Holy Trinity Lamorbey CE Primary School Behaviour Policy

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Introduction

The school's behaviour policy is designed to support all members of the school community to live out our vision to Transform Lives and Build Futures. It is necessary in order to transform lives through excellent education to have a calm and purposeful school environment that promotes learning. We strive to build a culture founded on love so that as we learn, laugh and disagree together we can live out God's purpose for our lives in all their fullness.

At Holy Trinity Lamorbey we are a community whose ethos and values are built on Christian beliefs, mutual trust and respect for all. We believe that by having high expectations, as well as a positive and consistent approach to behaviour management that is understood by all, we will foster an environment that encourages good behaviour. We also believe that consistent experience of good teaching promotes good behaviour.

Aims

The principles, expectations and guidance set down in this policy are in support of the following aims:
- Work towards following the example of Christ through the virtues of **Love**, **Courage** and **Wisdom**.
- To ensure all children understand and follow our school rules.
- That every member of the school feels valued and respected.
- That each person is treated fairly.
- That an environment is developed where everyone is concerned for each other's happiness, safety and security.
- To encourage positive and considerate behaviour to develop children's understanding of good citizenship and how they can become responsible and increasingly independent members of the school community and society in general.
- Manage conflict using a restorative approach wherever possible.
- Develop pupils sense of self-discipline and an acceptance of responsibility for their own actions.
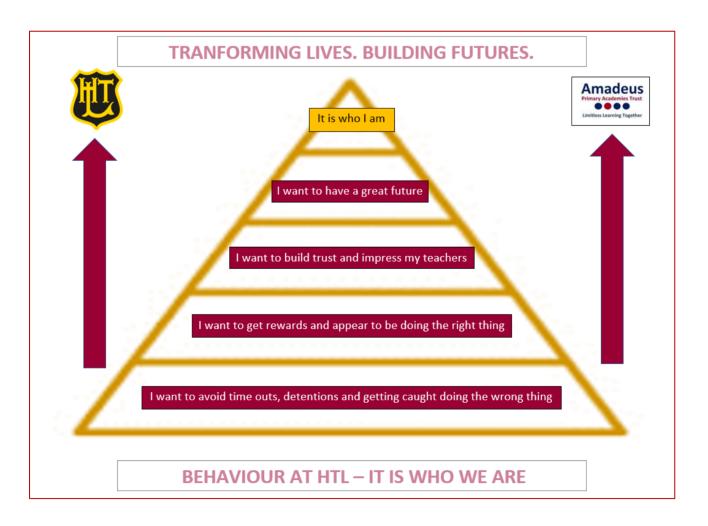
Overview

The school rewards behaviour we deem to be desirable within our ethos of Transforming Lives and Building Futures through Love, Courage and Wisdom. The policy is designed to promote good behaviour, not merely deter undesirable behaviour.

Central within the policy is choice: we refer to good choices and choices which are poor). There are two key reasons for using the language of 'choice': it promotes self- management of behaviour and enables some reflection of what behavioural choices exist(ed) i.e. there are always different behavioural options (we don't accept/ expect that some children will always behave in such a way), and it avoids labelling children – instead, we refer to the choices we all make and that we should always try to make good choices. We frame the idea of choice within our school virtues of Love, Courage and Wisdom. Behaviours that show love, courage and wisdom are rewarded and behaviours that lack these qualities are sanctioned.

Praise is key to nurturing motivated, engaged children who make good choices and consequently build positive relationships. Throughout school, all stakeholders (not just staff, but pupils, parents and visitors) should aim to 'catch' good behaviour.

Behaviour Triangle:

Roles and Responsibilities

Pupils

It is the responsibility of pupils to display love, courage and wisdom and make good choices in each part of the school day. Pupils should follow the school rules as this will lead to pupils behaving well and building up and maintaining good relationships.

Staff

All staff in our school must have high expectations of the children in terms of their relationships, choices and conduct. A key priority is to reward and praise good choices in order to reinforce good behaviour and positive relationships – 'catching' pupils behaving well is vital.

Specific responsibilities of the whole school staff are:

Staff are expected to use the agreed approaches to managing behaviour, considering the child's language, conceptual knowledge, impulses and emotional load.

Staff are expected to phrase instructions positively and within the context of desirable behaviours displaying love, courage and wisdom. Wherever possible staff must invite cooperation rather than demand compliance. For example:
 "walk please" rather than "don't run"
"I want you to show more love/courage/wisdom"
"we take it in turns to speak and listen" rather than "don't interrupt"

Staff are expected to use a calm but assertive tone and manner with children, for example, "expect you to... our rule is..., I would like you to or I want you to.... My expectation is... The consequence for your action will be..."

Children must be spoken to not shouted at. Shouting should be used in very rare instances for a short and immediate impact that prevents something more serious occurring such as (but not limited to) preventing a child running into a road or to break up a fight.

Staff are expected to listen to children and make time to understand their problem fully. It is recognised that this might not always be immediately but it must happen as soon as reasonably possible.

Clearly identify what virtue or conduct expectation children are not meeting or what choice they have made which is unacceptable and sanction accordingly.

Always record the incidents of misbehaviour under behaviour on CPOMs.

Be consistent with all reward. Treat each child fairly and with respect and understanding. Apply this policy with their own class and around school. Be a positive role model by demonstrating positive relationships with everyone in school.

Principal/Principal:
In addition to the above, it is the responsibility of the Principal to:

- Support the staff by implementing the policy and by setting the standards of behaviour.
- Ensure consistency of the policy throughout the school and report to governors, when requested, on its effectiveness (under the School Standards and Framework Act 1998).
- Ensure the health, safety and welfare of all children in the school.
- Maintain records of all reported serious incidents of misbehavior.
- The Principal may issue fixed-term suspensions to individual children for serious acts of misbehaviour and for repeated or very serious acts of unacceptable behaviour.
- The Principal may permanently exclude a child.

Where a member of staff has been accused of misconduct, and pending an investigation, the Principal/Principal should draw on the advice in *Dealing with allegations of abuse against staff and staff*. This sets out the pastoral support school staff should expect if they are accused of misusing their powers.

Parents / Carers

When their child joins the school parents are asked to complete a "Home School Agreement" that includes the School Behaviour Policy. The school works collaboratively with parents and carers so children receive consistent messages about how to behave. We aim to build a supportive dialogue between the home and the school. We inform parents and carers when we have concerns about their child's welfare or behaviour.

We expect parents / carers to:
- Be aware of the school rules and to support them.
- Co-operate with the school.
- Support their child's learning.
- Support the school's decision when applying consequences to deal with any specific incident or issue.
- Be responsible and ensure that their child is behaving appropriately when they are on the school premises before and after school and when attending school events.
- Ensure their child's attendance is consistently high and that they are on time.

Governors

The Local Governing Board has the responsibility of setting down these general guidelines on standards of discipline and behaviour and of reviewing their effectiveness. The governors support the Principal/Principal in adhering to this policy.

The Principal has the day-to-day responsibility for implementing the school's policy on behaviour and discipline but governors may give advice to the Principal about particular disciplinary issues. The Principal must take this into account when making decisions about matters of behaviour.

The governors will review this policy on an annual basis.

HTL School Rules

The school rules and behaviour choices ladder must be displayed throughout the school and in all learning spaces to make expectations visible to children, staff and visitors alike. It should be referred to when giving awards and consequences as outlined below.
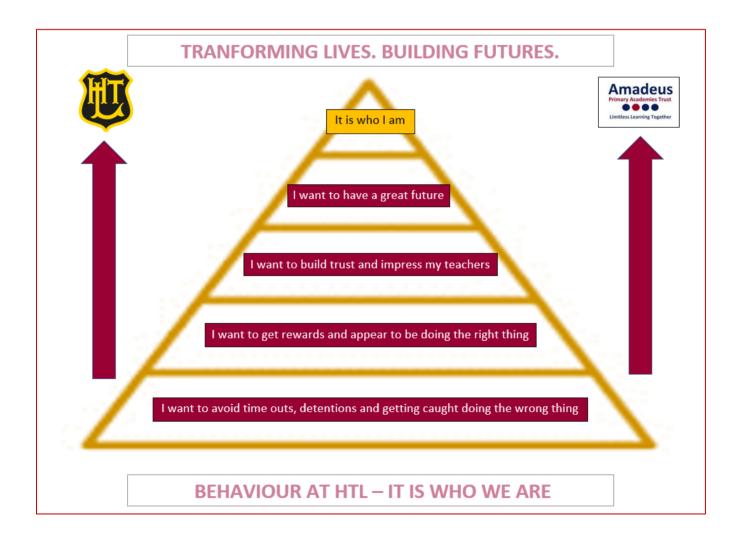
To show love and kindness to all.
To have the courage to make good choices.
To share my wisdom and use it well to achieve my best.
To respect everyone's opinions, differences and values.
To help look after the learning environment and all resources.

The Behaviour Triangle:

TRANFORMING LIVES. BUILDING FUTURES.

It is who I am

I want to have a great future

I want to build trust and impress my teachers

I want to get rewards and appear to be doing the right thing

I want to avoid time outs, detentions and getting caught doing the wrong thing
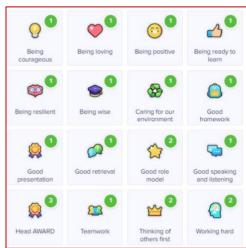
BEHAVIOUR AT HTL – IT IS WHO WE ARE

House Points/Dojos

House points/Dojos are used to reinforce good choices and positive behaviours from Nursery to Year 6. House points/Dojos are recorded on the online platform, using digital devices. Each staff member must record the number of house points awarded to their class weekly, and the house captains will collect and total the house points. The house with the most points will be announced in the weekly celebration worship. The things for which points are awarded must be customized so they are the same in all classes. House points shall be awarded for:

- Love
- Courage
- Wisdom
- Conduct

The image shows Teacher access, but is not only limited to these. Nojos will be given when a child's behaviour does not show Love, Courage or Wisdom and needs correcting.

All staff have the approach that 'a new day means a new start'.

Learner of the Week Worship

The HTL Learner of the Week Award will be given to children who display perseverance, determination and resilience to accomplish a new challenge in their learning. The citation will be written by the teacher and the certificate presented in celebration worship.

Consequences

Consequences are given when children demonstrate negative and unwanted behaviours.

Consequences shall be used as sparingly as possible and only when all other positive options have been explored. The consequence chain shall be:
   a) A verbal warning with a clear explanation of what is wrong and what needs to happen. 1 Nojo given.
   b) A 'time out' to reflect on poor choices. 3 Nojos = partner class.
   c) SLT action. This will likely involve a telephone conversation with parents or structural alterations to the pupil's experience of the school day to remove the opportunities causing difficulties.

Other Strategies

In order to support a culture of high expectations and aspirational behaviour, the school operates a number of other incentive schemes and consequences including;

Head Boys and Head Girls chosen by staff who represent the school at public events.

House Captains and Vice Captains for each of the four houses.

Playground Leaders to support younger children and lead games at playtimes.

Managing more Challenging Behaviour

It is recognised that children may be less responsive when they are experiencing heightened emotion and may feel overloaded.

Internal Exclusions where children are isolated from their peers completely for an amount of time.

Playground exclusions where a pupil is prohibited from going onto the playground for a given amount of time.

As part of our mission to 'Transform Lives and Build Futures' HTL has the highest expectations of behaviour. It is our belief that by raising expectations and taking a firm line on low level disruption, learning is prioritised and high level behaviour discouraged. It is accepted that this approach will work for the majority of pupils but it is likely that some will not respond as we intend. The following steps represent a guide to action when a pupil is demonstrating repeated negative and unwanted behaviours, and is unresponsive to class level warnings and time outs.

Individual Targets

Where it is found that classroom expectations are high enough and policy is being followed, the assumption should be that the pupil requires more focused and targeted support with their behaviour.

The phase leader, SENDCO and the teacher of the pupil must then meet and create an individual behaviour plan for the pupil. This will include:

1, 2 or 3 targets phrased positively and assertively which focuses on particularly problematic behaviours. The child should be given a chart to earn marks towards and agreed reward such as choosing time. This should be reviewed after 1 or 2 weeks with a view to returning the pupil back onto the main behaviour management system.

The class teacher must meet with the parents of the child in question to explain the targets and review with them the progress after 2 weeks. The class teacher must create a folder on Google Drive named after the pupil and save within it, minutes from the meeting with the phase leader and SENDCO and minutes from the meetings with parents. The Targets and reward sheets should be saved in that folder too.

Individual Targets on Report

If the above is unsuccessful the pupil's targets will be reviewed and renewed by a member of the senior leadership team. The pupil will then be on report to that leader at appropriate intervals during the day to add further accountability. The senior leader in question must also then meet with parents to discuss the escalation. Pupils on report to senior leaders must be raised with the Early Intervention Team Service at the next opportunity. Additional evidence generated at this stage must be recorded on an Antecedents, Behaviour and Consequences table saved to the Google Drive folder.

External Support

If being on report to senior leaders is unsuccessful, the school will then seek further external support. This will include:

- External support from professionals such as Speech and Language or EP
- Consideration given to seeking an EHC and or additional adult support
- Support will be requested from the local authority exclusions officer

For the purposes of clarity, a pupil at this stage shall be considered 'at risk of exclusion'. Any additional evidence gathered at this stage shall be added to CPOMS.

Serious Misbehaviour

Serious disrespect to staff, property or cultures, swearing, fighting, racism, sexualised behaviour and homophobic behaviour are taken very seriously at Holy Trinity Lamorbey Primary School. Such behaviour would mean warnings are automatically by-passed and taken to the Principal. Please also see Trust policy, Child on Child Abuse.

The school does not tolerate bullying of any kind. If we discover that bullying or intimidation is taking place, we act immediately to stop any further occurrences of such behaviour. (Refer to Anti-Bullying Policy).

Behaviour Outside of School

This policy applies when a child is representing the school at any extra-curricular events or school visits.

The Principal will respond to any notification of unacceptable behaviour of our pupils within the community as well as online. The Principal will liaise closely with parents acting supportively and advising parents on the behaviour of their child whilst wearing school uniform.

Screening, Searching and Confiscation

The information below relates to advice that can be found in the following documents

- Education Act 1996
- Education and Inspections Act 2006
- The Schools (Specification and Disposal of Articles) Regulations 2012
- The School Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012
- Health and Safety at Work Act 1974

If the school feels that it is appropriate the following can be applied School staff can search a pupil for any item if the pupil agrees (The ability to give consent may be influenced by the child's age or other factors.)
Principals and staff authorised by them have a statutory power under Section 550Za[1] of the Education Act (1996) and Section 2 of The Schools (Specification and Disposal of Articles) Regulations (2012) to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic material (including digital material, even when these are on a personal

electronic device)

- any article that the member of staff reasonably suspects has been, or is likely to be used: to commit an offence or cause personal injury to, or damage to the property of, any person (including the pupil)

Confiscation

School staff can and will seize any prohibited item found as a result of a search. They can also seize any item, howsoever found, which they consider harmful or detrimental to school discipline. Any item that is confiscated will be retained, disposed of, destroyed or passed to the Police, according to the Guidance in 'Searching, screening and confiscation Advice for Principals, school staff and governing bodies' (February 2014)

Staff should exercise caution when deciding to search a pupil in circumstances where they expect to find a weapon or item that could injure them or other pupils. Under such circumstances, the school recommends seeking an appropriate amount of assistance, either from other staff members or the Police before commencing a search or even making the pupil aware that such suspicions are held against them.

Staff should also exercise caution when deciding to search a pupil in circumstances where expect to find pornographic material, especially that which may contain indecent images of a child (such as 'sexting' messages sent to or from a pupil's device). It is illegal to view images such as these and staff must not search a device where they have reason to believe they may exist. The device in question must be seized and sealed in an envelope at the first opportunity with the time of seizure noted and the seal of the envelope signed across by the adult who seized the device. The envelope should then be brought to the Principal with an explanation of the grounds for suspicion where upon the Principal will decide the appropriate course of action giving due consideration to the Safeguarding and Child Protection Policy. The matter will be referred to the Police when there are grounds for suspicion that indecent images of children exist on the device.

Banned Items

In accordance with 'Searching, screening and confiscation Advice for Principals, school staff and governing bodies' (February 2014) a member of staff authorised by the Principal may search without consent for and confiscate any item identified in the school rules as being banned.

The following items are banned at Holy Trinity Lamorbey CE Primary School and may be searched for and confiscated without consent by an authorised member of staff. Any items found will be disposed of according to the guidance in 'Searching, screening and confiscation Advice for Principals, school staff and governing bodies' (February 2014)

1. Fidget spinners 2. Trading cards 3. Large oversized hair bands and decorative bows such as 'Jojo Bows' and other similar style products. 4. Leather footballs and any other hard balls. Balls are only permitted in school when they can be comfortably squeezed between finger and thumb. 5. Images, video or audio recordings howsoever captured *that have been captured within the school premises*. Staff may search without consent for such images or recordings where they reasonably suspect they may exist on an electronic device. Staff may confiscate and retain any device on which such images or

recordings are found. Staff may delete such images or recordings that are found on an electronic device as may be appropriate under the circumstances.

The Use of Force

All school staff and any person that the Principal has temporarily put in charge or pupils such as sports coaches, unpaid volunteers or parent helpers have the power to use force under section 93 of The Education and Inspections Act (2006). The Principal and Governing Board will support members of staff who lawfully exercise this power and no member of staff will be *routinely* suspended from work for doing so, even if the school receives complaints connected to the incident afterwards that require investigation.

Force and restraint may be used in a wide variety of circumstances. The following represents a list of possible occasions that force or restraint may be used. The list is not exhaustive:

- To prevent a person from harming themselves
- To prevent a person from harming another person
- To prevent damage to or destruction of property
- To remove a pupil from a class that they are disrupting, having already issued an instruction to the pupil to leave that was refused or ignored
- To prevent a pupil from entering or leaving a room, area or building where doing so would conceivably allow them to come to harm
- To prevent a pupil from causing disorder
- To prevent the commissioning of a crime

The use of force must always be
- Necessary
- Proportionate
- Reasonable
- Legal

Any person making the decision to use force does so lawfully when they act on an 'honestly held belief' about the circumstances they are presented with, even if this later turns out to have been a mistaken belief. Any incidents involving force will be logged on CPOMS under 'Team Teach Incident'.

The use of force cannot ever be used as a punishment. This is illegal. The school has zero tolerance of physical chastisement and anyone known or suspected to have used it will be immediately reported to the Police and/or the Local Authority Designated Officer for Child Protection and further to advice from these parties may suspended from work pending an investigation.

Training

Senior leaders and middle leaders will be trained in techniques to restrain and control pupils. All staff will receive a legal briefing about their rights and responsibilities at appropriate intervals determined by need and staff turnover. Staff members do not need to be trained in order to use force.

The school anticipates that trained leaders will carry out planned interventions. The distribution of leadership around the school and use of 2 way radios and telephones in classrooms means that trained persons will be able to respond quickly to urgent incidents. Where immediate intervention is required any member of staff can and should act according to the circumstances with a mind for the following procedures.

Normal Procedures for the Use of Force

Any person making the decision to use force should first consider their own health and safety and that of other pupils around them. Whilst sometimes unavoidable, single person interventions are risky and any person should consider their ability to manage the situation before doing so. While it may be safe and necessary, for example, to prevent a pupil from running into the road or touching a hot surface single handedly, it would be an error in judgment to attempt to restrain a violent or emotional pupil without the proper assistance, especially when in most ordinary circumstances assistance will be very close by.

Wherever possible and practicable, planned interventions should normally be carried out by 2 trained persons in accordance with the Safer Handling Training Manual and the training they have received.

Persons using force against a pupil are expected to treat the pupil respectfully, with as much dignity as the circumstances allow and with consideration for their emotional wellbeing. Persons considering the use of force should make reasonable adjustments to meet the needs of a pupil with special educational needs or a disability.

It is good practice to consider informing parents about the use of force on a pupil. The decision to inform or otherwise will be made on a case-by- case basis by the Principal.

Any injuries must be reported as soon as practicably possible to a senior leader. No assumptions will be made about the use of force based on a report of an injury. The concern is for the wellbeing, health and safety of pupils and staff exposed to such circumstances and to ensure that prompt first aid or medical treatment is administered where it is required.

Caring for Those Involved in the Use of Force

The lawful use of force is an unusual and potentially stressful event for the pupil affected and the staff involved. It is important that at the earliest opportunity after a serious incident, that has affected either party emotionally, that a senior leader who was not directly involved in the management of the incident (where possible) is made aware and takes steps to look after the wellbeing of affected staff and pupils.

The senior leader should consider the welfare of the pupil first and take steps to meet any needs that have arisen from the incident. It may be necessary to explain to the pupil why force was used and answer questions that they have honestly and in a straightforward manner without casting assertions or making judgments. The most important role of the senior leader is to consider the underlying reasons for the behaviour that led to the intervention and take steps to ensure that these needs are met in both the short and long term. If force is being used more than once against the same pupil, senior leaders should consider devising a personal behaviour plan for the pupil that is tailored to their needs.

The senior leader should also consider the needs of the staff members affected by the intervention. It may be necessary to provide them with a short time away from their duties to compose themselves and recover. It is important to recognise that staff are likely to feel concern for the pupil and might fear the consequences of their actions even when they have acted entirely lawfully. After a lawful use of force, the senior leader should debrief the staff member and answer their questions in an honest and straightforward way without casting assertions or making judgments. Staff should be made to feel supported and not treated as though they have done something wrong.

Equal opportunities

The school complies with its duty under The Equality Act (2010) and expects every member of the school community to behave in a considerate way towards others. We treat all children fairly and apply this policy without prejudice in a consistent, non-judgmental way.

Exclusion (suspension)

We do not wish to exclude/suspend any child from school but sometimes this may be necessary. In any exclusion/suspension the guidance provided by the LA and contained in the DfE document School Discipline (Pupil exclusions and Reviews) Regulations 2012 will be followed. 2022 update Bexley.

Only the Principal (or a Assistant Principal in the Principal's absence) has the power to exclude/suspend a child from school. The Principal may exclude/suspend a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the Principal may exclude/suspend a child permanently. It is also possible for the Principal to convert a fixed-term exclusion/suspension into a permanent exclusion, if the circumstances warrant this.

If the Principal excludes/suspend a child, they inform the parents immediately, giving reasons for the exclusion. At the same time, the Principal makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

On return to school the excluded child and parent will be invited to a return to school interview.

The Principal informs the Bexley Local Authority and the governing body about any permanent exclusion and about any fixed-term exclusions.

In the event of the governors' appeal panel convening and deciding that a child should be reinstated, the Principal must comply with this ruling.

A child may be excluded/suspended if their behaviour is considered of sufficient seriousness that exclusion/suspension is considered appropriate.

Pupils can be excluded/suspended for up to 45 days per year, unless the school decides to permanently exclude. Reasons for exclusion may include;
- Theft from staff or fellow pupils

- Violent behaviour towards pupils and staff, resulting in serious injury, or persistent use of violence
- Verbal abuse towards pupils or staff, including racial abuse, or abuse based on a person's religion
- Deliberate damage to property belonging to school, staff, pupils or others.
- Persistent disruption of learning in class
- Bullying through verbal, mental, physical or sexual abuse. This may include threatening behaviour
- Substance abuse including illegal drugs or alcohol. The use or distribution of these will also be included
- The carrying and bringing to school of offensive weapon of any kind whether offensive per se or not. It is for the Principal to decide if an item is to be considered an offensive weapon or not
- Racial or Religious persecution, including verbal abuse, graffiti or use of racially provocative materials
- Sexual harassment or abuse of fellow pupils and staff, including homophobic/transgender discrimination
- Any other inappropriate behaviour

Reintegration strategy

Following a suspension, the school will put in place a strategy to help the pupil reintegrate successfully into school life and full-time education. Where necessary, the school will work with third-party organisations to identify whether the pupil has any unmet special educational and/or health needs. The following measures may be implemented, as part of the strategy, to ensure successful reintegration into school life:

- Maintaining regular contact during the suspension or off-site direction and welcoming the pupil back to school
- Daily contact in school with a designated pastoral professional
- Mentoring by a trusted adult or a local mentoring charity
- Regular reviews with the pupil and parents to praise progress being made and raise and address any concerns at an early stage
- Informing the pupil, parents and staff of potential external support
- Part-time timetables will not be used as a tool to manage behaviour and, if used, will be put in place for the minimum time necessary.

Reintegration meetings

The school will explain the reintegration strategy to the pupil in a reintegration meeting before or on the pupil's return to school. During the meeting the school will communicate to the pupil that they are getting a fresh start and that they are a valued member of the school community. The pupil, parents, a member of senior staff, and any other relevant staff will be invited to attend the meeting.

The meeting can proceed without the parents in the event that they cannot or do not attend. The school expects all returning pupils and their parents to attend their reintegration meeting, but pupils who do not attend will not be prevented from returning to the classroom.

Monitoring and review

The Principal monitors the effectiveness of this policy on a regular basis as well as reporting to the governing body on the effectiveness of the policy and, if necessary, making recommendations to the Governing Body for further improvements.

The school keeps an electronic behaviour log where all incidents at stage 3 or below are recorded. This is analysed termly and reported to governors. At lunchtime, the midday supervisors keep written details of reported incidents in their record books which are added to the log later on.

Any reported racist or homophobic incidents are investigated, recorded and reported to the Trust where appropriate.
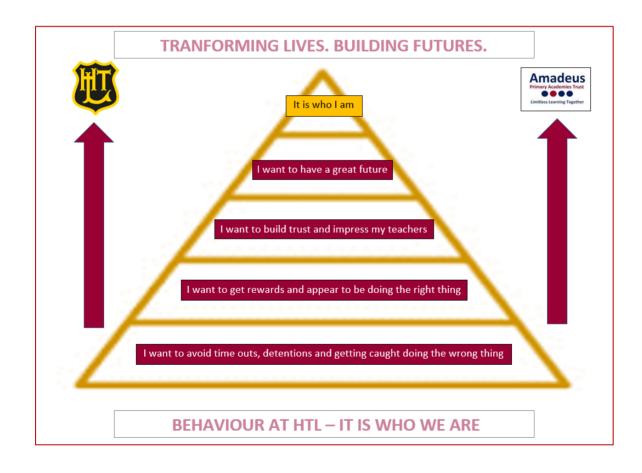
The Principal keeps a record of any child who is excluded for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of exclusions and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance *The Duty to Promote Race Equality: A Guide For Schools*, and that no child is treated unfairly because of race or ethnic background

The governing body will review this policy annually. The policy may be reviewed earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Appendix

S	L	A	N	T
Sitting up straight	**L**istening to the speaker	**A**sking and answering questions	**N**oting key information	**T**racking the speaker

TRANFORMING LIVES. BUILDING FUTURES.

It is who I am

I want to have a great future

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I want to avoid time outs, detentions and getting caught doing the wrong thing

BEHAVIOUR AT HTL – IT IS WHO WE ARE

Amadeus
Primary Academies Trust
Limitless Learning Together

Behaviour support chart

Behaviour Support Chart

Name:
I am working on:
I am working for:

1	2	3	4	5