



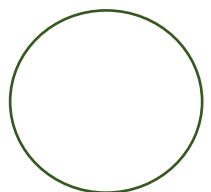
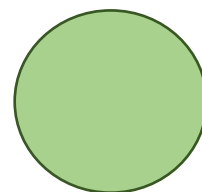
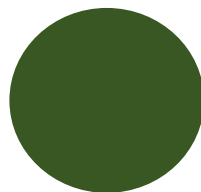
Trinity and St. Michael's Behaviour Management Policy

"Don't withhold good from someone who deserves it, when it is in your power to do so."
Proverbs 3 Verse 27

Do everything in



1 Corinthians 16:13-14





1 - Aim

'The LORD is **compassionate** and gracious, slow to anger, abounding in love.'

Psalm 103:8

Our aim at Trinity and St Michael's is for children to take ownership of their own behaviour. In doing so, they will learn to take responsibility for their own actions and treat one another with **respect** and **compassion** ensuring they '**do everything in love**'. Staff have worked together closely on the implementation of this policy. Its effectiveness is monitored on an on-going basis and rewards and sanctions reviewed as required.

We consider the best way to encourage positive behaviour is a clear Code of Conduct backed by an effective combination of rewards and sanctions within a positive community atmosphere.

It is our aim through this policy to give children, staff and parents a shared sense of direction and to create a shared system for behaviour management in our school. Parental co-operation and involvement is a vital element of our system.

2 – Philosophy

We believe that good behaviour comes through a purposeful, enjoyable and well-organised learning environment.

Our behaviour policy supports learning and teaching. It is based on the right of everyone in school:

- to feel safe
- to feel respected
- to learn

In having these rights we accept that we have a responsibility to ensure that everyone else in school also enjoys the same rights.

To support these rights we have a **Code of Conduct** which applies to all staff and pupils. Our **Code of Conduct** was co-produced by staff and children, is based on our Christian values and is differentiated between KS1 and KS2 as can be seen below:

KS1 Code of Conduct

Concentrate and **persevere** with our work

Respect people and property

Are a good **friend** and get along with everyone

Show **courage** when we find ourselves in a difficult or challenging situation

Be **thankful**, polite and show kindness to others.

Forgive people and start a fresh. Forgive our friends for making wrong choices.

Be **compassionate** with others when they're in a difficult position.

'We do everything in Love'

"Stand firm in the faith, be courageous, be strong, do everything in love"

1 Corinthians 16:13-14

KS2 Code of Conduct

Be a concentrated learner and **persevere** with our tasks

Treat others with **respect** like you would want yourself.

Show **friendship** and support others.

Show **courage** when we find ourselves in unique and challenging situations

Be **thankful** and polite, with a smile on your face

Forgive people who we feel have wronged us

Are **compassionate** with people who are struggling

'We do everything in Love'

"Stand firm in the faith, be courageous, be strong, do everything in love"

1 Corinthians 16:13-14



3 - Empowerment

Learning to take responsibility for our own actions is a vital skill for life. Adherence to our agreed Code of Conduct is based on the concepts of **friendship** and mutual-**respect**. All staff follow a clear set of procedures which lead to a clear set of consequences. Strategies used are based on pupils taking ownership of their behaviour rather than staff imposing control.

This is achieved through:

- Adults being effective role models.
- Rewards and sanctions applied in a procedural rather than personal manner.
- Values taught and reinforced through PSRHE (Personal, Social, Relationship & Health Education), assemblies, reflection time and on-going reference to the Code of Conduct. Staff and pupils have agreed on Perseverance, Respect, Friendship, Courage, Thankfulness, Forgiveness and Compassion as our main school values. All of these values are done and seen through the value of love.
- Opportunities provided for children to take responsibility/ownership of appropriate situations.
- Sharing school's values with the wider community.
- Effective co-operation from parents in the application of this policy.

4 – Reward Systems

Recognising, encouraging and reinforcing positive behaviour is an **essential** element of effective behaviour management.

Our system includes the following rewards:

4.1 – Team Points

Pupils are grouped into four teams. Points are awarded for particularly good examples of adherence to our Code of Conduct e.g. excellent manners, teamwork, attitude, homework, effort. Points are totalled each week and trophies are placed accordingly on our special podium. Points are also accrued to determine the winning team for the term.

Sports Day is also based on both a team and an individual basis. Stickers are awarded for individual achievement. A Sports Day Trophy is also awarded to the highest scoring team. Stickers are also awarded for positive participation and sportsmanship.

4.2 – Golden Time

Golden Time is an opportunity to recognise and reward children's excellent effort and behaviour each week. In Curriculum terms the session provides an opportunity for enrichment and also PSRHE (Personal, Social, Relationship & Health Education). Children participate in a range of fun-based activities each Friday afternoon. Each child has a weekly entitlement of 55 minutes Golden Time as an acknowledgement of their excellent behaviour and adherence to our Code of Conduct. Golden Time activities are frequently reviewed following consultation with pupils.

The loss of Golden Time as a result of inappropriate behaviour is outlined below under 'Sanctions'.



4.3 – Achievement Certificate

One pupil is selected most weeks from each class for a Special Achievement Certificate. In addition, one pupil is selected to receive a certificate from the Headteacher (this certificate may have a termly/annual focus such as Reading or Times Tables). Awards are announced and presented in the Prayer and Praise Assembly (all parents and friends welcome). School uses the 'ParentApp' text message system to provide advance notification of specific awards to facilitate parents being able to attend the assembly. Prayer and Praise Assemblies take place most weeks. Confirmation of assembly dates is included in our weekly dates-for-diary issued via ParentApp.

4.4 – Class Based Reward Systems

Classes also operate their own on-going recognition systems. This allows age-appropriate procedures to be put in place and also provides staff with the flexibility to target class-based goals. For example, 'Star of the Day'; 'Listener of the week', 'Class Dojos' etc.

4.5 – Headteacher Awards

Staff may sometimes refer pupils to the Headteacher to share and discuss outstanding achievement. Discretionary awards are given for a range of achievements, including particularly exemplary behaviour and effort.

5 – Sanctions and Support

It is our duty to preserve the rights of children to learn and teachers to teach. Children choosing inappropriate behaviours lose their right to Golden Time. Pupils have a good understanding of our system and make their choices with a clear awareness of the consequences.

5.1 – Shared Record System

Behaviour is monitored in each classroom using a shared Record System:

- All pupils' names are placed in the gold area of the chart at the beginning of the week.
- Upon the first identification of inappropriate behaviour, the pupil's name is turned vertically in the gold zone*.
- Any further increment and the pupil has made the choice to lose Golden Time.
- Upon the second identification of inappropriate behaviour, the pupil's name moves onto the '40 minute' area losing the first 15 minutes of Golden Time.
- Upon the third identification, the pupil's name moves onto the '25 minute' area losing the first 30 minutes of Golden Time.
- Upon the fourth identification, the pupil's name moves onto the '0 minute' area and the pupil does not participate in Golden Time that week.

Some types of inappropriate behaviour are of a level of seriousness to warrant a move **directly to the '40' minute or '25 minute' area – e.g. physical aggression such as hitting or kicking, using inappropriate language or inappropriate use of property.*



Pupils missing Golden Time go to a designated area to discuss and reflect upon inappropriate choices. This discussion is with a senior member of staff and what is discussed is based around the language found within the school vision (in particular our values). Pupils are given the opportunity to share their own thoughts and feelings with regard to their inappropriate choices. **Forgiveness**, and what this word means, is often at the centre of what is discussed.. The impact on others of particular negative behaviours is discussed as well as strategies to avoid future inappropriate choices.

For pupils missing Golden Time, the relevant member of the Senior Management Team, in consultation with the Class Teacher, will decide whether it will be beneficial to closely monitor and support the subsequent behaviour of that pupil via an alternative method.

If deemed beneficial, the behaviour of that pupil is then closely monitored through the appropriate alternative method.

Pupils who miss all of their Golden Time, or who miss Golden Time for several successive weeks, also forgo the right to attend extra-curricular activities for a period of time at the discretion of the Headteacher (usually the following five school days). This may include representing the school at inter-school events and off-site visits.

In addition, any move from one 'area' to the next on the Golden Time Chart will result in the immediate consequence of missing the following playtime. (Children are granted a few minutes in which go to the toilet and have a drink of water if required).

The loss of Golden Time will be indicated in a child's Home-School Diary and a percentage Golden Time earned for the year will be included on each child's annual written report.

The Golden Time week runs from 2:10pm Friday to 2:10pm the following Friday.

YR pupils are not included in the Golden Time Reward system until at least Spring Term. A different system operates and is explained in detail at the New Parents Meeting in the Summer Term prior to the children's induction in September.

Our Behaviour Management System is enforceable by all staff. Teaching Assistants, Lunchtime Welfare staff and Voluntary helpers report potential breaches of our Code of Conduct to the class teacher who decides on the appropriate Golden Time sanction.

5.2 – Alternative Systems

Some children require an alternative system to that of Golden Time. If it is deemed appropriate to implement an alternative Behaviour Monitoring Programme parents are informed and a meeting arranged for teacher, parent and child. The child will be encouraged to discuss possible reasons for their inappropriate behaviour choices so that measures can be taken to address perceived issues and support future appropriate choices.

An identified target aimed at supporting improvement in behaviour will be clearly established and shared with parents and pupil.

A system will be agreed between home and school to monitor progress towards established target(s) with the aim of supporting children into making the right choices.

Possible strategies which might be implemented at home are discussed to allow parents and school to work together.

The monitoring system will remain in place for as long as deemed necessary to facilitate more positive behaviour.



5.3 – Additional Support

A variety of circumstances can result in children finding it difficult to manage their behaviour. Frequent exclusion from Golden Time would clearly suggest that a pupil is experiencing such difficulties. When this occurs the teacher will meet with parents to establish a working relationship to share observations and decide how to support the child. A clear definition of the main difficulties will be established. A programme of support will be planned that will enable the pupil to make appropriate choices with regard to how they behave.

This may include a range of strategies, e.g. practising specific routines, short-term target setting for particular behaviour goals, or the use of circle time. A Problem-solving Chart may be implemented to guide, support and monitor.

A referral to outside agencies for assessment or specialist support may be deemed necessary for pupils who display continuous inappropriate behaviour. For example, an educational psychologist, or counsellor. This is always discussed with parents, and parental permission is always obtained prior to such referrals.

Please see our 'Care and Control' policy for details of procedures relating to situations where the physical restraint or control of a pupil may be necessary.

5.4 – Collective Worship, Reflection Time, PSRHE

These areas have a very high profile in our school, they play a major role in sharing feelings and values both within school and in the lives of the children outside school. Collective worship, reflection time and PSRHE provide an essential platform for developing empathy and strongly reinforce the aims of the school. Whilst specific time is allocated to these areas in school, it is also assumed that families maximise opportunities for educating children socially outside school.

5.5 – Exclusion

If, after consistent application of the above sanctions and procedures, a pupil's behaviour still threatens the learning and well-being of others or themselves, it may be necessary to withdraw pupils from certain school situations.

This might be in the form of **internal exclusion** which requires that a pupil is removed from class to a designated area within the school (with appropriate supervision). Limited staffing and accommodation render this a very short-term measure.

If allowing a pupil to remain in school would seriously harm the education or welfare of the pupil or others a **fixed period exclusion** will be imposed. The term of such an exclusion varies depending on the individual circumstance but such exclusions typically last for 1 to 5 days. It may be deemed necessary to impose a lunchtime exclusion.

A **permanent exclusion** will be imposed only when a wide range of strategies have been tried without success. School will have exhausted all available strategies for addressing a child's persistent disruptive behaviour before making the decision to permanently exclude.



There may, however, be exceptional circumstances where a **fixed term** or **permanent exclusion** is necessary following a 'one off' or 'first' offence (irrespective of previous strategies and sanctions applied), e.g. serious actual or threatened violence against another person; sexual abuse or assault; carrying an offensive weapon.

Should any incident of seriously inappropriate behaviour be of such a nature that the Headteacher feels that an immediate exclusion is the only reasonable consequence, then she will exercise the right to exclude that pupil for as long as is deemed appropriate.

Only the Headteacher (or in her absence the Deputy Headteacher, or Teacher-in-Charge), has the authority to exclude pupils.

6 – Preventing Bullying

Bullying is behaviour by an individual or a group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms, (including cyber-bullying through, for example, text messages or the internet) and is often motivated by prejudice against certain groups, for example on the grounds of race, religion, gender or sexual orientation. It might be motivated by actual differences, or perceived differences. Halting violence and ensuring immediate physical safety is obviously school's first priority, however, we are also aware that emotional bullying can be more damaging than physical.

Our approach to bullying is proactive, our ethos and vision thread of '**doing everything in love**' generates the expectation that pupils and staff treat one another with respect and compassion and generates an understanding of how our actions affect others accentuating positive and caring behaviour.

Parents are encouraged to support staff in proactively providing intelligence about potential issues between pupils which might provoke conflict, so that staff can take measures to prevent bullying from occurring in the first place. Such measures might involve talking to pupils about issues of difference, or may involve specific lessons, dedicated events or projects, reflection time or assemblies. School decides the most appropriate approach depending on the circumstances of the potential issue required to be addressed.

Some types of harassing or threatening behaviour, or communications are a criminal offence (under, for example, the Protection from Harassment Act 1997; the Malicious Communications Act 1988 and the Communications Act 1988) For example, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety, or a communication which is indecent or grossly offensive, a threat, or to send information which is false and believed to be false by the sender. If school have reason to believe any of the above to be the case, the Headteacher may deem it necessary to refer the matter to the Police.

Parents are reminded there are legal age requirements for children accessing certain internet and social network sites.



7 – Confiscation of Inappropriate Items

School has a legal right to search without consent for ‘prohibited items’ such as:

knives and weapons; alcohol; illegal drugs; stolen items; tobacco & cigarette papers; pornographic images; any article that may be used to commit an offence, cause personal injury or damage to property; any item banned by the school rules.

Weapons, knives and extreme pornography will be handed to the police. Otherwise, the teacher will decide if and when to return an item, or whether to dispose of it.

Teachers have the legal right to confiscate, retain or dispose of a pupil’s property as a sanction or to adhere to school rules. Staff are protected from liability for the loss of such items provided they have acted reasonably and lawfully. However, our school’s usual practice will be for the inappropriate property to be removed from the child and handed to the parent or carer at a time judged appropriate by the member of staff.

8 - The Equality Act

Replacing nine major Acts of Parliament and almost a hundred sets of regulations which had been introduced over several decades, the Equality Act 2010 provides a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful. It simplifies the law by getting rid of anomalies and inconsistencies that had developed over time, and it extends protection against discrimination in certain areas. Our school adheres to its legal duty with respect to safeguarding, pupils with special educational needs or disabilities, and all vulnerable pupils. We do not apply our Behaviour Management policy unfavourably or discriminate against a pupil because of their sex, race, disability or special educational need, religion or belief or sexual orientation.

9 – Behaviour at Home and in the Community

Schools will reinforce and praise good behaviour which occurs off the school premises which is witnessed by a staff member or reported to the school. This may include, for example, acknowledgement in whole-school assemblies, class discussion or award of a certificate or team points. Parents are encouraged to communicate such incidents via home-school diaries or via the school office.

There is an expectation that parents are responsible for guiding and monitoring their children’s behaviour outside school. However, school will respond to negative behaviour occurring off the premises which is witnessed by a staff member or reported to the school and respond proportionately and fairly according to the age of the pupils, and any other special circumstances that affect the pupil. Staff may discipline pupils for inappropriate behaviour outside school when the pupil is:

- taking part in any school-organised or school-related activity or
- travelling to or from school



Staff may discipline pupils for inappropriate behaviour outside school whether or not the above applies, if the behaviour:

- could have repercussions for the orderly running of the school or
- pose a serious threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

In all cases of inappropriate behaviour the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member. If school has reason to believe that a pupil is displaying potentially criminal behaviours outside of school, then staff will deem it necessary to advise that the matter is referred to the police, or staff may choose to report the matter directly to the police.

10 – Monitoring and Evaluation

Behaviour management is monitored on an on-going basis by senior staff and regular discussion is held at staff meetings to ensure that the application of sanctions and rewards remains consistent. Potential issues are also discussed to ensure that proactive measures are put in place when necessary.

This policy is reviewed annually by the headteacher in consultation with staff and is available for reference on a permanent basis via the school website (hard copies available on request via the school office).

The practice outlined in this policy reflects the principles identified in the Governors' 'Statement of General Principles with Regard to Behaviour, September 2014'

Behaviour Management Policy to be read in conjunction with:

Behaviour Policy Addendum (CV-19, June 20)

Anti-bullying Policy

*Reviewed by: Gwynan Hughes
Next Review Sep.2025*