

# BEHAVIOUR POLICY

## **Rationale**

At Trinity St. Peter's, we take pride in the teachings of our Christian school values that underpin all learning. We promote the British fundamental values where British law, democracy and a mutual respect and tolerance for those of other faiths, cultures and beliefs is embedded through all areas of the curriculum. Through ensuring that equality and diversity is promoted across the school, we are also actively promoting fundamental British values where pupils are encouraged to treat others fairly and respect those from different faiths and cultures not just within our own country but globally. This behaviour policy acknowledges the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN). Every reasonable effort will be made to support children with complex needs, however the overriding health and safety of all members of the school community together with all children having the right to learn remains paramount.

## **Behaviour at Trinity St. Peter's**

Our school motto of 'Choose Wisely' is instilled in all learning. Kind behaviour is reinforced through the school values, which are embedded in everyday practice and teach our children to be kind to themselves and others.

Good behaviour is an essential component of effective teaching and learning – and vital to the well-being and success of every child. Good behaviour and good teaching work in partnership with one another – whilst good behaviour enables successful teaching and learning to occur, good teaching in return leads to good behaviour. We expect our children to follow our Behaviour Policy and all parents and carers of children in our school to support us in delivering it.

This policy should be read in conjunction with the school's Child Protection and Safeguarding Policy and all other relevant documentation. For example: Home School Agreement, Care and Control Policy, Emotional Health and Wellbeing Policy, Staff Code of Conduct, and the latest Behaviour in school's guidance document:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1101597/Behaviour\\_in\\_schools\\_guidance\\_sept\\_22.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101597/Behaviour_in_schools_guidance_sept_22.pdf)

Pupils follow a pupil friendly whole school behaviour policy – High 5, anti-bullying policy and forgiveness and reconciliation poster, which are displayed in all classrooms. In Early Years and KS1 classes the teacher uses these posters for reference points throughout the school day so that when children enter KS2 they are embedded within their own learning and practice.

Children also follow classroom, playtime and school hall rules which are formed at the start of each academic year with their class teachers.

## **Trinity St. Peter's C.E. Primary School**

### **General Purposes:**

- To create a safe, calm and orderly environment in which all pupils can learn and reach their full potential.
- To promote self-esteem, self-discipline and positive, respectful relationships between children and staff.
- To develop pupils' motivation and positive attitudes to learning
- To foster caring attitudes towards everyone where achievements at all levels are acknowledged and valued.
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for their own behaviour.
- To recognise forgiveness and reconciliation as a worthy way of living.
- To have a consistent approach to behaviour that is applied consistently and fairly by all staff. throughout the school with parental co-operation and involvement.
- To set clear routines and expectations for the behaviour of pupils across all aspects of school life, not just in the classroom
- To ensure behaviour strategies are widely known and understood and delivered consistently so that disruption is minimised.
- To create an environment in which pupils feel safe, and in which bullying, discrimination, sexual harassment, sexual abuse and sexual violence – online or offline – are not accepted and are dealt with quickly, consistently and effectively whenever they occur.
- To encourage the involvement and strong partnership of both home and school in the sharing and implementation of this policy.

### **Strategies:**

- The school expectations will be promoted at all times by staff, parents and children.
- At the start of each school year, the focus of the curriculum is behaviour in line with our school vision and values so to reinforce and remind pupils about the school's expectations.
- Children are familiar with the Forgiveness and Reconciliation Poster (Appendix 1) and this is used to repair and restore relationships.
- All will be taught to treat others well and their behaviour will reflect this.
- All staff will set and expect high standards of behaviour both in lessons and at all other times they are with children.
- Children will be taught to be polite, respectful, well-mannered and well-behaved.
- Children know they will be listened to and know of key members of staff that they can speak to.
- Rewards and sanctions will be used appropriately and sensibly by staff to encourage and promote good behaviour.
- Each member of staff is responsible in promoting the good behaviour of the children in their care during the school day.
- The class teacher will involve parents at an early stage where a child is experiencing problems with behaviour.
- Where a member of staff is unable to cope with a behaviour issue or problem they will discuss it with the Headteacher or a member of the school's leadership team who will agree an appropriate strategy of help and support.
- When there is a serious problem with a child's behaviour, the Headteacher or in their absence a senior leader will, where appropriate, involve outside

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agencies.

- In serious cases, a child's behaviour or failure to respond to help, support and other sanctions may result in the child being removed from the classroom, suspended or permanently excluded from school in accordance to the DfE/Local Authority Children's Service Exclusion Guidelines.
- All staff have a duty of care and therefore can use techniques or strategies to prevent a pupil from committing a criminal offence, injuring themselves or others, causing damage to property or engaging in any behaviour prejudicial to maintaining good order and discipline in the school. Before such an action, staff will always employ a wide range of strategies to prevent this from happening. All incidents of positive handling will be recorded and where necessary a positive handling plan will be put in place in order to help the pupil and also to notify staff of appropriate strategies to use with the pupil.
- The behaviour policy also applies when children are offsite, during the school day. If behaviour becomes unacceptable, is deemed to potentially put the child and/or others at risk of harm or behaviour is exhibited which may bring the school into disrepute, the pupil will be returned to school and the necessary action taken in accordance with the Behaviour Policy Guidance.
- Any offsite incidents that are brought to our attention when our pupils are wearing the school's uniform, and could potentially bring the school into disrepute, will be dealt with in partnership with parent/carers as this may affect the good name of our school.
- All school staff are allowed to screen and search pupils if they suspect a pupil has prohibitive or banned items on them as per DfE Guidance - <https://www.gov.uk/school-discipline-exclusions/searches>. This will happen in accordance with the DfE's guidance on "Screening, Searching and Confiscation".
- An allegation against staff will be taken seriously and acted upon in a fair and consistent way in which both the child and the person who is the subject of the allegation will be supported. All allegations will be treated confidentially and every effort will be maintained to guard off any publicity while the allegation is investigated. Any false allegations made against a member of staff will be treated very seriously and may result in exclusion.
- We expect parents to support and show an interest in their child's learning, and to cooperate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare, mental health or behaviour.
- The school employs a counsellor to support pupils whose needs may affect their behaviour.

### **Designated Staff:**

Headteacher: Mrs D Pringle

Designated Safeguarding Lead/SEND/CO: Mrs L Martin and Mrs J Molloy

Senior Leaders: Mr M King, Mr J McCabe

### **Outcomes:**

This policy promotes the excellent ethos of the school so that children and staff are happy and that they enjoy coming to school. It will underpin excellent teaching, learning and progress. It will promote the Christian values of forgiveness and reconciliation whilst maintaining high standards and high expectations set out in the school's vision

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and values. It will support the child in understanding they are responsible for their behaviour choices.

Our Policy has been developed in line with the document:

Behaviour in Schools Guidance September 2022

Legislative links:

Education Act 1996

School Standards and Framework Act 1998

Education Act 2002

Education and Inspections Act 2006

School Information (England) Regulations 2008

Equality Act 2010

Education Act 2011

Schools (Specification and Disposal of Articles) Regulations 2012

# BEHAVIOUR GUIDANCE

## Vision and Values

The school's vision and mission statement underpins the high standards of behaviour expected at all times at Trinity St. Peter's.

*'Guided by Our Faith in Everything That We Do'*

VALUES	VISION	INTENT
<b>Serve with a kind heart</b>  Service	Follow Jesus' example	Act with integrity and honesty Have a strong sense of dignity and respect Take responsibility for their own actions and the consequences that accompany them; and know that forgiveness and reconciliation is a worthy way to live Grow spiritually through experience of prayer, stillness, worship and reflection
<b>HOPE with open eyes</b>	Have a positive outlook on life	Believe in themselves Be optimistic Be resilient Strive for accuracy
<b>Imagine with a curious mind</b>  Creation	Think critically and creatively	Think and communicate with clarity and precision Ask questions and explore concepts, ideas and possibilities Create original and ingenious ideas, Form new solutions and techniques
<b>Nurture with helping hands</b>  Kindness	Be kind to yourself and to others	Be present and in control – paying attention to what is happening right now with kindness Have a personal commitment to make a positive difference to their own life, the lives of others and the environment Demonstrate compassion and have a concern for justice for themselves and others Work well independently as well as effectively and willingly in collaboration with others
<b>Enjoy with happy feet</b>  Joy	Enjoy and appreciate every step of the journey	Enjoy coming to school Have a love for learning and a thirst for knowledge Be thankful for their opportunities and experiences Find humour and have fun

Trinity St. Peter's Church of England Primary School expects the very best standards of behaviour.

All staff have a responsibility for implementing the school behaviour policy to recognise and promote positive behaviour and deal with inappropriate behaviour within their own classroom and across the wider school. Staff must contribute to the positive learning environment and ethos in school using the whole school approaches to recognising and rewarding good behaviour. Positive behaviour management can only be developed across the school if there

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is a supportive environment where colleague support is the norm. Staff must not feel isolated and left alone to deal with problems. Regular training will be provided to support staff as and when necessary i.e. staff induction. Appropriate records must be kept. All staff must bring concerns they might have about behaviour to the attention of the Headteacher and/or Deputy Headteacher.

All class teachers have a responsibility to follow the policy on keeping the child's parents/guardians informed about their child's behaviour in school. Any incidents witnessed by members of staff should be reported to the class teacher or an appropriate contact.

All parents have a responsibility for supporting the school behaviour policy and promoting positive behaviour in line with the school's values. Parents are encouraged to trust and respect the professional judgements of teachers when dealing with behaviours and work in partnership to praise their child's excellent behaviour as well as support to modify any inappropriate behaviours.

All children will abide by the policy through the 'High-5' principles that the children have created:  
- giving their best, being respectful, being kind, being honest and understanding their actions result in positive or negative consequences. In line with the school motto – Choose Wisely.

### **Ways of promoting positive behaviour**

#### *Ethos*

Each teacher and teaching assistant must create the climate for positive behaviour and recognise and praise children for their everyday efforts. Creating a climate for positive behaviour means:

- Building a positive and engaging relationship so that children feel valued and cared for
- Knowing the background and home circumstances of the children
- Effective teaching & learning that engages and motivates the children
- Work matched to the ability of the child
- A stimulating classroom environment that celebrates success

#### *Positive feedback – **Catch them being good.***

Staff should provide immediate praise when children have made a good choice for their behaviour.

Strategies:

#### *Class Dojo*

Each class uses the online behaviour tool 'Class Dojo'. Each child is rewarded points for different aspects of learning e.g. showing a growth mindset, being kind, being on task. Points can also be removed for inappropriate behaviours e.g. being disrespectful. Each half-term the dojo bubbles are reset by the class teacher so all children return to zero.

*Class Dojo is used as only as a point collecting system and not as a means of communication with parents.*

#### *Star of the Week*

This is an opportunity to celebrate two or three children each week for their efforts in that term(s). Children receive Star of the Week twice a year.

#### *Secret Student – KS1 and KS2*

At the end of each day, if a child has had a successful day, they are rewarded with a Secret Student Token. An hour of 'Golden Time' is given to each KS2 class when they have reached their class goal. Alternatively, the class can choose their own reward e.g. extra break, hot chocolate etc.

#### *Headteacher Award*

This is given to children whose efforts and/or achievements are worthy of special recognition.

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## **Sanctions**

### *Ethos behind the sanction ladder*

Sanctions are necessary for those children who exceed the boundaries of acceptable behaviour. These sanctions ensure that school is a positive place for the children where they can feel happy and secure and concentrate on their learning. They also mean that the children whose behaviour crosses the acceptable limits have to look at their actions and think about how they need to change the way they choose to act. When applying sanctions, we are always looking to redirect the children towards success rather than highlighting their mistakes. Giving the child the chance to do the right thing and to put things right is fundamental to the system. As soon as the child shows they have successfully changed their behavior, they are praised.

## **Warning System**

*A warning system will be used for low level incidents.*

### **Step 1: Warning**

A verbal warning is given to child to modify their behaviour. If the child continues with undesired behaviour, a **yellow card** is given.

### **Step 2: Reflection time**

A **red** card may be given if the child has continued to make inappropriate choices following the **initial verbal warning and yellow card**. This signifies minutes lost off their break time to discuss with the class teacher or teaching assistant why the warnings have been given and what different choices they could have made and steps they will take in the future.

### **Step 3: Senior Leadership Team involvement**

If the child is not responding to the warning system then a senior member of staff should be called.

Class teachers will inform parents of any behavioural concerns regarding their child.

## **Racist and Child on Child Abuse Incidents**

Both will not be tolerated within school. There is a specific response to incidents:

1. The Headteacher or in their absence senior leader must be informed.
2. The parent/carers must be informed and be made aware of the way school is managing the incident.
3. The victim and perpetrator must be supported.
4. These incidents are monitored and recorded.

## **Bullying Incidents**

This will not be tolerated within school. There is a specific response to incidents involving bullying. Please see the 'Anti-Bullying' policy.

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### Suspension and Exclusion

This is in response to high-level behaviour incidents.

Only the Headteacher, or in their absence the Deputy Headteacher, has the power to suspend a pupil from the school. The Headteacher may also exclude a pupil permanently, if the circumstances warrant this.

### Support systems for children

#### *Individual needs*

In addition to regular teaching and learning about positive behaviour and the support of a well organised and caring school community, some children will need extra support to help manage their behaviour.

#### *Identifying individual needs*

There are clear procedures in school for identifying those children at risk and taking early intervention:

- Class teachers have a responsibility to raise any concerns that they might have about the behaviour of individual children with the SENDCO
- Contact with parents in the early stages of a problem
- Referrals for specialist advice from agencies linked to the school, either for the individual (e.g. Educational Psychology Service) or in more general terms (e.g. LA Behaviour Support Team)

#### *Specific steps to support children with additional needs*

If compliance is not secured following initial attempts to manage the behaviour according to the school behaviour policy then the behaviours should be seen in the context of special educational needs (falling in the areas of social, emotional and mental health and physical/sensory) and specific targets should be included in the child's Behaviour or SEN Support Plan; the focus then becomes one of intervention and support. If their behaviour impacts upon the learning of the class and/or the well-being and safety of other children or staff, sanctions will be imposed in line with the school's policy.

#### *Moments of crisis*

This approach is designed to manage moments of crisis for individual pupils. The aim is to de-escalate situations i.e. seek the path of least resistance to support the child to be able to regulate their behaviour.

We recognise that behaviour is a form of communication and self-regulation can be difficult when a pupil is highly stressed. When a pupil is in crisis, we understand that this is not a nice place for them to be in and so we support them as best as we can. Techniques staff can use are:

- distraction - motivate or interest them in something that diverts and is motivating for the child
- sensory pathways and movement
- gardening, reading, colouring, mindfulness, technology and food

These techniques should be viewed as a positive intervention to avoid a crisis.

It is not a reward for negative behaviour.

Such activities also work when children are in crisis, when 'bubbling' as well as when calm.

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Key staff need to be aware of all sensory stimuli within their environment and know where and when sensory triggers need to be reduced for pupils e.g. turn off the music/provide headphones, use visual stimuli to remind class of expected noise levels.

Staff know to also consider the impact of non-verbal communication i.e. space, body, language, gesture, tone of voice and how this impacts positively and negatively on the pupil they are communicating with.

Pupils who have a hyper sensitive sensory system should also know where their safe, quiet place is so that they can self-regulate so to reduce their stress levels independently.

"When someone is drowning, that's not the best time to teach them how to swim" - so it may be that staff avoid verbal and non- verbal communication when a pupil is highly distressed. Staff know that communication, demands and requests could potentially further escalate their behaviour.

When the staff member thinks the child is in a calmer state, they will:

- Speak slowly, calmly and softly to the child;
- Use language which is simple and clear;
- Speak in the affirmative - what they want them to do not what they don't and
- & will always listen and acknowledge them.

For individual pupils, staff may need to record incidents through the use of ABC charts. This is so that we can reflect upon triggers and strategies so that decisions can be made about what needs to change/be modified so to further support the child. For example: own work station, social stories etc.

As a school we have school rules that all pupils are expected to follow. However, these are kept to a minimum so that when pupils are in a high state of distress, staff can be flexible with the rules to provide the child with a sense of control so to support them in returning to a calm state.

Dealing with challenging behaviours can be challenging for staff; and just as staff deal with children empathetically and with compassion, staff should also do the same for the staff dealing with these behaviours too and provide support as and when required.

### *Parents*

Parents are encouraged to appreciate the time staff dedicate to dealing with behaviours, and respect how staff, as professionals, carry this out this policy in line with the school's Christian values, particularly of forgiveness and reconciliation. In light of this, parents are encouraged to support the school in how incidents are dealt with.

Revised and adopted by the Governing Body



**At Trinity St. Peter's  
we follow Jesus' example**

We say sorry when we have done  
wrong and forgive others when  
they have wronged us.

We do this with a kind heart.

5 A's of apology	
★	<b>Admit</b> your part; without saying if, but or maybe
★	<b>Apologise</b> specifically for your poor choices
★	<b>Accept</b> the consequences
★	<b>Ask</b> for forgiveness
★	<b>Alter</b> your behaviour and attitude
<i>"Whoever conceals their sins does not prosper, but he who confesses and renounces them finds mercy"</i>	
Proverbs 28:13	

4 choices of forgiving	
★	<b>Choose</b> to think good thoughts about the other person
★	<b>Choose</b> to not use the incident against them
★	<b>Choose</b> to not talk about what they did to others
★	<b>Choose</b> to be friendly with the person again
<i>"You were taught to become a new person. That new person is made to be like God – made to be truly good and holy"</i>	
Ephesians 4:22	



Trinity St. Peter's  
Church of England Primary School  
where children shine

