

# Holy Trinity Catholic Primary School



*Aspire not to have more, but to be more.*

## **Behaviour Policy**

Reviewed: March 2026

## HOLY TRINITY CATHOLIC PRIMARY SCHOOL

### BEHAVIOUR POLICY

**Inspired by Christ and His teaching,  
Holy Trinity Catholic Primary School educates, nurtures and celebrates  
the unique nature and worth of every member of its diverse family.**

**'Aspire not to have more, but to be more'**

#### **Rationale**

At Holy Trinity Catholic Primary School, we aim to create a positive and caring atmosphere, based on a sense of community and of shared Christian values in line with the school Mission Statement, in which teaching, and learning can take place in a safe and happy environment.

We believe that the Catholic ethos of our school is central to creating an environment, which allows all pupils to develop and maintain high standards of behaviour and academic achievement. The quality of relationships throughout the school is of the greatest importance as it:

- Enables teachers to teach and pupils to learn
- Raises self-esteem
- Provides a calm, purposeful, caring and working atmosphere
- Is accepted and required in the wider society

#### **Legislation, statutory requirements, and statutory guidance**

This policy is based on legislation and advice from the Department for Education (DfE) on:

[Behaviour in schools: advice for headteachers and school staff](#)

[Searching, screening and confiscation: advice for schools](#)

[The Equality Act 2010](#)

[Keeping Children Safe in Education](#)

[Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)

[Use of reasonable force in schools](#)

## [Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

### **Introduction**

This policy is a statement of the principles, aims and strategies for the management of behaviour. It is intended to act as a reference point and to inform teachers, parents, governors, and inspectors.

### **We aim**

- To have a whole-school, consistent approach to behaviour management with a collective responsibility among staff, both teaching and non-teaching, to support and implement the positive behaviour policy.
- To have the support of parents, children and governors in implementing this policy and to have the acceptance of parents and children of the need to insist on good behaviour at all times.
- To encourage good behaviour by providing a range of rewards for children of all ages and abilities.
- To apply rules, rewards, and sanctions positively and consistently while at the same time considering individual circumstances.
- To teach through the school curriculum, in RE, PSHE, the National Curriculum subjects and the wider curriculum, values and attitudes, which will promote responsible behaviour, encourage self-discipline, and encourages in children a respect for themselves, for other people and for property.
- To be models of good behaviour, the basis of this being Gospel values and mutual respect.
- To make clear to children the distinction between minor and more serious misbehaviour and the range of sanctions that will follow.
- To treat problems when they occur in a caring and Christian manner in the hope of achieving an improvement in behaviour.

With the safety and well-being of the children in mind and to enable the school to function efficiently as a place of learning, this Policy has been formulated. It sets out the expectations of behaviour during the school day, whether in school or on a residential or educational visit (offsite visit).

- All members of the school community are expected to respect each other.
- All children are expected to respect all teachers, all other adults, and all fellow pupils.
- Children are expected to be well behaved, well-mannered and attentive.

- All children are expected to respect their own and other people's property and to take care of books and equipment.
- Children are expected to follow the school and class rules.
- If a child has a grievance against another child, he or she is encouraged to report it to a member of staff who will deal with the matter.
- Physical violence is not acceptable, neither is retaliation. Repeated or serious incidents will lead to exclusion.
- Foul or abusive language must not be used.
- Toys, games, and other inappropriate items are not to be brought into school.
- Children must not bring sharp or dangerous instruments to school, or any item that might cause a problem.
- Children must not wear jewellery, other than wristwatches and stud earrings in school.
- Mobile phones are prohibited. The exception is: children in Year 6 who walk to school unaccompanied are allowed to bring mobile phones into school. These must be switched off when children enter the school grounds and should remain off until children leave school. Phones should be handed into the office on arrival at school for safekeeping.

### **Definitions**

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, assault, or harassment
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items

### **Bullying**

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

**Bullying can include:**

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"><li>• Racial</li><li>• Faith-based</li><li>• Gendered (sexist)</li><li>• Homophobic/biphobic</li><li>• Transphobic</li><li>• Disability-based</li></ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our approach to preventing and addressing bullying are set out in our anti-bullying policy.

### **Roles and Responsibilities**

#### **The Governors**

The governors are responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

#### **The Head Teacher**

The Head Teacher is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour

- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly.

## **Staff**

Staff are responsible for:

- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values, and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents promptly on CPOMS
- Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

## **Parents and carers**

Parents and carers, where possible, should:

- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Sign the Home/School Agreement and support the school as outlined in the Agreement.
- Read and adhere to the Behaviour Policy
- Recognise that for the school to have an effective Behaviour Policy, it requires close partnership between parents, teachers, and children.
- Discuss the school rules with their child, emphasise their support of them, and assist, when possible, with their enforcement.

- Attend Parents' Evenings, parents' functions, and develop informal contacts with school.
- Recognise that learning and teaching cannot take place without discipline.
- Remember that staff deal with behaviour problems patiently and positively.
- Teach their children to be punctual and to show respect for all others.
- Listen to their child/children if they have worries or concerns.
- Contact the school to talk to the teaching staff if they have any problems.
- Avoid children witnessing conflict between adults and demonstrate to their children how school and home mutually support each other.

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy and working in collaboration with them to tackle behavioural issues.

## **Pupils**

Pupils are expected to:

- Follow the behaviour policy
- Show respect to all pupils and members of staff
- Behave in a manner in classes which enables others to learn.
- Treat other's belongings with respect.
- Know the school's key rules and routines
- Know the rewards they can earn for meeting the behaviour standard, and the consequences they will face if they do not meet the standard

## **Behaviour management**

All staff will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Develop a positive relationship with pupils
- Greet pupils in the morning/at the start of lessons
- Establish clear routines
- Communicate expectations of behaviour in ways other than verbally
- Highlight and promote good behaviour
- Conclude the day positively and start the next day afresh
- Have a plan for dealing with low-level disruption
- Use positive reinforcement

Rewarding good behaviour must be the norm and is the responsibility of all adults within school.

When dealing with instances of poor behaviour the following strategies may be used as guidance:

- Praise of children nearby
- A disapproving look
- Stand close and encourage back to work
- Visit the child and ensure that the work/activity is understood and at an appropriate level.

If a child continues to ignore directions and/or is disruptive, teachers may give a clear rule reminder using the behaviour system display and a reminder of the consequence so that the child has a clear choice.

### **Incentive Scheme**

A major aim of the school policy is to encourage children to practise good behaviour by operating a system of praise and reward for all children.

### **How our behaviour system works**

- At the start of the day, each child's name is placed on the sunshine.
- If a child demonstrates any of the listed inappropriate behaviour statements, they will be asked to move their name from the sunshine to the **white cloud (Verbal Teacher warning)**. Should a child's behaviour improve, they will be given the opportunity to move themselves back to the sunshine.
- If a child persists in unacceptable behaviour, or demonstrates rain cloud statements, they will be asked to move their name from the **white cloud** to the **rain cloud (Consequence)**. This is recorded on CPOMS. Should a child's behaviour improve, they will be given the opportunity to move themselves back to the **white cloud**.
- If the **rain cloud** behaviour continues, or this furthers to a **lightning** statement not being followed throughout the day, the child will be asked to move their name to the **lightning symbol. (Send to SLT)**
- Children who demonstrate exceptional behaviour will be asked to move their name to the **rainbow**.

- If a child's behaviour is exceptional and they produce an outstanding piece of work, they will be asked to move their name to the **pot of gold**. (Is possible child will visit the relevant subject leader with their work)

Below is the crib sheet showing the system we use to encourage a positive approach to behaviour and learning:

Pot Of Gold	Rainbow	White Cloud	Rain Cloud	Lightning
<i>I listen to and follow instructions from an adult; first time, every time.</i>	<i>I listen to and follow instructions from an adult; first time, every time.</i>	Answering back	Persistently not following instructions or persistent defiance	Major disruption
<i>I use good manners and show respect to everyone.</i>	<i>I use good manners and show respect to everyone.</i>	Deliberately telling lies/getting others into trouble	Not listening and not following instructions	Serious acts of vandalism
<i>I speak and act kindly to everyone to keep us safe and happy.</i>	<i>I speak and act kindly to everyone to keep us safe and happy.</i>	Verbal abuse, minor bad language	Deliberate destruction of another child's piece of work	Serious act of stealing
<i>I produce exceptional pieces of work.</i>		Unsafe movement	Minor vandalism	Repeated incidents of bullying
		Disrupting another child's learning, work, games, etc	Stealing	Consistent verbal discriminatory language/ abuse
		Destruction of school property (first time) and other people's property	Unsuitable behaviour- pushing/ kicking/ teasing/ inappropriate language/ verbal abuse	Violent hitting, kicking and fighting
		Inappropriate language or behaviour	Threatening behaviour	Violently attacking children and adults.
		Dropping litter or food deliberately in the dinner hall, etc	Isolated acts of violence – kicking, hitting, thumping etc	Use, or threat of use, of an offensive weapon or prohibited item and ecigarettes/vapes
			Throwing food in dining hall	Racist abuse
			Fighting	Abuse against sexual orientation or gender reassignment
			Non co-operative / bad attitude towards others	Abuse relating to disability
			Spitting	Possession or use of an illegal drug on school premises
			Leaving the school / trip venue without permission	Repeated rain cloud behaviour
			Bullying, persistent name calling	
			Repeated white cloud behaviour	
		Verbal warning - A reminder about the behaviour we wish to see - inviting them to make the right choice	Missing part of break/lunchtime Isolate in class/parallel class  Class Teacher to have Communication with parents/carer depending on severity	Sent to DHT/HT  Meeting with parents/carers  Removal from the class to the Ark

			Send to Assistant Headteacher depending on severity	Lunchtime suspension Fixed term suspension Permanent exclusion
--	--	--	---	--

### Unacceptable Behaviour

Repeated examples of the following may result in fixed term exclusion:

- Bad behaviour in the classroom, playground, or dinner hall.
- Use of bad language including use of bad language towards staff or pupils.
- Refusal to work or to move.
- Rudeness and defiance towards adults.
- Misuse of other children’s belongings.
- Deliberate damage to school property.
- Theft.
- Leaving the school premises without permission.

Serious breaches of school discipline could lead to permanent exclusion.

All decisions relating to the above will require clear evidence before exclusion procedures are implemented.

The Head Teacher or in the Head Teacher’s absence, the Deputy Head Teacher, will be responsible for making such decisions and will ensure that all the evidence is considered. Exclusion procedures will be carried out in accordance with local authority guidelines.

### House Points Reward System

All children are members of one of the four schoolhouses, which are named after Saints. Each house has two House Captains, and a teacher or teachers who act as house leads.

Children receive house points from their class teacher or staff in school which they can tally in class (stickers will be used to place on charts in EYFS). Children can be rewarded House Points for academic and non-academic achievements, for effort and for being caring, and for all aspects of good work and behaviour.

House Captains will total each House’s running total weekly. House Captains will also count up individual children’s house points weekly and the child with the most house points in each house will enter a raffle for a prize draw at the end of each half-term.

At the whole school Praise Assembly, each week, the house points running total will be on display so that children can see which house has accumulated the most point tokens that half

term. At the end of the term, all the children in the house with the most points overall receive a reward set by school council.

Each week children who have achieved work or behaviour of a high standard receive a star of the week certificate.

### **Virtues and Values**

As a Catholic school, Holy Trinity underpins everything it does with the principles of forgiveness, social responsibility and a belief in the potential of every individual to make good choices about their learning and behaviour. We want members of our school community to feel valued, safe and protected and that their voice is heard. Children who have actively promoted our school mission will be awarded with a virtues and values certificate. These celebrate our Gospel values.

### **Other Incentives**

Depending upon the cohort and circumstances, teachers may introduce additional class- based incentives. These will be used in conjunction with the behaviour scheme.

### **Exceptions with regard to Special Educational Needs and Disability (SEND)**

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the specific needs of the pupil. The school's SENDCo will support class teachers to evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. We will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

### **Use of Force to Control or Restrain Pupils.**

In some circumstances, staff may use reasonable force to restrain a pupil:

Circular 10/98 defines three broad categories of incident in which it may be appropriate or necessary to control or restrain a pupil:

- Where action is necessary in self-defence or because there is an imminent risk of injury to an adult or pupil.
- Where there is a developing risk of injury or significant damage to property.
- Where a pupil is behaving in a way that is compromising good order and discipline.

Incidents to physical restraint must:

- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned.
- Be recorded and reported to parents.
- Please refer to the school's Restrictive Interventions (including reasonable force and seclusion)

Date for next review September 2026