BEHAVIOUR POLICY

Rationale

At Trinity St Peter's, we have high expectations of behaviour. We believe that high standards of behaviour lie at the heart of our successful school and that respectful relationships form the basis of high standards of behaviour. Positive relationships between home and school; and between staff and pupils are vital to the well being and success of every child.

We believe that the school's motto of 'Choose Wisely' and the Mission Statement 'Guided by Our Faith in Everything That We Say and Do' together with the school's Christian school values, and British fundamental values enable our pupils to understand the school's high expectations.

High expectations of behaviour are an essential component of effective teaching and learning. 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.

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.

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.

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.

Aims and principles:

- To provide a safe, friendly and inclusive environment for all children, staff and visitors
- To foster kind, caring and empathetic attitudes towards all so that everyone knows they are valued
- To ensure that all children have a sense of belonging, feel safe, secure and valued
- To ensure all children know who they will be listened to and who to talk to
- To foster, nurture and value strong and healthy relationships based on mutual respect for one another
- To maintain a calm and purposeful working atmosphere
- To maintain a tidy and orderly environment in which all pupils can learn
- To develop pupils' motivation and positive attitudes to learning
- To have a consistent approach to behaviour that is applied consistently and fairly by all staff throughout the school including Clubhouse
- To ensure behaviour strategies are widely known and understood and delivered consistently so that disruption is minimised
- To encourage the involvement and strong partnership of both home and school working together
- To set clear routines and expectations for the behaviour of pupils across all aspects of school life, not just in the classroom
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for their own behaviour
- To support children to be intrinsically motivated to make the right choices because it is the right thing to do
- To recognise the Christian values of forgiveness and reconciliation as a worthy way
 of living
- 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

Strategies:

- The school's high expectations will be promoted at all times by all members of staff through the use of the school's vision, mission, values and motto.
- Children will know they will be listened to and know of key members of staff that they can speak to.
- Modifications to behaviour will be used appropriately and sensibly by staff to encourage and promote good behaviour.
- The class teacher will involve parents at an early stage where a child is experiencing problems with behaviour.
- We expect parents to support and show an interest in their child's behaviour, and to cooperate with the school, as set out in the home-school agreement and if required Clubhouse agreement too.
- Staff are expected to build a supportive dialogue between the home and the school, and inform parents immediately if we have concerns about their child's welfare, mental health or 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 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.
- The school employs a counsellor to support pupils whose needs may affect their behaviour

Outcomes:

This policy promotes the excellent ethos of the school so that children are happy and they enjoy coming to school. They are polite, respectful, well- mannered and well behaved and understand how they are responsible for their choices. Their behaviour enables excellent teaching, learning and progress to take place. The policy also promotes effective working relationships with parents which enables staff to enjoy coming to work and for them to be able to teach classes effectively. The policy enables the school to maintain its high standards and high expectations set out in the school's vision and values.

Reviewed during academic year 2024/25

To be reviewed during academic year 2025/26

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
Serve with a kind heart	Follow Jesus' example	Act with integrity and honesty Have a strong sense of dignity and respect Take responsibility for their own
Service		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
HOPE with open eyes	Have a positive outlook on life	Believe in themselves Be optimistic Be resilient Strive for accuracy
Imagine with a curious mind 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
Nurture with helping hands 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
Enjoy with happy feet 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

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.

Wavs 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 relationship so that children feel valued and cared for
- > Knowing the background, home circumstances and the needs of the children
- > Engaging and motivating children through effective teaching and learning
- Making sure learning set is matched to the ability of the child
- > Creating a nurturing 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.

Class Stars

This is an opportunity to celebrate two or three children for their efforts in a celebratory Collective Worship. Children are celebrated as the class 'stars' once a year.

Headteacher Award

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

Class Teachers may also have their own strategies e.g. Dojos, Secret Student etc

Ways of handling negative behaviour:

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. A verbal warning is given to child to modify their behaviour.

Step 1: Yellow Card

If the child continues with undesired behaviour, a **yellow card** is given.

Step 2: Red Card

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.

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 concern
- 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 deescalate 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, for example:

- 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
- another adult to distract

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.

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 ear defenders, 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 at that time.

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 is expected
- 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. Parents are also encouraged to work closely with school to create a strong team of support for children – a team around the school approach.

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.

Bullving Incidents

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



5 A's of apology

Admit your part, without saying if, but or maybe

Apologise specifically for your poor choices

Accept the consequences

Ask for forgiveness
Alter your behaviour and attitude

"Whoever conceals their sins does not prosper, but he who confesses and renounces them finds mercy"

Proverbs 28:13

4 choices of forgiving

Choose to think good thoughts about the other person

Choose to not use the incident against them

Choose to not talk about what they did to others Choose to be friendly with the person again

"You were taught to become a new person. That new person is made to be like God – made to be truly good and holy"

Ephesians 4:22

