



Trinity Primary Behaviour Policy

Behaviour Policy

Date: Sep 2015

Review Date:

Sep 2017

Then you will know how to behave properly, and your words will show that you have knowledge

Proverbs 5:2

Our Mission Statement:



Our Mission Statement:



- We are all members of the **Trinity family**
- We are a **Christian Community**
- We want **learning to be fun and challenging**
- We believe that **every child should succeed**
- We **never give up**

A place at the table: to be seated; to listen; where all have equal value

How do we ensure high standards of behaviour?

1. High quality teaching and learning

Teaching is well planned and appropriately differentiated with a high level of challenge. As a result, children are engaged in their learning and disruptive behaviour is rare. The quality of teaching is rigorously monitored by the Leadership Team through the monitoring of weekly and medium term planning, in-class teaching support and observation, discussions with children, scrutiny of books and folders and analysis of class attainment and progress.

2. Consistency

Children's behaviour is positive if routines, rewards and sanctions are adhered to consistently. In all classes, the Trinity behaviour management system is used (Please see Appendices). As well as this, in the EYFS (Reception classes), disruptive behaviour is dealt with using immediate sanctions, such as spending time on the 'time-out chair' and positive behaviour is consistently praised. From Year one upwards, the rewards and sanctions follow our behaviour system and are appropriate to the age of the children.

3. Focusing on the positive

Children who behave well and appropriately are praised. At Trinity we believe that praise is the most powerful tool in maintaining high standards of behaviour and seek to maintain a culture of praise. Praise is freely given and is targeted to actions. The praise is given in a number of forms for



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example: verbal, written, friendly word or gesture, referral to another adult, certificates, shared with families

4. Creating a restorative culture

We take time to ensure children are made aware of how their actions impact on others. If a child has made the wrong choice we decide how this can be 'put right'. This may involve saying sorry, writing a letter of apology, carrying out a helpful act to make amends or missing an event at school which the child would usually enjoy.

5. Communication with parents and carers

If a child's behaviour is a cause for concern, parents and carers are informed. We strongly believe that if parents and carers are kept informed, we can work together to address the issue.

6. Anti-bullying

We ensure every child fully understands and follows the anti-bullying policy.

7. Effective monitoring & playground support

During lunch breaks, children are away from the structure of the classroom environment and into an environment in which they make their own choices about what to play. Sometimes, this can lead to disagreement, arguments and loss of self-control. We have a team of Lunchtime Supervisors who ensure children are safe, and always have a trained first aider in the playground. The lunchtime supervisors follow our restorative policy and take time to listen to students about any disagreements. The Senior Leadership Team are also a regular presence in the lunch hall and playground, praising children who have eaten their greens or refereeing a football match!

8. Clear communication of expectations

- We have a clear, visual behaviour management system in every class (**Appendix i**)
- We have clear expectations of behaviour around the school – being a Terrific Trinitarian. (**Appendix ii**)

9. Supporting children with challenging behaviour

We recognise that some children may have challenging behaviour that requires more specific guidance. In such cases, a targeted behaviour plan would be put in place. This would involve the child, parent or carer, class teacher and senior school leader and, if appropriate, external agencies. This behaviour plan will not be discussed with parents of other children.

10. Special Education Needs & Disabilities

We have high expectations of all children's behaviour. For any child with a specific learning difficulty which impacts on their behaviour, an Individual Education Plan would be in place to ensure that they can be included safely with the learning environment.

What if a child's behaviour is seriously disruptive?

We are an inclusive school and will work hard to develop strategies to ensure children's learning is not disrupted. However, sometimes exclusions are necessary.

Sent to the Head of School

Sometimes children are sent to the Headteacher or Assistant Headteacher because they are disrupting the learning in class or because they need time and support to reflect on their actions.

Internal exclusions



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Internal exclusion will be at the discretion of either the Head of School or one of the Assistant Headteachers and will be in response to a serious incident, when removing the child from his or her class is the best course of action. Parents will always be informed.

External exclusions

Very rarely it may be necessary to exclude a child.

Exclusion from school may be:

- for a lunchtime only
- for a fixed period (e.g. 3 days)
- for an indefinite period
- permanent

Parents are always notified of the reason for and length of an exclusion and have the right to appeal against an exclusion to the Governing Body. The Head of School is responsible for decisions regarding exclusion from school. A child who has been excluded for a period will be brought into school by their parent/carer to attend a reintegration meeting with the Head of School. The child will then be permitted to rejoin the class.

Effectiveness

We believe this policy will be effective only if we ensure consistency across the school by regular monitoring.

Headteacher:	Darren Janes	Date:	Oct 2015
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Appendix i

Reflecting on disruptive behaviour: Teacher checklist	
High Quality Teaching and Learning:	
Criteria:	Met?
Was the task set for the class modelled well and clear for all?	
Did the particular group/child know what was expected of them?	
Did the task have a level of challenge to keep the child engaged for the time given to complete it?	
Did the child know what to do when they finished the task? Was there an extension which involved minimal movement?	
Was the lesson pacey enough?	
Was the adult support planned strategically?	
Were children sat in appropriate places on the carpet and/or at their desks?	
Consistency:	
Criteria:	Met?
Was it clear to the class/child/group the level of noise/discussion that should be happening in the class at that time?	
Had I given three praises and then one 'I'm waiting for...' at each stopping point in the session?	
Had I demanded the same level of silence/attention whenever I spoke to the whole class?	
Did I use Trinity language and give at least two warnings (Well done to everyone for being a terrific Trinitarian... I'm waiting for... please think about your choices... next time I want to spot you showing the Trinity values) before moving to orange?	
Was the tone of my voice and facial expression consistent and proportional to the incorrect behaviour shown? Do I have recognisable tones and expressions which draw boundaries for children?	
If the child was on orange did I look for them to be good and move them back up as soon as possible?	
If the child has a personalised behaviour scheme did I follow it to the letter?	
Focusing on the positive:	
Criteria:	Met?
Did I give house points to reinforce good behaviour?	
Did I offer targeted verbal praise to the child when they were on task?	
Did I remember to praise the child when they finished each part of the task I had asked them to complete?	
If the child has a personalised behaviour scheme did I make reference to it when the child was showing the correct behaviour?	
Did all the children know what they need to be doing in order to receive praise in that session?	
Communication with Parents:	
Criteria:	Met?
If the child is consistently making the incorrect choice have I spoken to the parents and tried to create a strategy which works at home and in school?	
Have I shared good behaviours with the parent recently?	
Does the child know that you are in dialogue with parents?	
Have I informed all parents of the incident (myself or a member of SLT) and explained how it was dealt with?	
Creating a Restorative Culture:	
Criteria:	Met?
Did I give all children involved a chance to explain what happened to either myself, a TA or SLT?	
Did I use language to help children explain their actions? (What happened <i>before</i> you hit him?)	
Has everyone involved in the incident 'put right' the wrong choice they made in proportion to the choice they made? (eg. The agitator apologised, the child who hit apologised and then missing part of break time)	
Did I address each wrong choice individually?	
Have I given the children an opportunity to forgive (shake hands, hug?)	
Have I set consequences if the behaviour reoccurs?	
Did I use Trinity language during the process ('Put it right' 'make the right choices')?	

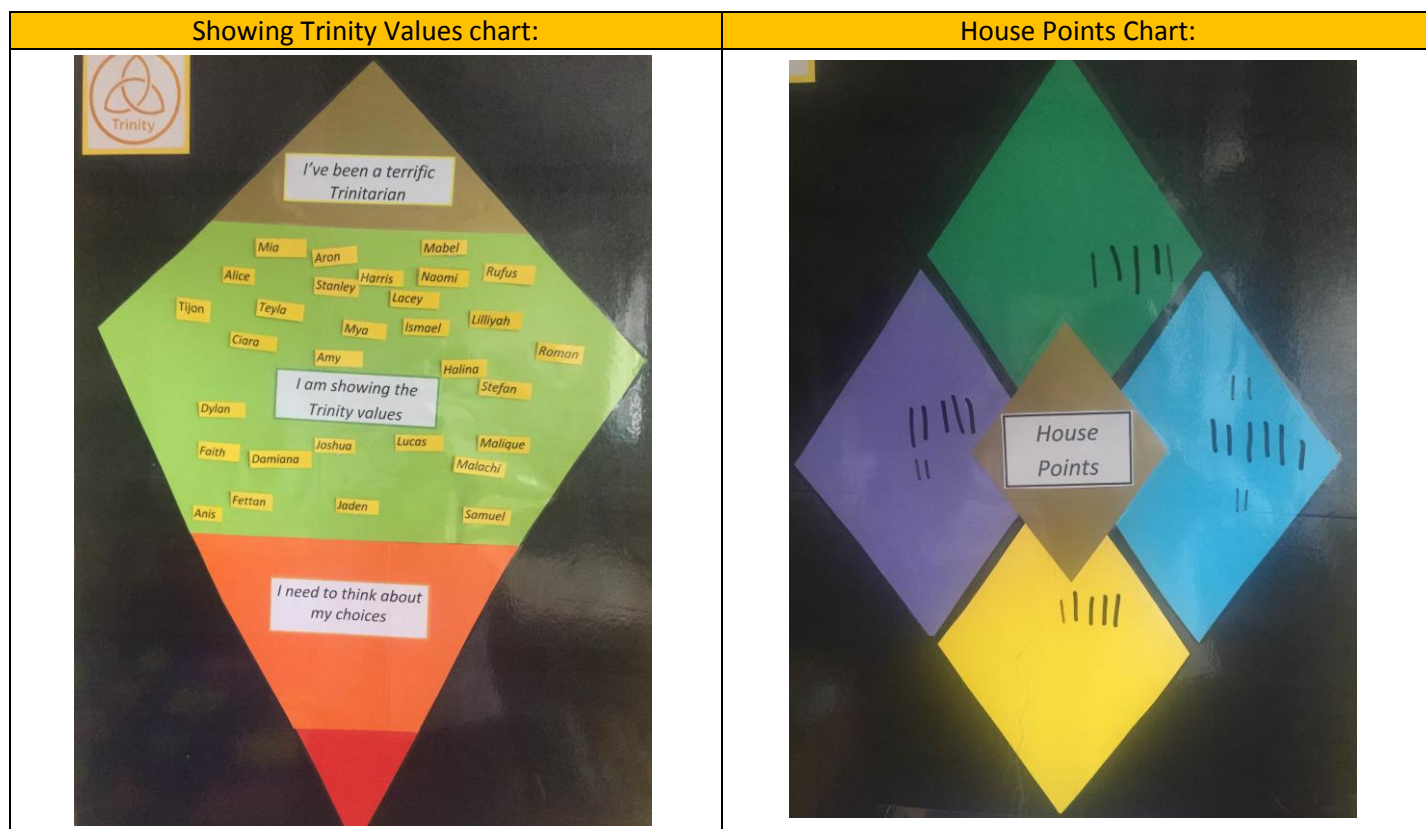


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Appendix ii

Trinity Primary Behaviour System

Our behaviour scheme works alongside our behaviour management policy. It reinforces our key values as a school; promotes consistency; a culture of praise; and is visual and inclusive. It is used in all classes in the school and all children should know where the visual aids are in class and be able to explain what they mean to them.



Our behaviour system is made up of two visual aids.

Showing Trinity Values Chart:

This chart is explicitly linked to our positive reinforcement of children showing the Trinity values and behaving as Trinity learners. The colours on the chart represent how well a child is doing this.

Green: This is where all children begin the day. It means they are showing the expected standard of learning behaviours: they are displaying the Trinity values.

Gold: This is for when children have displayed behaviour which goes 'above and beyond'. They are being role models, either because of one display or because of their consistency in this regard.

Orange: At Trinity, we realise that everyone makes mistakes and may need to think about their choices. In this scenario, a child is moved onto orange. The aim is then to spot positive behaviours as soon as possible to move them back up to green. This is a great way to actively show forgiveness and promote good choices, especially as every child will start the next session or day back on green.



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Red: This section is only for violent behaviour or persistent wrong choices and indicates the need for a sanction or to speak to parents and/or a member of the Senior Leadership Team.

House Points Chart:

Our House points system is one of the ways we make our culture of praise explicit. As part of our all through school, each child is allocated a house to represent. If good learning or effort is shown, a child can earn a point for their house. It is a shorthand for teachers to give small praise for their efforts. This ensures children strive to help their house win the weekly competition, promoting a sense of teamwork. The winners of each week will be given first choice during their golden time session at the end of the week.



A Terrific Trinitarian:



*Listens to adults and
classmates*

Always tries their best

Says please and thank you

Opens doors and

welcomes everyone

Thinks about their choices

Learns from their mistakes

Never gives up