_simple_things_right_Charlie_Taylor_s_behaviour_checklists.pdf

Legislative links:
Education Act 1996
School Standards and Framework Act 1998 Education Act 2002
Education and Inspections Act 2006
School Information (England) Regulations 2008 Equality Act 2010
The Education (Independent School Standards) (Amended) (England) Regulations 2014 Education Act 2011
Schools (Specification and Disposal of Articles) Regulations 2012
The School Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012
Keeping children safe in Education 2025

9. Letters sent to Parents / Carers

Date:
Behaviour Letter A

To the Parent / Carer (s) of: _____

Unfortunately I am writing this letter, as your child …….. in Class …… displayed some very inappropriate behaviour during school.

The inappropriate behaviour included:
……
……
……
……
……

Please note that the school does not tolerate such inappropriate behaviour. If this should happen again, we will have no choice but to involve Miss Jagger, the Deputy Headteacher and your child may be secluded from class.
I would like to discuss this with you further in person. Please contact school as soon as possible to fix a suitable time for us to meet.

Please also complete the slip below and return it to me at school, to confirm that you have seen this letter.

Yours sincerely,

Classteacher
……

Dear Mr / Mrs / Miss ……..

I acknowledge receipt of your letter dated _____. Child's Name:_____

Signed: _____ Date: _____

Date:
Behaviour Letter B

To the Parent / Carer (s) of: _____

Unfortunately I am writing this letter, as your child …….. in Class …… displayed some very inappropriate behaviour during school.

The inappropriate behaviour included:
……
……
……
……
……

Please note that the school does not tolerate such inappropriate behaviour. If this should happen again, we will have no choice but to involve Mr Smith, the Headteacher and your child will be secluded from class.
I would like to discuss this with you further in person. Please contact school as soon as possible to fix a suitable time for us to meet.

Please also complete the slip below and return it to me at school, to confirm that you have seen this letter.

Yours sincerely,

Miss W Jagger
Deputy Headteacher
……

Dear Miss Jagger ,
I acknowledge receipt of your letter dated _____. Child's Name: _____

Signed: _____ Date: _____

Date:
Behaviour Letter C

To the Parent / Carer (s) of: _____

Unfortunately I am writing this letter, as your child …….. in Class …… displayed some very inappropriate behaviour during school. The incident was of such a serious nature that it has been referred to me.

The inappropriate behaviour included:
……
……
……
……
……

Please note that the school does not tolerate such inappropriate behaviour. If this should happen again, we will have no choice but to exclude your child from class for a fixed period of time.
I would like to discuss this with you further in person. Please contact school as soon as possible to fix a suitable time for us to meet.

Please also complete the slip below and return it to me at school, to confirm that you have seen this letter.

Yours sincerely,

Mr S B Smith
Headteacher
……

Dear Mr Smith,

I acknowledge receipt of your letter dated _____. Child's Name: _____

Signed: _____ Date: _____

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Document reviews

We are aware of the need to review our school's documents regularly so that we can take account of:
new initiatives, changes in the curriculum, developments in technology etc.

This policy was reviewed in September 2025, was agreed by the children on 5th September 2024

and will be reviewed again in September 2026

Signed by:

Member of staff responsible for this policy

……

Governor responsible for this policy

……