



## Holy Trinity C of E Primary Academy

### Vision Statement

At Holy Trinity CE Primary Academy, inspired by and rooted in Christian values and teaching, we nurture children to become aspirational, courageous, compassionate, and joyful young people.

The values of our school: Courage, Joy, Aspiration and Compassion

<b>POLICY DOCUMENT</b>	<b>School behaviour policy (including force and restraint policy)</b>
<b>Status</b>	Statutory
<b>Legislation</b>	<a href="#">Independent School Standards Regulations (Schedule 1 part 3 paragraph 9)</a> .
<b>Lead Member of Staff</b>	Headteacher
<b>Lead Governor (Monitoring)</b>	Chair of Governing Body
<b>Publication/Revision Date</b>	04.02.2020
<b>Governor Committee</b>	Policy & Curriculum
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<b>Review Frequency</b>	Headteacher has determined every two years
<b>Date of next review</b>	October 2022
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<b>Chair of Governing Body signature</b>	
<b>Supporting documents/ related policies</b>	

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## **1. Aims and expectations**

- 1.1. It is a primary aim of Holy Trinity CE Primary Academy that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on the Christian values, mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.
- 1.2. The school has a set of rules of behaviour which are aimed at promoting caring behaviour, honesty and good relationships, so that people can work together in a supportive atmosphere with the common purpose of helping everyone to learn, to be creative, to grow emotionally and physically, and to be happy.
- 1.3. The school expects every member of Holy Trinity CE Primary Academy to behave in a considerate way towards others.
- 1.4. We treat all children fairly and apply this behaviour policy in a consistent way.
- 1.5. This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school and wider community.
- 1.6. The school rewards good behaviour as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.
- 1.7. Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).
- 1.8. The power also applies to all paid staff (unless the headteacher says otherwise) with responsibility for pupils, such as teaching assistants.
- 1.9. Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits. Teachers can also discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of school.

## **2. Rewards and punishments**

- 2.1. We praise, reward, and recognise children for good behaviour in a variety of ways:
  - teachers and other staff praise and reward children.
  - teachers run award schemes of their own choosing.
  - special certificates/stickers can be awarded.
  - sharing assemblies are held and show examples of children's achievements.
- 2.2. The school acknowledges the efforts and achievements of children, both in and out of school by applauding achievements in assemblies.
- 2.3. Holy Trinity CE Primary Academy employs several sanctions to reinforce the rules of behaviour, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation. We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task or finish it during their own time as homework or through break time. If a child is disruptive in class, the teacher reprimands him/her, and expects that behaviour to stop.
- 2.4. If a child continues to misbehave, we may isolate the child from the rest of the class until he/she calms down and is able to work sensibly again with others. In some cases, the teacher may wish to involve the leader of learning or headteacher.

- 2.5. Holy Trinity CE Primary Academy has adopted a “graduated response to challenging behaviour” format which comes into play if a child regularly displays challenging behaviour.
- 2.6. The safety of the children is paramount in all situations. If a child’s behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.
- 2.7. If a child threatens, hurts or bullies another pupil, the class teacher records the incident, and the child is punished. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child’s parents and seeks an appointment to discuss the situation, with a view to improving the behaviour of the child.
- 2.8. The class teacher discusses the school rules with each class. In addition to the school rules, which are reviewed by staff and the School Council, each class also has its own classroom code, which is agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during ‘circle time’.
- 2.9. Holy Trinity CE Primary Academy does not tolerate bullying of any kind. This includes understanding the importance of online respect and what constitutes cyberbullying, how to avoid it, the impact it has and how to access help. If we discover that an act of bullying (including cyber bullying) or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.
- 2.10. All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfEE Circular 10/98, relating to section [550A of the Education Act 1996](#): *The Use of Force to Control or Restrain Pupils*.
- 2.11. Staff do not hit, push, or slap children and will only intervene physically to restrain children to prevent injury to others or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

### **3. The role of the class teacher**

- 3.1. It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.
- 3.2. The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.
- 3.3. The class teacher treats each child fairly and enforces the classroom code consistently. The teacher treats all children in their class with respect and understanding.
- 3.4. If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the headteacher.
- 3.5. The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education social worker or LEA behaviour support service.
- 3.6. The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

- 3.7. The 'general power to discipline' enables staff members to confiscate, retain or dispose of a pupil's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items. At Holy Trinity CE Primary Academy, confiscated items will be handed back to the parents or children as appropriate at the end of the day or as soon as is as reasonably practicable. We do not destroy items unless they are prohibited, i.e. tobacco. Certain items such as knives may be handed to the police. The governing body reserves the right to levy a charge for repair or replacement of any item damaged wilfully.

#### **4. Playground behaviour**

- 4.1. There is a list of rules for how children should behave in the playground, this is displayed, and the children are reminded of these rules as appropriate. Children are expected to respect and respond to Mealtime supervisors in the same way as they do to a teacher or teaching assistant on duty and vice versa.
- 4.2. Incidents in the school playground are dealt with in the same manner as within the classroom. These are reported in the first instance to the class teacher through the senior MDSA or direct to the headteacher for serious misdemeanours.

#### **5. The role of the headteacher**

- 5.1. It is the responsibility of the headteacher, under the [School Standards and Framework Act 1998](#), to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the headteacher to ensure the health, safety, and welfare of all children in the school.
- 5.2. The headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.
- 5.3. The headteacher keeps records of all reported serious incidents of misbehaviour.
- 5.4. In the unusual event and if the need arises, the headteacher can give fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child. Both these actions are taken only after the school governors have been notified.
- 5.5. The headteacher may authorise the search of children's belongings without consent. It is unlikely that staff at Holy Trinity CE Primary Academy would need to do so but the law allows them to do so in the case of prohibited items, such as: knives, alcohol, tobacco, fireworks, etc. (Two members of staff should be present in this circumstance).

#### **6. The role of parents / carers**

- 6.1. Holy Trinity CE Primary Academy works collaboratively with parents, so children receive consistent messages about how to behave at home and at school. We explain the school rules in the induction pack provided to all parents of new children, and we expect parents to read these and support them.
- 6.2. We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.
- 6.3. If Holy Trinity CE Primary Academy must use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher and/or the headteacher. If the concern remains, they should follow the complaints procedure.

- 6.4. It is acknowledged that there are periods between the school day finishing and children leaving the school site with parents / carers. During these periods, staff may be committed elsewhere and are unlikely to be monitoring the behaviour of children. Where it would be reasonably expected, parents should be responsible for their child's behaviour, wellbeing, and safety. Effort should be made to leave the site promptly.

## **7. The role of governors**

- 7.1. The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the headteacher in carrying out these guidelines.
- 7.2. The headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the headteacher about disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.

## **8. Fixed term and permanent exclusions**

- 8.1. Only the headteacher has the power to exclude a pupil from school. The headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The headteacher may also exclude a pupil permanently. It is also possible for the headteacher to convert fixed-term exclusions into permanent exclusions if the circumstances warrant this.
- 8.2. If the headteacher excludes a pupil, she informs the parents immediately, giving reasons for the exclusion. At the same time, the headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The academy informs the parents how to make any such appeal.
- 8.3. The headteacher informs the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.
- 8.4. As the headteacher alone has the power to exclude, the governing body may not increase the severity of any exclusion, e.g., by extending its period or imposing a permanent exclusion in place of fixed-term exclusion. Neither may they impose a lesser sanction. They may only either uphold the decision or order re-instatement, either immediately or by a particular date.
- 8.5. The governing body will co-opt a discipline committee made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.
- 8.6. When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents (who may request the presence of a local authority officer), and consider whether the pupil should be reinstated.
- 8.7. If the governors' appeals panel decides that a pupil should be reinstated, the headteacher must comply with this ruling.

## **9. Force and Restraint**

- 9.1. Holy Trinity CE Primary Academy is committed to maintaining the safety of children and staff. Situations involving decisions about whether to use force can occur in our Academy. This section of the policy seeks to establish clear guidelines on the use of force by staff and acts as an important part in minimising risks associated with choosing to use or not use force.
- 9.2. This provision applies whether the child is at the academy or on an organised activity, for example an educational or offsite visit. However, the section does not cover all situations in which it might be reasonable to use a degree of force. For example, everyone has the right to defend themselves against attack provided they do not use a disproportionate degree of force to do so. Similarly, in an emergency, for example if a student was at immediate risk of injury or on the point of inflicting harm on someone else, it may be justified, appropriate and reasonable for a member of staff to intervene.
- 9.3. Physical restraint is the positive application of force with the intention of protecting the child from harming him/herself or others or seriously damaging property.
- 9.4. Before physical restraint is applied all strategies of behaviour modification and diffusion should be attempted
- 9.5. Force and restraint should be applied as an act of care and control with the intention of re-establishing verbal control as soon as possible and, at the same time, allowing the pupil to regain self-control. Only minimum, necessary and proportionate force should be applied. If restraint does have to be used on a child it will be viewed by the academy as serious and all necessary steps will be taken to try to prevent the situation happening again. If force and restraint has been applied, Parents or carers will always be informed.
- 9.6. There are some situations in which the need for physical restraint is immediate and where there are no equally effective alternatives (eg is a child is about to run across a road). However, in many circumstances there are alternatives e.g. using assertiveness skills such as:
  - the broken record in which an instruction is repeated until the child complies
  - use of a distracter, such as a loud whistle, to interrupt the behaviour (such as a fight) long enough for other methods of verbal control to be effective
  - withdrawal of attention (audience) e.g. if an action such as damage to property is threatened
  - other techniques designed to defuse the situation, such as the avoidance of confrontation, or use of humour (in these cases the incident can be dealt with later when emotions are no longer running high)
- 9.7. Physical restraint often occurs in response to highly charged emotional situations and there is a clear need for debriefing after the incident, both for the staff involved and the pupil. A member of the leadership team should be informed of any incident as soon as possible and will take responsibility for planning a debriefing once the situation has stabilised.
- 9.8. An appropriate member of the teaching staff should always be involved in debriefing the pupil involved and any other child connected to the incident should be offered support, and their parents / carers informed. If the behaviour is part of an on-going pattern it may be necessary to address the situation through the development of a behavioural support plan, which may include an anger management programme, or other strategies agreed by the SENCO.
- 9.9. All incidents should be reported to a member of the Senior Leadership team and headteacher and recorded as soon as possible. All sections of this report should be completed so that in the event of any future complaint a full record is available. A member of the leadership team will contact parents as soon as possible after an incident, normally on the same day, to inform them of the actions that were taken and why, and to provide them with an opportunity to discuss it. It is also helpful to consider the circumstances precipitating the incident to explore ways in which future incidents can be avoided.

9.10. All incidents will be recorded as soon as possible after the event using the academy’s incident sheet (Appendix 1)

9.11. If it is felt by the academy that restraint of a child might be necessary in the future, this will be discussed with the parent/carer beforehand. A strategy will be discussed, agreed and recorded.

## 10. Monitoring

10.1. The headteacher monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

10.2. The school keeps a variety of records of incidents of misbehaviour. The class teacher records minor classroom incidents. The headteacher records those incidents where a child is sent to her on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give written details of any incident in the incidents book that we keep in the office.

10.3. The headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

10.4. It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

## 11. Review

11.1. The governing body, through the policy and curriculum sub-committee reviews this policy every two years. They governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

## 12. Other related Policies

12.1. The following policies should be referred to as linked to this policy;

- Equalities Policy
- Safeguarding and child protection
- Online Safety

### Document History

Date	Description
04/02/2020	Policy reviewed by Policy and Curriculum sub-committee. Minor amendments made to the policy in order to improve flow and remove repetition. Merger of the force and restraint policy into the school behaviour policy at section 9.
1/11/21	Online Safety Policy with KCSiE 2021 recommendations



## Appendix One: Incident Log Sheet