



Trinity First School
Behaviour Policy
2024

Flourishing together through
kindness, curiosity, respect, resilience and teamwork.



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 (child on child abuse) 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.
- Our five school values of kindness, curiosity, respect, resilience and teamwork are actively modelled and promoted throughout the school to support and sustain good behaviour.
- 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.
- 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
- Ensure the school values of kindness, curiosity, respect, resilience and teamwork are actively promoted and rewarded
- 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 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
- Behave in accordance with the school values
- 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:

- Respect and reinforce the school values
- 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 VALUES**

- Our school values are designed to enable the children to live and work to the best of their ability:
We believe in fostering kindness to encourage children to look after each other and the world around them.
We believe in generating curiosity to promote a love of learning and a thirst for knowledge.
We believe in teaching respect to ensure our children speak and act positively and fairly towards one another and the adults around them.
We believe in building resilience to help our children understand how to manage situations that are difficult.
We believe in promoting teamwork to create in our children the skills that enable them to work and play together.
- We regularly revisit our rules and values in whole school Collective Worship and class circle time sessions.

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:

- Dojo points
- Individual stickers
- 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 list 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 appropriately informed about a child's behaviour. This is done through Dojo. Parents are strongly encouraged to use the Dojo app on their phones and can also message the school through Dojo. Teachers also message parents using Dojo on all matters, not just 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

Amber Dojo (Parent notified via app) – Conversation had with child and sanction given in line with the behaviour and circumstance such as time out in another classroom.

Step 7

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

Amber dojos will be used as a warning towards red and may carry a small sanction at the teacher's discretion. Red dojo behaviours are considered to be serious incidents and will be recorded in the Class Behaviour Log/and on SIMS and a sanction will be given. If a child gets a red dojo, an alert will be sent to parents on the Dojo app where they will be asked to speak to the class teacher. If more than two Red Dojo incidents occur during a week, a meeting will be set up with the parents, class teacher and a member of the

leadership team (where appropriate) to agree a plan to secure improvement. Repeated red dojos will mean that a personalised behaviour plan and a risk assessment may be necessary. If there is no improvement over an agreed amount of assess, plan do and review cycle, then school may seek to make a referral to the FLP Alternative Provision Manager for support.

Incidents go to Step 7 Red Dojo 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 SENDCo will set up a **Positive Behaviour Support Plan** (PBSP) with parents and the child. If a child's behaviour is considered to be part of a broader Social Emotional Mental Health (SEMH) concern then parents, SENDCo, class teachers and other relevant staff will work together using the SEND code of practise to ensure the child has accessed the correct level of support before further steps are taken (see SEND policy). If there is no improvement then school may refer to the FLP Permanently Excluded & Vulnerable Pupil Panel (PEVP).

Step 8

Fixed term exclusion (this step can be repeated)

Step 9

Referral to FLP PEVP

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 – Grading Behaviours

Shouting out
Not following instructions
Rudeness
Swearing – first offence and heard by an adult.
Messing about
Biting (first offence EYFS)

spitting
Swearing more than second offence (heard by an adult)
Persistent reports of swearing about one child from various others
Persistent shouting out
Persistence in not following instructions
Persistent rudeness
Using equipment inappropriately after warning
Name calling after a warning
Name calling persistently or targeted (without significant offence e.g. 'poo poo head', 'toilet brain')
Disrupting a lesson
Rough play (after warning)
Biting (second offence EYFS/Y1)

Hitting
Punching
Kicking
Fighting
Spitting at
Swearing at adults or peers (HEARD by an adult)
Spoiling someones work
Name calling with offensive/adult calibre words
Biting (dependent on age and stage)
Pushing/shoving over with purpose

Wrecking a room (possible suspension depending on context)
Attacking an adult or child with no regard for safety and in a sustained manner and causing injury.

Behaviour Report Card

APPENDIX C

APPENDIX D

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