

# Positive Behaviour and Exclusion



## 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>Head Teacher &amp; Deputy Head Teacher</b>
<b>Link Governor/Chair of Committee</b>	<b>TBC</b>
<b>Committee</b>	<b>Achievement and Curriculum</b>
<b>Date Reviewed (incl. signature of Link Governor/Chair)</b>	<b>December 2025 Chris Tongeman</b>
<b>Date Ratified (incl. signature of Chair of Governors)</b>	<b>December 2025 Chris Tongeman</b>
<b>Next review date</b>	<b>December 2027</b>

# POSITIVE BEHAVIOUR & EXCLUSION 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."

### **School Vision**

At Holy Trinity CofE Primary School we believe that our values and mission statement underpin our expectations of high standards of behaviour and conduct — in a way that is **consistent, fair, inclusive**, and embedded across the whole school environment (lessons, corridors, playground, attendance, safeguarding, etc.). Our approach is built on positive relationships and routines and rules that staff and pupils understand.

At Holy Trinity CofE Primary School, we focus on learning and well-being — ensuring that behaviour expectations are not just about discipline, but about creating conditions where all pupils can learn, grow, feel safe, and thrive academically and socially.

We encourage responsibility, respect, and community values — promoting self-control, mutual respect, positive attitudes to learning and to each other, shared values, and a sense of belonging/respect across the school community.

Leaders and staff are committed to the vision, supporting pupils when behaviour is challenging, and taking a long-term view (not just reacting when things go wrong). We are proactive: developing long term plans for pupils with additional needs, providing effective pastoral support and regular reviews of impact, strategies and plans.

Our approach to behaviour management is a positive one. We believe that children benefit from:

- High expectations of behaviour in and around school.
- A set of boundaries that is flexible enough to allow each child to develop.
- Knowing that they will be treated fairly at all times.
- Reasonable adjustments are made targeted pupils.
- Consistency of approach across the school.
- Welcoming and caring environment.

### **The Aims of our Behaviour Policy**

We aim to create a welcoming, caring environment where relationships are based on respect and to develop a positive self-esteem in each child. The staff at Holy Trinity CE Primary is

committed to maintaining high expectations of good behaviour as an essential contribution to the educational experience of the children and to their happiness and well being while in school. We also expect all members of the school community to promote and demonstrate Christian Values at all times. This is a contractual requirement for all staff employed by the Governing Body of the school. Our high emphasis on Christian Values is supported through the delivery of our PSHE Programme – Jigsaw and linked to our Collective Worship and school values.

We expect parents to support our approach to behaviour which, we feel, will be of benefit to all.

- To have a consistent approach to behaviour throughout the school with parental co-operation and involvement.
- To ensure the school is a safe and caring environment and a happy place for all members of the school community.
- To encourage a calm, purposeful and happy atmosphere within the school.
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her behaviour.
- To raise awareness about appropriate behaviour and promote it through positive reinforcement.
- To make the boundaries of acceptable behaviour (including language) clear and ensure safety.
- To prevent bullying or harassment in any form.
- To acknowledge that every individual has a part to play within the school and talents that should be valued.
- To support each member who needs help and encouragement, in particular nurturing their self-esteem.
- To respond in a polite thoughtful manner to one another.
- To ensure that everyone fulfills their responsibilities with regard to punctuality, completing tasks to the best of their ability, taking responsibility for our building and equipment and co-operation with others.
- To provide support for parents/carers with parenting difficulties or challenges at home through the work and intervention of the Pastoral & Well-Being and Family & Welfare Officers, i.e. parenting class, specific workshops for parents.

We encourage and expect children and all members of our school community within the school to:

- Work to the best of their abilities and allow others to do the same.
- Behave in a responsible and orderly manner.
- Be polite and courteous to each other and to adults and visitors to our school.
- Respect their own, other people's and the school's property and equipment.
- Respect the views and opinions of others.
- Listen to each other, to their teachers and other adults.
- Be helpful to others and share.
- Be truthful and honest.
- Respect, acknowledge and understand the differences in religion and culture.
- Respect for the individual needs of children.
- Look after the environment.
- Pupils show self-discipline and dedication to their learning.
- They learn how to manage their own emotions and resolve conflict with others.
- They consistently show high levels of respect for others and rarely need to be reminded about positive behaviour.

These aims and expectations are encapsulated in our **values**:

- **Hope**
- **Empathy**
- **Creativity**
- **Curiosity**
- **Happiness**
- **Resilience**

## **Rights and Responsibilities**

<b>Rights</b>	<b>Responsibilities</b>
We all have the right to learn without distraction.	We all have the responsibility to make the most of every learning opportunity and to allow others to do as well.
We all have the right to be respected.	We all have the responsibility to treat other people with care and respect.
We all have the right to feel safe, secure and happy.	We all have the responsibility to act safely at all times and challenge others who are not.

We believe that all pupils have a right to learn, develop their potential, be safe and happy. We believe that all members of staff have the right to teach, work in a safe environment and be content.

For the children's rights to be maintained children have to take on the responsibility of following the rules. If children break the rules, they must understand that they have chosen to do this and must therefore accept the consequences of their actions.

### **Playground Rules**

- Play fairly and safely
- Be kind and respect others
- Play within your zones
- Look after equipment
- Stop, look and listen when you hear a bell
- Line up sensibly and quietly on the second bell.

Pupils are expected to stay on the playground once they have been brought out and must not re-enter the building unless they have been given permission or collected from the playground by the classteacher. It is the responsibility of all members of staff to ensure that pupils are standing still and silently on the first bell and walking quietly to their lines after the second. This requires all teachers to be on the playground on time for the bell at the end of the playtime. The person on duty is responsible for ringing the bell and taking the lead in managing this process. Issues about lining up must be brought to the attention of and addressed by the class teacher or SLT.

### **Lunchtime Rules**

- Use quiet voices
- Say please and thank you

- Eat with a knife and fork
- Ask permission to leave your seat
- Clear your tray, check the area around you and stand behind your chair
- Put up your hand to leave the table

Pupils are star of the week, will be awarded to sit on the '**Top Table**' on a Friday to eat lunch with a chosen friend. The table will be dressed especially for the occasion with snacks.

During play times or lunch times when serious incidents occur, the member of staff should take the pupil to the senior member of staff on duty for that day, having dealt with or investigated the incident. Staff on duty must ensure that the noise level is kept to a minimum, the floor is kept clear of cutlery and pupils are encouraged to eat as much of their dinner as they can, use the bins appropriate and not run in the hall.

### **Collective Worship**

It is the responsibility of all adults to ensure that the behaviour of the pupils during Collective Worship creates an atmosphere of reverence. The class teacher must sit at one end of the class and the TA at the other end when present. It is the classteacher and TAs responsibility to deal with disruptive behaviour by moving or withdrawing any pupils without disturbing or interrupting the flow of the worship. The adults must ensure that the pupils enter and leave the hall in silence and in an orderly fashion. Adults must also model the expected behaviour for pupils by not talking to colleagues unnecessarily and by using appropriate body language and engagement during the act of worship.

### **Classroom Behaviour Chart**

All rooms being used for teaching pupils must have a Behaviour Chart displayed. This is the responsibility of the teacher or adults who is using the room. The five circles are displayed clearly at the front of the classroom. All the children's names are on small cards and placed in the green oval at the start of the school day and every lesson. The children's name is moved from the green zone to the subsequent zone following each act of inappropriate behaviour or rewarded behaviour. There are clear strategies and consequences for each coloured zone according to the behaviour and sanctions flowchart.

### **Rewards**

The major intent of this policy is to encourage pupils to demonstrate positive behaviour; this is reinforced with a system of praise and reward for all. In Holy Trinity CE Primary School, we reward our pupils in a variety of ways:

- Staff gives oral and/or written praise. Most children respond to a positive approach where their efforts are acknowledge and make considerable efforts to improve their work and, when necessary, their behaviour.
- Moved to the gold/silver Zone
- Dojo Points and class dojo of the week
- Values Time
- Incentive stickers are given to every child.
- Children's achievements are celebrated in the weekly school newsletter, Newsdesk.
- Star of the Week.

### **Praise**

As a general rule, adults should reinforce and encourage good behaviour with positive praise and a compassionate approach. Praise can be given in formal and informal ways, in public or in private, for maintenance of good standards as well as for particular achievements. Staff need to be able to adaptable and flexible towards those pupils who have particular needs.

## **Bullying**

Bullying is the persistent desire to hurt others, verbal, mental or physical. At Holy Trinity CE Primary School we are keen to identify early signs of bullying and children are encouraged to tell a teacher, parent or friend.

All incidents of bullying are treated seriously and the appropriate action taken to deal with the bully and help the victim.

The role of parents is important in reducing any incidents of bullying. Watch out for signs of distress such as repeated illness, damaging clothing, etc. Take an active interest in your children's social life.

If you know that your children are being bullied give them the following advice:

- Tell them that there is nothing wrong with them.
- Advise them to tell a trusted adult at school.

Please help us by encouraging your child to tell someone if they are being bullied. **We Are A Telling School.**

**Racist** or **homophobic** comments made by pupils must also be reported, investigated and reported to the Governors (Headteacher's report to Governors) and to the Local Authority using the appropriate form.

## **Sanctions**

The Behaviour and Sanctions Flowchart outlines a hierarchy of sanctions and record keeping that guides teachers in the consistency of approach across the school. The adults involved must ensure that they have fully investigated the incident to ensure the appropriate sanction is applied.

Staff members have the right to confiscate prohibited items such as excess jewellery, mobile phones, toys and sweets and keep them in a safe and secure place until the end of the school day/term/until collected by the parent or carer.

The wearing of inappropriate clothing or shoes as outlined in the school Uniform Policy will result in a letter home by the class teacher, or the child being sent home with the parent to change unless previous arrangements have been made. Repeated uniform violation will require the involvement of the Deputy/Headteacher.

Repeated absence or lateness recorded by the school system will trigger intervention by the SENCO.

## **Conducting an Investigation into an Incident**

A range of staff may be involved in investigating an incident. This should be undertaken on the day of the incident or by the least the following day. The following checklist is intended to help ensure the investigation is conducted fairly. Where there has been a fight or serious incident:

- Act promptly
- Identify key witnesses
- Identify any members of staff who may have witnessed the incident or who may have relevant information
- Ask pupils to write statements of their versions of events using the witness statement pro forma and in isolation from other pupils.
- Where pupils with SEN or EAL are involved, ensure they have a scribe or support.

- Ask staff to write detailed statements of their version of events ensuring they are explicit around language heard and actions witnessed.
- Review and cross check statements and investigate discrepancies.
- Re-interview pupils when necessary and ask them to write statements if not enough detail is recorded.
- Collate and summarise information.
- Decide appropriate course of action.
- A DSL must be informed if it is a safeguarding incident.
- All incidents (which are not minor) must be put on CPOMS.

When any member of staff is writing a statement for CPOMS it is important to ensure the following:

- The name of the teacher can be clearly understood.
- The report contains the time, date and location of the incident.
- The incident is reported according to exactly what the teacher heard and saw.
- The action the member of staff took is fully detailed.
- The names of others present are recorded.
- The report is written in a way that allows for it to be read and understood by parents, governors, members of an exclusion panel etc.

It is important when writing statements to give an accurate account in plain language, written reports must be able to be easily read.

### **The Use of Reasonable Force**

The Education and Inspections Act 2006, explicitly grants teachers the right to use 'reasonable force' to break up fights or remove disruptive pupils from the classroom.

Powers extend outside of school hours, which means teachers can restrain pupils seen misbehaving on public transport on the way to and from school. They can also report what they have seen to a senior leader.

An amendment to the Violent Crime Reduction Act also gives teachers the right to search for weapons.

Staff should not feel obliged to intervene if they do not feel confident to do so, or if they feel they would put themselves at undue risk. The degree of force must always be proportionate to the circumstances of the incident and the seriousness of the behaviour.

Detailed and up to date records should also be kept of any incident where force is used. It is always advisable to inform parents of such an incident and to allow an opportunity to discuss it.

### **Exclusion**

Only the Headteacher may exclude a pupil from school. If the Headteacher is absent from school, this may be done by the Deputy Headteacher left in charge. Exclusion should be seen as a serious sanction, to be used when other strategies have failed or when the breach of discipline is serious enough to put pupils' learning opportunities at risk, and/or the health and safety of other pupils or staff.

An **Internal Exclusion** requires a pupil to be excluded from all contact with classmates during the school day including break times and assemblies and to be supervised by the Learning Coach, Pastoral & Well-Being Officer, Deputy Headteacher and Headteacher as appropriate and required.

A **Fixed Term Exclusion** requires a pupil to be excluded from all contact with the school for a period of days depending on the factors of the incident. The pupil must be collected by a parent or carer. If a parent or carer is unavailable, a close relative can collect the pupil and the details of the incident discussed with the parent/carers at a later stage. Refusal to collect a child will result in Social Services being contacted and a formal referral being made. Following a fixed term exclusion, the pupil will only be allowed to return to their class once a Reintegration Meeting has taken place with a senior leader and the pupil/parent/carers. During this meeting any next stages of action and support will be identified.

In cases of extreme unacceptable behaviour, a **Permanent Exclusion** may be given depending on the factors of the case. A Permanent Exclusion may be given even for a one-off incident as outlined in the DfE Guidance 2012. A decision on permanent exclusion would not usually be taken in the Headteacher's absence, except in exceptional circumstances. An interim position, for example in the case of a serious incident, would be to exclude for a period of '20 days in the first instance, subject to review by the Headteacher.'

A Governors' Discipline Committee must meet to review an exclusion of 16 days or more. For exclusions between 6 and 15 days, parents/carers have the right to request a meeting of the Governors' Discipline Committee if they wish. The Local Authority may be asked to send a representative, and the parents/carers have the right to attend with a friend, advocate or legal representative. When making decisions about the length of exclusion, the following should be considered:

- The seriousness of the event
- Whether it is a one off event and if so, the degree of seriousness
- Whether this is part of a long term pattern of poor behaviour
- Evidence presented by staff
- Written statements by the pupils and pupil witnesses where appropriate
- Disciplinary history of the pupil involved
- The degree of culpability of any pupil involved.

Exclusion from school should only be used after other sanctions have been applied and failed, unless the offense is a serious one off event. Pupils should be excluded from school only when there is sufficient written evidence to support the case. It is routine for a pupil to be withdrawn from lessons while an investigation is taking place. This may take a number of days and will not necessarily be included in the number of days of exclusion awarded. Written evidence includes incident report forms from staff and statements from other pupils and witnesses.

Pupils would normally be excluded for repeated misbehaviour or lesson disruption, vandalism, comments of racist, sexist or homophobic nature, extreme rudeness to staff, physical violence to others, repeated or serious theft, swearing at staff and threatened or actual violence towards staff, etc. The Headteacher's decision will be informed by evidence presented by the investigation. The number of days varies according to the severity of the offence and a pupil's behaviour history. A standard letter is given to a pupil/parent/carers and another is posted home, with details of the length and reason for exclusion. The decision of who contacts the parents/carers will be made by the staff involved.

## **Fighting**

A zero tolerance to fighting, which requires separation by an adult, is in force. To define, this is more than a single 'hit' by a pupil. A fight is when there is an act of continued physical aggressive violence, which requires the intervention and separation of an adult. Pupils involved in fighting on their first occasion will be given an internal 24 hour exclusion starting from the time the incident is brought to a Senior Leader's attention. This sanction is irrespective of who has initiated the fight. Pupils are always encouraged to speak to an adult if there is a problem or if a pupil has hit them. If a pupil is involved in a subsequent fight, they

will automatically face a fixed term exclusion of two days. The number of days or progression through the sanctions will increase, should the same pupil be involved in additional fights.

### **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 incident and inform the designated Child Protection Officers who will discuss and decide next steps of action with the Headteacher.

**If a child discloses inappropriate serious behaviour involving other children or adults, it is the legal duty of the adult to inform the designated child protection officers immediately.** Repeated or serious sexualized behaviour will result in a referral to social services and/or child protection agencies.

### **The Teacher's and Additional Adults' Responsibilities:**

This policy outlines a hierarchy that will ensure the appropriate degree of seriousness is attached to incidents through the fair and consistent use of both the sanction and the staff members who are involved.

**All members of staff have a responsibility to proactively ensure adherence to whole school behaviour expectations. To ignore an incident is to condone it.**

Core strategies for ensuring outstanding behaviour at Holy Trinity are:

- Quality first teaching supported by adapted and inclusive planning and informative assessment.
- Marking which provides feedback and achievable targets that encourage positive learning and 'can do' attitudes.
- Good relationships with parents built up by being available in the playground at the end of the day and by informing them of good behaviour as well as poor behaviour.
- Rewards – e.g. dojo points, Star of the Week award, positive messages to parents.
- Remembering a teacher's own role in the behaviour of a class and being aware of the reason that may lie behind behaviour, e.g. through inappropriate activity or timetabling, teacher tiredness, excitement over planned events, breaks in routine, accessibility of resources, building positive and quality relationships.
- Knowing that an extremely agitated or angry child will not listen until they have calmed down.
- Teachers giving explicit direction and being clear with reasons for actions and consequences for actions
- Balance of reward and sanction, not punishing a whole class for the actions of individuals.
- Building positive and respectful relationships between teachers and pupils.
- By not engaging children in protracted discussion about incidents but simplifying them in relation to school expectations e.g. *'I understand that you are upset but you are*

*disturbing the learning of other children and I cannot allow you to do that.'* *'You kicked someone and even though you were provoked it is still unacceptable.'*

- To calmly set the expectation that respect means pupils not raising their voice at you or answering back.
- By refusing to engage in shouting matches.
- By utilizing choice direction e.g. *'You can either complete this work now or you can complete it at playtime, it is your choice.'*
- By listening but being clear that your decision is final regardless of whether it is perceived as right or wrong.
- Actively discourage children from leaving the classroom to use the toilet during lesson times and use escorts for the least trustworthy to prevent incidents of vandalism and theft.
- All children from Reception to Year 6 are expected to enter and leave Collective Worship and to walk around the school silently and in single file when as a class with their arms by their sides to avoid touching others.
- Ensuring that when a sanction is used it is fair and appropriate for the action having investigated the situation fully.
- Knowing the children as individuals. This means where they are in their learning, how they learn, what sort of people they are, and the best way to support them encouraging confidence, self-esteem and positive relationships with other children and adults.
- Helping children become independent and active learners, encouraging them to think for themselves, develop their own opinions, and to organise their time and resources effectively, with support from the teacher.
- Using role play/drama, PSHE lessons and circle time to help children develop strategies to deal with situations and giving the child strategies to deal with a situation if it should arise again.
- Negotiating class rules with the children at the beginning of the school year.

### **The Parents'/Carers' Responsibilities:**

For pupils to achieve to their full potential it is essential that there are links and clear communications between home and school. Central to this is the understanding that teachers, parents and carers *all* want their children to succeed and be safe and happy within school.

Parents can support their child to adhere to the expectations of the school community by:

- Explaining to your child what school is for: a place for learning where he/she will be living with other people and that means sharing – books, equipment, adult attention and co-operating with others.
- Helping your child with his/her learning. This means showing an interest in what your child has done at school, sharing reading books, ensuring homework is completed, looking after and returning borrowed books or resources. (Supporting the school. Any worries or concerns should be shared first with the class teacher.
- It is not always appropriate to voice your concerns in front of your child or other children in a public place. Make an appointment. We are always willing to listen and come to a shared understanding.
- Acting on messages from the school. This may mean praising your child at home for actions at school or discussion and sanctions at home to support those imposed at school as well as understanding that undermining your child's teacher in front of your child will create further situations that may be difficult to repair.
- Understanding that children also learn from watching the behaviour and actions of their parents and siblings. If the parent/carer criticizes the school or acts in an antisocial way, the child will do the same, and this will affect his/her 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 has been

resolved. Severe anti-social behaviour or repeated unacceptable behaviour of parents/carers will result in them being banned from the school premises or the police called as necessary.

- Sending your child to school on time, every day when he/she is fit enough to come, to notify school if he/she is not fit enough to come, and to collect him/her if they do not go home on their own.
- Sending your child to school ready to learn. Children need to concentrate to learn, and therefore need to be fit and well, to have had enough sleep, to have eaten, and to be suitably dressed.
- Communicating with the school any special medical needs, or any special circumstances at home that may affect your child's learning.

### **The Child's Responsibilities:**

The expectations and rules of Holy Trinity are displayed throughout the school and in the playground. The rules are regularly explained and discussed with children. Examples of the behaviour we require from children at Holy Trinity, in and out of the classroom are:

- To co-operate with other pupils and staff
- To take responsibility for their own actions
- To develop self-control
- To be polite and well-mannered
- To be honest
- To follow our school and class rules
- To respect the feelings of others, and learn to sort out difficulties without using physical or emotional violence
- To respect other children's and the school property
- To listen when asked and wait their turn
- To work hard, not waste time and allow other children to do the same (this is an important aspect of Equal Opportunities)
- To try to produce their best in all aspects of school life