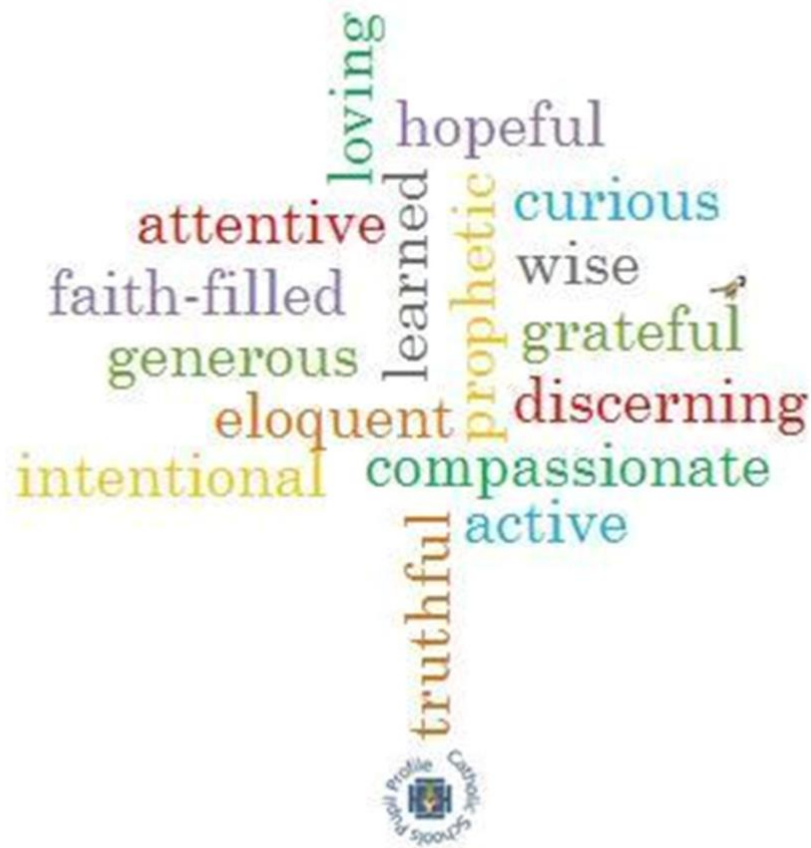


Holy Trinity Catholic Primary School



Positive Behaviour Policy

September 2026

Introduction

This Positive Behaviour Policy has been produced by the school community working together and it reflects the Christian values promoted in the school's mission statement. The policy sets out the expectations of behaviour at Holy Trinity Catholic School. The Governors, staff and pupils seek to maintain an environment which encourages and reinforces good behaviour and positive attitudes. It also explains the consequences should misdemeanours arise. This policy should be read in conjunction with the following policies:

- Anti-bullying policy
- Special Educational Needs Policy
- Equal Opportunities policy
- Attendance Policy
- Safeguarding and Child protection policy
- Child on Child Abuse Policy

At Holy Trinity Catholic Primary School, we are committed to enabling all children to access education successfully. This is an "inclusive" process; part of this commitment is concerned with establishing a high standard of behaviour throughout the school. The way in which pupils and adults behave has a profound effect on all the work that is undertaken. Therefore, a well thought out approach to this aspect contributes directly to both the social and learning aspects of our school. To achieve this, we follow our 'School Mission Statement'.

“Working together through the love of God”

To support this mission, we have **3 main behavioural expectations** that can be applied to every situation. They are purposely simple to ensure all stakeholders (pupils, parents/carers, governors and staff) can remember our three simple expectations and apply them consistently. Our expectations require pupils to be **Ready, Respectful and Safe**.

By following these, we hope to create and maintain an atmosphere where children can develop a moral awareness and are sensitive to the needs of others; one in which they will show respect and consideration for other people and property.

We aim to praise and reward positive attitudes to behaviour and work and to maintain fairness and consistency, whilst encouraging self-discipline.

We recognise that high standards are best promoted when everyone (staff, parents and children) have a shared understanding of what is acceptable and unacceptable behaviour. By promoting positive behaviour, we can build individual and collective esteem and encourage good personal relationships.

Class code of conduct: at the beginning of every academic year, each class collectively creates a class code of conduct which all children and staff agree to adhere to.

Implementation

All children have the right to an education which offers them the best opportunities to work hard, be happy and make good progress. We recognise that all children have the right to feel safe and secure and that staff are here to create the appropriate environment and opportunities for this to happen.

It is recognised that the quality of learning experiences in the classroom will have an impact on behaviour. High expectations from staff delivering a curriculum matched to children's varying needs, will help to motivate pupils promoting self-esteem and confidence, leading to order and self-discipline.

It is also recognised that external influences on children must be taken into account and related to the expectations of the school. The development of good relationships with parents will assist in the encouragement of support and understanding.

Finally, it is important to reward those who behave well. Most children respond well to praise and there is something worthy of praise in all children. However, it is important that children accept responsibility for their own actions.

*In all disciplinary actions, it is essential that the child understands that it is the
behaviour that is unacceptable,
not the child as a person.*

Our School Aims

- To create a Catholic Ethos, where all members are 'Following Jesus' ways'.
- To ensure equality in the safety and well-being of all children, staff, volunteers and visitors.
- To direct children from inappropriate behaviour to appropriate behaviour.
- To develop self-control in children and help them to take responsibility to be accountable for their actions.
- To develop the children's understanding that all actions/choice have consequences.
- To encourage children to develop and demonstrate positive abilities and attitudes.
- To protect the environment and resources.
- To encourage caring interaction between all members of the school community.
- To develop positive role models.
- To develop an understanding for the need of rules
- To contribute to high self-esteem for everyone at Holy Trinity.

At Holy Trinity Catholic Primary School, discipline is recognised to be a collective responsibility between parents, staff, Governing Body, children and other agencies involved with school. It is vital that the behaviour policy is clear, that it is well understood by staff, parents and pupils and that it is consistently applied.

Role of the Pupil

When working with a new group or class, time is given to establishing a clear set of class rules together. We discuss the need for rules with the children and listen to their suggestions. Once agreed, a key list of rules are then displayed within the class, which will make for a happy environment.

At this age, children are learning to socialize and develop their own opinions.

Occasionally, despite all efforts, conflicts may arise. This is different to bullying. Please refer to the Anti-Bullying Policy for clarification.

Pupils are expected to:

- ☐ Follow the school and classroom rules and sign the Home School Agreement
- ☐ Accept responsibility and the consequences of their actions
- ☐ Listen to and respond appropriately to what adults and other children say.
- ☐ To move in an orderly manner around school
- ☐ To show respect for people and property

- ☐ To demonstrate appropriate levels of concentration and self-discipline
- ☐ To co-operate with and respond to the school code of conduct
- ☐ To be polite, considerate and caring

The desired outcome is that children will be motivated and enthusiastic, taking pride in themselves and our school.

Role of Staff

Adults in the school (Staff/parents, Governors, volunteers and visitors) have an important responsibility to model high standards of behaviour. Teachers have the statutory right to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 91 of the Education and Inspectors Act 2006)

The power also applies to all paid staff (unless otherwise stated by the Head Teacher) with responsibilities for pupils, such as teaching assistants.

Adults in the school are expected to:

- ☐ To follow and apply the Positive Behaviour Policy & Anti-Bullying Policy
- ☐ Create a calm, purposeful and positive atmosphere with realistic expectations
- ☐ Provide a caring and effective learning environment for all pupils
- ☐ Encourage pupils, whatever their ability, to achieve their full potential
- ☐ Encourage positive relationships based on mutual respect
- ☐ Provide a personalized approach to the specific behavioural needs of particular pupils, liaising with the School SENCO and outside agencies as appropriate
- ☐ To inform the parents/carers of both positive and negative behaviour being shown at school
- ☐ To record incidents of negative behaviour on our electronic system, CPOMS.

The Head Teacher fully supports the staffs' authority to discipline and where necessary, confiscate items.

It is the responsibility of all adults to implement the school Positive Behaviour Policy **consistently** throughout the school.

Role of Parents

Parents are expected to:

- Ensure their child has suitable clothing
- Ensure their child has had a suitable breakfast
- Ensure their child is prepared fully for school, including equipment needed for learning
- Support their child in understanding and adhering to the school rules and expectations of good behaviour
- Be aware of the Positive Behaviour Policy & Anti-Bullying Policy
- Sign the Home School Agreement
- Inform the class teacher of any changes in circumstances which may affect their child's behaviour
- Ensure regular attendance and punctuality is maintained
- Encourage their children to show respect and support the schools' authority to discipline children.

Role of Governing Body

The Governors of the school support the Head Teacher and staff. They have a duty under S175 Education Act 2002 that requires them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

- Promoting the Christian ethos of Holy Trinity as a Roman Catholic School, where all are equally valued as members of the school community
- Creating an effective partnership between pupils, parents, staff and the wider community
- Maintaining a caring, safe and nurturing environment where pupils can flourish
- Develop a positive reputation in the community
- Ensuring that the school community is safeguarded
- To deal with allegations against teachers and school staff quickly, fairly and consistently in a way that protects the pupil and at the same time supports the person subject to the allegation.

Role of Head Teacher

It is the role of the Head Teacher, under the School Standards and Framework Act 1998, to implement the School Positive 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 Head Teacher to ensure health, safety and welfare of all the children in the school.

The Head Teacher supports the staff by implementing the policy, by setting the standards of behaviour and by supporting the staff in the implementation of the policy.

The Head Teacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of poor behaviour, the Head Teacher may permanently exclude a child.

The Head Teacher must publicise the school Positive Behaviour Policy, in writing, to staff, parents and pupils at least once a year.

Promoting Positive Behaviour

INTERVENTION STRATEGIES TO SUPPORT POSITIVE BEHAVIOUR AND LEARNING

Examples of some behaviour management strategies are:

- Non-verbal messages
The Look, moving closer to the child who is not behaving appropriately, visual prompts such as finger to lips, frowning.
- Tactical or planned ignoring
The teacher decides temporarily not to notice specific behaviour from a specific child. This is part of a planned method of dealing with that child's behaviour and the class will all be aware that the behaviour will be discussed with the child later, at an appropriate time.
- Simple direction
Clear statement of required behaviour. The use of 'thank you' rather than 'please' is a subtle way of showing that you expect children to do as asked.
- Question and feedback
Asking a prompt question to show that you have noticed inappropriate behaviour. 'What's happening here girls?' This can be sufficient to alert the children to the fact that you have noticed and will stop the behaviour.
- Choices and consequences
Enabling a child to take responsibility for his/her own actions. The adult then moves away to give the child thinking or 'take-up time' before using the consequence if they continue to behave inappropriately.
- Exit procedures
On rare occasions, when none of the strategies the teacher or other adult has used has been effective, it may be necessary for the child to be asked to work outside the classroom or be sent with a Teaching Assistant to the classroom of a member of the Leadership Team to work. If a child is removed from class, the follow-up meeting where his/her re-entry is discussed is vitally important.

We aim to reward positive rather than emphasise negative attitudes to behaviour and work. It is important to keep this philosophy in perspective. For many children this approach will work, sanctions should be needed only for a minority of children.

It is essential that the main focus for rewards and sanctions should be within the classroom, extending to Senior Management where necessary. They should be applied in a fair and consistent manner with appropriate parental involvement.

These can be given to individual children, small groups, classes, year groups or key stages as appropriate by:

- Classroom Assistants, all support staff and volunteers
- Class teachers
- Key Stage Coordinators
- Deputy Head Teacher
- Head Teacher
- Midday Supervisors

Children of all abilities who try hard and do their best deserve praise, recognition and encouragement. Not only work should be praised, but also those showing the Gospel Values, such as: acts of kindness, thoughtfulness, friendliness and helpfulness. Special outside achievements will be acknowledged in the classroom setting and those receiving awards in the Celebration Assembly will be announced in the weekly Newsletter.

Rewards can include the following:

- Written praise e.g. a positive comment on work
- Verbal praise e.g. to the child, parent, another adult in school
- Peer group praise e.g. a clap, name read out in class assembly
- Head Teacher award when reaching 'Infinity' / a certain number of Dojos
- Placing value on achievements e.g. work shown to another class
- Name in the newsletter
- Celebration Assembly – Awarded a Maths, Literacy or Gospel Value Award
- Special responsibilities e.g. being a monitor/house captain
- Weekly award of House points
- Being awarded a 'Dojo'

House System

The House Point system operates consistently throughout the School as follows:

- Classes are divided into 4 houses - mixed ability and behaviour.
- Weekly House points will be displayed in classes
- Children may mark up their own individual points, under supervision. The teachers or Year 6 monitors will total up the points on a weekly basis.
- At the end of each week all house points will be totalled. The name of the winning House will be read out in the Celebration Assembly.
- At the end of each term, the winning house will be presented with the house cup.

Dojo System

This is an online praise system, where children can receive a 'dojo' for positive behaviour and good work. These are displayed on the classroom Pro-wise boards and all notifications are sent directly to parents/carers to inform them of the positive behaviour. Negative 'dojos' may also be given for not following the classroom rules.

Sanctions

Teachers and all paid employees (and unpaid at the discretion of the Head Teacher), have the statutory authority to discipline pupils whose behaviour is unacceptable; who break school rules or who fail to follow reasonable instruction. A punishment/sanction must be reasonable. In determining whether a punishment is reasonable. *Section 90 and 91 of the Education and Inspection Act 2006* says the penalty must be proportionate in the circumstances and that account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.

Behaviour within school has been categorised into 4 Levels of Seriousness:

Level 1	Level 2	Level 3
Teasing Pushing in Interrupting Attention seeking Spoiling others' games Avoiding work Being noisy Name calling Running through building Play fighting Not following rules Uncooperativeness Climbing on walls/trees	Arguing consistently Repeated hindering of other children Coercion Rudeness to others Lying Hitting/kicking Fighting Refusal to follow instructions Use of swear words Throwing objects	Spitting Vandalism Vicious kicking Repeated fighting Stealing Physical abuse to adults Child on Child abuse Repeated verbal abuse Extortion Running out of school Bullying Biting Graffiti Intentional damage to property

Step 1 (Level 1 Incidents)

When misbehaviour is identified, an adult will discuss it with the children concerned and an appropriate solution will be agreed. Examples may consist of, but are not limited to the following:

- Discussion about the behaviour that was demonstrated and the consequences of these actions
- Measures put in place to prevent re-occurrences, normally restorative practice in order to help the child understand the consequences of their actions and the impact on others
- Apologies made to those affected
- Breaktime may be forgone
- Negative 'Dojo' given, where appropriate.
- Record of behaviour logged on out electronic recording programme (CPOMS)
- Key Stage leader to be alerted
- Parents to be notified

Teachers to be notified of any incidents that have occurred during breaktime or lunchtime and to decide on any further action.

Step 2 (Any repeating incidents from Level 1/Level 2)

If any of these behaviours are repeated or a worrying pattern develops, parents will be notified immediately. A restorative practice session led by a member of staff must be completed for all Level 2 incidents and recorded on CPOMS. The Head Teacher must also be notified of this. Sanctions or consequences may include but are not limited to:

- Discussion with a senior leader such as Key Stage Leader
- Apologies to those affected, including written apologies where appropriate
- Break or lunchtimes forgone, possibly for an agreed period of time
- Negative 'Dojo's given, where appropriate

The School follows the KiVa programme for antibullying and the 'indicated actions' process should be followed if the repeated actions classify as bullying.

Pupils showing this behaviour may be monitored over a period of time and then reviewed.

Pupils may be required to pay for any damages caused.

Step 3

Should serious misbehaviours occur, or lower level behaviours continue, a behaviour plan will be written. The Head Teacher and other appropriate adults within the school will support and monitor the behaviour. Guidance may be sought from other agencies and the SENCO may provide additional help to the child. A meeting will be held with all relevant adults and further support put in place. Counselling may be used to help the child to understand the behaviour that was displayed and how to prevent it in the future. Exclusions may be considered.

All incidents must be recorded clearly and accurately by the adult. Incidents to include fact only and not interpretations or personal opinion. Wherever possible, another professional adult should verify the account made. All files are kept secure on our electronic recording system (CPOMS).

Step 4 – Severe Cases

Continued poor behaviour will result in the involvement of the Head Teacher and where possible an Oxfordshire Exclusion and Reintegration Officer. Continued disruptive behaviour where the child does not respond to the strategies put in place may result in a fixed term exclusion of up to 3 days. The Head Teacher will arrange a re-integration interview with the parents of the child during or following the exclusion. If a child has had several fixed term exclusions, a pastoral support programme will be put in place, for a duration of up to 16 weeks. Extreme or persistent poor behaviour may result in permanent exclusion.

Multi-Agency Meetings

Where children reach a level of fixed-term exclusion it is likely they could be categorised as having challenging behaviour or a conduct disorder. This would be categorised as a Social Emotional or Mental Health Need (SEMH). At this point or before, it would be appropriate to have a multi-professional meeting, including the parents to discuss a Pastoral Support Plan (PSP). At this meeting, plans will be made to minimise possible permanent exclusion.

Children with challenging behaviour may have issues at home, a medical condition, or another learning or special educational need. They may find it difficult to be praised, struggle to link consequences with actions, feel 'cornered' and react in an extreme way. Friendships and relationships are crucial for these children. Some of the options for supporting a child with challenging behaviour include:

- Temporary part-time timetables
- Parents accompanying children into school
- Support from a Teaching Assistant

- Adapting the curriculum
- Individually adapted rewards
- Mentoring
- Providing responsibilities

Dealing with children with challenging behaviour is always a balance between the needs of inclusion of the individual and the entitlement and welfare of others. It is crucial that we maintain a climate of support and understanding for the child and the members of staff involved with them.

Employed Staff Powers to Discipline Pupils *(Behaviour and Discipline in Schools*

– January 2016)

- Staff can discipline pupils at any time that the pupil is in school or offsite, e.g. visits and residential trips
- Staff can also discipline pupils when a pupil's misbehaviour occurs off school premises.
- Staff can confiscate pupil's property
- Staff can impose an agreed sanction
- Staff can impose a detention

Extreme Behaviour

Following Government and LA guidance, Education and Inspections Act 2006, staff will execute emergency restraint as a last resort to pupils who are:

- At risk of hurting themselves
- At risk of injuring other pupils
- At risk of injuring adults
- At risk of damaging school property

Any incidents of restraint or search must be logged and reported to the child's parents. Incidents of restraint must also be reported to the local authority. Children will be left to calm down **unless** they are at risk to themselves or others.

Reasonable Force

The term 'reasonable force' covers a broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.

Force is usually used whether to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances, such as:

- breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- **'Reasonable in the circumstances'** means using no more force than is required.

As mentioned above, schools generally use force to control pupils and restrain them.

- **Control** means passive physical contact, such as standing between pupils or blocking a pupil's path or active physical contact, such as leading a pupil by the arm out of a classroom.
- **Restraint** means to hold back physically or to bring pupils under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- **School staff** should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.
- Where pupils are reluctant to come into school and refusing to leave their parent/carer, a positive handling plan will be put in place.

Who can use Reasonable Force?

All members of staff have a legal power to use reasonable force. This power applies to any member of staff at the school. It can also apply to people who the Head Teacher has temporarily put in charge of the pupils, such as unpaid volunteers or parents accompanying students on an organised school visit.

The Head Teacher should consider whether members of staff require any additional training to enable them to carry out their responsibilities and should consider the needs of the pupils when doing so.

