



Behaviour Policy

Our School Vision

“Elsecar Holy Trinity is a nurturing, inclusive, Church school where everyone is valued as a child of God. We warmly welcome people of all faiths/worldviews and backgrounds, fostering respect, compassion and forgiveness. Rooted in faith, family and community, we aim to grow together in love, developing wisdom, knowledge and aspirations for a brighter future.”

RATIONALE

Our behaviour policy is closely aligned with our school vision statement, where forgiveness is at the heart of all we do. We believe that every individual is created in the image of God and is deserving of love, respect, and the opportunity to grow. As such, our approach to behaviour management is rooted in Christian values, particularly the principle of forgiveness.

We understand that children will make mistakes as they learn and grow, and we see these moments not as failures, but as opportunities for reflection, reconciliation, and renewal. Through restorative practices, we encourage pupils to take responsibility for their actions, seek forgiveness when needed, and make amends. In turn, we model grace and offer support, helping every child to understand that they are not defined by their past actions, but by their capacity to learn from them. This approach is grounded in the words of Ephesians 4:32: ***“Be kind and compassionate to one another, forgiving each other, just as in Christ God forgave you.”*** By fostering a culture of compassion and accountability, we nurture a school environment where relationships are repaired, dignity is restored, and all members of our community are empowered to flourish.

OUR BEHAVIOUR POLICY IS DESIGNED TO:

1. Provide an agreed framework for good practice and a consistent approach.
2. Help everyone to understand that following school rules is a basic expectation of all pupils.
3. Promote positive attitudes and value good behaviour.
4. Encourage respect for others and the school environment.
5. Create a co-operative and secure environment.
6. Encourage a restorative approach to behaviour management.

GUIDELINES

There is an expectation that:

1. All adults connected with the school are positive role models.
2. Expectations for behaviour are clear.
3. Respect is shown by adults for pupils and each other.
4. Respect is shown by pupils for adults and each other.
5. Adults exercise calmness of approach in dealing with unacceptable behaviour.
6. A clear set of rules, rewards and sanctions is consistently applied by all school personnel.
7. Preventative approaches such as differentiated learning (to ensure that children are motivated and challenged) are in place to reduce the risk of poor behaviour.
8. All adults follow the behaviour policy in its entirety to ensure fairness for ALL children.

PARTNERSHIPS WITH PARENTS AND CARERS

We value very highly the strong relationships we have with parents. When parents and school support each other, children experience a more consistent approach to their learning and general development, giving them the best opportunity to develop their full potential.

This policy is monitored and regularly reviewed to ensure that it is effective and consistent.

RULES, REWARDS AND SANCTIONS

RULES

Children are clear on the expectations for behaviour and follow the **Golden Rules**:

- **We value honesty**
- **We make the right choices**
- **We are kind to everyone**
- **We look after and respect our community**
- **We respect ourselves and each other**
- **We always do our best**

REWARDS

Positive behaviours are rewarded in several different ways:

- Achievement assemblies take place weekly to recognise good behaviour and achievement (Star and Kind Heart)
- Children are sent to other staff for praise, recognition and achievement.
- Stickers, smiley faces and stamps reward good work and behaviour.
- Positive feedback is given to parents and carers.

SANCTIONS

Where sanctions are appropriate, we explore the negative behaviour with each child and ensure that the behaviour is discussed and remedied using a restorative approach. We encourage children to take responsibility for their own behaviour and give them the chance to 'correct their mistakes. 'Forgiveness' is at the heart of this policy

In all classes we use positive praise and clear explanations in order to teach the children how to behave well. Age-appropriate language is used to help the children build an understanding about the behaviours that are expected in our school.

We use a rainbow chart to visually explain praise and consequences of behaviour. All the children begin each day with their name on the sunshine image. Children who follow the school golden rules and show excellent behaviours have their names placed on the rainbow. If children do not follow instructions, they are reminded of the golden rule and given a chance to make the right choice. If they continue to ignore the rule, their names are placed on the white cloud.

If a child displays violent, aggressive behaviours their names are placed on the grey thunder cloud; they are then taken to the head teacher or assistant head teacher. Parents and carers are also informed at this stage.

EXCLUSIONS

Incidents of a serious nature — including but not limited to physical violence, racial abuse, inappropriate or offensive behaviour, verbal abuse, conduct that endangers the health and safety of others, or deliberate damage to school property — will be treated with the utmost seriousness.

Such behaviour is likely to result in a fixed-term exclusion, and in some cases, may lead to permanent exclusion, depending on the severity and circumstances of the incident.

PHYSICAL INTERVENTION

The use of physical intervention is very rare and is, wherever possible, avoided. There may be occasions where the use of physical restraint is appropriate; for example, if a child is in danger of hurting his/her self and/or others or making a threat to injure. Any intervention used is minimal and in proportion to the circumstances of the incident. Key members of staff receive specific training around the use of physical intervention and all interventions are recorded on CPOMS. The parents or carer of the child will be contacted by a member of the SLT to inform them of the incident and give them the opportunity to explore the incident further.

Policy Updates – September 2025

Review Data – July 2026