

Holy Trinity Pewley Down

A federation of

Holy Trinity Church of England Junior School and Pewley Down Infant School, Guildford

Behaviour Policy

1. Introduction

At HTPD, we believe that positive pupil behaviour can be achieved if all pupils are valued individually and are given opportunities to take responsibility for their actions and for the running of their school life. As a Church of England School, our approach to behaviour management is underpinned by the Christian principles of respect, self-control and forgiveness, with an emphasis on our two school values:

- Everyone treasured and loved as a unique child of God
- Imagining the journey in another's footsteps: nurturing understanding, respecting all

We believe that everyone should be treated in a clear, consistent and fair manner, and that everyone is responsible for their own behaviour, free to make positive choices about their actions. By ensuring encouragement and praise for positive behaviour, we believe that most instances of negative behaviour are minimised, thereby reducing the need for sanctions. Children are given a clear framework for the standards required of them, together with the consequences of choosing to behave inappropriately.

Some children, particularly those affected by negative circumstances, may find it more difficult to meet our expectations for behaviour. For these circumstances, we adopt an individualised, compassionate, and trauma-informed approach. It is recognised that children with social, emotional and mental health needs (SEMH), including those who have experienced adverse childhood experiences (ACEs), may need support to express their emotions appropriately, whilst also prioritising the need for supporting the wellbeing and safety of all other members of the school community. We are an attachment-aware school which means we focus on building positive relationships between children and staff, and children with their peers. We recognise that understanding our emotions and those of the children is a key aspect of understanding and managing behaviour. We adopt a relational approach that is inclusive for all and beneficial for the whole school community as well as for the wider society in which our children will grow up. We highly value and prioritise parent-partnership and communication.

This code of behaviour management is intended to be understood and applied by all members of the HTPD community, including staff, pupils, parents / carers, governors, visitors and partner agencies working within the school – all of whom can promote and support good behaviour.

2. Aims

This policy aims to:

- Enable children to thrive by being able to learn in a safe, caring and well-disciplined environment, providing a consistent and whole-school approach to behaviour management where there is mutual respect between one another

- Emphasise that responding to the SEMH needs of children is a whole-school responsibility, recognising that behaviour is a form of communication, often expressing an emotional need (whether conscious or sub-conscious) and providing a framework to respond accordingly
- To help children acquire a sense of worth, identity, behaviour attitudes and actions that will equip them for a successful adult life
- To make children aware that their behaviour affects the happiness of others, defining what we consider to be unacceptable behaviour, including bullying
- To help children to consider the impact that their behaviour/actions can have upon themselves and others, outlining how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions, in line with individual class charters which will show progression and continuity across the school

3. Legislation, statutory requirements and linked policies

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

- [Behaviour and discipline in schools](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- 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 should publish their behaviour policy online

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

Details of our school's approach to preventing and addressing bullying are set out elsewhere in our anti-bullying policy ([link](#)).

Details regarding physical restraint are set out in our positive touch policy ([link](#)).

4. Factors relating to good behaviour

Good behaviour is most likely when staff:

- Implement a clear and consistent positive approach to classroom management which is contributed to and understood by all pupils (class charter)
- treat children as unique individuals, treasuring each one's personality, character and circumstances
- greet children positively at the start of each day (starting each day afresh) and finish the day well
- are well prepared and provide appropriate work for pupils of varying abilities
- take an interest in children's own activities and value children's work
- understand and articulate what is expected of the children both inside and outside the classroom, having a plan for dealing with low level disruption

- extend and motivate children with challenging tasks
- deal with problems promptly
- listen to and value all points of view
- remain calm and assertive, but not aggressive
- follow incidents through using agreed procedures
- use a consistent system of rewards and sanctions
- publicly acknowledge and promote good behaviour / attitudes (e.g. praising politeness / respect)
- provide a good personal example - sympathy, humour, self-control etc.
- are visible about the buildings and grounds
- are aware of individual needs/circumstances and respond accordingly with compassion

Good behaviour is most likely when pupils:

- are aware of and follow the class charter
- are taught to have empathy and respect for others
- are aware of classroom organisation, routines and expectations
- are aware of and understand the reasons for the system of rewards and sanctions
- see good behaviour / attitudes being demonstrated around them
- are involved in the development of their school through the voice of school council

Good behaviour is most likely when parents:

- are aware of the expectations for good behaviour and for the sanctions that are imposed when these expectations are not met
- are informed and consulted about more serious problems
- work together with the school

Good behaviour is most likely when the school environment:

- has differentiated play areas for active or quiet play (with children made aware of these different areas)
- is tidy and ordered and well respected by all (including the outdoor spaces, corridors, cloakrooms as well as classrooms)
- is well supervised with pro-active, stimulating and relational approaches to children's play
- involves changing risks being dynamically assessed
- includes quality displays to interest children
- is discussed and improved by school council working with their peers

5. Roles and responsibilities

5.1 The full governing body (FGB)

The "Every Child Matters" Committee of the FGB is responsible for reviewing and approving the behaviour policy and monitoring the policy's effectiveness, holding the headteacher to account for its implementation.

5.2 The headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the governors. The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents
- Not humiliating or publicly shaming a child. Decisions about sanctions should be considered, fair and reasonable and should not be made on impulse.
- Maintaining their own regulation, keeping in control and not shouting.

The senior leadership team will support staff in responding to behaviour incidents.

5.4 Pupils

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

5.5 Parents / carers

Parents / carers are expected to:

- Support their child in adhering to this policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

6. Rewards and Sanctions

Rewards

The following may be used to reward children

- Positive, constructive comments – can be written or verbal
- Stars, stickers, house points etc. (although “Golden Time”, where children are “rewarded” by the removal of teacher-led learning, should not be used)
- Displaying pupils’ work, endeavouring to ensure that all children’s work is displayed regularly, keeping a tally to make certain that no child is missed out.
- Special responsibilities / privileges
- For exceptional effort or high achievement a child can receive a headteacher’s award (these should be awarded carefully, for specific pieces of work or for putting the school’s values into action. Every child should receive at least one during each academic year).
- Letting parents know about sustained good performance / effort through a comment in the home reading record book, homework diary, phone call, email or letter and at Parent Consultation evenings
- Encourage positive behaviour by sharing examples and discussing solutions in class Circle times/Thoughtful times

Sanctions and strategies for inappropriate behaviour

- Time out – the child is given quiet time on their own in an agreed area to allow time to cool off/calm down to avoid escalating incidents and before discussion about the inappropriate behaviour
- A verbal reprimand
- The child can be sent to another class/year group teacher or SLT
- Expecting work to be completed at home, or at break or lunchtime
- Insist that while adults / peers are talking to the class there is an expectation of silence from everyone else in the room
- Have space within class where a child can continue to work but alone (single table)
- Have a detailed discussion of motives for poor behaviour with the child using a restorative approach
- Use social stories, ELSA resources and books, scripted conversations and emotion coaching when necessary
- Children may be asked to complete a behaviour diary/ log together with their class teacher
- It is not acceptable for a child to swear aggressively or show physical aggression to an adult; this should be reported to a member of SLT.
- If there are any prejudice-related incidents, these should also be reported to SLT.
- Sanctions should not be imposed on the whole class when only a few children have made poor choices
- Teachers should phone parents if there is a noticeable decline in a child’s behaviour
- Teachers will keep a record of when parents have been called, whether for good or bad behaviour
- Teachers will keep a log of conversations with parents
- Teachers will ask children to tell their parents of their good or poor behaviour

7. Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

8. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

9. Serious breaches of discipline

When there are incidences of much more serious poor behaviour e.g. bullying, physical aggression, violence or swearing, unauthorised absence from school, or refusal to cooperate, the child / children should be sent to the headteacher or member of SLT immediately. Make sure that it is clear why the child has been sent, either by writing a note, or communicating verbally. If more appropriate, a member of staff or another child can be asked to summon a member of SLT.

In such cases it is the policy of the school to ask parents to attend a meeting in order to work together with the school to find an acceptable solution.

Pupils who are on the SEND register for BESD and display frequent difficulties with behaviour will have an Individual Behaviour Plan that is agreed with staff and parents.

In-house suspension for up to a week may be used. This consists of a child working in school away from his/her peers.

10. Exclusion

Exclusion (either fixed-term or permanent) will only be used as a last resort or in extreme cases of misconduct or physical violence. Staff will always work bearing in mind the values of the school. Permanent exclusion will occur only when all other avenues have been exhausted, and when the head teacher, in consultation with senior colleagues and members of the discipline committee, feels

that there is no other alternative. In all cases of exclusion, the exclusion policy and a clear code of practice will be followed.

11. Review

The Governing Body of HTPD first adopted this policy in 2010. It will be reviewed biennially by the Governing Body and will be revised as often as may be required.

Previous review dates: April 2020

Date of last review: February 2022

Date for next review: April 2024

Signed: Clare Brunet

Headteacher

Mark Sharman

Governor of Holy Trinity Junior Pewley Down Down School –
ECM Committee Chair