Tarleton Holy Trinity Church of England (Aided) Primary School

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Behaviour Policy

Policy

Tarleton Holy Trinity
Church of England (Aided) Primary School

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 all pupils to flourish, safe in the belief that we, "…can do all things through Christ, who strengthens us" Phil 4:13.
Everyone is valued, we all achieve and our dreams for the future begin.

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1. Introduction

To achieve our Mission 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 sanctions 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 consistently comply with the standards of behaviour and effort set by the school will be rewarded.

Rewards may include:-

- Stickers and stamps
- 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 Sanctions

At Tarleton Holy Trinity CE Primary School we believe in 'Restorative Justice' and this will be applied when deemed necessary and appropriate. Before any sanction is given staff will always listen to pupils, establish the facts, and only when certain will make a judgement.
A progressive approach to sanctions 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 problems.

HEIRARCHY OF 'OFFENCES'

LEVEL 1	**LEVEL 2**	**LEVEL 3**	**LEVEL 4**
VERBAL WARNING	**'TIME OUT' (by wall in playground, sent in from break time, isolated in classroom, or in another class)** **LETTER OF APOLOGY (when appropriate)** **LETTER 'A' HOME TO PARENTS and MEETING WITH CLASS TEACHER** **DEPUTY HEADTEACHER INFORMED**	**SENT TO DEPUTY HEADTEACHER** **TIME OUT OR SECLUSION** **LETTER 'B' HOME TO PARENTS and MEETING WITH DEPUTY HEADTEACHER AND CLASS TEACHER** **SERIOUS INCIDENT FORM COMPLETED**	**SENT TO HEADTEACHER** **SECLUSION** **LETTER 'C' HOME TO PARENTS and MEETING WITH DEPUTY HEADTEACHER AND HEAD TEACHER** **SERIOUS INCIDENT FORM COMPLETED** **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** **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:** **Threatening behaviour to adults** **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**

Sanctions 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

Sanctions 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

Sanctions 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 problems may be linked to Special Educational and/or Medical Needs, and background information and Individual Education Plans must be taken into account before applying sanctions.

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 upset e.g. bullying, abuse, bereavement, family turmoil, anxiety or depression

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 reasonable force

In our school we do not have a 'no contact policy' as there is a real risk that such a policy might place a member of staff in breach of their duty of care towards a pupil, or prevent them from taking action needed to prevent a pupil causing harm. School staff have a legal power to use reasonable force. Force is usually used either to control or restrain but never as a punishment. All staff will be provided with training where necessary to support their understanding of reasonable force. School staff will all read and sign the "Use of Reasonable Force" guidance from DFE. School staff will physically intervene and separate/move pupils who are found fighting or in danger of hurting themselves or others. If a pupil refuses to do as they have been asked and leave a room or area in school when instructed to do so, they will be physically removed if they are posing a danger. Alternatively, they will be isolated and others in the room will be escorted elsewhere. 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 in the School's Incident Book.

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. 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
- 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.

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 Mrs Dimmock, 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 2024, was agreed by the children on 6th September 2024

and will be reviewed again in September 2025

Signed by:

Member of staff responsible for this policy

……

Governor responsible for this policy

……