



**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

Signed	Date	Review Date
Author: Sarah Majer (Assistant Head)	February 2024	September 2024

OUR SCHOOL VISION

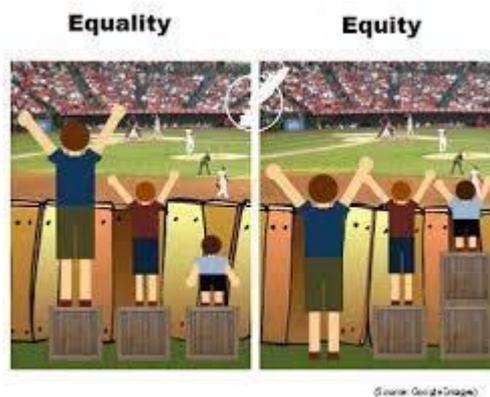
We aspire to encourage diversity and a love of learning that nurture well-rounded individuals, with curious minds, who shine in service to our community and are inspired to flourish.

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 teacher 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.

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:



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

Be Ready to Learn: - be on time	Be Respectful: - listen to others and expect to be listened to	Be Responsible: - be in the right place at the right time
------------------------------------	---	--

<ul style="list-style-type: none"> - wear the correct uniform - have the right equipment - look and listen to the person talking 	<ul style="list-style-type: none"> - use kind words, language and tone - look after our building, displays and equipment - say please and thank you - hold doors open for others 	<ul style="list-style-type: none"> - tell an adult if you have a problem - use equipment sensibly - stay in the right area - move around school calmly, using fantastic walking
---	--	---

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 flexible to take account of individual circumstances and at all opportunities, 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>		
<ol style="list-style-type: none"> 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> <ul style="list-style-type: none"> ● Be Ready to Learn ● Be Respectful ● Be Responsible 	<u>Rewards (not limited to):</u> <ul style="list-style-type: none"> ● Verbal praise ● Non-verbal praise ● Special privileges or responsibilities ● Star of the Week or Learning Means the World certificates 	<u>Stepped Sanctions (see behaviour flow):</u> <ol style="list-style-type: none"> 1. <u>Reminder</u> 2. <u>Warning</u> 3. <u>Time out</u> 4. <u>Time out with phase leader</u> 5. <u>Time out with SLT</u>

	<ul style="list-style-type: none"> • House points • Headteacher award • Positive postcards • Stickers 	
--	---	--

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.

Positive Postcards

Positive postcards 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

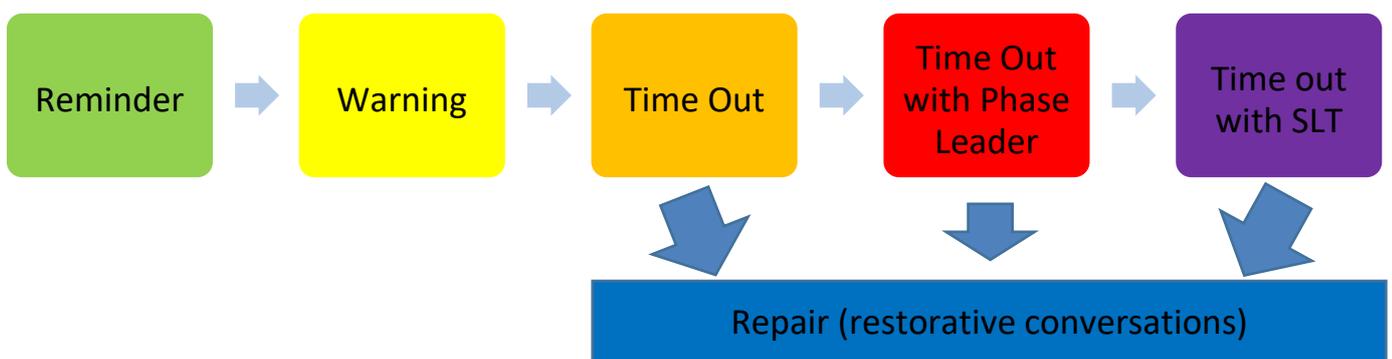
House point tokens can be awarded to children, by any member of staff, for any positive behaviour that has been seen. The winning house will be given a reward at the end of each term.

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 this approach is not appropriate will have an individual plan detailing alternative rewards and sanctions. 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



See Appendix 1 for a breakdown of each step, as well as the consequences and follow up procedures

If a child reaches the 'time out' stage of the flow, the behaviour incident must be recorded on CPOMS, where the Assistant Headteacher in charge of behaviour will monitor all incidents. Persistent behaviours will result in children escalating down the behaviour stages (as well as de-escalating for positive change). Please see Appendix 2 for a breakdown of these stages, which adults will be involved, as well as the school procedures.

At any time, children may be sent to a member of SLT for serious, or persistent, inappropriate behaviour; in extreme cases of inappropriate behaviour, immediate removal from the Headteacher 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).

Reflection

Reflection may be used as a consequence for inappropriate behaviour, or when reaching the 'time out with phase leader' stage of the flow. During this time, children miss part of their break or lunchtime to reflect on their behaviour, as well as completing an appropriate activity to right their wrong e.g. writing a letter of apology or finishing incomplete work.

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 and their parents will be advised. Lunchtime supervisors should advise class teachers of any child missing a playtime the next day.

For children who miss all of their break or lunchtime with their class, an additional opportunity to spend some time outside and take a short break (apart from their peers) will be facilitated by the teacher and support staff to enable them to feel ready to learn in the next session.

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 a 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 3 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.

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 Code of Conduct 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.

The Role of the Headteacher

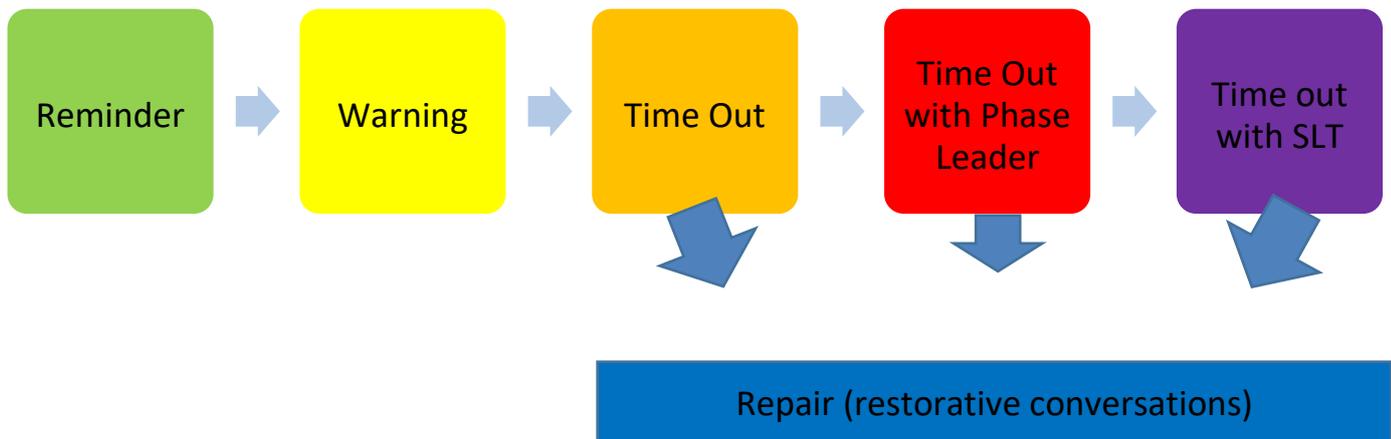
The Headteacher has the day-to-day authority to implement the pupil behaviour policy and oversee the implementation of the Behaviour Curriculum, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about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

Behaviour Flow



A breakdown of the behaviour flow:

<u>Stepped Sanction</u>	<u>Consequences</u>	<u>Follow up</u>
1. Reminder: reminder of the 3 golden rules. This can be done more than once – use your initiative.		
2. Warning: clear, verbal caution, outlining the consequences if they continue. Use behaviour script if needed (below).		
3. Time out: a small time out of the classroom to reflect on behaviour and have restorative conversation with adult. Expectations reset.	<ul style="list-style-type: none"> Restorative conversation with teacher Restorative conversations may involve more than one child dependent on incident e.g. being physical 	<ul style="list-style-type: none"> Incident reported on CPOMS. Tag AHT in charge of behaviour
4. Time out with Phase Leader: if step 1-3 has happened and a positive change has not occurred, children will have time out with phase leader. This may be time to do work in a different environment or time to reflect.	<ul style="list-style-type: none"> Restorative conversation with Phase Leader and followed up with class teacher before going back to class Restorative conversations may involve more than one child dependent on incident e.g. being physical Reflection at at lunch 	<ul style="list-style-type: none"> Parents contacted and informed by class teacher or phase leader, dependant on severity Incident reported on CPOMS. Tag AHT in charge of behaviour AHT in charge of behaviour to monitor incidents

	<ul style="list-style-type: none"> ● Refusal to go to timeout with phase leader results in on call SLT 	
5. Time out with SLT: this is for severe, persistent behaviour.	<ul style="list-style-type: none"> ● Reflection at break or lunch ● Restorative conversation with SLT and class teacher ● Restorative conversations may involve more than one child dependent on incident e.g. being physical 	<ul style="list-style-type: none"> ● Parents contacted – dependent on incident, either by class teacher, phase leader or SLT ● Tag AHT in charge of behaviour ● AHT in charge of behaviour to monitor incidents

Appendix 2

Behaviour stage	Types of behaviour	School process
Stage 1 (all children are here unless otherwise stated)	Low level disruptions e.g. chatting at inappropriate times, unkind words, low level physical contact	Incidents dealt with by class teacher and parents informally informed when necessary
Stage 2	Persistent stage 1 behaviour, as well as swearing and high level physical contact	Incidents dealt with by class teacher and a formal meeting with the class teacher to discuss concerns and strategies being put in place. If a child moves to stage 2 or above, a letter will be written home informing them of this escalation.
Stage 3	Persistent stage 1 and 2 behaviours, as well as swearing, refusal to complete work and refusal to follow instructions	Incidents dealt with by the class teacher, alongside the phase leader. Formal meeting with phase leader and class teacher to take place.
Stage 4	Persistent behaviours from above and no improvement after stage 3	AHT (behaviour lead) to implement report card and reviews. Meet with parents and class teacher. Calm club (if needed)
Stage 5	Targets on report card not being met	DHT meets with parents to discuss individualised behaviour plans. Any incidents of bullying start at stage 5.
Stage 6	Individual behaviour plan ineffective	Internal exclusions implemented. SLT to have PSP discussions
Stage 7	Behaviour persists despite internal exclusions	External exclusion – reach out to external agencies
Stage 8	Fixed term exclusion unsuccessful and all strategies exhausted	Permanent exclusion

The AHT in charge of behaviour, along with the support of SLT, will monitor and make decisions around whether children are being escalated or de-escalated.

Appendix 3

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	<ul style="list-style-type: none"> - Fighting - Violent behaviour - Wounding - Obstruction and jostling
Physical assault against an adult	<ul style="list-style-type: none"> - Violent Behaviour - Wounding - Obstruction and jostling
Verbal abuse/ threatening behaviour against pupil or adult	<ul style="list-style-type: none"> - Threatening violence - Aggressive behaviour - Swearing - Homophobic abuse and harassment - Verbal intimidation - Carrying an offensive weapon
Bullying	<ul style="list-style-type: none"> - Verbal bullying - Physical bullying - Homophobic bullying - Biphobic bullying - Transphobic bullying - Racist bullying
Racist Abuse	<ul style="list-style-type: none"> - Racist taunting and harassment - Derogatory racist statements - Searing that can be attributed to racist characteristics - Racist bullying - Racist graffiti
Sexual Misconduct	<ul style="list-style-type: none"> - Sexual abuse - Sexual assault - Sexual harassment - Lewd behaviour - Sexual bullying - -Sexual graffiti
Drug and alcohol related	<ul style="list-style-type: none"> - Possession of illegal drugs

	<ul style="list-style-type: none"> - Inappropriate use of prescribed drugs - Drug dealing - Smoking - Alcohol abuse - Substance abuse
Damage	<ul style="list-style-type: none"> - Vandalism - Arson - Graffiti
Theft	<ul style="list-style-type: none"> - Stealing school property - Stealing from local shops on a school outing - Selling and dealing in stolen property
Persistent disruptive behaviour	<ul style="list-style-type: none"> - Challenging behaviour - Disobedience - Persistent violation of school rules

Physical Control of Pupils

Section 550A of the Education Act 1996 clarified the powers of teachers, and others who have lawful control or charge of pupils, to use reasonable force to prevent pupils committing crimes; causing injury or damage; or causing disruption.

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder
- In a school, force is used for two main purposes - to control pupils or to restrain them
- The decision on whether or not to physically intervene is down to the professional judgment of the staff member concerned and should always depend on the individual circumstances
- Bag searches are permitted if there are implications of safety to others or stealing is suspected

The Act does not authorise the use of corporal punishment in any circumstances nor is it intended to encourage the use of inappropriate force.

Staff are reminded that they should consider their own health and safety and never risk personal injury.

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 child's parent or guardian and police

- 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.