



**Trinity CE
Primary School**
Who is my neighbour?

BEHAVIOUR POLICY

We aspire to encourage diversity and a love of learning that nurture well-rounded individuals, with curious minds, who shine in service to our community and are inspired to flourish; we do this by always asking ourselves 'Who is my neighbour?'

Signed	Date	Review Date
Charlotte Whittle	September 2026	September 2027
Eileen Barnes-Vachell and Iliffe Kenyon	September 2026	September 2027

OUR SCHOOL VISION

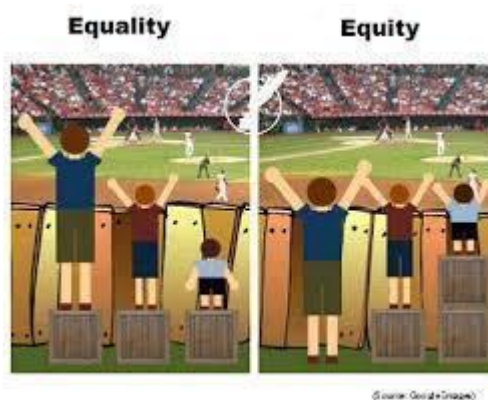
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Introduction

At Trinity Church of England Primary School, we aim to develop courageous learners who take ownership of their learning and are proud of their achievements. We seek to do this through learning together in a secure, happy and healthy environment, where we have high expectations of each other, embracing exciting challenges that inspire and motivate us to flourish in all areas of our lives. Our school community is encouraged to develop a passion for lifelong learning, to contribute to our global society, and to be generous and inclusive in our friendships. Our Christian ethos and our sense of belonging to our school community encourages kind, caring and respectful behaviour towards those around us; constantly reflecting on our motto 'Who is my neighbour?'

We aim to promote positive behaviour throughout the school by fostering our key Christian values of RESPECT, CARE and COURAGE. Our school motto is 'Who is my neighbour?' This question encourages our pupils to think deeply about one another, and reflect on their relationships both in school and the wider community. It also reinforces the message that we are all each other's neighbours and are therefore valued, as well as respected, by all. We practise and promote positive, considerate and respectful behaviour, where staff are encouraged to regularly use praise and positive reinforcements to ensure that children gain a sense of their own value, as well as self-worth. In order to help staff to deliver this, we have developed our own 'Behaviour Curriculum' which is taught throughout the school and regularly revisited throughout the academic year, where we explicitly teach the expectations to our children.

Our Aims



- To ensure that personal and social circumstances should not be an obstacle to achieving educational potential and we seek to provide equality and excellence for all
- To ensure that our children develop self-confidence, gain a balanced view of their society and the world through a responsive curriculum, adopting Christian Values that they will carry

with them throughout life. We provide opportunities for reflection and prayer so that children learn and explore experiences and individuality

- To provide clear, fair and consistent approaches to behaviour, based on nurturing principles and restorative practices
- To foster, nurture and value the importance of strong and healthy relationships
- To help learners take control over their behaviour and be responsible for the consequences of it
- To ensure that everyone is treated fairly, shown respect and is responsible for promoting good relationships
- To give staff the tools to enable them to support and equip children with the strategies to manage their behaviour and build positive relationships with others

The aim of the policy is to ensure that the entire school community is aware of what standard of behaviour is expected, how we seek to encourage positive behaviour and how we manage unacceptable behaviour in order for us to be 'our best version'.

Implementation

It is recognised that the quality of learning experiences in the classroom will have an impact on behaviour. High expectations from staff, delivering a curriculum matched to children's varying needs, will help to motivate pupils promoting self-esteem and confidence, leading to order and self-discipline. Promoting positive behaviour and wellbeing will promote and strengthen resilience throughout the school community, empowering everyone to face life's challenges.

It is also recognised that external influences on children must be taken into account and related to the expectations of the school. The development of good relationships with parents will assist in the encouragement of support and understanding.

In all disciplinary actions, it is essential the child knows that it is the behaviour which is unacceptable, not the child as a person.

Staff will always seek to understand the reasons behind behaviour and respond proactively to emerging difficulties. Prevention, early intervention and de-escalation should be prioritised wherever possible. Staff should consider the individual needs and circumstances of pupils, including any special educational needs or disabilities, communication needs, sensory needs or other factors which may affect behaviour, and make reasonable adjustments where appropriate.

The Trinity Golden Rules

In order to create a simple, clear and consistent approach to behaviour for the school, its pupils their families and staff, Trinity has 3 Golden Rules:

**Be Ready to
Learn**

Be Respectful

Be Responsible

Some examples of this include (but are not limited to):

<u>Be Ready to Learn:</u> - be on time - wear the correct uniform - have the right equipment - look and listen to the person talking	<u>Be Respectful:</u> - listen to others and expect to be listened to - use kind words, language and tone - look after our building, displays and equipment - say please and thank you - hold doors open for others	<u>Be Responsible:</u> - be in the right place at the right time - tell an adult if you have a problem - use equipment sensibly - stay in the right area - move around school calmly
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Children are expected to uphold the values of our Golden Rules, maintaining respectful behaviour towards peers and adults alike, avoiding bullying and prejudice behaviour of any kind.

In order to develop a safe, positive learning environment, members of staff follow the five pillars of adult behaviour:

1. Consistent, calm adult behaviour
2. First attention for best conduct
3. Relentless routines
4. Scripting difficult interventions
5. Restorative follow ups

Use of Rewards and Sanctions

Rewards

We aim to create a healthy balance between rewards and sanctions with both being clearly specified. Pupils should learn to expect fair and consistently applied sanctions for inappropriate behaviour. All systems are applied consistently and fairly, while taking account of individual circumstances, including pupils' age, developmental stage, additional needs and any relevant social, emotional or contextual factors. Where appropriate, reasonable adjustments will be made to support pupils to meet behavioural expectations. At every opportunity, we seek to demonstrate the Christian value of forgiveness. In order to make this clear for all involved, our behaviour blueprint is followed by all adults that work at Trinity.

Trinity Behaviour Blueprint

<u>5 Pillars of Practice for All Staff</u> 1. Consistent, calm adult behaviour 2. First attention for best conduct 3. Relentless routines 4. Scripting difficult interventions 5. Restorative follow ups		
<u>Trinity Golden Rules:</u> ● Be Ready to Learn ● Be Respectful ● Be Responsible	<u>Rewards (not limited to):</u> ● Verbal praise ● Non-verbal praise	<u>Stepped Sanctions (see behaviour flow):</u> 1. Warning

	● Special privileges or responsibilities ● Star of the Week or Learning Means the World certificates ● Good neighbour awards ● House points (individual work) ● Headteacher awards ● Teacher 'shout out' ● Stickers ● Marbles in a jar for class rewards ● Star of the term	2. Movement within the classroom or time out next to the person on duty 3. Time out in another classroom or reflection if at breaktime
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Good Neighbour Award

'Good Neighbour' awards are given out as stickers and can be given at any time in the school day, by any member of staff. Pupils who receive this award will have demonstrated their commitment to our school motto: Who is my neighbour? Children might have shown consideration of this question in their treatment of other children, staff or somebody in our wider community.

Teacher Shout outs

Teacher shout outs can be given to any individual, by any teacher, who is going 'above and beyond' and demonstrating our 3 Golden Rules. They are used as a way of praising individuals for positive behaviour, and also sharing with parents.

House Point Tokens

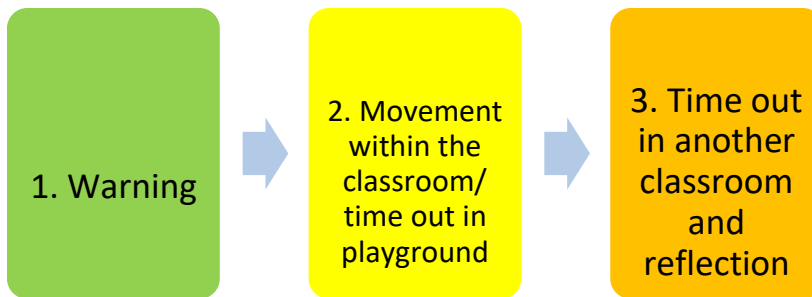
House point tokens can be awarded to children, by any member of staff, for any positive behaviour that has been seen. The winning house will be given a reward at the end of each term.

Sanctions

Despite positive responses as a means to encouraging good behaviour at Trinity C of E Primary School, it may be necessary to employ a number of sanctions, so that the aims of this policy are met, and to ensure a safe and positive school environment. As with matters relating to rewards, consistency is vital and should be appropriate to each situation. This policy is designed to empower both teachers and support staff in our mutual desire to create a just, secure and happy learning environment.

All class teachers should operate a stepped approach to sanctions, using the behaviour flow, which allows children to identify the next consequence. Children for whom the school's usual behaviour approach is not appropriate will have an individual behaviour support plan where required. This will identify the pupil's needs, potential triggers, proactive and preventative strategies, appropriate reasonable adjustments, de-escalation approaches and, where relevant, agreed responses to situations where behaviour may escalate. These plans will be reviewed regularly and in response to significant incidents. It is vital that parents are fully aware of rewards and sanctions, so that home and school can work together in an informed way and children experience a consistent approach.

The Behaviour Flow



When a child in Years 1-3 is being sent for time out in another classroom a member of the office staff will be called to take the child to the class they are being moved to. When a child in Years 4-6 is being sent for time out in another classroom the class teacher will call the teacher in the class they are sending the child to so that they are expecting them. If a child reaches the 'time out' in another classroom (stage 3) stage of the flow, the behaviour incident must be recorded on CPOMS, where the Headteacher will monitor all incidents. If children reach level 3 of the behaviour flow parents will be informed - verbally, via phone or e-mail.

Class	Time out classroom
Jeffers/ Bryon	Other EYFS classroom
Murphy/ Rosen/ Dahl	Other KS1 classroom
Cowell/ Coehlo/ Pilkey	UKS2 classrooms
Palmer/ Zephaniah/ Rundell	KS1 classrooms

When in another classroom, children will remain there for 30 minutes and will be sent with work/activity to complete in that time by their teacher.

Removal from the classroom or use of a designated reflection space as a behaviour management strategy does not constitute seclusion where the pupil is able to leave the space freely. Any situation in which a pupil is prevented from leaving a space must be managed in accordance with the school's **Use of Reasonable Force Policy** and the statutory requirements relating to restrictive interventions and seclusion.

At any time, children may be sent to a member of the senior leadership team for serious, or persistent, inappropriate behaviour; in extreme cases of inappropriate behaviour, immediate removal by a member of the senior leadership team may be necessary. For continued unacceptable behaviour, or in the event of serious verbal or physical violence, children may be suspended or even permanently excluded from school (see 'Suspensions and permanent exclusions' below).

Warnings

Behaviours that will result in warning include:

- Not being on task/wasting time

- Interrupting the lesson
- Inappropriate movements around the class or school
- Interfering with others' property
- Not allowing children to join in
- Making silly noises, gestures or actions
- Talking whilst the teacher is talking
- Not lining up appropriately (expectation – quiet, single line)
- Distracting other children
- Talking in assembly
- Intentionally ignoring adult requests
- 'Back- chatting' an adult
- Play fighting or rough play with peers e.g. grabbing, tripping, swinging each other around
- Minor damage to property that does not belong to them
- Having disrespectful conversations to or about others
- Making fun of others/deliberately winding them up including in online groups
- Dropping, throwing, flicking, damaging or misusing objects, food, or equipment in any area of the school

If any of the above behaviours are persistent children will be put on a behaviour report and a meeting with parents will be arranged.

Reflection

Reflection may be used as a consequence for a single incident of inappropriate behaviour, or when reaching stage 3 of the flow. During this time, children miss part of their break to reflect on their behaviour, as well as completing a reflection sheet identifying the behaviour that was inappropriate and reflecting on how this can be rectified. They may also complete an appropriate activity to acknowledge their mistake e.g. writing a letter of apology or finishing incomplete work.

Reflection will take place in the **Science Lab** and will be supervised by the member of staff on duty that day. There will be a reflection rota for break times. If a child goes to reflection this will be recorded on CPOMS. Teachers will take children to reflection after walking their class out for break. Reflection to take place at the earliest opportunity. Parents will be informed if children receive reflection.

If children are not allowed onto the playground at lunchtime due to inappropriate behaviour they will sit outside the Deputy Headteacher's office.

In EYFS reflection will happen in the moment.

Breaktime and Lunchtime Sanctions

If a child's behaviour has been deemed unacceptable by a member of staff during break or lunchtime, an 'in the moment' sanction of timeout will be issued. In the event of more serious incidents, children may miss part, or all, of their break the following day in reflection and their parents will be advised. Lunchtime supervisors should advise class teachers of any child missing a playtime the next day. Packs for playgrounds will include: good neighbour stickers, behaviour slips, walkie talkie, water and paper towels.

Play leaders on the KS1 playground will have a book to communicate positive and negative behaviour with the class teachers. Playtime reward certificates will be given for children who have made positive choices.

When a child has behaved inappropriately the adults on duty will complete a lunch / break time incident slip. This will include outlining the behaviour and the consequence given to the child. The behaviour slips will be given to class teacher at the end of break/ lunch.

Extra-curricular activities

If a child's behaviour has not been acceptable during an after-school activity that has been arranged by the school, the school behaviour flow will be followed. In the event of persistent, inappropriate behaviour, the decision may be made to permanently exclude a child from the activity.

Scripted Interventions

When dealing with behaviour, teachers should follow these three overriding rules:

Be calm – children should be dealt with calmly and firmly, referring to what the action is and why the action is being taken.

Issue logical consequences – a logical consequence is a sanction that should “fit” the offence. It usually has two steps. The first is to stop the misbehaviour; the second is to provide an action that **recalls children to the three golden rules**, reinstates the limits, and teaches alternative behaviours.

Ensure a fresh start – although persistent or serious misbehaviour needs recording, every child must feel that every day is a fresh start and that the Christian value of forgiveness has been demonstrated.

It is imperative that any sanction is applied fairly, and the consequences fully explained.

The Reminder Script

To help ensure consistency when dealing with behaviour, adults may use a ‘scripted intervention’ to help draw attention to negative behaviour, but also to remind children of the positives they have seen. This can happen at any point of the behaviour flow, as well as when dealing with any behaviour incident. The script may look like the following:

I noticed you are... *having trouble getting started/ wandering around the classroom*
It was the rule about... *being respectful/ responsible/ ready... that you broke*
I need you to... *get back on task/ sit down in your seat*
I remember when... *you were doing fantastic listening yesterday.*
That's what I want to see now. Thank you.

By adopting the use of the above script, staff are able to give more time to the many, as well as deal with behaviour in an utterly predictable and safe way to send a clear message.

Restorative Conversations

Restorative conversations are a crucial step in dealing with behaviour, because they prioritise repairing harm and rebuilding relationships, rather than focusing solely on the consequences. Through these conversations, we can create safe spaces for children to express themselves, share

their perspectives and understand the impact on their actions. By fostering this open communication and empathy, restorative conversations promote accountability and can help establish a sense of community and trust, as well as encouraging personal growth, reflection and problem solving.

A restorative conversation may include the following questions:

1. What happened?
2. What were you thinking at the time?
3. Who has been affected? How do they feel?
4. What should we do to make things right?
5. How could we do things differently in the future?

Suspensions and Permanent Exclusions

Only the Headteacher (or the acting Headteacher) has the power to suspend or permanently exclude a child from school. The Headteacher may suspend a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a suspension into a permanent exclusion if the circumstances warrant this. In the event of considering a suspension or permanent exclusion, Local Authority guidelines will be referred to and, where appropriate, protocols relating to the suspension/exclusion of looked-after children followed. See Appendix 1 for examples of behaviour that may warrant suspension/permanent exclusion.

If the Headteacher suspends/permanently excludes a child, they will inform the parents immediately, giving the reasons. At the same time, the Headteacher makes it clear to the parents that they can appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The Headteacher will inform the Local Authority and the governing body about any permanent exclusion, and about any suspensions beyond five days in any one term. The governing body itself cannot suspend/permanently exclude a child or extend the suspension period made by the Headteacher. The governing body has a discipline committee whose role is set out in strict guidelines whenever a child is suspended/permanently excluded from school. The Headteacher is not a member of this committee.

Recording, Monitoring and Evaluating Behaviour

Classroom

All classes will be following the guidance set out and agreed in our 'Behaviour Curriculum', however it is imperative that children are aware of the next consequence or sanction.

All notable behaviour incidents are to be recorded by staff on CPOMS, which enables class teachers and SLT to effectively monitor behaviour throughout the school and to support any individual pupils who are regularly struggling to follow the school rules.

Recording restrictive interventions

Any significant incident involving the use of force, restraint or seclusion must be recorded by the staff involved in accordance with the school's recording procedures. Records should be completed as soon as practicable and, wherever possible, on the same day as the incident.

Records will include appropriate information about the circumstances leading to the intervention, any relevant pupil needs or circumstances, de-escalation strategies used, the nature and duration of the intervention, the reason the intervention was necessary, and any injury or follow-up support required.

Significant incidents will be reported to parents/carers in accordance with statutory requirements and the school's **Use of Reasonable Force Policy**. Incidents will be reviewed by school leaders to identify any further support, reasonable adjustments, training or changes to practice that may reduce the likelihood of future restrictive interventions.

Break and lunchtimes

Incidents of persistent disruptive behaviour are reported by the midday supervisors to the class teacher in question or, if the action is serious, a member of SLT may be informed.

As a school we are proactive in response in that we strive for greater consideration, awareness and respect of each other and consequently better behaviour.

Staff on duty will:

- patrol all areas of the playground when on duty
- check cloakrooms to make sure children are not gathering inside the school building
- closely watch children who are known to cause problems for children and intervene quickly
- anticipate problems and intervene with appropriate advice
- implement our policies on expected behaviour and be consistent in response
- investigate thoroughly 'to be sure' if incidences are reported and not seen
- bring to the class teacher's attention any children who have regular problems with interactions, friendships, personal and social relationships as well as inappropriate use of language/physical touching
- investigate children who report concerns and help them through a difficult situation; avoid sending children away without investigating

Responsibilities

Parental Responsibilities

Family is where true power lies and, if we want to strengthen and improve outcomes for children, there is no better way than strengthening families and strengthening the relationships on which families are built. Staff welcome early contact if parents have a concern about their child's behaviour, or fear that they are being upset by others. If parents and the school work together we believe that the discipline and behaviour of pupils will be maintained and respected by all.

Parents can help in the following ways by:

- ensuring that pupils arrive punctually for the start of the school day
- ensuring that pupils have appropriate dress for school and PE so as to take a full part in all school activities
- supporting the school in our policy that all pupils are expected to behave in a responsible manner, both towards themselves and others, showing consideration, courtesy and respect for other people at all times

- ensuring that pupils show a proper regard for other people's property, buildings and the environment
- ensuring regular attendance at school and avoiding unnecessary pupil absence
- sharing and celebrate our Christian vision and values

We expect parents to behave in a reasonable and civilised manner towards all school staff. Incidents of verbal or physical aggression to staff by children, parents, guardians, or carers of children in the school will be reported immediately to the Headteacher, who will take appropriate action. See also the Parent/ Carer responsibilities in the Home–School Agreement.

If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. A member of SLT may then be involved and, if the concern remains, they should contact the school governors. If these discussions cannot resolve the problem, a formal complaint or appeal process can be implemented.

School Responsibility

The Role of Non-Teaching Staff

All school staff have a responsibility to uphold the behaviour policy.

Non-teaching staff should ensure that children always move sensibly and quietly through the school, helping to ensure a calm atmosphere in the corridors, classrooms and other school areas. All staff should refer back to our behaviour curriculum to reinforce positive behaviour and the three 'golden rules' to challenge inappropriate behaviour if witnessed.

The Role of the Teacher

Trinity C of E Primary School is aware that good classroom organisation is key to good behaviour and that the provision of a high-quality curriculum through interesting and challenging activities influences behaviour.

Our teachers are positive, enthusiastic and have high expectations of both learning and behaviour. They foster a sense of self-esteem in all children, linked with an understanding of the needs of others, as well as encouraging a calm and responsive atmosphere, avoiding shouting. Teachers operate an 'open door' policy for children. During periods throughout the day (mainly at break and lunchtime) teachers are available for pupils to go and have a 'private chat' about their concerns. Teachers deal with parental concerns in a timely, respectful, sympathetic and professional manner, involving SLT as appropriate. Teachers expect that parents will behave in a reasonable manner towards them, as professionals, and that issues will be dealt with in an atmosphere of trust and mutual respect.

The Role of the Governors

The governing body has the responsibility of setting down general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines. Governors will receive appropriate information about behaviour, including patterns and trends in the use of restrictive interventions, to enable them to monitor the effectiveness of the school's behaviour arrangements and ensure that statutory recording and reporting procedures are being followed.

The Role of the Headteacher

The Headteacher has the day-to-day authority to implement the pupil behaviour policy and oversee the implementation of the Behaviour Curriculum, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the pupil behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy. The Headteacher keeps records of all reported serious incidents of misbehaviour and has the responsibility for suspending individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child.

Appendix 1

This provides non-exhaustive, non-binding examples of behaviour that may lead to suspension or permanent exclusion (source: OCC Permanent Exclusion Form). Note that in investigating occurrences of such behaviour, a number of factors, including background circumstances, will be taken into account before deciding whether permanent exclusion is the most appropriate sanction.

Behaviour	Examples include:
Physical assault against a pupil	- Fighting - Violent behaviour - Wounding - Obstruction and jostling
Physical assault against an adult	- Violent Behaviour - Wounding - Obstruction and jostling
Verbal abuse/ threatening behaviour against pupil or adult	- Threatening violence - Aggressive behaviour - Swearing - Homophobic abuse and harassment - Verbal intimidation - Carrying an offensive weapon
Bullying	- Verbal bullying - Physical bullying - Homophobic bullying - Biphobic bullying - Transphobic bullying - Racist bullying - Xenophobic bullying
Racist Abuse	- Racist taunting and harassment - Derogatory racist statements - Searing that can be attributed to racist characteristics - Racist bullying - Racist graffiti
Sexual Misconduct	- Sexual abuse - Sexual assault - Sexual harassment - Lewd behaviour - Sexual bullying - Sexual graffiti
Drug and alcohol related	- Possession of illegal drugs

	- Inappropriate use of prescribed drugs - Drug dealing - Smoking - Alcohol abuse - Substance abuse
Damage	- Vandalism - Arson - Graffiti
Theft	- Stealing school property - Stealing from local shops on a school outing - Selling and dealing in stolen property
Persistent disruptive behaviour	- Challenging behaviour - Disobedience - Persistent violation of school rules

Restrictive Interventions, including the Use of Reasonable Force

Trinity CE Primary School is committed to minimising the need for restrictive interventions through positive relationships, proactive behaviour support, early intervention and effective de-escalation strategies.

On rare occasions, it may be necessary for staff to use a restrictive intervention, including reasonable force, to keep a pupil or others safe. Any such intervention must be necessary, proportionate, lawful and used for the shortest time necessary. Restrictive interventions will never be used as a punishment.

The use of restrictive interventions, including reasonable force, is governed by the school's separate **Use of Reasonable Force Policy**, which should be read alongside this Behaviour Policy.

Any significant incident involving the use of force, restraint or seclusion will be recorded and reported in accordance with the school's procedures and the statutory requirements.

Procedures When a Child Absconds

There may be times when a child will leave the premises despite rules. Trinity CE Primary School has the following agreed procedures about how to respond to such a situation.

- i. As soon as it is known that a child has left the premises it is reported to the Head Teacher/Deputy Head Teacher, who will inform the child's parent or guardian. The police will be contacted without delay if the child cannot be located quickly or is in immediate danger.
- ii. Agreed procedures about following a child off the premises are: Do not chase; give the child an opportunity to return
 - Discreet supervision at all times

- Approach if child is settled – (sitting on pavement, by a tree, on a bench or kerb). Try to encourage child to return to school
- Always keep an eye on the child (a time limit is set)
- Alert parents if child does not return to school within the time limit set. Alert police if parents not present and child goes out of sight

iii. All incidents of a child leaving the premises are recorded and reported to parents and carers, even if the child returns after only having crossed the road, sat on a pavement outside school etc

Review and Evaluation

During the course of the school year various issues may arise that need to be raised in staff meetings. A formal review and evaluation of this policy is undertaken annually ready for the beginning of the new academic year.