



SCHOOL BEHAVIOUR POLICY

Policy Type:	School
Policy Origin:	Paul Dix Model
Approved by:	LAB
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LAB Accepted:	
Next Review:	February 2027
Summary of changes:	Added new link to DfE guidance around exclusions.

“You can be strict without being nasty, maintain boundaries without cruelty and correct children without aggression”. (Paul Dix, Pivotal Education)

Holy Trinity Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline not blind compliance. It echoes our vision and values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

Our Vision: At Holy Trinity we have high expectations of all and our aim is that everyone is **loved, inspired, nurtured** and **empowered** within a caring and inclusive Christian community. We teach our children Christian values and promote positive attitudes to learning to ensure that they have all they need to become lifelong learners who reach their full potential and become good global citizens.

Jesus said: “There is no other commandment greater than these – ‘Love the Lord your God with all your heart and with all your soul and with all your mind and with all your strength.’ 31 The second is this: ‘Love your neighbour as yourself.’ Mark 12:30-31

The school has 3 simple rules **‘Be Ready, Be Respectful and Be Safe’** which can be applied to a variety of situations and are taught and modelled explicitly.

We also understand that for some children following our behaviour expectations are beyond their developmental level. In this case, these children will have bespoke positive behaviour plans which may include rewards to reinforce positive behaviour.

Aim of the policy

- To create a culture of exceptionally good behaviour: for learning, for community for life.
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To refuse to give learners attention and importance for poor conduct.
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care, good humour, good temper, obedience and empathy for others.
- To promote community cohesion through improved relationships.
- To ensure that excellent behaviour is a minimum expectation for all.

Purpose of the policy

To provide simple, practical procedures for staff and learners that:

- Recognise and positively reinforce behavioural norms
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive interventions

Our Behaviour Policy is based Paul Dix's Five Pillars of Pivotal practice



Expectation of Adults

We expect every adult to:

- Meet and greet at the door.
- Refer to 'Ready, Respectful, Safe'
- Model positive behaviours and build relationships.
- Plan lessons that engage, challenge and meet the needs of all learners.
- Use a visible positive recognition mechanism throughout every day (See table on page 3).
- Be calm and give 'take up time' (time for the child to implement the change in behaviour) when going through the steps.
- Be consistent and follow the Behaviour Policy
- Be caring to being the best out of our children.
- Follow up every time, retain ownership of situations and engage in reflective dialogue with learners.
- Never ignore or walk past learners who are not 'Ready, Respectful or Safe'.

Teaching Staff will uphold the Teachers' Standards -

'Teachers make the education of their pupils their first concern and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.' (See Appendix A for further detail)

Phase leaders

Phase leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

Phase leaders will:

- Be a visible presence in the Year Group areas such as corridors and cloakrooms to encourage appropriate conduct
- Support all staff in returning learners to learning by sitting in on restorative conversations where appropriate
- Regularly celebrate learners whose efforts go over and above expectations
- Encourage use of Positive Postcards
- Ensure staff training needs are identified and targeted
- Will ensure where possible, that the incidents should be resolved by class teacher and Phase leader.

Senior leaders (Head Teacher/Deputy Head Teacher/Inclusion Lead/SENDCo):

Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

Senior leaders will:

- Meet and greet learners at the beginning of the day
- Be a visible presence around the site and especially at transitions
- Celebrate staff, leaders and learners whose effort goes over and above expectations
- Regularly share good practice
- Support teachers and phase leaders in managing learners with more complex or entrenched negative behaviours
- Use behaviour data to target and assess our behaviour policy and practice

Recognition and Rewards

- Recognise and reward learners who exceed expectations or maintain high standards.
- Praise is crucial for a positive classroom atmosphere and building relationships.
- Both personal and public praise are effective.
- Pupils and staff are acknowledged for:
 - Demonstrating core values
 - Upholding school rules
 - Displaying positive attitudes
- Encourage children to actively participate in good behaviour, such as:
 - Picking up litter
 - Answering questions in class

At Holy Trinity, we recognise good behaviour, effort and conduct in the following ways:

Focus	Praise Method	Approach
Learning and Effort	Dojos	For effort and successes in their learning. 1 Dojo – good effort / achievement 2 Dojos – outstanding effort / achievement Teachers to use Dojos for recording achievements in the classroom.
Learning and Effort	Silver sticker	This will be given to anyone who has shown outstanding effort in their learning, achievement or behaviour. 3 Dojos will also be awarded.
Learning Attitudes and Achievement	Gold leaves Weekly Celebration Worship	These awards celebrate efforts and achievements in learning, behaviour, vision, and values. Teachers write the child's name and reason for celebration on a gold leaf. The Headteacher reads them out during Friday's Gold Leaf Assembly, where children receive a gold sticker, and the leaf is then added to the Gold Tree in the library.
Values and Behaviours	Positive Postcard	These awards focus on pupils who go 'over and above' or show consistently good behaviour according to school values. The postcards are taken home by the child at the end of the day. At least one child per week should be recognised, with no set limit on the number of awards. Teachers decide how to hand them out and should keep postcards accessible for cover teachers.
Values and Behaviours	Values certificates	These termly Values Certificate recognise pupils who consistently demonstrate the school's core values. These are handed out in the last celebration Worship of each term.
Learning, Attitudes, Values and Behaviours	Positive Calls Home/face to face conversations OPTIONAL	Any member of staff can call or talk to the parent/carer of a child to celebrate success at any time, especially when improvement over time has been recognised.

Steps for Managing and Modifying Poor Behaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Learners are responsible for their own behaviour. Staff at Holy Trinity deal with behaviour without delegating. Staff use the steps below for dealing with poor conduct: **Appendix B – pupil copy to display in classroom**

✓ One-Page Behaviour Flowchart (Staff Use)

- ✓ I am respectful
- ✓ I am listening
- ✓ I am focused
- ✓ I am safe

START HERE: Low-level disruption or off-task behaviour

☑ Step 1 – Positive Redirection Zone (Yellow)

- Use rule language: Ready / Respectful / Safe
- Non-verbal prompt
- Move closer without saying anything

If behaviour changes → Return to Ready, Respectful and Safe. If behaviour continues → go to Step 2

☑ Step 2 – RESET Zone (Orange)

- Quiet reminder: "This is a reset. Show me you are ready."
- No spotlighting but you can name to get the child back on track; "Jack, put your pencil down and focus"
- No group attention drawn

If behaviour changes → praise return to Ready; If behaviour continues → either go to Step 3 or a natural consequence Step 4

☑ Step 3 – RESTORE (Zone) Red

- Short restorative conversation at next natural break ensuring the child is calm and regulated.
- Examples:
 - "What happened?"
 - "Who was affected?"
 - "What needs to happen now?"

If behaviour improves → return to Ready; If behaviour repeats or escalates → go to Step 4

☑ Step 4 – REPAIR Zone (Blue)

- Give a consequence linked to behaviour
 - Fix damage
 - Give back learning time
 - Restore with peer
 - Contact home
 - Send to another class
 - Practise the behaviour expected, this could include during their breaktime
- SLT if unsafe or persistent



Immediate SLT Referral if:

- Violence or physical aggression
- Intentional harm
- Bullying or harassment
- Unsafe behaviour risking injury
- Significant damage to property
- Racist, Sexist or Homophobic comments



RESET



If sent to member of SLT the following will apply:

Visit with either Mrs Ambrose, Ms Guest Mrs Taylor or Miss Byng	✓ CONSEQUENCE: ✓ Visit either Head/Deputy Head/SenCo/Inclusion Leader alongside class teacher for restorative chat ✓ If at break/lunchtime, reflective time for the remainder of the session ✓ Minimum sanction would be to miss the following break or lunch – whichever is appropriate. ✓ Complete restorative reflection form ✓ Any missed learning must be completed in their own time – break/lunchtime or with parents at home. ✓ Conversation with parent/carer ✓ *Log on CPOMS
If serious behaviour persists:	✓ Meeting with the Head/Class Teacher and Parent. If appropriate, Phase Leader ✓ Does a behaviour plan need to be considered? ✓ Minimum sanction would be to miss the following break and/or lunch ✓ Any missed learning must be completed in their own time – break/lunchtime or with parents at home ✓ *Log on CPOMS
Follow-up with parents- all conversations with parents logged on CPOMS	✓ Parents will be informed of any significant behavioural changes, incidents involving harm to others (physical or verbal), or a pattern of frequent incidents. ✓ If behaviour doesn't improve, a meeting will be scheduled with the teacher and parents/carers. A Phase Lead or SLT member may also attend.

Extreme Behaviour:

Following Government and LEA guidance, Education and Inspections Act 2006, school discipline and behaviour policies, staff will use positive touch as a last resort for pupils who are:

- at risk of injuring themselves or at risk of injuring other pupils
- at risk of injuring adults
- at risk of damaging school property

At Holy Trinity School, we follow the positive touch Surrey guidelines and record when we have needed to use positive touch with individuals. The Headteacher also has the power to search pupils if they suspect a child is carrying something that may cause an offence. At Holy Trinity School, this will normally be done after the head teacher contacts the parents and with another member of staff. In an emergency, the head teacher will do this with another adult present. All incidents of restraint and search must be recorded on CPOMS.

If this behaviour becomes regular over a period of time, an individual behaviour plan will be put in place.

Restorative Practice: (See Appendix C for further information)

Holy Trinity Primary School uses Restorative Practice to promote positive behaviour and address unacceptable behaviour fairly and consistently. Restorative questions are displayed in classrooms and on staff lanyards. Humiliation and sarcasm are unacceptable. Safety and continued learning are prioritised. Truth-seeking and "cooling down" periods are used, but issues are addressed promptly. Consequences are carefully considered, reasonable, and not impulsive. Disruptive classroom behaviour will be managed using the procedures outlined above.

Recording:

All members of staff are trained to use CPOMS (secure online recording system) to record safeguarding, behaviour and parental communication incidents. Staff will ensure that behaviour incidents are recorded and therefore shared with SLT for the following type of incidents:

- Verbal incidents
- Physical incidents
- Damage to property
- Repeated defiance
- Persistent Low-Level Disruption

Staff will use their discretion as to the need for recording and sharing of information, based on SLT guidance.

Exclusions:

Fixed Term Exclusions

Holy Trinity Primary School prioritises alternatives to exclusion for behaviour improvement. However, children's safety and learning are paramount. The Headteacher may use fixed-term exclusion if a serious policy breach compromises the education or welfare of the child or others. Assigned work will be provided during exclusion. Reintegration meetings with the child, parents, and Headteacher will occur, and the reintegration plan will be logged on CPOMs. Upon return, children are welcomed back without resentment. **(See Appendix D)**

We apply the following county and DfE guidance:

<https://www.surreycc.gov.uk/schools-and-learning/schools/at-school/exclusion-from-school>

Link to DfE exclusions guidance:

[Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)

Permanent Exclusion

The Secretary of State for Education feels that permanent exclusion should be seen as a last resort and that a school should be able to show that it has taken all reasonable steps to avoid exclusion (See Exclusion Regulations).

The governors of Holy Trinity Primary School agree with this stance and all policies and procedures are in place to support inclusion of all pupils.

Permanent exclusion should only occur when risk assessment indicates that to allow the child to remain in school on an on-going basis would be seriously detrimental to the education or welfare of the pupil concerned, or to other pupils at the school.

10. Language:

At Holy Trinity Primary School, staff recognise that children are still developing their understanding of emotions, and that undesirable behaviour can stem from various factors, including brain chemistry. Therefore, staff use supportive language appropriate to the situation and avoid outdated, emotive terms like "naughty," "abuse," "assault," "perpetrator," and "offender."

11. Pupils' conduct outside the school gates:

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Headteachers a specific statutory power to regulate pupils' behaviour in these circumstances 'to such extent as is reasonable'.

Subject to the school's behaviour policy, the teacher may discipline a pupil for any misbehaviour when the child is:

- Taking part in any school-organised or school-related activity
- Travelling to or from school
- Wearing school uniform
- In some other way identifiable as a pupil at the school.

Or misbehaviour at any time, whether or not the conditions above apply, that:

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

12. Children with Social, Emotional and Mental Health Needs (SEMH):

Children with behavioural problems linked to social, emotional, and mental health needs are placed on the SEND register and receive individual plans/risk assessments. The Inclusion Leader, class teacher, and parents/carers are involved. In addition to standard strategies, therapies like Lego Therapy and Time to Talk may be used, as advised by the Inclusion Leader, outside agencies, or educational psychology services.

13. Related Policies:

This policy should be read in conjunction with our safeguarding policy and the 'Keeping Children Safe in Education' documentation.

Other references:

- Marking Policy
- School Aims
- Teaching and Learning Policy
- School Code
- School Values
- Anti-Bullying Policy

- Searching, Screening and Confiscation
- We follow DfE advice and statutory information regarding this searching. (Searching, Screening and Confiscation: February 2014 DfE).

Appendix A



Department
for Education

Teachers' Standards

PREAMBLE

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

PART ONE: TEACHING

A teacher must:

1 Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2 Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4 Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7 Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8 Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - showing tolerance of and respect for the rights of others
 - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

The Teachers' Standards can be found on the GOV.UK website: <https://www.gov.uk/government/publications/teachers-standards>

READY – RESPECTFUL – SAFE				
READY Zone	REDIRECT Zone	RESET Zone	RESTORE Zone	REPAIR Zone
				
✓ I am listening ✓ I am focused ✓ I am safe ✓ I am respectful	✓ Use rule language: Ready / Respectful / Safe ✓ Non-verbal prompt ✓ Move closer without saying anything	✓ I need to change something ✓ I need to show I'm ready	✓ I need a quick chat ✓ I need to repair focus or kindness	✓ I need to make things right ✓ I give back time / fix / help / restore

Appendix C – Restorative Practice at Holy Trinity Primary School

The aim of restorative practice is to develop community and to manage conflict and tensions by repairing harm and building relationships.

Why use a restorative approach?

- To build safer, happier schools
- To *change* behaviour, not punish - punishment doesn't meet needs of any of those involved
- To prevent situations where there may be kudos or 'street cred' attached to any punishment
- To encourage children to take responsibility for their actions
- To encourages children to feel that they belong (base psychological need), rather than being isolated or excluded
- To prevent a child being excluded and marginalisation. This can lead to them becoming an issue in the wider community.
- To develop empathy.
- To repair harm.
- To teach children the effects of their actions and learn about alternative actions that can be taken in the future.

At all times, staff are to keep calm and use a voice within an appropriate range in terms of volume and tone. The more undesirable the behaviour, the less variation in tone that should be used. At Holy Trinity Primary School, staff acknowledge those going 'over and above' with enthusiasm and positivity. Undesirable behaviour does not benefit from an overtly emotional response from staff.

Micro-script (30-Second Intervention)

- **I have noticed that** you are...(having trouble getting started, wandering around etc.) right now.
- **At Holy Trinity, we...** (refer to the 3 school rules – ready, respectful and safe)
- **Because of that, you need to...** (refer to action to support behaviour e.g. moving to another table, complete learning at another time)
- **See me for 2** (or up to 5) minutes after class/during break.
- **Do you remember yesterday/last week when you...** (refer to previous positive behaviour)?
- That is who I need to see today...
- **Thank you for listening...** then give the child some 'take up' time.

Restorative Questions

Staff in school use questions to support the restorative process. This can be three or four simple questions asked soon after an incident or a more in-depth meeting later in the day. Comic strips and drawing can be used to support the process. The length, location and make-up of the session will depend on the incident and pupil(s) involved. The staff member will actively listen to the child(ren) involved and refrain from making assumptions before the issue is discussed.

The child(ren) involved will agree on next steps with the adult facilitator. Children will not be made to write apology letters if the sentiment is not real. This will be discussed with the child and may follow later.

Restorative Questions 1: To respond to challenging behaviour:	Restorative Questions 2:
➤ What happened? ➤ What were you thinking about at the time? ➤ What have your thoughts been since? ➤ Who has been affected by what you did? ➤ In what way have they been affected? ➤ What do you think you need to do to make things right? ➤ How can we do things differently in the future?	➤ To help those harmed by others' actions: ➤ What did you think when you realised what had happened? ➤ What have your thoughts been since? ➤ How has this affected you and others? ➤ What had been the hardest thing for you?

Appendix D:

Reintegration interview following exclusion

Name of child:

DOB:

Exclusion dates:

1. Discussion of how the parents will work with the school to take joint responsibility for their child's behaviour.
2. How will the behaviour problems be addressed for the future.
3. Wider issues and relevant circumstances that may affect the child's behaviour.
4. What has been agreed on how the child's education should continue and how best they can reintegrated, what measures will be put into place.

HT/DH/INCo:

Child:

Date: