Leatherhead Trinity School and Nursery

Behaviour Policy

Status: Statutory	**Responsible Manager:** Head of Inclusion
Review Period: Every three years	**Responsible Governor:** Chair
GB Ratification: October 2026	**Next Review Date:** October 2029

Mission Statement

Our school is committed to ensuring that the school environment provides all pupils and staff with access to learning and wellbeing through an established sense of community cohesion, cooperation and mutual respect. The school strives to develop an ordered, trusting, supportive and caring school that bases its practice upon a shared understanding of others. Promoting of these commitments is through setting consistent, predictable and high expectations of behaviour throughout the school. The school is dedicated to ensuring inclusion occurs, where every child and adult feels comfortable to voice their opinions, is listened to, feels safe and fairly treated.

1. Aims

The purpose of this Behaviour Policy is to encourage the highest levels of behaviour and to support pupils in their responsibility for their own behaviour management. Good behaviour and self-discipline have strong links to effective learning and are vital skills for pupils to carry with them both during and after their school years. It is important to note that teachers have the authority to sanction pupils for misbehaviour which occurs in school, and in some circumstances, outside of school.

This policy extends to all members of the school community and has been devised in agreement with staff, pupils, governors, parents and carers.

This Behaviour Policy aims to

- ensure expected standards of behaviour are shared with the school community at Leatherhead Trinity.
- ensure all adults and pupils understand, support and promote the principles underpinning the policy
- ensure boundaries, sanctions and rewards are consistent and understood by all
- enable pupils to develop reasoned, self-discipline and socially acceptable behaviour, demonstrating respect towards each other and adults
- allow all to reach a high level of self-esteem where they are happy, feel good and enjoy each other's company
- maintain high standards of appearance and orderliness around the school, encouraging

- pupils and adults to take a pride in themselves, their school and the wider community
- ensure effective learning opportunities for all
- ensure inclusive practice and equality of opportunity.

2. Responsibilities

Legal Guidance and Responsibilities

The Department of Education guidance, '*Behaviour in Schools; Advice for headteachers and school staff ((current DfE guidance))*' has been read and used to guide the school on the legal obligations, powers and responsibilities in terms of sanctions and managing behaviour within the school.

Pupils are expected to:

- to show that they have understood what is expected of them and acknowledge the responsibility that they have for their own behaviour
- know the Behaviour Policy and engage in discussions about it
- participate in discussions in school, and at home, that are aimed to develop an understanding of the Behaviour Policy
- adhere to the Behaviour Policy whilst in school, on off-site visits, and to and from school
- support other members of the school community in promoting the expectations of good behaviour
- ensure school work and home learning is well presented, completed to a high standard, and handed in on time. If pupils are struggling to meet the requirements of their workload for any reason, they should discuss this with their class teacher who will work with them to draw up a support plan.

Parents and carers are expected to:

- indicate that they will respect and support the school's expectations and the authority of the school staff
- know the Behaviour Policy and actively support it through discussions with their child(ren) as appropriate, role modelling and leading through example to support the expectations of the school
- ensure their child(ren) adhere to the school's expectations; that they are in school on time, appropriately dressed, fed, rested and equipped
- sign the Home School Agreement and follow its expectations.

Staff (this refers to paid staff) **in school are expected to:**

1. **Meet and greet at the door.**
2. **Model positive behaviours and build relationships.**
3. **Plan lessons that engage, challenge and meet the needs of all learners.**
4. **Use a visible recognition mechanism throughout every lesson (this replaces our previous visual of the traffic light system)**
5. **Be calm and give 'take up time' when going through the steps. Prevent before sanctions.**

6. **Follow up every time, retain ownership and engage in reflective dialogue with learners.**
7. **Never ignore or walk past pupils who are behaving badly.**

- set high standards of professional behaviour, politeness, self-discipline and respect to all.
- Be consistent. A truly sustainable consistent approach does not come in a toolkit of strategies but in the determination of every member of staff to hold firm. The key is to develop a consistency that ripples through every interaction on behaviour. Where pupils feel treated as valued individuals they respect adults and accept their authority.
- listen to pupils, making it clear through their response that pupils' comments are being taken seriously and are of importance
- actively support the Behaviour Policy through discussion with pupils, role modelling the expectations at all times in and out of school and leading through example.
- sanction pupils whose behaviour is unacceptable, who break school expectations or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006)
- sanction pupils at any time the pupil is in school or elsewhere under their charge
- apply the principles, rewards and sanctions as detailed in the Behaviour Policy as part of their classroom and behaviour management
- report concerns related to behaviour of pupils, staff, governors and parent/carers to the relevant member of the Senior Leadership Team or agencies as laid out in this policy or other policies (such as Safeguarding or Whistle Blowing).

Governors are expected to:

- refer all matters regarding sanctions to the Head teacher who, in consultation with relevant parties, will investigate all issues.
- know the school's Behaviour Policy and actively support it, in particular role modelling the expectations at all times whilst in and out of school.

School expectations that apply at all times to pupils, staff, parents, carers, volunteers and visitors

- Be punctual.
- Maintain a good attendance. Pupil's regular attendance at school is expected by law and Leatherhead Trinity takes attendance very seriously. A register is taken at the start of each morning and afternoon sessions and disciplinary action will be taken against any pupil who is discovered to be truanting. More information can be found in the school Attendance Policy.
- Unauthorised absences will be managed by in line with the school Attendance Policy.
- Keep your appearance smart and tidy; pupils are expected to wear regulatory school uniform at all times to and from school
- Be polite and respectful at all times.
- Be considerate of all others within your environment.
- Take care of your environment; keep it tidy and place litter in the bin.

- Health and safety equipment is only for use in emergency situations and should not be tampered with under any circumstances.
- The following items are not allowed in school
    - alcohol
    - drugs (in the case of where a pupil needs to take medication during the school day, please refer to the school's Medication Policy)
    - items that can be smoked, such as cigarettes, cigars, e-cigarettes
    - matches, lighters
    - chewing gum
    - weapons
    - material that is inappropriate or illegal for children to have, e.g. that is racist or pornographic

3. Behaviour Outside of School

Off-Site Visits

The expectations provided in this Behaviour Policy apply whilst pupils, staff, volunteers and helpers are involved in any off-site school visit.

Travel to and from school

The expectations provided in this Behaviour Policy apply whilst pupils are travelling to and from school. In doing so, their behaviour will maintain the positive reputation of the school.

In the Community

The school will respond to all non-criminal inappropriate behaviour and bullying which occurs anywhere off the school premises when this is reported to the school. Responses and sanctions will be in line with this policy and will involve the pupil's parents or carers. As in-line with legal requirements, staff will sanction the pupil on the school premises or in a place where the pupil is under the lawful charge of the staff member.

4. Behaviour Management

School Expectations

These have been compiled in consultation with all pupils. These expectations occur in all classrooms and in all areas of the school.

I am ready
I am respectful
I am safe

Preventative and De-escalation Measures

The school believes that preventing inappropriate behaviour is more effective and beneficial to pupils than managing situations when they occur. The aim is to create a safe, positive, and productive learning environment, based on the principles of

consistency, fairness and engagement. In order to provide this, the school manages behaviour through positivity.

To do this, adults and pupils:

- work to ensure positive, professional and mutually respectful relationships are developed between staff parent/carers and each pupil
- acknowledge and celebrate the talents, gifts and differences between individual pupils
- are always asked to do the best they can. Staff members' will teach and facilitate this behaviour.
- praise and reward appropriate behaviour
- use behaviour management strategies, such as distraction, addressing inappropriate behaviour quietly, listening to the pupil's voice
- restorative practices are used as a proactive measure to de-escalate situations and to explore, restore and repair relationships

Rewards

The school recognises that a positive learning environment can be created by recognising positive efforts, praising pupils and building mutual respect between staff and pupils, and between pupils themselves.

Individual Rewards

The following rewards are available for use by all staff:

- Verbal praise (for example when all names are present on the recognition board)
- Stickers for the pupil to wear
- House points
- Weekly Celebration Assembly certificates

Whole Class Rewards

- Large/whole class rewards are not necessary. This is critical – large rewards hanging as a prize at the end of the lesson/day pressure others to 'support' those who don't have their names on the recognition board.

House Rewards

- Every pupil is a member of a house (Phoenix, Griffin, Dragon or Unicorn). They can earn house points by following the behaviour expectations or exceptional piece of work, for example. The house points are counted up at the end of the week and given recognition in the Celebration Assembly.
- Sports teams and other teams representing the school are given performance awards during Celebration Assemblies.

Lunchtime and Playtime Rewards

It is important that the expectations in the Behaviour Policy are reinforced at lunchtime. These are reinforced through rewards such as

- Verbal praise
- House points

- Helping Hands
- Prefect responsibilities
- Stickers

Sanctions and Consequences
In all disciplinary actions, it is essential for the pupil to understand that it is the behaviour that is unacceptable, and not the child as a person. The school does not issue whole class sanctions.

Engagement with learning is always the primary aim. For the vast majority of learners, a gentle reminder, or a nudge in the right direction, is all that is needed. **Although there are occasions when it is necessary, every minute a learner is out of your lesson is one where they are not learning.** Steps should always be gone through with care and consideration, taking individual needs into account where necessary. Praise the behaviour you want to see. All pupils must be given 'take up time' in between steps. It is not possible to leap or accelerate steps for repeated low-level disruption.

1. **The redirection** – gentle encouragement
2. **The reminder** – given privately
3. **The caution** – clear verbal caution
4. **The time-out** – reflect away from others. Move seats or stand outside the classroom door.
5. **Internal referral** – go to linked classroom or another room
6. **Restorative (before next lesson)**
7. **Partnership stage** – implemented when there is cause for concern alongside the Behaviour team. At this stage action/behaviour plans will be developed for individuals.

Staff will always deliver sanctions calmly and with care. It is in nobody's interest to confront poor behaviour with anger.

A paid member of staff, or a member of staff who has authorisation from the headteacher, has the authority to issue sanctions. The sanction, by law, must be issued whilst the pupil is under charge of a member of staff and in proportion and be reasonable, taking into account the pupil's age, any SEN or disability they may have, safeguarding issue and any religious requirements affecting them.

STAGE	BEHAVIOUR	INTERVENTIONS AND CONSEQUENCES

1	Low level inappropriate behaviours e.g. calling out interrupting when the others are talking ignoring minor instructions making inappropriate noises	Apply positive strategies to encourage appropriate behaviours in-line with the school's ethos e.g. catch them being good praise – happy face pre-empting the situation reminder of school expectations talking quietly to children restorative conversations give an object to fiddle with
2	Medium level inappropriate behaviours e.g. petty theft persistent disruptive behaviour deliberately creating a disturbance general refusal to follow requests offensive language	Apply positive strategies and sanctions to encourage appropriate behaviours in-line with the school's ethos. e.g. class teacher to talk to parent and pupil record incidents/log give choice/expectation with timescale use visual timer lose time at break time to make up missed learning
3	Higher level inappropriate behaviours e.g. serious challenge to authority harming someone repeated refusal to do tasks	Apply positive strategies and sanctions to encourage appropriate behaviours in-line with the school's ethos e.g. Behaviour Plan in place advice from outside agencies upon targets, strategies and interventions

	harmful, offensive name calling continuing to leave the class without permission fighting and intentional physical harm to others malicious allegations against staff	put Communication Book in place to be logged and signed involve parents in weekly monitoring of report cards daily tracker for behaviour Internal reflection / internal suspension
4	Serious inappropriate behaviours e.g. bullying – physical and emotional deliberately throwing objects with the intention of harming someone repeated challenge to authority extreme danger of violence leaving school boundaries bringing banned substances or items into school	Involvement of outside agencies Pupil Support Plan set up Suspension – internal or external Permanent exclusion

5. Bullying

The school will take all reasonable measures to ensure the safety and wellbeing of all pupils and staff and this includes protection from bullying. The school aims to combat bullying and other harmful behaviour using, amongst others, preventative strategies through active development of pupils' social, emotional and behavioural skills. Further information and advice is detailed in the school's Anti-bullying and Online safety policies; copies of which can be obtained from the school office or on the school's website.

6. Pupils with Special Education Needs and Disabilities

Those pupils with Special Education Needs (SEN) and disabilities as well as those with additional challenges that some pupils may face will be taken into consideration when administering sanctions and rewards.

The school acknowledges that pupils with more challenging behaviour may need specific support and an individualised approach. These pupils will be brought to the attention of the school's SENCO and will have an Individual Support Plan and Behaviour Plan in place. Other agencies may become involved to assess the needs of the pupil.

The school recognises that where individual pupils are engaging in continuing disruptive behaviour this can be as a result of unmet mental health needs. If such needs are identified the school aims to ensure the pupil receives appropriate support.

Further information is available in the school's SEND Policy.

7. Transition

Managing Pupil Transition

We carefully manage the transition of pupils as they progress from one year group to the next and, to a greater extent, from Key Stage to Key Stage. Pupils have transition sessions with their new class and teacher, and we hold handover transition meetings at every move to enable clear communication for staff. We are especially careful in ensuring that transitions for pupils with particular needs are fully prepared at each stage both internally and externally. We make available to selected pupils the Transition Programme run by the Behaviour Support Service.

We have good communicative relationships with local senior schools and pupils are encouraged to attend taster days and visit prospective new schools. Relevant staff will also visit schools and liaise with the Heads of Year 7 in order to ensure smooth transition for pupils. Not only are pupils prepared for the academic transition of moving to secondary school, but also the social side. Former pupils can come back to talk to the current Year 6 about what secondary school is like.

8. Involvement with Outside Agencies

The school will undertake reviews of the needs of pupils and involve external agencies, such as the Behaviour Support Specialist Teachers, Educational Psychology Service, Occupational Therapy and Speech and Language Therapy where it is deemed by the school to be appropriate and beneficial to the pupil to do so. This will be discussed with the parent/carer beforehand and signed consent will be necessary in order to engage outside agency involvement.

9. Physical Contact With Pupils

The school recognises that there are occasions when physical contact (other than reasonable force) with a pupil is proper and necessary, such as:

- holding the hand of the pupil
- when comforting a distressed pupil
- when a pupil is being congratulated or praised
- to demonstrate how to use equipment
- to demonstrate techniques
- to give first aid

Use of Reasonable Force

Under Section 93 of the Education and Inspections Act 2006, all staff members and any other person whom the head has given the responsibility to be in charge or in control of pupils may use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline during teaching sessions and otherwise. Use of force should only be used as a last resort.

The school does not encourage the use of force and it will be used rarely. There is no definition of when it is reasonable to use force, as every situation is different and will have to be judged by the staff member in charge at that time. The degree of force used will be the minimum needed and proportional to the situation.

All incidents involving the use of force will be recorded by staff involved as soon as possible after the incident and copies will be given to the class teacher and headteacher. Parents will be informed of the incident although, lawfully, the school do have the right to not inform a parent if they decide it is inappropriate to do so.

Screening, Searching and Confiscation

The guidance provided in the Education and Inspection Act 2006 and the 'Searching, screening and confiscation Advice for headteachers, school staff and governing bodies' (February 2014), states that staff are authorised to use confiscation as a disciplinary sanction if it is lawful. This means that staff may confiscate or seize items in possession of a pupil that are illegal or banned from school, for instance, knives, weapons, alcohol, illegal drugs, stolen items, tobacco, cigarette papers, fireworks, pornographic images and articles that have been or could be used to commit an office or cause harm; the first priority being to ensure that pupils and adults are in a safe and secure environment when they are in school. Any items that may jeopardise the safety of others or themselves will be taken from the pupil without notice. A staff member can search a pupil with the child's permission to look for any item that are illegal or banned from the school. It is only the headteacher, or a staff member who has been authorised by the headteacher, who has the power to search a pupil without the pupil's consent if they suspect they are in possession of illegal items.

Section 93 of the Education Act 2011 states that staff have the legal right to seize an electronic device to examine any data or files on the device if there is good reason to do so. These data or files may be erased before returning the item to the owner if they believe there is good reason to do this.

Within the school, we do not use any walk-through or hand-held metal detector to screen pupils or adults.

10. Allegations Against Staff

Allegations against staff will be taken seriously and will be dealt with quickly and in a fair and consistent manner which provides effective protection for the pupil and supports the person who is the subject of the allegation. Every effort will be made to maintain confidentiality and guard against publicity while an allegation is being investigated. Suspension will not be used as an automatic response when an allegation has been reported. Appropriate pastoral care will be provided to any member of staff who is subject to a formal allegation (an Allegation Against Staff Policy is available).

11. Communicating the Policy to Parents/Carers, Staff, Volunteers and Pupils

For the Behaviour Policy to be successfully implemented it is essential that its contents are communicated effectively to all members of the school community. The school believes that parental support and acknowledgment of how behaviour is managed within the school will enhance the effective partnership between home and school.

The school works with parent/carers and pupils so that effective learning communities can be established. The school will report behaviour, appropriate and inappropriate, to parent/carers regularly. Parents are encouraged to communicate with the school if they have a concern about their child's behaviour or well-being, initially with their class teacher and then with the phase leader.

- School expectations will be reviewed at the beginning of each academic year in conjunction with all staff and pupils.
- School expectations will be placed in prominent places in all areas of the school and also in the Home/School Agreement information of which parent/carers and pupils are asked to sign. These agreements are reviewed with parents and children annually and are the focus for regular discussion in class as well as during whole school assemblies.
- The policy will be reviewed at the beginning of each school year, to ensure that all staff and pupils are fully aware of its contents and are implementing it consistently.
- For clarification on any of any points in the Behaviour Policy, parent/carers, volunteers and pupils are asked to discuss this with a member of staff.

12. Recording Incidents

Incidents will be recorded if the use of force has been applied. A log will also be kept when an incident has occurred which has resulted in personal injury, damage to property of a serious nature, or when a pupil has been searched.

13. Race Equality and Equal Opportunities

Our school is fully inclusive and promotes equality of opportunity for all, regardless of race, religion, gender, sexual orientation or disability. We are committed to tackling discrimination of any kind. Derogatory or discriminatory language or behaviours will be challenged. Any incidents of a racist nature will be dealt with in line with our school policies and parents/carers will always be informed if their child has been involved in a racist incident.

14. Monitoring and Evaluating

The school will regularly monitor the behaviour system to ensure expectations, rewards and sanctions are appropriate and effective. The information from our monitoring procedures will be used to identify good practice and to identify opportunities for staff professional development.

Information and feedback regarding the effectiveness of this policy across the school is sourced from informal discussions and reports from members of the school community; from classroom and playground observations; questionnaires from parent/carers, staff and pupils; formal data such as the number of pupils receiving sanctions; number of individual behaviour plans in place and through specific monitoring by staff and governors.

15. Complaints

The school has a standard complaints procedure. Parents are encouraged to take any complaint or concern to a staff member in line with the policy. The school will work towards resolving complaints and concerns as fairly and as quickly as possible, taking into consideration its policies, procedures and ethos. For details of the full complaints procedure see the Complaints Policy. For information on complaints relating to exclusions, see the Exclusions Policy. Both of these policies are available from the school office and also on the school website.

16. Relationship With Other School Policies

This policy must be read in conjunction with the school's Teaching and Learning, Absence and Attendance, Anti-Bullying, Complaints, Safeguarding Children, Equal Opportunities, Online safety, Exclusions, Medication, Race Equality and SEND Policies, as well as the Home-School Agreement.

The implementation and effectiveness of this policy will be monitored annually. The policy itself will be formally reviewed every three years unless changes in legislation or guidance require an earlier review. It will be available from the school office as well as through the school's website.

17. Supporting Documents

As well as the policies and documents referred to within this policy, the following documents have been used in order to provide compulsory and legal guidelines for managing behaviour in school.

- Behaviour in Schools. Advice for head teachers and school staff. September 2022
- The Education Act 2011
- Education and Inspections Act 2006
- Use of Reasonable Force. Advice for headteachers, staff and governing bodies. UNDER CONSULTATION – awaiting update
- Current DfE Searching, Screening and Confiscation guidance.
- The Equality Act 2010