

The Federation of Holy Trinity Church of England Schools

Behaviour Policy

'Loved by God and one another, Holy Trinity is a welcoming community of faith, where we learn and flourish together.'

Each day opens up horizons of hope, aspiration and joy!



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Behaviour Policy

Rationale

The Federation of Holy Trinity Church of England Schools is committed to creating a welcoming community of faith where high expectations for behaviour and conduct are understood and applied consistently. Our pupils, staff and governors have high expectations of behaviour. At Holy Trinity, 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 is inclusive and designed to support the way in which all members of the school can learn and flourish together. Each day opens up new opportunities, a fresh start bringing horizons of hope, aspiration and joy!

Aims of our Behaviour Policy

- To ensure that excellent behaviour is a minimum expectation for all.
- To bring all members of our school together in a shared approach, following key principles and practices that reflect our school ethos.
- To provide a consistent approach to behaviour management.
- To ensure that all learners are treated fairly and to promote good relationships.
- To clarify our systems for recognising expected behaviour and consequences for inappropriate behaviour.

Key Principles

‘Loved by God and one another’ is at the heart of our Behaviour Policy; all adults in our Federation have an unconditional positive regard for all our pupils. There is an expectation that all adults have a basic acceptance of, and respect for, all pupils, regardless of what they say or do, which permeates our interactions with them and discussions about them.

All members of our community are welcomed, valued and treated with empathy and respect. We aim to create and maintain an atmosphere and ethos of acceptance, equality, diversity, respect, understanding and kindness throughout our community. All members of our community should be free from bullying, discrimination, and distracting peer behaviour.

As a welcoming community, the safety, wellbeing and education of all pupils is of paramount importance. We ensure that rules are consistently applied across the Federation. Good behaviour is recognised and celebrated. Where behaviour does not meet our expectation, consequences are exercised in line with our Federation Behaviour Policy. Any actions taken in cases of inappropriate behaviour are with the intention of protecting pupils’ wellbeing and academic progress, as well as fulfilling our safeguarding responsibilities.

We instill a calm and orderly environment to enable pupils to learn and flourish.

We recognised that some pupils may need additional support, modified recognition and consequence strategies. We will provide bespoke support to pupils displaying problematic behaviour, before and/or alongside agree whole school systems, taking into account pupils’ home circumstances and any SEND.

Any kind of violence, threatening behaviour or abuse between pupils, or by members of our school community towards our school’s staff, will not be tolerated. If a parent does not conduct themselves properly, we reserve the right to ban them from the school premises and, if the parent continues to cause disturbance, they may be liable to prosecution.

Guidance on the use of physical intervention will be agreed upon by the Executive Headteacher and Local Academy Council and clearly set out within our Federation Behaviour Policy and Physical Restraint and Reasonable Force Policy.

Legislation & Statutory Requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Keeping Pupils Safe in Education \(including DfE Sexual violence and sexual harassment between pupils in schools and colleges\)](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special educational needs and disability \(SEND\) code of practice.](#)
- [Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property](#)
- [DfE guidance explaining that maintained schools must publish their behaviour policy online](#)

This policy operates in conjunction with the following school policies:

- Anti-Bullying Policy
- Social, Emotional and Mental Health (SEMH) Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Child Protection Policy
- Exclusion Policy
- Physical Restraint and Reasonable Force Policy
- Complaints Procedures Policy

Roles and Responsibilities

Local Academy Council

Responsible for:

- Ensuring the Behaviour Policy reflects and upholds the Federation vision.
- Monitoring and implementation of the Behaviour Policy and behaviour related procedures across the Federation.
- Monitoring and implementation of the Behaviour Policy effectiveness in addressing any SEMH-related drivers of inappropriate behaviour.
- Ensuring the Behaviour Policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Handling complaints regarding this policy, as outlined in the Federation's Complaints Procedures Policy.

Executive Headteacher

Responsible for:

- Determining each schools' expectations for behaviour, and consequences for inappropriate behaviour in line with the Federation's vision.
- Establishing and managing the standard of behaviour expected by pupils at each school.
- Ensuring each school environment encourages positive behaviour and to monitor how staff implement this policy to ensure recognitions are fair and consistent and all staff deal effectively with inappropriate behaviour.

- Ensuring the health, safety and welfare of all pupils and staff across the Federation.
- Reporting to the Local Academy Council on the implementation of the Behaviour Policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.
- Managing fixed-term exclusions for serious acts of misbehaviour and responsibility for any permanent exclusions.
- Reviewing the effectiveness of the policy and communicating procedures to staff, parents and pupils.
- Updating and publishing the Behaviour Policy annually.

SENDCO

Responsible for:

- Collaborating with the Local Academy Council, Executive Headteacher, Leadership Team and Pastoral Worker, as part of the Leadership Team, to determine the strategic development of behavioural and SEMH policies and provisions in each school.
- Undertaking day-to-day responsibilities for the successful operation of the behavioural and SEMH policies to support pupils with SEND.
- Supporting subject teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Pastoral Worker

Responsible for:

- Collaborating with the SENDCO, Executive Headteacher and Leadership Team setting appropriate boundaries for pupils who have additional behavioural needs and may exhibit complex barriers to learning.
- Using behaviour management strategies effectively to secure positive outcomes for pupils with additional behavioural / SEMH-related behavioural needs.
- Securing appropriate Thrive support for pupils who are experiencing behaviour difficulties/ SEMH-related behavioural needs
- Collaborating with the SENDCO, Executive Headteacher and Leadership Team to support pupils who are experiencing behaviour difficulties/SEMH-related behavioural needs and liaising with their families.
- Coordinating with the SENDCO and mental health support teams to provide a high standard of care to pupils who have SEMH-related difficulties that affect their behaviour.
- Providing professional guidance to colleagues about SEMH difficulties and the links with behaviour, and working closely with staff, parents and other agencies, including SEMH charities.
- Referring pupils with SEMH-related behavioural difficulties to external services, e.g. specialist pupils and young people's mental health services, to receive additional support where required.
- Overseeing the outcomes of interventions on pupils' behaviour, education and overall wellbeing.
- Liaising with parents of pupils with SEMH-related behavioural difficulties, where appropriate.
- Liaising with other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Liaising with potential future providers of education, such as secondary school teachers, to ensure that pupils and their parents are informed about options and a smooth transition is planned.

Teaching & Learning Team Staff

Responsible for:

- Setting high expectations for every pupil and aiming to teach them the full curriculum, whatever the prior attainment.
- Consistently implementing the Behaviour Policy, procedures and scripts.
- Modelling positive behaviour management alongside Thrive practices.
- Modelling positive relationships and building relationships.

- Using a visible recognition board in every lesson.
- Using and discussing 'zones of regulation' to embed the vocabulary of emotions.
- Being calm and give 'take up time' when going through intervention steps.
- Providing a personalised approach to the specific behavioural needs of all pupils.
- Recording negative incidents on the school ScholarPack/CPOMS systems.
- Liaising with colleagues to support pupils with additional behavioural / SEMH-related behavioural needs.
- Planning and reviewing support for with additional behavioural / SEMH-related behavioural needs in collaboration with parents, the SENDCo and, where appropriate, the pupils themselves.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with additional behavioural / SEMH-related behavioural difficulties will be able to study the full national curriculum.

Other members of staff, volunteers and students

Responsible for:

- Implementing the Behaviour Policy, procedures and scripts consistently.
- Modelling positive behaviour management alongside Thrive practices.
- Liaising with colleagues to support pupils with additional behavioural / SEMH-related behavioural needs.

Pupils

Responsible for:

- Their behaviour both inside school and out in the wider community.
- Following expectations for behaviour at all times.
- Reporting any unacceptable behaviour to a member of staff.

Parents

Are expected to:

- Support their child in adhering to the school's expectations for behaviour.
- Inform the school of any changes in circumstances which may affect their child's behaviour.
- Discuss any behavioural concerns with the class teacher promptly.
- Raise any concerns or complaints with the Executive Headteacher. Should parents feel they have grounds to challenge the implementation of the behaviour policy they should contact the Executive Headteacher. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

The Consequence Scale

At Holy Trinity, we strive to support all members of our community in making positive choices through securing excellent relationships between staff and pupils, alongside the consistent implementation of recognition systems and positive praise. The Consequence Scale illustrates how positive and negative behaviour across the Federation is addressed. Although we aim to focus on positives at all times, there are unfortunately occasions when there are incidents of unacceptable or inappropriate behaviours. To consistently manage unacceptable or inappropriate behaviour, staff must adhere to the Consequence Scale. Each consequence has a clear sanction, alongside a precise way in which it is communicated to the pupil (and parent where applicable). This Consequence Scale demonstrates how behaviour is managed – it is not designed as a system of progressive steps.

Where reasonable adjustments to the consequence scale are deemed necessary due to special educational needs or disabilities, pupils will have an individual behaviour plan. To secure consistency, it is the class teacher's responsibility to clarify and support all adults who are in contact with a pupil who has an individual

behaviour plan. The list of consequence behaviours is non-exhaustive; staff will use professional judgment alongside support from the Senior Leadership Team.

Recognitions

At Holy Trinity, we **recognise** and celebrate positive choices, effort and achievement to embed our vision of horizons of hope, aspiration and joy! Rewarding appropriate behaviour can result in pupils behaving in a certain way in order to receive a reward, rather making a conscious decision to make a positive choice.

We recognise positive choices through targeted praise - a smile, thumbs up, verbal praise, stamps, stickers, visiting parallel class, member of the leadership team, sharing praise with parents and in our weekly Praise Assembly awards. Emails or phone calls home can also be made by staff to recognise outstanding learning or behaviour.

Recognition Board

'This is not intended to shower praise on the individual, it is a collaborative strategy – we are one team focused on one learning behaviour and moving in one direction.' Paul Dix

Each class has a Recognition Board to encourage social or learning behaviours. Pupil's photographs are moved onto the recognition boards when they have exhibited the target behaviour. The aim is always for the whole class to get on the board. Adults or pupils in the class can nominate names for the board and there is emphasis on pupils working together as a team to get everyone's name on the board. A name cannot be removed from the board once it is on. There is a small joyful celebration once the board is full e.g., Whoop, celebration dance – class celebrations are discussed and agreed with each cohort.

Jar of Joy

A jar of joy is prominently displayed, in each class. Each time a pair, group or the class work as a team, to exhibit desired learning behaviour, a jewel is placed in the jar. When the jar is full (no more than twice a half term), the class earns a 15 minute recognition of their choice i.e. extra playtime, additional time in a favourite lesson/activity.

Praise Postcard

The Praise Postcard is a high-level recognition for going over and above. It can be given to/from any member of the school community including a pupil, an adult in the school, staff members or visitors. There is no set amount each week, however it must be sincere to safeguard its value. Postcards are to be written and handed to the Executive Headteacher who will share with the pupil before posting to their home address.

Feel Good Friday!

Praise is held every Friday to celebrate our aspirations and achievements – academic, social or personal. Pupils can receive a number of different awards presented in our Praise Assembly. All parents, carers and governors are invited to join us. Praise recognition may include:

- ✓ **Praise Child** presented by class teachers for special achievement in class.
- ✓ **Lunchtime Awards**- awarded by the lunchtime staff for healthy choices and good manners.
- ✓ **Carpenters Cross** awarded by the Executive Headteacher to a pupil who has demonstrated our core Christian values.
- ✓ **Swimming Certificates** following achievement in swimming lessons (either in school or external).
- ✓ **Sporting Awards or Certificates** presented for achievement in games, gymnastics (either in school or external).

Intervention Steps 'Positive, Professional, Persistent'

'We are positive. We are professional. We always preserve.'

At Holy Trinity, we resist endless discussions around behaviour and direct our energy returning learners to their learning. Where individual behaviours do not meet expectations, a whole school system of consequences is in place to ensure our learning environments remain appropriate for all pupils.

Staff must deal with unacceptable behaviour they observe without delegating – to walk past unacceptable behaviour is to condone it. Adults must not describe the pupil's behaviour to others in front of the pupil. Derogatory language referring to a pupil and their behaviour is not acceptable.

We respond to behaviour that fails to meet expectations by following a series of intervention steps to intervene to avoid an escalation of negative behaviour. We ensure that consequences used for different behaviours are logical and appropriate. Intervention steps are not designed to be escalated through; the intention is to intervene and de-escalate the situation.

Intervention Steps

Step 1. Guide From The Side (Reminder)

Using our behaviour script privately, remind the pupil of our expectations. Repeat reminders if necessary. De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage.

Behaviour script - outline behaviour expectation ending with 'Thank you'. *'I expect you to.... Thank you.'*
'I expect you to work quietly. Thank you.' *'I expect you to walk in silence. Thank you.'* *'I expect you to sit in your seat. Thank you.'*

Step 2. 'Fix It Advice' (Advise)

Privately outline the behaviour that is failing to meet expectations and what needs to be done to fix it.
'Your behaviour is unacceptable because you.... To fix this I am advising you to.... '

Step 3. Lending a Thinking Brain (Talk Through)

Speak to the pupil privately and give a final opportunity to engage through lending a thinking brain intervention script. Use a gentle approach, personal, non-threatening, side on to pupil, at their eye level or lower.

- ✓ **I have noticed that you are** (having trouble getting motivated, wandering around playing with...)
- ✓ **You are not showing our expectation of** (try to link to our collective worship gospel values generosity, compassion, courage, forgiveness, friendship, respect, thankfulness, trust, perseverance, justice, service, hope, peace, koinonia, truthfulness)
- ✓ **You have...**
- ✓ **Because of that you need to...** (refer to action to support behaviour e.g. move to another table, complete learning another time)
- ✓ **Do you remember when you** (refer to previous positive behaviour)
- ✓ **That is who I need to see today**
- ✓ **Thank you for listening.**

Walk away from the learner; allow them time to decide what to do next. If there are comments as you walk away, write them down and follow up later.

The Hub

If a pupil is struggling to regulate their emotions and the previous steps haven't worked, or if a pupil needs 'time out' and this cannot be facilitated in class, they may be referred to The Hub. The Hub is a special place designed to support the learning, emotional well-being and mental health of pupils in our school. It is a calm and quiet area that offers a safe space for pupils who have disengaged from their learning or find themselves in a crisis situation. Trained staff are available to support pupils to reflect on their behaviour and decide on necessary next steps to ensure they are ready to learn. Pupils are able to think in a quiet space about their actions; consider how it has affected themselves and others, and the consequences of those choices. The

Inclusion Team closely monitors visits by pupils to The Hub. Individual targeted support is given to those pupils who are identified as requiring further nurture or support with their learning. Following an incident, before pupils return to class, self-reflection is encouraged using the 'Zones of Regulation' to rebuild and repair learner relationships to ensure that a positive attitude to learning is restored.

Federation of Holy Trinity Church of England Schools Consequence Scale

Positive Consequences	Behaviours	Consequence	Aim of Communication to recognise and celebrate positive behaviour.
	'Learning and flourishing together'	Positive recognition through targeted praise.	Smile, thumbs up, verbal praise, recognition boards, stamps, stickers, visit parallel class, member of the leadership team. Praise assembly awards. Positive behaviour shared with parents.
Intervention Steps	Behaviours	Consequence	Aim of communication to support pupil to modify their behaviour and prevent escalation to negative consequences
	Low level disruption and behaviours.	Guide from the Side Fix It Advice Lend A Thinking Brain	Outline behaviour expectation ending with Thank you. I expect you to.... Thank you 'I expect you to work quietly Thank you.' 'I expect you to walk in silence Thank you.' 'I expect you to sit in your seat Thank you.' Outline the behaviour that is failing to meet expectations and what needs to be done to fix it. 'Your behaviour is unacceptable because you.... To fix this I am advising you to..... have noticed that you are ...
Consequences	Behaviours	Consequence	Communication Aim to prevent escalation
R1	Distracting others from learning. Inappropriate shouting out in class. Not participating in learning without good cause. Not following instructions.	Pupil spoken to. Pupil moved within the classroom. Lend A Thinking Brain Talk through with the Teacher Restorative conversation.	Staff communicates that pupil behaviour needs to improve. This must be delivered in a calm and controlled manner – manage positively to avoid a 'raise in emotional stakes.' 'Talk through with the Teacher' takes place to clarify expectations, explore triggers and support positive choices. TTWT needs to be immediate and with the class teacher. You are not showing our expectation of .. You have...Because of that you need to... Do you remember when you ... That is who I need to see today.. Thank you for listening. Staff communicates when pupil's behaviour has improved ending with 'thank you.'
Consequences	Behaviours	Consequence	Communication Aim to remove pupil to a safe space for reflection
R2	Physical or verbal aggression. Passive use of inappropriate language or gesture. Leaving the classroom / building without permission. Putting selves or others in danger, including throwing objects. Deliberate taunting.	Restorative conversation. Removed out of situation either within class or out of class. The Hub	Move the pupil away from the source as a way to distract or offer time out for a few minutes. Time out of class must always involve adult supervision. Allow pupil space and time to decompress. Teacher or TA to hold and record restorative conversation at earliest opportunity. Reflective, restorative conversation held between pupil and teacher/ appropriate adult. Conversation must be firm, calm and compassionate and reflect agreed Thrive scripts. Behaviour and management logged on CPOMS under R2. Agreed whole school scripted notification emailed to parent via ScholarPack, cc'ed to School Leadership Team.
Consequences	Behaviours	Consequence	Communication Aim behaviour to be managed by Leadership Team
R3	Deliberate or targeted physical or verbal aggression. Threats of violence towards an adult. Aggressive use of inappropriate language or gesture. Verbal or physical aggression against a protected characteristic. Deliberate vandalism. Taking property without permission. Sexual harassment/ inappropriate touching.	Escorted to School Leadership Team Restorative conversation. Headteacher appointment arranged with pupil. Meeting with parent.	Direct communication to School Leadership Team informing of a category of R3. Record on CPOMS as R3 immediately – this must be an accurate factual statement of behaviour with comments recorded verbatim. Behaviour logged on CPOMS under R3. Action logged by SLT. Reflective, restorative conversation held with pupils by a member of School Leadership Team. School Leadership Team phone call to parent with follow up meeting where appropriate. Incident / Behaviour and consequence logged recorded on CPOMS School Leadership Team to add actions.
Suspension	Behaviours	Consequence	Communication
	Aggressive behaviour or violent behaviour against an adult. A serious and/or persistent breaches of the school's behaviour policy. If allowing the child to remain in school would seriously harm the education	Suspension	Pupil removed from school in line with statutory guidance https://www.gov.uk/government/publications/school-exclusion The school has a duty to report all suspensions to the Local Education Authority. This data is used by the Local Authority in line with the General Data Protection Regulation (GDPR). Details can be found on the North Yorkshire website. https://www.northyorks.gov.uk/our-responsibilities-and-commitments-under-gdpr

Restorative Practice

We value Restorative Practice at Holy Trinity because it seeks to restore and build relationships between those affected by inappropriate behaviour and gives those directly involved the opportunity to reflect on what happened and what each person can do to prevent it from happening again. Restorative Practice is an alternative way of thinking about addressing discipline and behavioural issues and offers a consistent framework for responding to these issues. Restorative approaches enable those who have been harmed to convey the impact of the harm to those responsible, and for those responsible to acknowledge this impact and take steps to put it right. Restorative Practice focuses on repairing damage and relationships.

At each point on the scale from R1 up, an adult and the pupils involved, need to hold a restorative conversation. At Red 1 & R2, this should be the teacher and pupils. At R3, this should be with the pupils involved, the teacher (or other adult affected) and member of the School Leadership Team.

Restorative conversations involve each person being asked a set of questions. To achieve consistency and simplicity, the questions are the same throughout the Federation.

- ✓ What happened?
- ✓ What were you thinking and feeling at the time?
- ✓ What have been your thoughts since the incident?
- ✓ Who do you think has been affected by your actions? In what way were they affected?
- ✓ What do you think needs to happen to make things right?

Extreme Behaviours

Some pupils exhibit particular behaviours based on early childhood experiences and family circumstances. As a Federation, we recognise that their behaviour is their way of communicating their emotions. Where possible, we use skilled staff who are trained to build relationships with vulnerable pupils. These pupils may have bespoke Individual Behaviour Plans and/or Positive Handling Plans that detail additional support, strategies and expectations. When dealing with an episode of extreme behaviour, a pupil may need to be restrained if they or another person is unsafe. This will only be used as a last resort and by experienced, trained staff only. The school will record all incidents of R2, R3 and extreme behaviour on CPOMS.

Suspensions will occur following extreme incidents at the discretion of School Leadership Team.

Unacceptable Behaviours

Occasionally, some pupils may behave in an extreme way which is out of character for them. Unacceptable behaviours will be expedited through our Consequence Scale so they can be dealt with more quickly by a member of the School Leadership Team.

This most likely to include, but may not be limited to:

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- Abuse in intimate personal relationships between pupils (sometimes known as 'teenage relationship abuse')
- Physical abuse, such as hitting, kicking, shaking, biting, hair pulling, or otherwise
- Causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- Sexual violence
- Harmful sexualised behaviours
- Racist incident
- Homophobic incident
- Threatening language

Inclusion

The Federation recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Sometimes there may be incidents which are beyond the use of our positive behaviour system. In such cases, there may be variations to the policy. Some pupils may have Individual Behaviour Plans which may include a variation of the whole-school approach. The Federation SENDCo will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. When pupils require a personalised approach they may require an Individual Pupil Risk Assessment (IPRA) – which will be put in place if a pupil's behaviours are such that they could foreseeably result in harm, whether that be to the child themselves or to others, or an Individual Behaviour Plan (IBP) – which will be put together with the pupil and will set out SMART targets, how success will be monitored, rewards and sanctions.

Use of reasonable force

The Federation promotes a pro-active approach to the effective support and management of challenging behaviours. Restrictive Physical Intervention (RPI) is always used as a last resort when all other appropriate strategies and interventions have been used. In line with the Federation's Physical Restraint and Reasonable Force Policy, trained members of staff have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom. Physical restraint will only be used as a last resort and as a method of restraint. Physical restraint will be applied using the minimum amount of force for the minimum amount of time. Physical restraint will be used to maintain the safety and dignity of all concerned. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary.

Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used. After an instance of physical intervention, the pupil will be immediately taken to a safe area and the Executive Headteacher and the pupil's parent will be contacted.

Any violent or threatening behaviour will not be tolerated by the Federation and may result in a fixed-term exclusion in the first instance. It is at the discretion of the Executive Headteacher as to what behaviour constitutes for an exclusion.

When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, the Federation will recognise and consider the vulnerability of these groups.

Schools can use reasonable force to:

- remove disruptive pupils from the classroom where they have refused to follow an instruction to do so.
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit.
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others.
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground.
- restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot use force as a punishment – it is always unlawful to use force as a punishment.

Bullying

Core to our Behaviour Policy, is our continuous work towards being a Federation free of all forms of bullying. At Holy Trinity, we have a zero-tolerance approach to bullying. Bullying is defined as the repetitive intentional

harming of one person or group, where there is an imbalance of power. Bullying is deliberately hurtful, repeated, often over a period of time, and is difficult to defend against. It can happen face to face or online. Bullying can include:

Emotional being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures).

Physical pushing, kicking, hitting, punching or any use of violence.

Racial racist taunts, gestures, graffiti.

Sexual harassment/sexual violence/peer on peer abuse unwanted physical contact or sexually abusive comments.

Homophobic because of, or focusing on the issue of sexuality.

Prejudice-based any form of abuse based on a preconceived opinion which is not based on reason or actual experience.

Discriminatory making or showing an unfair or prejudicial distinction between different categories of people or things, in particular against any of the protected characteristics (Equality Act 2010)

Direct or indirect verbal name-calling, sarcasm, spreading rumours, teasing.

Cyber-bullying the use of ICT by an individual or group in a way that is intended to upset others, such as email & internet chat room misuse/ mobile threats by text messaging or calls. Misuse of associated technology, i.e. camera & video facilities, iPad, games consoles.

Managing sexual violence and sexual harassment between pupils in school

At Holy Trinity, our approach reflects guidance published by the government in September 2021: Managing Sexual Violence and Sexual Harassment in Schools. Addressing inappropriate behaviour can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.

Any report of sexual violence or sexual harassment will be taken seriously. Holy Trinity has a zero-tolerance approach to sexual violence and sexual harassment. It is never acceptable, and it will not be tolerated. When there has been a report of sexual violence, a member of the Senior Leadership Team will be informed, and alongside the Designated Safeguarding Lead (DSL) will make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment will be considered on a case-by-case basis. The risk and needs assessment will consider:

- the victim, especially their protection and support
- whether there may have been other victims
- the alleged perpetrator(s)
- all the other pupils (and, if appropriate, adult students and staff) at the school, especially any actions that are appropriate to protect them from the alleged perpetrator(s), or from future harms.

The immediate response to report

School Leaders will take all reports seriously and will reassure the victim that they will be supported and kept safe.

- All staff will be trained to manage a report.
- Staff will not promise confidentiality as the concern will need to be shared further (for example, with the designated safeguarding lead or social care). Staff will however only share the report with those people who are necessary to progress it.
- A written report will be made as soon after the interview as possible recording the facts as presented by the pupil. These may be used as part of a statutory assessment if the case is escalated later.
- Where the report includes an online element, the school will follow advice on searching, screening and confiscation. The staff will not view or forward messages unless unavoidable and only if another member of staff (preferably the DSL) is present.
- The DSL will be informed as soon as possible in person.

Risk Assessment

When there has been a report of sexual violence, the Designated Safeguarding Lead (DSL) or Deputy Designated Safeguarding (DDSL) will make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis. The risk and needs assessment should consider The victim, especially their protection and support; The alleged perpetrator; All the other pupils (and, if appropriate, adults and staff) at the school, especially any actions that are appropriate to protect them. Risk assessments will be recorded in CPOMS and kept under review. The designated safeguarding lead (or a deputy) will ensure they are engaging with North Yorkshire Child Protection Team for advice and guidance.

Any report of sexual violence is likely to be traumatic for the victim. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. Whilst the school establishes the facts of the case and starts the process of liaising with North Yorkshire Child Protection Team and the police, the alleged perpetrator(s) will be removed from any classes they share with the victim. The school will also carefully consider how best to keep the victim and alleged perpetrator(s) a reasonable distance apart on school premises (including during any before or after school-based activities). These actions are in the best interests of all pupils involved and should not be perceived to be a judgment on the guilt of the alleged perpetrator(s).

Fixed-term Suspensions and Permanent Exclusions

At Holy Trinity, we do not take the decision to suspend any pupil from school readily, however sometimes this decision is necessary. The Federation follows the exclusion guidance issued by the Department of Education [School suspensions and permanent exclusions](#) and North Yorkshire Council Guidance.

Only the Executive Headteacher has the power to suspend a pupil from school. The Executive Headteacher may suspend a pupil for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the Executive Headteacher may exclude a pupil permanently. It is also possible for the Executive Headteacher to convert a fixed term suspension into a permanent exclusion, if the circumstances warrant this. Permanent exclusion will always be a last resort and the school will endeavour to work with the family to complete a managed move to a more suitable setting where possible. In all instances, what is best for the pupil will be at the heart of all decision-making processes.

If the Executive Headteacher suspends a pupil, they will inform the parents or carers immediately, giving reasons for the suspension. The Executive Headteacher will inform parents of their right to appeal against the decision to the Local Authority. The Federation will share with the parents how to make any such appeal. The Executive Headteacher will inform the Trust, Local Authority and the Local Academy Council regarding any permanent exclusion, and about any fixed-term suspensions beyond five days in any one term.

At Holy Trinity, we will always seek alternatives to suspension and have a range of strategies to explore to support pupils and their families. We aim to reduce the number of suspensions by adopting the following approaches:

- Giving the pupil a voice and involving the pupil in understanding the effects of their actions and making amends.
- Internal Referral Process – a referral form is completed by the class teacher, with consent from parents which begins a system of plan, do, assess, and review for the pupil and enables support from the school Pastoral Support Worker, SENDCo or School Leadership Team.
- Individual Behaviour Plans to ensure consistent support for the pupil and to re-establish boundaries and routines.
- Internal exclusion – for a specified period of time where learning is set by the class teacher and completed away from the class environment in the leadership office.
- An alternative timetable – linked to the Individual Behaviour Plan.

- Support from Early Help or SEN Hub.

Parents

What are the reporting procedures for incidents of concern?




Incident	Who to approach to manage the incident	Consequences
Low Level e.g. name-calling, first time offences	Class Teacher	Talk Through with the Teacher CPOMS Behaviour Log
Serious incidents e.g. bullying, physical or verbal aggression towards pupils or staff, harassment	Senior Leadership Team Executive Headteacher Deputy Headteacher	Headteacher Appointment Parent Communication Restorative Practice
Incidents of child – child abuse, or sexual harassment/ violence	Senior Leadership Team who will seek and follow guidance from North Yorkshire Safeguarding Team	An Executive Headteacher Appointment Parent Communication Social Care Referral Outside Agency Involvement
<p>The school has a zero-tolerance approach towards all forms of prejudice which stand in the way of fulfilling legal duties for all aspects of equality, including:</p> <ul style="list-style-type: none"> · prejudices around disability and special educational needs · prejudices around perceived racism and xenophobia, including those that are directed towards religious groups and communities, for example anti-semitism and Islamophobia, and those that are directed against Travellers, refugees and people seeking asylum · prejudices reflecting sexism and homophobia. <p>We take seriously our obligation to report regularly to the Local Authority about the numbers, types and seriousness of prejudice-related incidents at our school and how they were dealt with in line with existing and future legal requirements.</p>	Local Authority log Local Authority Hate Crime	An Executive Headteacher Appointment Parent Communication Safer Schools Officer Involvement Outside Agency Involvement

Monitoring and Evaluation

A copy of our Behaviour Policy is available to parents on request. The effectiveness of this policy is monitored by the Local Academy Council and the Senior Leadership Team. Incidents are logged along with actions on CPOMS / ScholarPack. The School Leadership Team reports behaviour data to the Local Academy termly.

Appendix

Holy Trinity Expectations of Behaviour

We strive to establish consistency across school and have high expectations of ourselves as a team and our pupils.	
Key Strategies	<p>Silent Signal Adult raises hand. Pupils are immediately silent and raise their hands.</p>  <p>Magnet Eyes Adults say 'Magnet Eyes.' Pupils stop what they are doing and look at adult.</p>  <p>WOW Walking! Pupils walk in straight line, in silence.</p> 
Before school & start of the day	<ul style="list-style-type: none"> Members of the Senior Leadership Team and teachers on the rota will be on the playground from 8:45am each morning. Unless pupils are in Year 5/6 and have walked to school alone, pupils must be supervised. Pupils must not play ball games before school. At 8:50 (Infants), 8:55am (Juniors), pupils should line up ready for their teacher to take them into school. WOW WALKING! We walk to class quietly and calmly in single file.
Moving around school	<ul style="list-style-type: none"> WOW WALKING! We move around the building quietly and calmly. We walk with our hands by our sides. We walk with our class in single file and line order (as decided by the class teacher). We hold the door open for others. We walk 'proud not loud' around school.
Collective Worship	<ul style="list-style-type: none"> WOW WALKING! We enter assembly in silence. We wait sitting in silence.

	<ul style="list-style-type: none"> We only talk during the assembly if we are asked to by an adult. When our class is asked to leave, we stand up and wait to be led out of the hall in silence. We leave assembly in silence, reflecting.
In Class	<ul style="list-style-type: none"> RECOGNITION BOARDS MAGNET EYES – pupils to look at the adult speaking SILENT SIGNAL – raised hand instant silence
Toilets	<ul style="list-style-type: none"> Where possible, we visit the toilets during break times. We are aware of other learners, so we ask quietly if we need to go during learning time, this should not be during the teacher input. We respect privacy, so only one person is in each toilet. We lock the door. We flush the toilet after every use. We wash and dry our hands after every visit to the toilet. We leave the area clean and tidy. We report anything of concern to an adult.
Playground	<p>Pupils:</p> <ul style="list-style-type: none"> We walk to the playground quietly and calmly. We have fun and help others to have fun. When the silent signal is given, we stand still. When an adult signals, we walk to our line. We line up in our lining up order, one behind the other. We are quiet when we line up. WOW WALKING! We walk to class quietly and calmly in single file. When we enter the building, we are very quiet. If we need to speak to our teacher, we wait until there is an opportunity in the classroom. <p>Staff:</p> <ul style="list-style-type: none"> When on duty, engage and interact with the pupils. Monitor behaviour scanning the playground for anything that may need attention. Encourage pupils and help them to sort out any problems on the playground. Scan the playground for any pupils who are alone. Class teachers should take and collect pupils from the playground – where possible the teacher should be at the beginning of the line and teaching assistant at the end of the line.
Dining Hall	<p>Pupils</p> <ul style="list-style-type: none"> We wash our hands and use sanitiser in class before we go into the hall. We walk into the dinner hall calmly and quietly – best WOW walking! Once seated we do not leave our seats until given permission to do so by an adult. School meal pupils line up quietly and calmly when asked by an adult. Packed lunch pupils can start to eat once seated. We scrape and clean out our plates. Rewards are given for positive behaviour at lunchtime. We talk with those pupils sitting close to us – we do not raise our voices. When asked to leave the dining hall, we line up and show WOW walking. <p>Staff</p> <ul style="list-style-type: none"> To support the children, maintain high expectations of behaviour. To calmly model positive behaviour strategies WOW Walking; Silent Signal; Magnet eyes.
Cloakroom	<p>Pupils:</p> <ul style="list-style-type: none"> We put our coats and bags on our pegs. If we notice that anything is on the floor, we pick it up. <p>Staff:</p> <ul style="list-style-type: none"> Check the cloakroom after transitions to ensure that there are no obstructions on the corridor and all belongings are neatly and safely away. Supervise pupils when they are in the cloakroom.
Fire Drill	<p>Pupils:</p> <ul style="list-style-type: none"> We will leave the building quietly and calmly under adult instruction. We will walk silently to the line on the playground. We will line up in a single file facing away from the building. We will remain silent. We answer the register clearly. <p>Staff:</p> <ul style="list-style-type: none"> Will lead the pupils out of the nearest fire exit onto the playground. If safe they will walk in single file with their class to the correct location. The class will be lined up in a single file facing away from the building. The class will line up in silence. The register will be taken.
End of the school day	<p>Pupils:</p> <ul style="list-style-type: none"> We will ensure our classroom is tidy.

	<ul style="list-style-type: none"> • We will check we have all our belongings, home learning, letters and book bag. • We will say good bye to each other and our teacher. • We will stand behind our tucked in chairs. • We will leave the classroom quietly and calmly. • We will maintain this behaviour while on the school site. • We will walk with our bikes and scooters while we are on the school site. • If we have brought a mobile phone to school, this will be handed to us as we leave the classroom and must remain turned off until we are off the school premises. <p>Staff:</p> <ul style="list-style-type: none"> • Will be present out on the playground every day (except PPA afternoons) to meet and chat to parents. • Will pass on key information to parents about learning and behaviour. • Any confidential conversations will be held discreetly. • SLT will be on the playground at the end of the day.
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