



Trinity First School

*Living together in a caring community
Learning together to gain knowledge and grow in
wisdom*

*Being together with dignity
Believing in each other to inspire hope*

Flourishing Together

Behaviour Policy 2018

1 Rationale

- The FLP (Frome Learning Partnership) has developed 'The Frome Approach' which promotes positive Relationships for Learning within all schools in Frome in order to develop a common approach and greater consistency to managing behaviour as well as being better able to intervene early and meet individual children's needs.
- At Trinity School, we promote and reward good behaviour and ensure that bad behaviour, bullying and racism are not tolerated.
- This policy has been written after consultation with Governors, staff, children and parents and reflects the values and principles that we consider to be important for our school.

2 The principles that underlie this policy are:

- Pupils, staff, parents and governors should understand and accept the principles on which the behaviour policy is grounded.
- All members of the school community should be listened to and responded to. The school community is pupils, staff, parents and governors.
- Pupils, staff, parents and governors are always considerate towards the learning needs of each individual member and supportive of the school as a learning community.
- Pupils and staff are entitled to learn and work in a safe and secure environment.
- All school staff and pupils should show respect for one another.
- There is a small number of 'Golden Rules' that will help pupils enjoy school and ensure their safety.
- Good behaviour is always encouraged and consequences are in place for unacceptable behaviour. Unacceptable behaviour is considered to be that which a child chooses to do/exhibit; this could be seen as communication in response to an additional need or as a result of a particular circumstance. While we are consistent in our expectations of children in that boundaries and rules will be applied to all, we recognize that specific needs will also, at times, need to be taken into account when applying the procedures for behaviour management.

3 Roles

Staff will:

- Treat pupils with respect
- Know the children in their class well
- Have high expectations of themselves and all pupils
- Model good language and behaviour
- Teach and promote social and emotional aspects of learning
- Investigate incidents carefully and promptly, listening to both sides
- Ensure the classroom and other areas of the school provide a safe and attractive learning environment
- Prepare lessons carefully to meet the needs and abilities of all pupils
- Apply rewards and sanctions consistently and fairly
- Involve pupils in deciding the class and school rules/code of conduct
- Work with families and other agencies to ensure pupils' needs are met

- Work with other Frome schools to ensure a smooth transition from one phase to another

Children will:

- Arrive at school in good time
- Follow the school rules
- Treat all school staff and other pupils with respect
- Work hard in class and allow others to work
- Look after other pupils in the school
- Report accidents and incidents
- Make key adults in school aware if they feel they are being picked on or bullied
- Look after the school equipment

Parents will:

- Abide by the Home/School Agreement
- Respect and reinforce the school rules
- Ensure their child arrives in good time and with the correct clothing and equipment
- Ensure pupils have had a good night's sleep and a good breakfast
- Support their children in completing their homework
- Treat school staff and other school families with respect
- Model good behaviour to their children, particularly around the school site
- Notify the school of their child's needs

4 SCHOOL RULES

- Our school rules are written simply so that children can understand and follow them. They are:
 - Do listen
 - Do look after property
 - Do work hard
 - Do be gentle
 - Do be kind and helpful
 - Do be honest
- We regularly revisit our rules and values in whole school Collective Worship and class 'circle time' sessions. We link them to our learning behaviours: Being a Tough Tortoise and not giving up; Being a Team Ant and working well together; Being a Wise Owl and solving problems; Being a Sensible Squirrel and making good use of resources.

5 REWARDS FOR GOOD BEHAVIOUR

We have agreed a system of rewards that should be used in the school for rewarding good behaviour, politeness and effort. **All** staff will participate in the rewards system:

- Individual stickers
- Individual 'shout-outs'

- Class stickers/marbles/pebbles leading to class reward (these may also be earned by individuals on behalf of the class)
- Headteacher's award
- Star of the week

6 CONSEQUENCES FOR UNACCEPTABLE CHOSEN BEHAVIOUR

We have agreed that consequences are more effective if the pupil understands the reason/s. All staff will ensure that this is the case. Consequences need to reflect the seriousness of the offence. Pupils, staff and parents need to be aware of the responses to behaviour and when the consequences are serious. The steps below lists sanctions in order of the seriousness and states the consequences that are appropriate responses. Where pupils are removed from the classroom this is to enable the pupil to calm down and focus on a positive activity and for the remaining pupils to continue their lesson without further interruption from a disruptive pupil. A small minority of children with challenging behaviour connected to a special educational need may have an individual behaviour plan and individual sanctions.

It is the responsibility of the class teacher to keep parents adequately informed about a child's behaviour.

Every serious incident will be investigated and an appropriate consequence used based on the circumstances of the incident and the individual pupil using a range of restorative approaches.

MANAGING BEHAVIOUR THAT IS HINDERING LEARNING OR IMPACTING ON WELLBEING

Step 1

Verbal warning

Step 2

Move seats or place within classroom

Step 3

Time out in classroom

Step 4

Missing part of playtime in a classroom

Step 5

Lose minutes of reward time

Step 6

Yellow card - Time out in another classroom

Step 7

Red card - Time out with Headteacher or member of the SLT

Yellow and Red card behaviours are considered to be serious incidents and will be recorded in the Class Behaviour Log. If a serious incident occurs, the Class Teacher will contact the parents/carers and make them aware of the context in which the incident has taken place on the day it has occurred. If more than one Red card incident occurs during a week, a meeting will be set up with the parents, Class teacher and a member of the leadership team to agree a Behaviour Management Plan to secure improvement. The plan will be signed by all involved and reviewed regularly. A risk assessment may be part of the plan if necessary. If there is no improvement then school may seek to make a referral to the FLP Behaviour and Vulnerability Manager for support.

Incidents go to Step 7 Red Card immediately:

- **Deliberate persistent swearing,**
- **verbal abuse, (personalised swearing and/or insulting)**
- **intentional damage to property,**
- **throwing missiles with intent to harm including spitting with dissent, aim and intention**
- **physical assault on another child**
- **Physical assault on an adult,**

If unacceptable chosen behaviour is on-going or persistent despite rewards and consequences, then the Head teacher and SENCO will set up an **Individual Behaviour Plan** with parents and the child. If there is no improvement then school may refer to the FLP Behaviour and Vulnerability Panel. If a child's behaviour is considered to be part of a broader Social Emotional Mental Health (SEMH) concern then parents, SENCo, class teachers and other relevant staff will work together using the SEN code of practise to ensure the child has accessed the correct level of support before further steps are taken (see SEN policy).

Step 8

Fixed term exclusion

Step 9

Referral to FLP Discussion Forum

Step 10

Permanent Exclusion

Exclusion is an extreme step and the decision to exclude remains with the Headteacher and Governors

7 SERIOUS SITUATIONS

All Frome Schools, including Trinity have agreed that:

Physical, verbal and racist attacks and bullying are serious offences to which the School has a duty to respond firmly to protect the victims of such behaviour. In these cases a child may be excluded for a fixed term period in the first instance. Parents and the Head teacher will be involved in dealing with such cases. In extreme cases the police may be involved. Schools have a legal duty to report racist behaviour to the appropriate authorities.

8. REPARATION

We will ensure that children will be given opportunities to repair harm that has been caused by their behaviour. This allows for a 'clean slate' without a feeling of shame. Reparation will happen as soon as it is appropriate and possible following the incident.

APPENDICES

APPENDIX A

GUIDELINES FOR GOOD BEHAVIOUR MANAGEMENT

- It is essential that staff should remain objective and calm when managing disruptive behaviour – de-escalate rather than inflate situations
- It is important to listen and respond quietly. Do not overwhelm the pupil with loud, repetitive demands
- Avoid attitudes becoming polarised or push towards confrontation
- Maintain a positive attitude. Remind the pupil of positive behaviours and desired attitudes
- Clarify options and consequences, rather than impose directives
- If the problem can't be sorted out there and then, arrange to sort the problem out at a later agreed time
- Involve other people to help
- Endeavour to safely remove the pupil from an unhelpful environment

APPENDIX B

Behaviour Report Card

APPENDIX C

See Positive Handling Policy when adults need to intervene physically to keep a child, other children or adults safe.

