



**HOLY TRINITY**  
**Church of England Academy**  
*Brockley Avenue, South Shields, Tyne and Wear NE34 0TS*

# **Behaviour and Discipline Policy**

## Contents

1. Rationale .....	2
2. Aims of the Academy: .....	2
3. Policy Aims.....	3
4. Objectives .....	4
5. Principles in Promoting Good Behaviour .....	4
6. Strategies for Good Behaviour .....	5
7. Classroom Management .....	6
8. Management out of the Classroom .....	6
9. Tasks.....	6
10. Instructions/Expectations .....	7
11. Strategies for recording and reporting .....	7
12. Power to use reasonable force .....	7
13. Academy Rules .....	9
14. Playground Rules.....	9
15. Appendix 1 .....	10

---

### 1. Rationale

Holy Trinity Church of England Academy school seeks to build a strong educational foundation in accordance with Christian principles and values, in partnership with the Church at local, Deanery and Diocesan levels, developing a Christ-centred community where each person can fulfil the potential God has given them.

It seeks to encourage understanding of the meaning and significance of faith, and to promote Christian values through the experience it offers, while respecting the diversity of background and values within our school and wider communities.

### 2. Aims of the Academy:

1. To provide a welcoming, caring and supportive environment in which Christian values are central to the life of the Academy;
2. Striving for excellence in teaching, learning and all aspects of Academy life;
3. To provide a rich and varied experience of learning which is
  - 3.1. *enjoyable*;
  - 3.2. *rewarding*;
  - 3.3. *builds confidence*;
  - 3.4. *helps develop good working habits*;

- 3.5. *incorporates opportunities to reflect;*
  - 3.6. *fosters attitudes based on honesty, trust, tolerance, understanding and respect for others that develop from a sense of self-worth;*
  - 3.7. *develops lively, enquiring minds with the ability to question, investigate, and solve problems;*
  - 3.8. *begins to form the personal values that will help children make sense of the world in which they live and form positive relationships;*
4. To help children grow in their own faith, and through that, to come to respect and understand other faiths and other ways of life;
  5. To help children to form the values that will help them make moral decisions and choices throughout their lives;
  6. To nurture and develop those skills and attitudes necessary for children to be able to take responsibility for their own learning and behaviour;
  7. To nurture links with parents/carers, the Church and the local community.

Working in partnership with parents, the Academy endeavours to provide a well ordered, caring learning environment where pupils can build on their experiences to develop intellectually, to become self reliant and to co-operate with others.

“The behaviour of the pupils is influenced by almost every aspect of the way in which an Academy is organised and how it relates to the community it serves. It is a combination of these factors which give a school its character and identity.” – Elton Report.

In order to have a well-ordered, caring environment in which all children can learn to their true potential we must strive for good behaviour, as bad behaviour disrupts good teaching and learning.

### **3. Policy Aims**

- To contribute to the social, emotional and moral development of our pupils as members of our Academy community and in preparation for their role as valued responsible members of a wider society.
- To maintain an Academy ethos which reflects and develops the positive moral and social values of society.
- To maintain a safe, orderly and positive environment in which both adults and children may flourish.
- To encourage a sense of collective responsibility amongst staff and a sense of commitment to the whole school amongst pupils and their parents.

- To contribute to the development of each individual's self esteem and self discipline.
- To develop a sense of belonging and pride in the Academy
- To promote good behaviour through a whole school approach.
- To actively seek the co-operation of parents in the implementation of this policy.
- To aim to reduce bad behaviour by positively acknowledging good behaviour and creating an orderly and purposeful, safe and caring environment.
- To be consistent when applying consequences or giving rewards.
- To recognise the importance of Personal and Social Education as a means of promoting the values of respect, self-discipline and social responsibility.

#### **4. Objectives**

- To provide clear guidance to parents, staff and pupils regarding standards of behaviour expected.
- To provide staff with behaviour management strategies which are fair, consistent and manageable and the responsibility of all staff in the Academy.
- To recognise and reward positive models of behaviour.
- To share difficulties and successes with parents.

#### **5. Principles in Promoting Good Behaviour**

##### **Children**

There should be opportunities for all children to take responsibility for their actions and for their behaviour. Every opportunity should be given for older children to set good examples to younger children. There is a need for the Academy to recognise the importance of both the academic and non-academic achievements of each child.

##### **Parents**

We need to promote a welcoming atmosphere and environment, which encourages parents to become involved in school life. We need to make parents aware of the behaviour policy. An important part of the behaviour policy is that parents should be told about their child's achievements as well as any behaviour problems. This can be achieved through teacher / parent contact, letters or by certificates which go home.

##### **Staff**

All staff, teaching or non-teaching, are able to improve the standards of behaviour of our children by promoting an atmosphere of consistency, fairness and positivism. To increase children's esteem and a sense of ownership, we need to create an attractive environment with children's work well displayed. Children need to be treated with respect and feel valued. Within the class, lessons should be well organised, resources accessible and the environment should reflect high standards of class management; this will help to secure good standards of behaviour.

All staff will have the support of the school management when they are facing difficulties with behaviour.

### **Governors**

The Governors can make positive contributions to developing and monitoring the Academy's behaviour policy. They also have specific responsibilities in relation to exclusions.

The Head Teacher has a duty to keep the Governing Body in touch with all developments concerning this policy.

## **6. Strategies for Good Behaviour**

Holy Trinity Church of England Academy follows the Assertive Discipline Method of behaviour management. See Assertive Discipline by Lee Cantor (1989). The programme does not stand alone. It must be complemented by appropriate classroom management, teaching styles and positive role modelling by staff.

- As a result of assertive discipline training the Academy rules were developed and agreed. There are three sets of rules, Academy rules, class rules and playground rules.
- The children's good behaviour is rewarded in a number of ways.
  - Stickers
  - House Points
  - Raffle tickets
  - Praise Notes
  - Phone Calls Home
  - Letter from the Head teacher
  - Pupil of the Week
- If the children do not follow the Academy rules there are a set of consequences. Each child is given a reminder of the rules before being issued with a consequence.

The consequences vary in severity.

### 1. Warning

---

2. Missed play time
  3. Time out of class
  4. Telephone call to parents with child present
  5. Teacher meeting with parents
  6. Head teacher – **meeting with parents**
  7. **Severe Behaviour** – sent immediately to Head teacher
- Seven consequences result in a letter being sent home. Three of these letters being sent home in one academic year will result in an exclusion from school.
  - We have a house point system, which is meant to reward children positively for achievements reached. The system recognises the child's accumulation of house points leading to the presentation of personal awards as well as contributing to the house total. These points are recorded using Class Dojo. The classes' dojo points will always be accessible for children and teacher within their classroom. Where possible the child will put on the dojo points themselves to give them a greater sense of achievement. Individual dojo points will be monitored as well as class dojo points and a prize will be awarded for the class who achieve the most dojo points.
  - Behaviour, consequences, Dojo points etc will be monitored every Friday by Mr Barron who has a role in promoting good behaviour across the school. He will speak with class teachers and children about who has been working well, who has had consequences etc and set targets for the week.

## 7. Classroom Management

The layout of teaching areas should be such that children are able to move safely and without disturbing others within the confines of the space available. Routines such as entering and leaving the area, selecting and tidying equipment etc. should be well established. Routines should provide children with opportunities to take responsibility for equipment, resources, themselves and others.

## 8. Management out of the Classroom

Staff should be aware of potentially "high risk" situations such as large numbers of children retrieving coats, moving around the school or queuing where behaviour may become a problem. These situations should be controlled by restricting numbers or supervising.

## 9. Tasks

Tasks should be matched to the needs and interests of the children. Appropriate work where children are motivated and will achieve success develops enthusiasm and positive attitudes. Work that is dull, too easy or too hard will result in children becoming more likely to go "off task" leading to inappropriate behaviour. Some work should take the

form of a shared task which gives a pair or small group of children the opportunity to work together collaboratively.

## **10. Instructions/Expectations**

Staff should be very specific about what they expect children to do. Instructions or directions should be stated clearly and positive repetition and reinforcement should be used, i.e. “Well done John, you were the first person to stop work and look at me.” Expectations can also be positively reinforced and children praised i.e. “I like the way John and Susan have chosen to share the computer,” or “thank you Shaun and Jane for choosing to help your friends by hanging up the coats which have fallen on the cloakroom floor.”

**Good Behaviour is the combined responsibility of all staff, teaching and non-teaching, who should maintain good behaviour throughout the Academy.**

## **11. Strategies for recording and reporting**

- Each teacher has a behaviour-tracking sheet on which to record incidents of inappropriate behaviour. These consequences will be displayed either via a booklet (1,2 and 3) or on a wall display (year 4,5 and 6)
- If the consequences do not produce a change in behaviour then a Behaviour and Pastoral Plan will be drawn up involving child, parents and the Academy. Outside agencies may also become involved at this point. Parents will be involved throughout the process until the completion of the plan. The Governing body will be kept informed of the progress or lack of progress, as this may lead to a fixed term exclusion.
- If a serious incident occurs then senior staff will take a witness statement from the child involved, the staff and any other pupil involved in the incident. This will trigger the completion of a Positive Handling Plan and a Risk Assessment Individual Pupil Plan.
- Negative behaviour and discussions with parents will be documented using CPOMs and will be available for all senior staff to access at any time. All staff have a responsibility to add incidents to the school CPOMs system.

## **12. Power to use reasonable force**

The legal provisions on school discipline also provide members of staff with the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

**At Holy Trinity Church of England Academy, all teaching and non teaching staff have the power to use reasonable force but only in exceptional circumstances, ie**

**where the pupil is at risk from self harm, where the pupil is at risk to another pupil or adult.**

**Any incident which involves any member of staff using reasonable force MUST be reported to the Headteacher.**

**Where pupils present an increased risk of staff having to use reasonable force, they will be subject to a defined plan with appropriate staff training undertaken to identify a suitable method of restraint.**

Separate advice is available in 'Use of Reasonable Force – advice for school leaders, staff and governing bodies'. See Associated Resources section below for a link to this document.

This is **non-statutory** advice and is intended to provide clarification on the use of force to help school staff feel more confident about using this power if the school policy dictates it is necessary.

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

### **What is Reasonable Force?**

Force is usually used either 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 to themselves or others and damaging property. Reasonable in the circumstances means using minimum force.

### **When can reasonable force be used?**

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual and be in line with school policy and reasonableness (including children with disabilities and SEN). This policy on the use of reasonable force acknowledges the legal duty to make reasonable adjustments for children with disabilities and children with SEN.

### **Staff Training**

- Staff need to be trained in order to manage the use of reasonable force and carry out their responsibilities under the school policy and procedure, where a high risk is identified for a particular pupil.

### **What legislation does this guide relate to?**

- Education Act 1996
- School Standards and Framework Act 1998
- Education Act 2002
- Education and Inspections Act 2006
- Education Act 2011



- Children Act 1989 – revised 2004

A list of associated resources can be found as Appendix A.

### **13. Academy Rules**

- Be polite and well mannered to everyone.
- Do as you are asked by an adult.
- Look after each other and our Academy - No put downs, no teasing and no bad language.
- Walk sensibly around school.
- Keep hands, feet and other objects to yourself.

### **14. Playground Rules**

- Do as you are asked by an adult.
- Keep hands, feet and other objects to yourself.
- Line up quietly and sensibly as soon as the bell rings.
- Look after school equipment.

## 15. Appendix 1

### Associated resources

Link to advice on Home School Agreements

<http://www.education.gov.uk/schools/pupilsupport/parents/involvement/hsa>

Link to behaviour checklist

<http://www.education.gov.uk/schools/pupilsupport/behaviour/a00199342/getting-the-simple-things-right-charlie-taylors-behaviour-checklists>

Link to Use of Reasonable Force – advice for head teachers, staff and governing bodies

<http://www.education.gov.uk/schools/pupilsupport/behaviour/behaviourpolicies/f0077153/use-of-reasonable-force-advice-for-school-leaders-staff-and-governing-bodies>

Link to Screening, Searching and Confiscation – advice for head teachers, staff and governing bodies

<http://www.education.gov.uk/schools/pupilsupport/behaviour/behaviourpolicies/f0076897/screening-searching-and-confiscation>

Link to Exclusions Guidance

<http://www.education.gov.uk/schools/pupilsupport/behaviour/exclusion/a0076478/exclusion-guidance>

Link to Safeguarding

<http://www.education.gov.uk/aboutdfe/advice/f0076882/ensuring-good-behaviour-in-schools/allegations-of-abuse-against-staff>

Link to SEN Code of Practice

<http://www.education.gov.uk/childrenandyoungpeople/sen/sen/guidance/a0013160/the-sen-code-of-practice>

Link to Guidance on the Use of Restrictive Physical Interventions for Pupils with Severe Behavioural Difficulties (2003)

<http://www.education.gov.uk/childrenandyoungpeople/sen/sen/types/cneeds/a0013105/guidance-on-the-use-of-restrictive-physical-interventions>

### Legislative links

Education and Inspections Act 2006

<http://www.legislation.gov.uk/ukpga/2006/40/contents>

School Standards and Framework Act 1998

<http://www.legislation.gov.uk/ukpga/1998/31/contents>

Education Act 2002

<http://www.legislation.gov.uk/ukpga/2002/32/contents>