

**Holy Trinity Roman Catholic Academy Boundary Road Newark  
NG24 4AU**



**BEHAVIOUR MANAGEMENT  
POLICY  
2023-25**

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**POLICIES & PROCEDURES  
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# Holy Trinity Catholic Voluntary Academy

## Mission Statement



**“In every child there is a space only God can fill”**

*St Thomas Aquinas*

At our school we continually strive to develop the full potential of the school community in an environment permeated by the Catholic Faith and promoting Gospel values.

At the heart of our mission is the family, school and parish, each supporting and working in mutual co-operation for the benefit of the children.

We are seeking to enrich the lives entrusted to our care through a broad and balanced curriculum designed to meet the needs of each pupil.

The school provides opportunities for young children to develop spiritually, morally, intellectually, physically and emotionally, and share their qualities, abilities and ambitions thus fulfilling individual potential.

As a worshipping community we respect all people and create a loving, caring atmosphere which overflows into an ethos of warmth and welcome towards parents, parish and the local community

## Our Philosophy

We aim to create an environment, based on the principles of Christian love and dignity, where each child in our care feels safe and secure. We want each child to develop responsibility for themselves and those around them. The learning of personal skills of self-motivation and self-control are an integral part of the learning process and must be nurtured, encouraged and taught. Each child will be allowed to grow and mature in a loving, caring way, following Jesus' example of love, reconciliation and forgiveness.

Children are likely to behave well within the school environment when:

- Clear expectations and procedures exist
- The curriculum is broad and balanced and inclusive
- Work is matched carefully to the ability of each child
- Time is found to recognise the contribution of each child
- Children are involved in the decision making process
- Positive role models are demonstrated through staff and volunteers present in the school

Through established codes of behaviour, that children help to develop, they will develop a sense of self discipline, whereby they can be trusted and value themselves, whilst valuing and respecting both people and property around them.

We see discipline in the following terms:

- Underpinned by a strong positive relationship between staff and children
- Promoting an inclusive, compassionate and understanding environment underpinned by the School Mission Statement, 'In every child there is a space that only God can fill,' where all children feel safe, secure and valued and whose self-esteem is nurtured and supported
- The use of positive language, ready to reward positive behaviour, and seeking opportunities to do so; including valuing, recognising and rewarding children's efforts and achievements
- The setting clear boundaries of behaviour and high expectations
- An understanding and training of staff in 'Attachment and Trauma', (See Appendix 4) that behaviours can be seen as communication; and that this may be particularly relevant to:
  - children who are in the Care of the Local Authority ('Looked After Children')
  - those who have been subject to a Child Protection Plan;
  - those who may have had a referral to the school ELSA (Emotional Literacy Support Assistant) or CAMHS (Children and Adolescent Mental Health Service);
  - those who have experienced bereavement
  - those who have Social, Emotional and Mental Health Needs
- Using Emotions Coaching training (Appendix 1) to support any children who have particular behavioural, emotional or social needs; and the differentiation of our rules to support individuals displaying such needs

- The use of reconciliation and forgiveness to support children moving forward following any negative choices
- The use of our School Virtues of Respect, Reconciliation, Resilience, Care, Compassion and Courage and the Holy Trinity Way (Appendix 3) to support children in making good choices or making amends following instances of poor behaviour.

This policy should be read in conjunction with the following policies:

- Safeguarding Children Policy
- Anti-Bullying Policy
- Positive Handling Policy
- DSL Search and Confiscation Policy
- Suspension and Exclusion Policy
- SEND Policy
- KCSIE
- DfE Behaviour in Schools guidance

### **Our response to all children**

We praise children who behave positively within our community and encourage them to take an active role in developing classroom rules of behaviour which will be agreed and embraced by all. Children are taught that consequences will be applied consistently if boundaries are broken. Such consequences will be apt and fair - if children see logic behind their treatment they will respond appropriately. We use positive terms when talking to children about rule breaking and believe that PSHE (personal health and social education) has a beneficial effect on behaviour. As such, our PSHE curriculum tackles a range of issues from racism, to bullying, British Values, Protected Characteristics etc (Refer to the PSHE Curriculum for further detail.)

We listen to the views and concerns of the children in our care, both in the classroom and through our school council and ensure that they understand that they have a choice - to follow the rules and reap the benefits, or misbehave and accept the consequences.

In supporting positive behaviour within our community we use the following rules, rewards and consequences:

### **Our School Rules**

Our overarching school rules include the following, and are underpinned by the Holy Trinity Way (Appendix 3) and our School Virtues of Respect, Reconciliation, Resilience, Care, Compassion and Courage:

- Be kind and considerate and look after each other
- Always be polite and respectful to all staff and visitors
- Always do your best in all you do
- Respect other people's property

- Walk in school
- Care for the school environment keeping it clean and tidy
- Mobile phones and game consoles/tablets are not allowed in school
- Eating chewing gum is not allowed
- We do not need to use bad language at anytime
- Tell a member of staff if you feel you are being bullied
- Do not let other people be bullied
- No prejudice related incidents are allowed

Please refer to the school's Anti-Bullying Policy for further information regarding this aspect, available on the school website.

Each class teacher and his/her pupils will devise a set of agreed classroom rules which will include health and safety issues.

### **Our Playground rules**

There are at least two members of staff on playground duty during the morning break. One member of staff will be on the playground and the other either in the sports area or on the field depending on the time of year and prevailing weather.

Children are not allowed off the premises at any time. Children are not allowed into the building unless they have permission from an adult.

At playtime a bell will be rung to signal 5 minutes to go. The horn is then blown at the end of play and all children walk calmly into school. Staff will be in their classrooms to receive the children

It is important for staff on duty to send in a child to ring the bell to signify the end of playtime 5 minutes before the actual end of break to allow staff time to get to their classes.

### **Our Rewards**

Children will always be given praise and encouragement for their positive behaviour, an act of kindness or for the effort applied to their work.

A child may be rewarded for positive behaviour with a 'house point', written praise, certificates or stickers. In the EYFS, the children move up a rocket or rainbow to earn rewards. A visit to the head teacher for rewarding work or behaviour will enhance our philosophy.

Our Celebrations Assembly recognises those pupils who have gone the extra mile. Head Teacher awards are presented and each class chooses a 'Star of the week' and a child to receive the school's 'Mission Award' – someone who has lived out our School Mission Statement or School Virtues during the week, all of whom are celebrated. In this assembly also, the winning House team are announced and classes who have had good attendance. A termly house team and attendance prize is also awarded.

The whole class can also be awarded for positive behaviour. A member of staff may reward stars or something similar for positive class behaviour. These items may be put into a jar or chart, and once full the class will be given a negotiated reward.

Respect Ranger tokens are awarded to recognise and encourage the importance of being respectful to everyone; and as a means of preventing any gender disrespect or any form of prejudice. Midday Supervisors award these on a daily basis along with any other staff member. At the end of the week, the class with the most Respect Ranger tokens receives a visit from the Respect Ranger puppet and Respect Ranger Pupil Ambassadors.

### **Our Consequences**

- Verbal Warning
- Name on the board – warning that they may lose 5 minutes playtime if they continue
- Tick placed next to their name to show 5 minutes playtime lost, second tick for 10 minutes, third tick for a full break time
- Verbal reprimand
- Time Out Time – time to reflect on how they might have behaved another time and reflect on their choices. Time to consider ways of reconciliation, apology etc. This might take place on the playground or outside the Head Teacher's Office

In the EYFS, children displaying inappropriate behaviour have 'time out' on a chair or cushion for a length of time appropriate to their age or developmental stage.

Other consequences may also include the loss of prized responsibilities, regular check in and reporting in with key staff or in more serious cases internal isolation or removal from the classroom for an agreed period of time depending on the nature of the incident, suspension or exclusion as detailed below. Removals from the classroom will only take place in response to serious incidents, or when all other previous consequences have been exhausted or when this is listed as part of a child's Behaviour Regulation Plan. When removals from the classroom or internal isolations have taken place, parents should be informed. An Internal Isolation may be used as an alternative to avoid a Suspension in the first instance.

### **More serious behaviour and bullying/prejudice related incidents; including Internal Isolation**

Incidents of bullying and prejudice related incidents will be dealt with under the Anti-Bullying Policy, available on the School Website or hard copy upon request. A prejudice related incident is one which is perceived to be prejudice-related by the victim or any other person.

Behaviour that is considered to be severe e.g. physical attack of another pupil, member of staff or environment, will result in immediate referral to the SLT, and parents/carers will be informed. Such severe behaviour may also result in internal isolation away from the class or in extreme circumstances, suspension or exclusion – see below for further detail.

Children who display constant significantly poor behaviour will have a Behaviour Regulation Plan implemented which will be written in liaison with parents and external agencies. It may be appropriate in liaison and agreement with parents/carers to issue a temporary reduced timetable to support the child in experiencing positive behaviour choices at school.

Should this be the case, the reduced timetable will be reviewed on a half termly basis at least with the view to increase the time to aim to be back to a full time timetable as soon as possible.

Pupils who have a Behaviour Regulation Plan implemented will likely be referred to SBAP, the local authority's School Behaviour and Attendance Partnership for further support and advice.

### **Sexual Violence and Sexual Harassment**

At Holy Trinity Catholic Academy, there is a zero-tolerance approach to any form of abuse, and any form of gender disrespect and any sexual violence and sexual harassment will never be passed off as "banter", "just having a laugh", "part of growing up" or "boys being boys" as this can lead to a culture of unacceptable behaviours and an unsafe environment for children. Any such incidents are treated very seriously and will be thoroughly investigated. It is likely that parental involvement and support will be sought. Support will be given to the victim. What form of support this takes will depend on the nature of the incident that has taken place. This may involve pastoral support, Doodle Time or ELSA support as needed. Consequences for any perpetrators will also be based on the nature of the incident and level of concern, and will involve removal from the location of the victim either through loss of playtime or lunchtime and in more serious circumstances may also involve Internal Isolation or Suspension. Please refer to the school's Safeguarding Policy.

### **Behaviour as Communication and Restorative Support**

As we believe that negative behaviour can be a form of communication, we offer a variety of additional support strategies to promote positive self esteem and in turn positive behaviour. For pupils who display regular incidents of poor behaviour, restorative approaches in line with the School Virtues and Holy Trinity Way will be deployed to support pupils improved behaviours.

This includes: Doodle Time Art Therapy, Forest School sessions and Forest School Interventions, ELSA support time (Emotional Literacy Support Assistant), Peer Mentors, Play Leaders, Playground Buddies, Pastoral Support Teaching Assistants, support from the School's Mental Health Lead and two Mental Health First Aiders.

For further detail, please refer to our School's Mental Health Offer. (Appendix 2)

### **Our extra lunchtime provision**

School lunchtime is staffed by a team of midday supervisors who are allocated to each classroom. Staff give close supervision to the use of the playground equipment and the Sports Area. All midday supervisors carry First Aid and are trained accordingly. The Scrap Shed, Playground Buddies, Peer Mentoring, Playground Leaders and the School's ELSA are also strategies used during lunchtime and playtime to support the children. The School's Sports Apprentice provides physical activity at lunchtime daily to help support and promote both fitness and positive behaviour choices.



## **Lunchtime Consequences for negative choices**

Midday staff will use the following strategies:

- Emotions Coaching
- Listening to all view points
- A full understanding of what has happened
- A verbal warning
- Then if continued, time out on the wall or walking with the midday supervisor for a given amount of time, age appropriate

Midday staff will be informed of the procedures of recording and dealing with any prejudice related incidents at lunchtime.

Any more serious persistent negative behaviour will result in the child reporting to the Deputy Head or Head Teacher.

If parents/carers are informed of the incident, this should be recorded on CPOMS.

If a child is consistently disruptive or disobedient, the class teacher will invite the child's parents/ carers to come into school to discuss his/her behaviour to help resolve the situation or behaviour.

## **Behaviour Out of School Premises**

When negative behaviour takes place outside of school, the consequences outlined in this policy may also apply. This may be the case in the event of the following:

- when taking part in any school-organised or school-related activity;
- when travelling to or from school;
- when wearing school uniform;
- when in some other way identifiable as a pupil at the school;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another pupil; or
- that could adversely affect the reputation of the school.
- Online incidents which have taken place outside of school but have a negative impact on pupils within the school. Such incidents may also be dealt with under the School's Anti-Bullying Policy

## **Other related policies**

### **Physical Intervention and Positive Handling**

The emphasis in school is on the avoidance of any physical intervention. However, if a pupil is at risk of causing injury to themselves or others and all other procedures have failed, trained staff will follow the guidelines recommended by the Nottinghamshire Local Authority – Coping with Risky Behaviours. At all times the health and safety of pupils and staff will be the priority and physical intervention will be for the minimum time possible. Where physical intervention has been identified as a possible requirement, a risk assessment or Behaviour Support Plan will be undertaken by the class teacher and SENCO in partnership with parents. Please refer to the school's Positive Handling Policy for further details.

## **Search and Confiscation**

Further details regarding the School's Policy on Searching and Confiscation can be found in this separate Trust policy. As well as the prohibited items listed within the policy that can be searched for, the school also reserves the right to search for e-cigarettes and vapes if required.

## **Suspension and Exclusion**

Suspension and Permanent Exclusion are used as a last resort. Parents/carers will be given full information about procedure and timelines. Further information can be found within the Suspension and Exclusion Policy.

## **Monitoring**

Incidents of negative behaviour are recorded on CPOMS and are monitored half termly by the Head Teacher and SLT.

## **Monitoring and Evaluation**

This policy will be reviewed every two years or more frequently as necessary.

## **Appendix 1:**

### **Emotions Coaching**

#### **RELATE**

- **1) RECOGNISE:** 'I can see you're feeling... right now', 'I wonder if you are feeling...' 'I wonder what you are trying to tell me right now...'
- **2) CONNECT:** 'It's not nice when we feel...' 'You're not alone feeling...' 'that was really brave of you to tell me that...'

#### **REGULATE**

- **3) VALIDATE AND LISTEN:** 'But it's OK to feel... do you want to tell me about it?'

#### **REASON**

- **4) SET LIMITS:** 'Although it's OK to feel... it's not OK to...'
- **5) PROBLEM SOLVE:** 'Another time when you're feeling... maybe you could try...'

## Appendix 2:

### HOLY TRINITY CATHOLIC ACADEMY

## SUPPORTING YOUR CHILD'S MENTAL HEALTH AND WELL BEING

### OUR OFFER

As a Catholic academy we pride ourselves on supporting your 'whole child' and nurturing them to become everything that God created them to be, socially, emotionally, spiritually and morally as well as academically. We believe that if your child is happy, secure and confident along with quality first teaching and strong academic support where needed, they will flourish and be fit for the next stage of their educational journey.

#### Supporting children's positive social and emotional well being:



Below is a summary of what we offer to all children and then the additional social and emotional support which is available if your child may need it, for whatever reason.

#### Our Universal Offer to all children

- All staff are trained in Emotions Coaching, are 'attachment informed, and resilience trained
- Emotions boards in all classes to allow children to express their feelings to their teacher during the day so that the teacher or TA can be aware and spend some time with them during the day
- Midday Staff trained in emotions coaching and allocated MSA per class to build relationship with children and provide link to teacher
- 'Worry Monsters' in all classes
- Peer Mentors and playground buddies trained by our Mental Health Lead
- 'Let's Talk Boxes' in all classes for children to request Peer Mentor support
- Mindfulness workshops
- Anti-Bullying Week, Internet safety training and Healthy Week activities annually
- Word of the Week films encourage positivity weekly
- Nurture provision available in small groups 3 afternoons a week
- Support for your child's transition to their next academic phase internally and to secondary school
- Mental Health Lead – Mrs Duckmanton



#### If your child needs a bit more support or you are worried – this is the **EXTRA SUPPORT WE OFFER IN SCHOOL:**

Contact the school and arrange a chat with Mrs Summers, Mrs Duckmanton or Mrs Boneham-Hill (SENCO) – we will discuss whichever of the following options suits your child's needs best or we can also refer to other external agencies for support too if need be...

Depending on the area of concern, we can offer in school:

- **Support from our Peer Mentors** – trained older children who can offer support and friendship to your child
- One to one support from one of our **Pastoral Team** of Teaching Assistant – short drop in or catch up sessions periodically throughout the week
- Timetabled session with our **Health Mentor**
- Timetabled **Forest School** group sessions with Mrs Smith to build confidence, resilience and well being
- **Doodle Time** – form of art therapy on a one to one basis with one of our Teaching Assistants
- **Group sessions** with other children led by a Teaching Assistant if applicable



If your child needs more help than this and you are still worried... **EXTERNAL SUPPORT FOR SIGNPOSTING**

Discuss your concern with Mrs Summers, Mrs Duckmanton or Mrs Boneham Hill (SENCO) – we would suggest one of the following options in a graduated response approach in agreement with you and we would also recommend at least one of the above support in school:

- School Nurse referral
- Completing a 'Getting to Know You' form to pass on the GP for paediatrician support
- Advise to approach your GP for referral to CASH counselling
- Early Help Assessment Form completion to access support from the Family Service
- CAMHS referral or other agency referral based on the area of need

**NEVER BE AFRAID TO ASK FOR SUPPORT OR LET US KNOW IF YOU ARE WORRIED – WE ARE HERE TO HELP...**

### Appendix 3: The Holy Trinity Way

## Our School Virtues

# 'The Holy Trinity Way'

### **RESPECT**

Behaviour for learning  
Correct Uniform  
Shirts tucked in  
Please and thank you

### **CARE**

Greet politely  
Open doors  
Help others  
Be kind

### **RESILIENCE**

Try hard  
Don't give up  
Aspire  
Do your best

### **COMPASSION**

Comfort others  
Include others  
Take turns, share  
Listen to opinions  
Welcome everyone

## RECONCILIATION

Say sorry  
Own up  
Forgive  
Accept apology  
Start again

## COURAGE

Do the right thing  
Stand up for people  
Encourage and praise

Appendix 4 Attachment and Trauma Poster

### IN THIS SCHOOL

We are 'trauma informed'

We 'connect' before we 'correct'

We stay curious not furious

We understand that behaviour is

### COMMUNICATION

We believe in co-regulation -

that children regulate from the adults in their lives

We think 'can't yet' not 'won't'

We empathise when someone is

### FLIPPING THEIR LID

We believe in

restoration not punishment

We believe that

relationships buffer stress

AND BUILD RESILIENCE

All of us need one another

ALWAYS

Resilience means, 'We see you, we hear you, we are with you.'