



**Adopted by Governing Body: February 2016**

**Due for review: 2019/20**

# Trinity CE Primary School

## Behaviour Policy

### **Aims**

To establish and maintain approaches to behaviour management that is consistent throughout the school.

To make sure that behaviour in school facilitates high quality learning for all.

To develop and reinforce positive attitudes.

To promote the values of honesty, trust, fairness, tolerance, compassion and politeness.

To make sure that every member of the school community behaves with consideration and concern of others.

### **Standards of behaviour**

In seeking to define acceptable standards of behaviour we must acknowledge that these are goals to be worked towards rather than expectation that are fulfilled or not. Children bring to the school different talents, abilities and behaviour patterns. The school has a central role in the children's social and moral development just as it does in their academic development. Just as we measure academic achievement in terms of progress, achievements and attainment, so we measure standards of behaviour in terms of children's developing ability to conform to our behavioural goals.

### **School Ethos.**

The adults encountered by the children in school have an important responsibility to model high standards of behaviour, both in dealings with the children and each other, as our example has an important influence on the children.

### **The Curriculum and Learning**

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Through planning for the needs of all pupils, the active involvement of pupils in their own learning, and constructive feedback for pupils all help to avoid feelings of alienation and disaffection which can lie at the root of poor behaviour.

It follows that lessons should have clear objective, understood by the children, and differentiated to meet the needs of all abilities. Marking and record keeping should be used as a supportive activity, providing feedback to the children about their progress and achievements and as a signal that children's efforts are valued and that their progress matters.

### **Classroom management**

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which their efforts are valued. Relationships between adults and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and class displays all have a bearing on the way children behave.

Classrooms should be organised to develop independence and personal initiative. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should develop self-esteem through demonstrating the value of every individual's contribution.

Teaching methods should encourage enthusiasm and active participation for all. Praise should be used to encourage good behaviour as well as good work.

### **Rules and procedures**

Rules and procedures should

- Be kept to a minimum
- Be positively stated, telling children what they should do rather than what not to do.
- Have a clear reason, made explicit to all
- Be consistently applied and enforced.
- Promote the idea that every member of the school community has responsibilities towards the whole.

### **Rewards**

Our emphasis is on rewards to reinforce good behaviour rather than on failures. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. The commonest rewards are praise, informal and formal, public and private, to individuals and groups. Rates of praise for behaviour should be high.

Rewards are the most effective if they follow immediately upon the desired behaviour.

#### **Rewards at Trinity will include:**

- Praise for good behaviour – verbal, body language, smiles

- Class reward systems – appropriate to the age of the children.
- House points
- Commendation to other members of staff and/or parents
- Achievement awards presented in Achievement Assembly and entered in the Achievement Book.

It is important to remember that children will have very different standards of personal behaviour. Some children will need more support than others, just as some children need more academic support than others. It is important to 'catch children being good'.

Above all, rewards should be special and meaningful.

### **Sanctions**

There is no use of physical punishment. All sanctions should take individual circumstances into account and be in proportion to the offence.

Try to remember that we should:

- Make it clear why the sanction is being applied.
- Make it clear what changes in behaviour are required to avoid future punishment.
- Make a clear distinction between minor and major offences.
- Criticise the behaviour and not the person.
- Be calm, fair and consistent.

We must also remember that some behaviour will be recognised as a symptom of a Special Educational Need and will require support.

### **Classroom Sanctions at Trinity**

- Verbal reprimand
- Move place, work alone
- Loss of privileges within the school day
- Missing a break time
- Time out in another class
- Note in Links book to parents
- Sent to Deputy Headteacher (and recorded within Behaviour Record book)
- Sent to Headteacher (and recorded within Behaviour Record book)
- Letter home to parents

Playground/Breaktime Sanctions at trinity

- Verbal reprimand

- Time out under supervision – outside
- Time out under supervision – inside (refer to duty teacher)
- Referral to classteacher
- Referral to deputy Headteacher (and recorded within Behaviour Record book)
- Referral to Headteacher (and recorded within Behaviour Record book)
- Letter home to parents
- Meeting with parents

In cases of persistent or severe poor behaviour, other agencies may be contacted (e.g. Behaviour support service, Educational Psychologist) and/or a fixed term exclusion will be issued by the Headteacher.

In very rare cases, a permanent exclusion can occur.

### **Strategies to be considered when dealing with disruptive behaviour and/or emergency situations.**

#### **The Red Card**

All staff have red cards with their class base or location clearly printed upon it. Staff needing assistance should give the card to a reliable child. The child should give the card to the nearest member of staff who should go at once to the area named on the card.

#### **Keep Calm**

Above all, keep calm. Do not shout. We all know how difficult it can be when a child is shouting or being rude but it is the only way to remain in control and have any chance of resolving the situation.

#### **Intervention and the use of physical handling.**

Where it is necessary to physically intervene to safeguard the welfare of a child, the physical intervention policy should be followed.

If you are in any doubt, or the child refuses to co-operate, send for a colleague, or if necessary the deputy Headteacher or Headteacher.

Adopted by the Governing Body: January 2015

Date of next review: 2017/18 (unless earlier review becomes necessary)