



Holy Trinity CE School.

Behaviour Policy 2021/22

Policy Review

This policy will be reviewed in full by the Governing Body no less than annually.

The policy was last reviewed and agreed by the Governing Body September 2021.

It is due for review September 2023 (or sooner if updates are required).

Signature Date

Head Teacher

Signature Date

Chair of Governors

Holy Trinity CE School Vision

At Holy Trinity School we believe in the concept of lifelong learning and the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone; it should be fun.

Our vision for the school is:

‘Aim high, let your light shine’ Matthew 5:16

The vision for the school is one where everyone is seen as so valuable in God’s eyes that everyone must be supported and encouraged to be the very best they can be. We are a fully inclusive school where no one will or can be left behind.

The primary aim of the school is to help each pupil reach his or her full potential so that they may develop the attitudes, skills and knowledge to take full advantage of the opportunities available in their future lives.

In order for our community to thrive we have three rules:

Ready

Respectful

Safe

Hertfordshire Steps

This policy is underpinned by Hertfordshire Steps, a key part of the Hertfordshire Behaviour and Attendance Strategy. Hertfordshire Steps is a behaviour management approach which adopts the following principles:

- shared focus on inclusion of all children within the school
- shared values and beliefs across communities
- shared communication, diversion and de-escalation
- shared risk management
- shared reparation, reflection and restoration

All staff received Hertfordshire Steps training and we continue to update this training regularly.

Lunchtimes

Lunchtime Midday Supervisory Assistants (MSAs) work closely with all school staff to ensure that the rules for our children remain the same throughout the school day. Our aim is to be proactive in engaging children in play activities during the lunchtime session rather than reactive and dealing with issues. MSAs are responsible for addressing Level One behaviours as outlined below. Level Two behaviours must be referred to the senior member of staff on duty. MSAs implement appropriate consequences following inappropriate play. A senior member of staff is on duty during lunchtimes to deal with any serious incidents.

Examples of behaviour at Level One

Calling out, running in the corridor, misuse of equipment, not completing work/work avoidance, unintentional breaking of equipment, answering back, rudeness to adults, name calling, unkind comments to other pupils, defacing work, walking out of class, damaging/breaking equipment, physical behaviours that do not result in injury.

Examples of behaviour at Level Two

Inappropriate physical contact/ behaviours resulting in injury, swearing, racist/homophobic comments, stealing, serious damage to property.

Celebrating Success

Praise and positive reinforcement of behaviour

Phone call home

Postcard

Special Mention

Hot Chocolate (Friday)

Adult Behaviour

- Calm, consistent and fair
- Give first attention to best behaviours
- Relentlessly bothered
- Meet and greet with a smile
- Recognise and celebrate success

Positive Behaviour

As a whole school, we expect all our pupils to follow the rules. Where children are not able to follow our rules there is a clear system for dealing with unacceptable behaviour

ALL CHILDREN ARE EXPECTED TO FOLLOW OUR RULES READY, RESPECTFUL, SAFE
RULE REMINDER Specific reminder of expected behaviour
VERBAL WARNING Clear warning of the consequences of their actions
LAST CHANCE Final warning about negative behaviour
REFLECTION TIME Children are given time to reflect upon their actions and the consequences

RESORATIVE CONVERSATION (when deemed appropriate afterwards)

Discuss the behaviours and resolve the ways in which it could have been managed differently.

Restorative Questions:

1. What has happened?
2. What were you thinking at the time?
3. Who has been affected by the actions?
4. How have they been affected?
5. What needs to be done to make things right?
6. How can we do things differently in the future?

SENT TO SENIOR LEADERSHIP TEAM

Only if there is significantly unacceptable behaviour incident or the negative continues after time out then they are sent to the Headteacher or Deputy Headteacher. This may also be used before a verbal warning and before time out for cases of severe behaviour.

FIXED TERM/PERMANENT EXCLUSION

We follow DFE and Hertfordshire County Guidelines for fixed/permanent exclusions.

Parents and carers are included in discussions about concerns regarding their child's behaviour from an early stage.