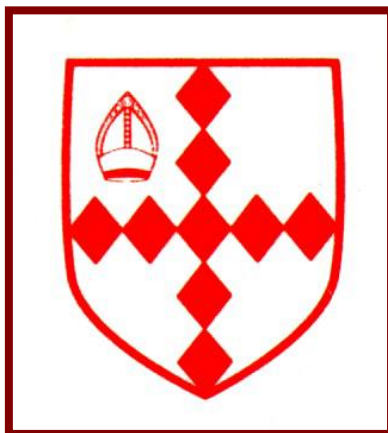


# Behaviour for Learning Policy



## Policy Statement

At Holy Trinity CE Primary School we embrace the vision for a highly educated society in which opportunity is more equal for children and young people – no matter what their background or family circumstances.

With Christian faith central to our ethos and teaching, we strive to provide a happy, caring environment to maximise learning and achievement.

Our aim is for this ethos to permeate every aspect of the curriculum – lessons, events, routines, out of school clubs, trips and visits – and this policy seeks to ensure that our vision is fully realised and adhered to by all members of the school community.

## Governing Body

<b>Lead Person</b>	<b>David Winn - Head Teacher</b>
<b>Link Governor/Chair of Committee</b>	<b>Chris Tongeman - Chair of Governors</b>
<b>Committee</b>	<b>Pupils, Achievement and Curriculum</b>
<b>Date Reviewed (incl. signature of Link Governor/Chair)</b>	<b>November 2020</b>
<b>Date Ratified (incl. signature of Chair of Governors)</b>	<b>November 2020</b>
<b>Next review date</b>	<b>November 2022</b>

A handwritten signature in black ink, appearing to read 'Chris Tongeman'.

**Chris Tongeman**

A handwritten signature in black ink, appearing to read 'D. Winn'.

**David Winn**



## Behaviour for Learning Policy

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### **Holy Trinity CE Primary School (HT) Mission:**

#### **Excellence in how we worship, learn and work together**

“A thriving purposeful community of learners where adults and children work together in an environment planned for high quality teaching and learning and where all members of the school community involved in the successful development of children learning, work closely together for school improvement.”

#### **Aims and Expectations**

High standards of behaviour are expected at Holy Trinity School. Therefore, we aim to:

- Provide a safe and happy environment where children can excel, and teachers are able to teach effectively;
- Ensure that the Christian faith is taught, lived out and exemplified through positive relationships between children; parents, staff, governors and all stakeholders within the school community;
- Prepare children to meet the demands of a changing society through developing their understanding of rules and adopting appropriate behaviour models in order to create a fairer society in which they can become responsible and productive adults.
- Firmly establish a positive and proactive ethos where children are truly responsible for their behaviour choices, and they are resilient and reflective in every aspect of school life.

In order to achieve this, children, staff and parents all have a responsibility to work in partnership with each other.

#### **The Role of Our Children**

Every child has the right to learn, to be valued and feel safe. Disruption to a child's learning will not be tolerated at Holy Trinity and we aim to provide our children with a sense of personal responsibility for their behaviour.

We expect to see:

- Self-respect and self-discipline;
- A sense of mutual responsibility;
- A sense of community and shared values;
- An understanding of right from wrong;
- Respect for people, truth and property;
- The use of initiative and positivity
- Concentration, perseverance, motivation and valuing own work

- Resilience and reflectiveness in order to learn from mistakes and improve our performance

The children are encouraged to demonstrate our Holy Trinity values, derived from our school vision statement (see Appendix 7):

1. To Believe
2. To Respect
3. To Belong
4. To Aim High
5. To Grow
6. To Enjoy

Our values are central to our behaviour management system at Holy Trinity. If a child is seen to be demonstrating a particular value, they are rewarded with Class Dojo points or a Values Award card worth two Dojo Points (in the common areas of the school and outside).

If children fail to make positive choices and don't demonstrate our Holy Trinity values, the Learning Light sanction system is used (see Appendix 1). Children receive verbal warnings and the physical movement of their name from Green to Amber to Red. Values Time, our primary behaviour reward system, is linked to the Learning Light system and children can lose minutes if they end up moving to Red. Our sanctions and reward systems are elaborated upon later in this policy.

### The Role of Our Parents

Children are unique and our ethos is one where individuals take responsibility for themselves, their class and the school community. When parents and school staff work together, we believe that the behaviour and welfare of the child is maintained and nurtured by all. Research shows that parental involvement in children's learning is a key factor in improving children's academic attainment and achievements, as well as their overall behaviour and attendance.

Our parents are valued because their attitudes, aspirations, encouragement and exemplary behaviour are important in ensuring that their child:

- Adheres to the Pupil Use of Technology agreement
- Arrives to school punctually and attends regularly, avoiding unnecessary absences;
- Has the correct uniform, PE kit and equipment so as to take a full part in all activities;
- Behaves in a responsible manner towards themselves and others;
- Shows proper regard for other people's property, buildings and the environment;
- Completes homework on time;
- Is ready for learning e.g. has had enough sleep;
- Undertakes family learning together, as appropriate;
- Talks regularly about their learning.

Parents are expected to:

- Remind their children of the school values;
- Visit the school's website for information;
- Support the school's Behaviour Policy;
- Keep up-to-date with the information given in class and school newsletters;
- Follow the Code of Conduct; being good role models for their child.
- Attend parents' meetings at the scheduled times of the year or as requested.

- Understand that children also learn from watching the behaviour and actions of their parents and siblings. If the parent/carer criticises the school or acts in an antisocial way, the child will do the same, and this will affect their learning.
- Parents/Carers who do not co-operate reasonably with school staff or who become abusive will be asked to leave the school premises and will not be allowed back until the situation is resolved.
- Unacceptable or poor behaviour choices outside of school hours, but which clearly identifies or links a child to Holy Trinity, will be dealt with under our behaviour policy. Serious breaches of this could lead to sanctions and ultimately exclusion for bringing the school into disrepute. This includes inappropriate use of the internet and social media, including: bullying, defamatory comments and cyber messages using any device (please see our Online Safety policy).
- Additionally, it is inappropriate for parents to canvass and seek the views of other parents in relation to behaviour issues specific to their child.

Parents can remain informed of their child's behaviour through:

- Informal discussions between parents and teachers (brief meeting, note or phone call);
- Scheduled appointments with teacher, behaviour reviews, parents' meetings;
- Formal communication of letters and phone calls from the class teacher, learning mentor, senior member of staff;
- School reward systems such as 'Worker of the Week', 'Saint of the Week', weekly 'Pupil of the Week' awards and Dojo Point team winners are high profile and shared in our weekly newsletter.

Parents should discuss any concerns with the class teacher and if these are unresolved then by making an appointment with a member of the Senior Leadership Team. If parents feel their concerns have not been resolved, there is a complaints procedure for making a complaint to the Governing Body.

### [The Role of Our Staff](#)

Staff at Holy Trinity are dedicated to maintaining and developing every child's welfare, self-esteem and social and academic progress. It is the responsibility of all paid staff to ensure that the school rules are followed, and the children behave in a responsible manner in every area of the school grounds. Teachers have a statutory authority (Section 1 of the Education and Inspections Act 2006) to discipline children whose behaviour is unacceptable, who break the rules and fail to follow reasonable instruction in school and elsewhere, including school visits. They have to record incidents of inappropriate behaviour and acknowledge good behaviour. They can confiscate children's property.

The Senior Leadership Team, responsible for Behaviour at Holy Trinity, ensures that the ethos of positivity and proactivity is established and implemented on a daily basis. They provide support for children, families, staff and members of the wider school community and ensures that our community aims to demonstrate our values and vision are adhered to consistently. The Senior Leadership Team develops initiatives and strategies to support the children towards even better choice-making and responsibility, and regularly analyses behaviour patterns to ensure that behaviour for learning is consistently good.

The class teacher reports to parents about the progress of each child in their class.

Reasonable adjustments are made for children with Special Educational Needs and Disabilities (See SEND & Inclusion Policy).

All staff are expected to:

- Have high expectations of all children;
- Be exemplary role models for behaviour;
- Take responsibility for safeguarding children;
- Strive to ensure that all children work to the best of their ability through promoting independent learning;

- Reward children using positive behaviour strategies;
- Consistently apply rewards and sanctions in the classroom and in the playground;
- Praise and encourage children regardless of race, gender, culture and educational or physical need;
- Prepare consistently engaging, challenging and high-quality lessons;
- Establish and teach clear routines for transitional periods in the school day
- Teach and consistently refer to our school rules and values;
- Follow all school policies and procedures and inform visitors of the behaviour policy;
- Respect the time of children, other staff and parents;
- Adhere to the Home School Agreement.
- Record all instances of significant negative behaviour using the school incident file format **(see Appendix 6)**

### The Role of the Headteacher

It is the role of the Headteacher, under the School Standards and Framework Act 1998, to implement the school's Behaviour Policy consistently throughout the school, and to report to the governors, when requested, on the effectiveness of the policy. The Headteacher decides on the standard of behaviour expected of pupils at St. Jude's.

The Headteacher has the responsibility for giving fixed-term exclusions to individuals for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child.

The Headteacher must publicise the Behaviour Policy in writing to staff, parents and children every year.

The Headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline.

The Headteacher has the authority to contact a parent at any time during the school day if she is concerned about a child's behaviour in school.

### The Role of Governors

The Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour (Statement of Principle for Behaviour and Discipline), and of reviewing their effectiveness. The governors support the Headteacher in adhering to these guidelines.

### Rewards

The primary approach for behaviour management at Holy Trinity is through positive reinforcement and praise. High standards of behaviour are established through a range of reward systems:

1. Class Dojo **(see Appendix 3)** - this is our central reward system that every child in the school knows and loves. Children have on-line avatars and can win Dojo Points for demonstrating our Holy Trinity Values, showing resilience in their learning, for outstanding achievements in class and many more reasons.

The Class Dojo weekly class 'team' winners are acknowledged in Celebration Assembly every Friday and are featured in the newsletter on the front page.

2. Values Award Cards - instant reward cards that are given to children in the common areas and outdoor spaces of the school for demonstrating Holy Trinity values. These cards are worth double Dojo Points when they return to class.

3. Values Time - 30 minutes of timetabled, high-quality free choice activities that the children earn through their positive behaviour choices. All children start the week with 30 minutes 'in the bank' and can only lose time if they move through the Learning Light system due to poor behaviour choices. Each time a child moves to red on the Learning Lights they lose 5 minutes of Values Time for that week. Values Time activities are led by every teacher in the school and are chosen by the children.

4. Celebration Certificates – one child in every class is acknowledged for outstanding learning or behaviour that week in Celebration Assembly, winning the accolade of ‘Star of the Week’.

5. Values Ambassador of the Week - nominated by any member of school staff, these children are selected for outstanding endeavour or academic achievement and saintly behaviour that represents the Christian ethos of the school.

### Sanctions

As part of growing up children need to discover the boundaries for acceptable behaviour. When behaviour is poor or unacceptable behaviour sanctions are applied. These are used after staff have shown disapproval and given verbal or written warnings. Serious instances of poor behaviour are investigated before a sanction is applied. Significant sanctions are given for repeated or extreme behaviour. Sanctions applied to a class for an individual's actions are avoided.

Under section 91 of the Education and Inspections Act 2006, a sanction given by staff must be proportionate and reasonable. Account is taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.

The Learning Light system is our primary sanction system at Holy Trinity. This is used consistently through our Learning Light Guidance document **(see Appendix 2)**.

A further strategy that the SLT may adopt is to introduce a 'Behaviour Report Card'. This card is a weekly monitoring document that encourages home-school communication and a focus for the child on improving their behaviour choices in a specific area

For behaviour deemed to be Level 3, a member of SLT will fully investigate the incident and communicate with parents as to the sanction or consequence decided upon. All incident reports and reflection sheets are kept locked in the 'Incident File' in the Headteacher's office.

For behaviour deemed to be Level 4, the Headteacher and Governors will be informed through a full investigation by the adults involved and make a decision on the appropriate sanction. Persistent dangerous behaviour, cyber bullying, vandalism or theft, abusive or racist language or physical violence will be not be tolerated at Holy Trinity.

### Internal and Fixed Term Exclusions

Exclusion must only be considered if the child's behaviour:

- Presents a physical danger to themselves or others
- Presents a psychological danger to themselves or others (this includes all forms of bullying including cyberbullying)
- Consistently prevents other children from learning and teachers from teaching

Exclusions may be fixed term or permanent. School work will be set for the excluded child by the class teacher. The child's parent or carer may collect this work from the school office.

Following a fixed term exclusion the parent or carer and excluded child must meet with the Head teacher / Deputy Headteacher to take part in a reintegration meeting. In some cases the excluded child may attend only part of the meeting. This is at the discretion of the Head Teacher. At the reintegration meeting the Head Teacher sets out a plan for the child's reintegration in to school.

A reintegration plan may include the following:

- A stepped approach towards reintegrating the child back in to their class eg spending time in another class and being slowly introduced back in to their year group alongside careful monitoring and support.
- Support from the Behaviour and Learning Mentor

- A stepped approach towards reintegrating the child back in to the playground eg spending playtimes and lunchtimes inside or in a different playground to their class and being slowly introduced back in to the playground alongside careful monitoring and support.
- Regular meetings between the class teacher, Headteacher/Deputy Headteacher and parent/carer.
- Referral of the child to the Educational Welfare Officer (EWO).
- Referral to the Child and Adolescent Mental Health Support Team (CAMHS)
- The use of a Parenting Contract to clarify roles and responsibilities of both the school and the child's parents.
- An application to the Local Authority for a grant to support children who are in danger of further exclusion. This money would usually provide short term 1-1 behaviour support for the child during their period of reintegration in to the school.

An Internal Exclusion requires a student to be excluded from all contact with peers during the school day including break times and assemblies. The parent/carer will be formally informed of these actions. A work pack will be provided for the child to complete during the day.

Internal exclusions wouldn't necessitate a reintegration interview unless it is deemed to be useful.

### Sexualised Behaviour

Whilst it is normal for children to exhibit curiosity with regards their own bodies and physical development it is essential that clear boundaries are set to protect all children from abuse and to reflect cultural and societal expectations.

It is appropriate to discuss incidents with the child, suggest alternative games, make a record of the event on an incident form and inform the designated Child Protection Officers.

If a child discloses inappropriate serious sexual behaviour involving other children or adults it is the legal duty of the adult to inform the designated child protection teacher immediately.

Repeated or serious sexualised behaviour will result in a referral to social services and/or child protection agencies.

### Additions and Actions

The Behaviour for Learning Policy supports other policies in place to secure the wellbeing of children at Holy Trinity School. In addition, certain government regulations give staff additional responsibilities and duties to help manage behaviour and enable children to thrive and achieve highly within the school environment. These aspects of behaviour and safety are outlined as follows:

#### **1. Conduct outside school**

Staff may discipline a child for poor or unacceptable behaviour when:

- Taking part in a school related activity;
- Travelling to and from school;
- Wearing the school uniform;
- Identified as a pupil at the school.

In addition, poor or unacceptable behaviour that:

- Could have repercussions for the orderly running of the school;
- Poses a threat to other pupils or a member of the public;

- Adversely affects the reputation of the school, may also result in sanctions being implemented in line with the Behaviour for Learning Policy.

## 2. Confiscation of inappropriate items

Legally, the staff can confiscate items under:

- “The general power to discipline – this enables a member of staff 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.”
- “The power to search without consent – for knives and weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette, fireworks and prohibited items. In addition, school staff can search pupils for articles that have been, or are likely to be used to commit an offence, cause personal injury or damage to property, and any item banned by the school.”

## 3. Use of Reasonable force

**“Reasonable force” means using no more force than is needed to control a situation or restrain children.**

The Department for Education’s ‘Use of Reasonable Force’ 2013 guidance states:

1. The term ‘reasonable force’ covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
2. 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.
3. ‘Reasonable in the circumstances’ means using no more force than is needed.

All members of school staff have a legal power to use reasonable force. This also applies to people whom the Headteacher has temporarily put in charge of children such as volunteers or parents accompanying children on a school trip.

### Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

Mr Winn has received the Positive Handling Academy’s ‘Positive Handling Plus - diffusion, de-escalation and positive handling techniques’ training and are qualified to carry out the techniques and strategies until September 2022.

Instances of the use of reasonable force are reported to governors termly.

## 4. Allegations of abuse

If an allegation is made against a member of staff, the quick resolution of that allegation is a clear priority for the benefit of all concerned. Allegations that are found to have been malicious will be removed from staff records. Children who are found to have made malicious allegations will receive the appropriate sanction, which could include temporary or permanent exclusion.

All allegations should be reported straight away, to the Headteacher. Confidentiality is maintained throughout the process. (Please also refer to Whistle Blowing, staff code of conduct and Staff Discipline Procedures).



## 5. Anti-bullying

Bullying is defined as 'a deliberate act' done to cause distress solely in order to give a feeling of power, status or other gratification to the bully. It can range from ostracising, name calling, teasing, threats and extortion, through to physical assault on persons and/or their property. It can be an unresolved single frightening incident which can cast a shadow over a child's life or a series of incidents. The children know this through the acronym 'S.T.O.P.' (several times on purpose).

Bullying in school and outside school is taken extremely seriously. It is everyone's responsibility to aim to prevent occurrences of bullying and to deal with incidents quickly and effectively. (See Anti-Bullying Policy).

## 6. Monitoring behaviour

In order to ensure that the Behaviour Policy works in practice, the following actions happen:

- Staff continually assess the children's progress through observations in work and play;
- The SLT monitors, analyses and supports behaviour throughout the school and makes informed decisions on strategy and initiatives with the Headteacher.
- An incident folder records significant incidents/reflection sheets related to behaviour, and these incidents are analysed every half term by SLT and the learning mentor. This analysis regularly informs behaviour strategies and focus support
- During regular formal and informal meetings, the SLT regularly reviews behaviour in the school;
- Pupil progress and welfare meetings (particularly for vulnerable pupils) are an integral part of the teaching, learning and monitoring cycle.

## 7. Training and support

There is support and training for both staff and children to ensure that the aims of the Behaviour Policy are met including:

- Regular professional development for staff;
- Behaviour analysis and trends shared with staff
- INSET sessions to reinforce or develop further behaviour systems
- Circle Time lessons are taught once a week, focusing on Social, Emotional and Behavioural themes relevant to that class,
- Use of external agencies such as: Speech and Language Therapy (SALT), Educational Psychologist, Child and Mental Health Services, Education and Improvement Consultants and the School Nurse;
- Our Learning Mentor tracks attendance, punctuality and supports pupils' welfare;
- Advice and support given to other members of staff.

### **Corporal punishment is illegal in all circumstances.**

The school's Behaviour for Learning Policy will be published on the website. The Policy and any issues of behaviour will be discussed by the school council, Head and Deputy Boys and Girls. The school's annual questionnaire to parents, staff and children will always feature a section on behaviour.

The Behaviour for Learning Policy will be reviewed annually with input from: pupils, staff and the Governing Body.

## Policy Adoption, Monitoring and Review

This policy was considered and adopted by the Governing body in line with their overall duty to safeguard and promote the welfare of children as set out in the DfE guidance 'Keeping Children Safe in Education, September 2020'

Policy Adopted by Governors on: Tuesday 17<sup>th</sup> November 2020

Signature (Chair of governors):



Policy Due for Review: November 2027

### [Appendices](#)

1. Types of abuse and their symptoms – Lambeth Council
2. Learning Light Guidance
3. Class Dojo Guidance
4. Behaviour and Sanctions Flowchart
5. Reflection Sheet - Key Stage 1 and 2
6. Incident Form
7. School Vision Statement

### I. Physical abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent fabricates the symptoms of, or deliberately induces, illness in a child.

Physical abuse indicators	
Physical indicators	Behavioural indicators
<ul style="list-style-type: none"> <li>• Unexplained injuries – bruises / abrasions / lacerations</li> <li>• The account of the accident may be vague or may vary from one telling to another.</li> <li>• Unexplained burns</li> <li>• Regular occurrence of unexplained injuries</li> <li>• Most accidental injuries occur on parts of the board where the skin passes over a bony protrusion.</li> </ul>	<ul style="list-style-type: none"> <li>• Withdrawn or aggressive behavioural extremes</li> <li>• Uncomfortable with physical contact</li> <li>• Seems afraid to go home</li> <li>• Complains of soreness or moves uncomfortably</li> <li>• Wears clothing inappropriate for the weather, in order to cover board.</li> <li>• The interaction between the child and its carer</li> </ul>

### II. Neglect

Neglect is the persistent failure to meet a child’s basic physical and / or psychological needs, likely to result in the serious impairment of the child’s health or development.

Neglect may involve a parent failing to:

- Provide adequate food, clothing and shelter
- Protect a child from physical and emotional harm or danger;
- Ensure adequate supervision (including the use of inadequate care-givers);
- Ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs.

Neglect indicators	
Physical indicators	Behavioural indicators
<ul style="list-style-type: none"> <li>• Unattended medical need</li> <li>• Underweight or obesity</li> <li>• Recurrent infection</li> <li>• Unkempt dirty appearance</li> <li>• Smelly</li> <li>• Inadequate / unwashed clothes</li> <li>• Consistent lack of supervision</li> <li>• Consistent hunger</li> <li>• Inappropriately dressed</li> </ul>	<ul style="list-style-type: none"> <li>• Poor social relationships</li> <li>• Indiscriminate friendliness</li> <li>• Poor concentration</li> <li>• Low self-esteem</li> <li>• Regularly displays fatigue or lethargic Frequently falls asleep in class</li> <li>• Frequent unexplained absences</li> </ul>

### III. Emotional abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent effects on the child’s emotional development, and may involve:

- Conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person;
- Imposing age or developmentally inappropriate expectations on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction;
- Seeing or hearing the ill-treatment of another;
- Serious bullying, causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.

Emotional abuse indicators	
Physical indicators	Behavioural indicators
<ul style="list-style-type: none"> <li>• Poor attachment relationship</li> <li>• Unresponsive / neglectful behaviour towards the child's emotional needs</li> <li>• Persistent negative comments about the child.</li> <li>• Inappropriate or inconsistent expectations</li> <li>• Self-harm</li> </ul>	<ul style="list-style-type: none"> <li>• Low self-esteem</li> <li>• Unhappiness, anxiety</li> <li>• Withdrawn, insecure</li> <li>• Attention seeking</li> <li>• Passive or aggressive behavioural extremes</li> </ul>

#### IV. Sexual abuse

**Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Sexual abuse indicators	
Physical indicators	Behavioural indicators
<ul style="list-style-type: none"> <li>• Sign of blood / discharge on the child's underclothing.</li> <li>• Awkwardness in walking / sitting</li> <li>• Pain or itching – genital area</li> <li>• Bruising, scratching, bites on the inner thighs / external genitalia.</li> <li>• Self-harm</li> <li>• Eating disorders</li> <li>• Enuresis / encopresis</li> <li>• Sudden weight loss or gain</li> </ul>	<ul style="list-style-type: none"> <li>• Sexually proactive behaviour or knowledge that is incompatible with the child's age &amp; understanding.</li> <li>• Drawings &amp; or written work that is sexually explicit</li> <li>• Self-harm / Suicide attempts</li> <li>• Running away</li> <li>• Substance abuse</li> <li>• Significant devaluing of self</li> <li>• Loss of concentration</li> </ul>



Learning Light Guidance



Some key points to remember...

1. A child can move back up to 'Green' during the lesson if they are seen to be trying to rectify the situation.
2. If an incident is more significant than low-level disruption (physical or verbal abuse, endangering themselves or others) then a Senior Leader should be called.
3. More significant behaviour choices will be managed through the Behaviour & Sanctions Flowchart.



## Behaviour for Learning *Guidance on the use of Class Dojo...*



**Holy Trinity Church of England Primary School**  
Excellence in how we worship, learn and work together

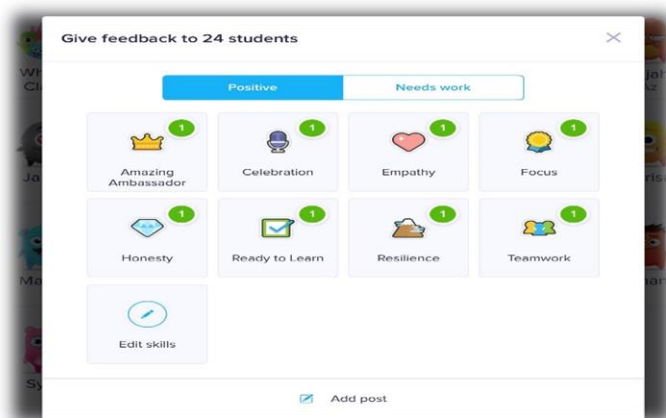
[www.classdojo.com](http://www.classdojo.com)

### General Use:

- ✓ At the start of the day log in to Class Dojo and leave it running for use throughout the day.
- ✓ Try to use Class Dojo in the most positive way possible. It is better to praise a child making the right choice next to a child making the wrong choice, as opposed to the other way round!
- ✓ During transitional periods (moving from classroom to assembly, lunchtimes etc.) either:
  - Download the Class Dojo app on your iPad and award points directly on to Class Dojo for positive choices or...
  - Record names of children on a notepad and input the points with the children once back in your room.
- ✓ Keep the points running from Monday to Friday and then reset all bubbles for a fresh start at the beginning of the day on Friday. We will have prizes each week in Celebration Assembly for the most successful class, and specific Values will be rewarded individually also.

### Specific Examples for Class Dojo use:

- ✓ You can edit the value of your class behaviours (skills) to tailor it to your class' specific needs. You can double the points for a certain behaviour if that is what your class is struggling with, e.g. good lining up receives 2 points. Please don't go for more than 2 points per behaviour as the results become slanted.
- ✓ Tricia has imported the expected behaviours into your class sections so that we are consistent. These are:



- ❖ I feel the best way to award points is by using the following phrases:

*"I love the way that you are..."*

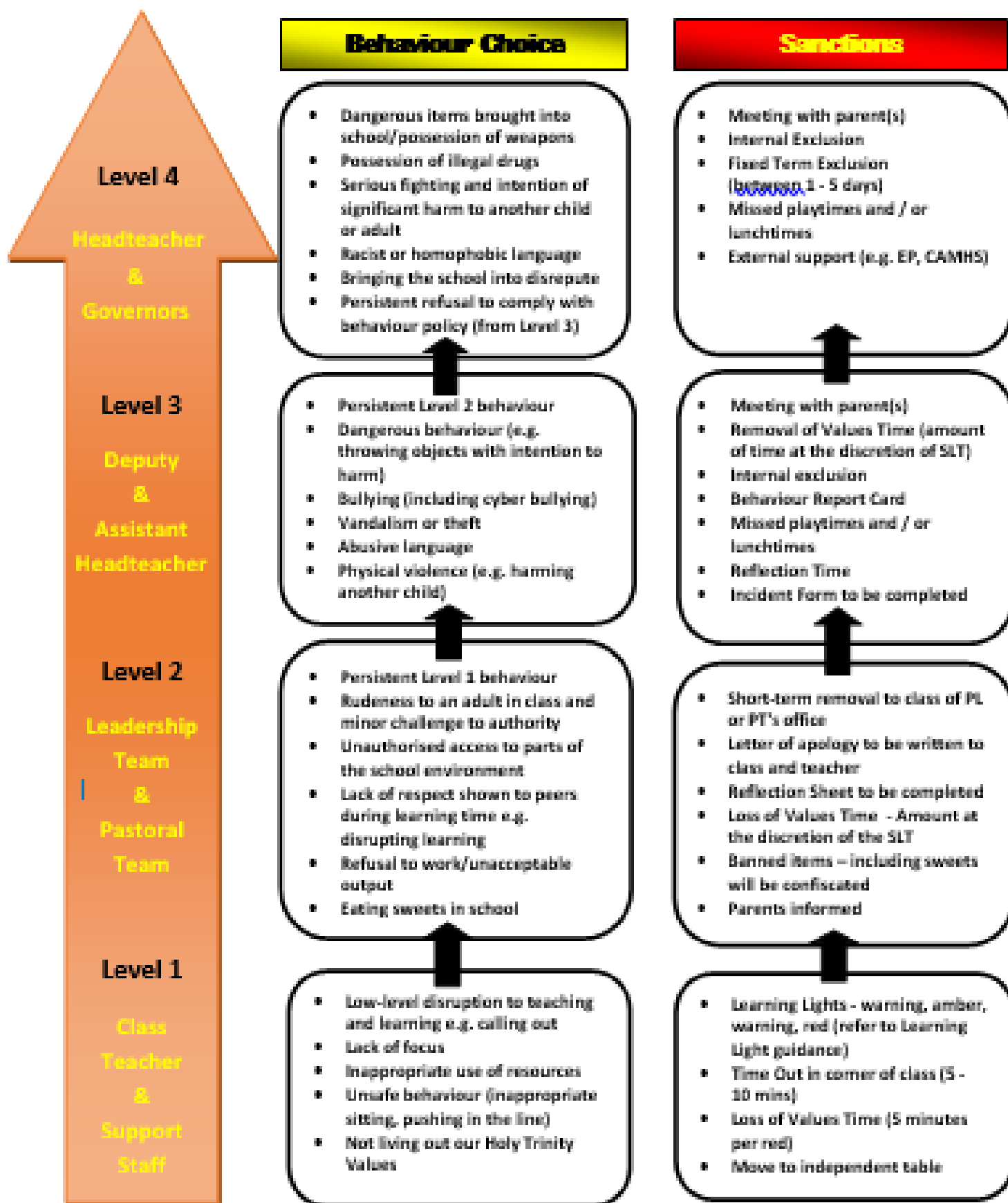
*"Thank you so much for choosing to be..."*

*"I have to stop and say well done for..."*

*"What do you think I would like to award a Dojo point to you for?"*



# Behaviour and Sanctions Flowchart





**Holy Trinity Church of England Primary School**  
Excellence in how we worship, learn and work together

**Reflection Sheet**

Key Stage 2

What wrong choices did you make today?

What were the consequences of your actions?  
(Think about what happened as a result of your actions).

Who was affected by your actions?

What could you do better next time?

What else could you do to put this right?



**Holy Trinity Church of England Primary School**  
Excellence in how we worship, learn and work together

**Reflection Sheet**

Key Stage 1

What wrong choices did you make today?  
(A picture can be drawn, with the adult annotating).

What could you do better next time?

What else could you do to put this right?





*Incident Form*

<b>Name(s) of adult(s) witness to the incident:</b>		<b>Name(s) and class(es) of children involved:</b>	
<b>Location of incident:</b>		<b>Date:</b>	<b>Time:</b>
<b>Timeline of Events:</b>			
<b>Witness Statements:</b>			
<b>Signed:</b>			
_____			
_____			
<b>Name(s) of SLT notified:</b>			
<b>Outcome and Next Steps (SLT to complete):</b>			

We believe that our school is a very special place for children to learn and grow, driven by our school vision to provide "excellence in how we worship, learn and work together".

It is our shared belief that every person in the school community has the right to believe, respect, aim high, belong, enjoy and grow. We promote this Christian ethos through our curriculum and our daily acts of Collective Worship; our school was judged to be "Outstanding" in our latest SIAMS Inspection.

We aim to ensure that all our children have equal access to a broad, balanced and inclusive curriculum which provides them with the opportunity to develop their self-esteem, confidence and ability to work together in a safe and stimulating environment. Children not only flourish academically but also through the creative arts, music and sport. We want our children to demonstrate resilience, confidence, and kindness and live out our Christian Values everywhere they go.

Holy Trinity is a vibrant school where our children are challenged to achieve their full potential. They are at the heart of every decision we make. We strive to ensure that our children are happy, learn exceptionally well and are provided with meaningful and inspiring opportunities that meet their needs, both now and in the future.

It is central to our school ethos that we foster and nurture successful relationships with our parents and families. We believe that our children learn best when staff, parents, carers and children work in partnership. We value and actively promote your involvement in your child's education.