



Trinity Oaks

CofE Primary School

Behaviour Policy

| | |
|---------------------------------|--|
| Policy Editor | Mrs Marnie Fisher Deputy Head/ SENDCo |
| Approved by | Mrs Elizabeth Woods Headteacher |
| Governor Committee responsible: | Children and Learning |
| Status: | Statutory |
| Review cycle: | Annual |
| Last Reviewed: | Autumn Term 2023 |
| Next review due by: | Autumn Term 2024 |
| Published on website: | Yes |

Vision: Where acorns flourish into mighty oaks. (Isaiah 61:3 – They will be oaks of righteousness)

Mission: Rooted in God’s love and Christian values, we are a school who treasure each individual, enabling them to flourish and achieve.

Values Statement: *We are **thankful** for the uniqueness of everyone in our community, created in God’s image, fostering relationships with integrity rooted in God’s love. We value and **respect** all people in our community. Our pupils, staff and families work together with **kindness** and **compassion**. to support each other. We are **resilient** learners who recognise that perseverance and risk-taking is the key to our **aspirational** goals and successes.*

Values:

Rooted in love, we are.....

Respectful – interactions with others (Matthew 7:12)

Kind and **Compassionate** – displaying integrity towards others (Galatians 5:22-23) / interactions with the world around us and the community in which we live (Ephesians 4:32)

Thankful – being grateful for what we have the privileges that we are afforded (1 Thessalonians 5:16-18)

Resilient – risk takers, perseverance (Philippians 4:13)

Aspirational – aiming high, being the best we can be (Ecclesiastes 10:7)



At Trinity Oaks C of E Primary School, we believe that every member of the school community has a responsibility for behaviour and everyone has the right to feel **valued** and **respected**. All staff and pupils have the right to achieve their maximum potential in a safe and secure environment where effective teaching and learning can take place. It is our belief that good behaviour needs to be consistently and positively encouraged and valued.

Aims

- Maintain a safe and secure learning environment by creating a purposeful, relaxed and happy working atmosphere for everyone in the school community, children, staff and parents/carers
- Develop an ethos in relationships, which encourages mutual respect and trust among all those in our school community
- Enhance the self-esteem of individuals through positive reinforcement, praise and encouragement and valuing the contribution each person may make to the wellbeing of others in the school community
- Communicate to all those involved, strategies for promoting positive behaviour and modifying unacceptable behaviours, in order to involve and enlist the support of everyone in encouraging appropriate behaviours and ensure consistent application of systems of praise and consequences
- Encourage self-discipline and a desire to behave well through the development of intrinsic motivation

Rights

At Trinity Oaks everybody has the right:

- To feel safe, happy and secure in school at all times
- To be able to learn and play without threat or disruption from others
- To be free from discrimination, harassment or victimisation of any sort
- To know that bullying is unacceptable and will be dealt with, even if it occurs outside normal school hours, including online
- To be respected, listened to and treated fairly and sensitively

Whole-School Expectations

Children at Trinity Oaks are helped to understand their right and responsibilities in upholding those rights. Whole-school expectations are based on children's responsibilities

towards others, our school values, learning, our Christian ethos and the school environment. Staff and parents/families/carers should all be involved in promoting and explaining these responsibilities to children.

Children’s responsibilities towards others:

- Behave safely
- Be honest and fair and respect others
- Be kind and polite with words and actions
- Listen to adults and follow instructions
- Take responsibility for own actions (put it right)

Children’s responsibilities towards learning:

- Try hard and stay focussed with all learning
- Listen to the person who is talking
- Speak with an appropriate volume (classroom voices)
- Join in with others when learning (collaborate and do your bit)
- Value everyone’s learning

Children’s responsibilities towards the school environment:

- Walk sensibly, quietly and considerately around the school
- Take care of equipment and resources
- Keep the school and grounds tidy
- Help to find ways to improve the school environment
- Wear school uniform appropriately

At the start of each academic year (in worship and in class), all children are reminded of their rights and responsibilities alongside our school values and are involved in discussing positive behaviours which can impact positively on others and create an environment that best promotes learning and wellbeing.

Encouraging a whole school ethos towards positive behaviour

Positive behaviour is built on positive relationships. All members of staff use a consistent approach when dealing with behaviour, allowing for the needs of the individual. Expectations are explicitly taught to ensure routines and behaviour are established and understood. Positive language is used and positive behaviour is rewarded and encouraged at all times.

Strategies for Promoting Positive Behaviour

- Quality First Teaching
- Interesting and exciting learning
- Clear and consistent high expectations
- Noticing good behaviour in line with our school values, Respectful, Kind and Compassionate, Thankful, Aspirational, Resilient (specific feedback and praise)
- Celebrating success (sharing learning in class, with Headship Team (HST), in assembly, with parents/carers)
- Adults modelling appropriate behaviour
- Class and whole-school worship make use of appropriate stories and real-life experiences to reinforce a positive and moral ethos
- Children are made aware of their rights and responsibilities and are involved in discussing the behaviour they want in their class to protect those rights
- Children are regularly involved in discussion about the importance of their responsibilities and the positive impact their behaviour can have on others, their learning and the school environment
- Regulation Stations supporting children's awareness of their own emotions, and how these impact on behaviours
- Recognition when behaviour has improved and being explicit about the change that has occurred to raise self-awareness
- Giving children responsibility for areas around the school or helping adults
- Peer mentoring

Jigsaw Curriculum

Jigsaw PHSE teaches Personal, Social and Health Education, emotional literacy, social skills and spiritual development through a whole school curriculum.

Restorative Approaches

Trinity Oaks C of E School has adopted the use of restorative approaches to deal with behaviour incidents. Restorative approaches, inspired by the philosophy and practices of restorative justice, puts repairing harm done to relationships and people over and above the need for assigning blame and dispensing punishment.

SEN and ELSA

Children with specific behavioural issues and/or SEN are supported through targeted behaviour support procedures. Pupils may also receive support from the ELSA or through wellbeing sessions. Best practice for supporting a pupil's need will be taken into account where necessary.

These interventions promote higher self-esteem and positive behaviour.

Rewards for positive behaviour include:

Extrinsic rewards address minor misbehaviours and encourage positive behaviour.

- Certificates
- Stickers
- Whole class privileges – including marble jar
- House point tokens
- Whole class additional play 2.15pm Friday

Intrinsic Praise – This develops intrinsic motivation otherwise known as self-motivation, improving children's resilience, achieving goals and ultimately, they are better motivated to try hard and do well.

- Proud walk to share success – including a visit to the Deputy or Headteacher
- Talking to parents/carers, or sending a positive note home
- Praise and positive recognition in class of effort, achievement, behaviour etc...
- Encourage children to be self-reflective of their learning behaviours and achievements in the school recognising when they have done well
- Positive recognition in celebration assembly

Pupils requiring Additional Support

Specific behaviour needs (this could be SEND/ Home life issues)

We recognise that some pupils are vulnerable and may require additional support in order to succeed in a positive way. All pupils who have been identified will be reviewed regularly to ensure their needs are being met. This will be identified by the class teacher (behaviour logs,) SENDCO or parents. Pupils who require additional support will have an individual behaviour support plan, which may include:

- Extra adult support
- Specific resources
- Individual timetables
- Regulation station
- Thinking sheets
- Offered support from the ELSA
- Referred to the SENCO for an assessment of their needs (see SEND Policy)
- Referred for a multi-agency assessment

Dealing with inappropriate behaviour

Staff at Trinity Oaks C of E School have the right to regulate pupil behaviour and to impose sanctions when pupils fail to observe school expectations of behaviour. All Pupils, including those with SEND, need to be made aware of the consequences of breaking rules. Minor incidents will be dealt with within the classroom but those of a more serious nature may necessitate the involvement of the Head teacher, senior leadership team or parents.

Sometimes an outside agency such as Specialist Teachers for Inclusive Practice (STIP) will be consulted. In very extreme cases a period of exclusion could be considered (see below). The sanction used will take account of a pupil's age and any Special Educational Need or disability. Consequences should be given consistently and calmly to help pupils learn to behave responsibly.

Unacceptable Behaviour.

Below is a list of the behaviour issues, which will be dealt with by the Head teacher or member of SLT immediately:

- Abusive language to a child or adult.
- Serious fights.
- Racism.
- Homophobia
- Threatening behaviour/ intention to harm a child or adult.
- Stealing.
- Serious, deliberate damage to property.
- Bullying.
- Online abuse/cyberbullying
- Child on child abuse
- Inappropriate touching of a private area
- Intention to damage property

The School Staged Intervention process is as follows: Key Stage One

Warning 1

Minor Incidents, often just need minor intervention:

- REMIND - Discreetly gain child's attention to alert them to their behaviour
- RECOGNISE – Acknowledge those who are modelling positive behaviour.

- RAISE QUESTION - A discreet discussion to establish individual needs.
- RE-EVALUATE- Take actionable steps to further support the child. Consider seating, challenge of work

Warning 2

When minor intervention does not work

LOGICAL CONSEQUENCES relates and supports the child to resolve the behaviour or make amends in a productive and supportive way. These must:

- Relate to the behaviour
- Be helpful and purposeful
- Not pass judgement, shame or blame
- Be discussed with the child and given respectfully
- Discuss and make reasonable adjustments to the curriculum and environment
- Give clear and positive choices to restore behaviour expectations.
- Carried out on the same day where possible – not left overnight.

All minor incidents will be dealt with by the class teacher.

This stage may be repeated – teacher discretion.

Warning 3 – onto behaviour log

When ordinary sanctions do not work, or when the incident is more serious. (or if behaviour is unacceptable – see list above)

Children who refuse to modify their behaviour, and whose behaviour impacts on the learning and welfare of other children, will be recorded on behaviour logs. This is the first written record of unacceptable behaviour. Teachers will communicate with parents when their child has been placed on the behaviour log and work together to support the child to change their behaviours. Reasonable adjustments are in place and monitored for impact – where adjustments do not work alternative adjustments (curriculum and environment) will be put in place.

For each incident on the behaviour log children will complete a thinking sheet with the teacher or SLT and parents will be informed via studybugs or a conversation with the parent. School and home will work together to address behaviours before the need to go on a report card.

If the child is then on the behaviour log three times and the parents/ carers have already been in discussion with the class teacher, they will then go onto a Key Stage One report card. The teacher will have a conversation with the parents and discuss targets, support and adjustments– working together in partnership. The Key Stage One report card includes clear targets, boundaries, strategies for support and short-term rewards. The teacher will communicate verbally each day how the child has behaved that day.

The behaviour log will run up to 5 consecutive school days, where at the end of the 5 school days the teacher and parents will meet again to review behaviour. Report cards will not run over holidays or weekends.

The School Staged Intervention process is as follows: Key Stage Two

Warning 1

Minor Incidents, often just need minor intervention:

- REMIND - Discreetly gain child's attention to alert them to their behaviour
- RECOGNISE – Acknowledge those who are modelling positive behaviour.
- RAISE QUESTION - A discreet discussion to establish individual needs.
- RE-EVALUATE- Take actionable steps to further support the child. Consider seating, challenge of work

Warning 2

When minor intervention does not work

LOGICAL CONSEQUENCES relates and supports the child to resolve the behaviour or make amends in a productive and supportive way. These must:

- Relate to the behaviour
- Be helpful and purposeful
- Not pass judgement, shame or blame
- Be discussed with the child and given respectfully
- Give clear and positive choices to restore behaviour expectations.

All minor incidents will be dealt with by the class teacher.

This stage may be repeated – teacher discretion.

Warning 3 – onto behaviour log

When ordinary sanctions do not work, or when the incident is more serious. (or if behaviour is unacceptable – see list above)

Children who refuse to modify their behaviour, and whose behaviour impacts on the learning and welfare of other children, will be record on behaviour logs. This is the first written record of unacceptable behaviour. Three entries onto behaviour in a two-week period from the first incident will result in the child moving to formal discipline levels and will be recorded on CPOMs. Behaviour logs are used in Key Stage Two – with a phased introduction in Year 3 when appropriate for the cohort.

Parents are called after second incident to inform them of behaviour issues. Record discussion with parents on CPOMS.

Level 1 – in school based – Blue report

- Class teacher and child to meet with senior member of staff (Key Stage leader) to discuss concerns. Set Targets.
- Write up notes and record on CPOMs.
- Reintegration through restorative justice – thinking sheets in KS1 and reflective letters in KS2.
- Application of sanctions – appropriate to the behaviour.

- Head/Deputy to be informed of initial concerns
- Inform parents that their child is now on levelled response – in person meeting where possible to communicate targets.
- Review after 5 days – senior leader to review the report and decide to take child off report or continue for another 5 days. Another review at the end of 10 day period.
- If two serious incidents are recorded on Blue report – escalated to Yellow report by Key Stage Leader and class teacher.

Level 2 - if targets are not met after 10 days or 2 more significant incidents on Blue report – Yellow Report

- Meeting is arranged with parents, a senior member of staff (Deputy Head) and the class teacher to discuss continuing concerns.
- Set time bonded targets for improvement in behaviour. (5 – 10days)
- Parents will talk / meet with teacher at end of week to review behaviour.
- Head/Deputy to be informed of continuing concerns.
- Deputy to review report after day 5 and decide to deescalate to blue report or continue on Yellow report for 5 more days. Another review at the end of 10 day period.
- If two serious incidents are recorded on Yellow report – escalated to White report by Deputy.

Level 3 - Headteacher involved - if targets are not met after 10 days or 2 more significant incidents on Yellow report – White report

- A meeting is arranged with parents, the Head and the class teacher
- Further targets for improvement will be set, for any time between 5 – 10 days (review process completed by Head)
- Parents will be expected to meet daily with staff and discuss progress
- Modified days (shorter) may be put in place to support the child getting back on track

Appropriate sanctions

Teachers retain the right to use age appropriate, time bonded sanctions that address behaviours. These include:

- a reminder about appropriate behaviour
- verbal warnings about consequences of behaviour
- removing a child from the source of a problem e.g. move to another table
- time out for reflection – timer to be used
- losing privileges eg playtimes, participating in after school clubs, fixtures
- completing a thinking sheet for Year 1 - 3 (following a discussion using a restorative approach)
- letter of apology and reflection for Key Stage 2
(At Trinity Oaks we do not believe that any form of public humiliation is appropriate eg – buddy class segregation/ names on boards etc– we focus on positive praise and support to correct behaviour.)

If improvements are not made, the child will be subject to fixed term seclusions/exclusions. Following a fixed term exclusion a re-integration meeting will take place with the Head or Deputy, the parents and the child in order to ensure positive behaviour moving forward. These meetings allow the child to reflect on their actions prior to returning to class. A child may not attend their class until this has taken place.

Trinity Oaks is committed to using exclusion only as a last resort after all other sanctions have been exhausted. However, if the child is causing harm to themselves or others by disregarding schools rules, exclusion will be used.

Where exclusion is used the school conforms to the Local Authority (LA) and DfE guidance. If a pupil is excluded for a period of less than 5 days the school will provide work. It is the parent's responsibility to ensure the pupil completes work and returns it to school. In the event of a permanent exclusion the LA will contact parents with details of day 6 provision.

Play time behaviours

It is important to remember that teachers on duty are not the judge and jury, neither should they minimise incidents where pupils feel they have been treated unfairly. All misunderstandings must be dealt with on the playground by the teacher or LSA on duty and not be brought into the classroom - this affects learning if the teacher then has to spend lesson time getting to the bottom of arguments. The school values should be integral to these conversations.

Duty teachers/ LSAs should:

- Gather all children responsible and take first-hand accounts of those involved
- Discuss with children what the consensus is of what happened
- Support children to see the views of other
- Talk about appropriate sanctions with the children – come to an agreement
- Inform the class teacher briefly – teacher to decide if it goes on behaviour log
- Any serious behaviours children to be accompanied in to the see Deputy/Head – see unacceptable behaviour.
- In any incidents of rudeness the child needs to be spoken to in a direct manner and if behaviour continues it is to be reported to the class teacher to record on the behaviour log. (It is expected that children and staff treat each other with respect and courtesy.)

EYFS

At Trinity Oaks we recognise that the younger children require a different provision to support emotional development and manage their own feelings.

In EYFS (Nursery and Reception) we use a sun, rainbow, pot of gold and the superstar. All of the children start on the sun at the beginning of the day. They move onto the rainbow, then pot of gold and finally the superstar after showing good behaviour choices. An example would be following our Golden Rules which the children will be helping to create when they

are settled. This can include: being a good friend, using kind hands and gentle feet and helping our friends concentrate on their learning.

Children will receive a sticker if they are on the sun in Nursery. In Nursery and Reception, the children will receive one house token for moving to the rainbow. They will receive two house tokens for moving to the pot of gold. They will receive a superstar certificate for moving to the superstar.

This strategy is designed to be a positive visual reinforcement of behaviour. We will use the timer for thinking time. Here an adult will sit with the child and discuss the behaviour choice that was made.

Use of physical handling – acceptable forms of handling in Trinity Oaks.

There are occasions when staff will have cause to have physical contact with pupils for a variety of reasons, for example:

- to comfort a pupil in distress (so long as this is appropriate to their age)
- to gently direct a pupil
- for curricular reasons (e.g. in PE, Drama etc.)
- in an emergency to avert danger to the pupil or pupils
- in rare circumstances, when Restrictive Physical Intervention is warranted

In all situations where physical contact between staff and pupils takes place, staff must consider the following:

- is physical contact really necessary
- the pupil's age and level of understanding
- the pupil's individual characteristics and history
- the location where the contact takes place (it should not take place in private without others present)

In the event of this requiring anything other than a light touch to the upper body, a CPOMs incident will always be completed and parents/carers informed. If a pupil requires restraint parent/carer's will always be informed, wherever possible on the same day, and a full debrief of pupil(s) and staff involved held. As a Mainstream School, we do not routinely train our staff in positive handling but will organise such training if a pupil's Individual Behaviour Plan indicates this may be necessary.

Sexual Harmful behaviour – including child on child abuse.

As a school we take allegations of this extremely seriously, and any reported incidents will be thoroughly investigated, (see appendix A for our full procedure on this). Through the curriculum, high expectations for behaviour and our school values we have developed a culture of what is and is not acceptable, and those behaviours are challenging in a safe

environment. We believe it can always happen here, even without evidence. Those who experience these behaviours be it the victim or the perpetrator will be offered wellbeing support as well as being educated about this topic, see our Safeguarding policy for further information on types of sexual harmful behaviours.

If an allegation is found to be true then sanctions including exclusion will be put in place. (See safeguarding policy for more information on child on child abuse)

Child-on-child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)

Anti-bullying

Trinity Oaks C of E School is committed to ensuring that all pupils feel safe at school and enjoy their education. A strong stance is taken against all forms of bullying. The school's policy on anti-bullying can be accessed on the school's website.

Cyber- Bullying

Cyber-bullying takes place online, such as through social networking sites, messaging apps or gaming sites. Like other forms of bullying, it is the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power. Please see section 8.2 of the Online Safety Policy and the Anti-bullying Policy for further information about the school policy on cyber-bullying.

Searching pupils

School staff can search pupils with their consent for any item.

The Head teacher and teaching staff have the power to search pupils or their possessions, without consent, where they suspect a pupil has a "prohibited item". Examples of prohibited items are:

- mobiles phones
- electronic games
- stolen items
- chewing gum
- Money (other than requested amounts for school trips etc.)
- Any article which is likely to cause personal injury or damage to property.

Behaviour out of school

Pupils are expected to uphold the reputation and values of the school whenever they are out of school, whether they are taking part in an official school trip/outing or wearing their uniform to and from school. Pupils may be subject to disciplinary sanctions if their behaviour brings the school into disrepute or has repercussions for the orderly running of the school. This includes inappropriate behaviour online with other pupils.

Extended Services Provision

All coaches and providers of before and after school and lunchtime clubs will be given a copy of the school's Behaviour Policy so that the policy is implemented consistently whilst the children are taking part in before and after school clubs or extra-curricular activities. Leadership will monitor children's behaviour in after school clubs regularly and liaise with club providers.

Support and training for staff, coaches and parents on managing challenging behaviour and pupils requiring additional support

The training needs of staff will be reviewed as part of their annual appraisal and through the information gathering for the annual School Development Plan. Additional training needs may also be identified and implemented before or when children with Special Educational Needs (SEN) /behaviour difficulties join the school and staff do not feel they have the knowledge and understanding required. Pupils who require additional support may have an individual behaviour plan. Training will be provided either through an external provider or by using the expertise of outside agencies/outreach workers. Members of staff can request training at any time by speaking to the SENCo. Staff will also receive regular training and updates related to safeguarding children.

Allegations

Any allegation of misconduct against a member of staff will be taken seriously, referred to the LADO, and dealt with using the Local Authority procedure. All allegations must be reported to the Headteacher in the first instance. However, if the allegation is against the Headteacher, the Chair of Governors will be responsible for referring the matter. Pastoral support will be offered to any individual against whom an allegation is made and the matter kept strictly confidential. In the event of an allegation proving unfounded or malicious, the matter will be referred to the Governors' Discipline Committee for action. Staff are advised to familiarise themselves with the school's 'Staff Code of Conduct' in order to minimise the risk of allegations being made.

Monitoring behaviour

All significant behaviour incidents including bullying are recorded on CPOMS, this enables reports to be produced. The Head teacher and other members of SLT analyse data from CPOMS to identify trends and review the progress made by individual pupils against their targets. Information is shared regularly at briefing, staff meetings and governors' meetings if appropriate (discretion of the Headteacher). Data may also be used as evidence for referrals and to ensure that the school meets its statutory duties with regard to the Equalities policy.

The Deputy also monitors the impact of intervention groups used to improve behaviour, for example ELSA social skills groups. The school ensures that there is appropriate confidentiality within its monitoring and reporting.

Monitoring and Reviewing the Behaviour policy

The Head teacher will monitor the implementation of this policy annually and make changes in consultation with other members of staff. The policy will be reviewed formally every year. All staff are given a copy of this policy as part of their induction.

Governors' statement on Principles of Behaviour

As a Church of England school we believe that the Gospel values pervade every aspect of school life. These are reflected in our ethos and therefore in every part of our school, and as a Christian community. Trinity Oaks promotes positive behaviour and our Behaviour Policy is rooted in these values and as such, the Governing Body:

(a) believes that everyone is created in the image of God and is of infinite worth. The school's behaviour policy is based on Christian values. In our Christian community relationships are based on these core values: loving, caring attitudes; concern for the whole person; justice and respect for others. Reconciliation and forgiveness are central to the Christian gospel and the notion of a fresh start and reintegration programme for excluded pupils is a key part of the school's behaviour policy;

(b) believes that dialogue with pupils, parents, carers and staff is important in developing the principles on which the behaviour policy is based and therefore this school will consult those involved with the school community, as appropriate, when the policy is reviewed and ensure that any impact on the home/school agreement is assessed;

(c) aims to provide an environment in which all pupils and staff feel safe and secure;

(d) believes that pupils learn by example and it is expected, therefore, that all adults in the school will be models of good behaviour;

(e) does not tolerate violence, threatening behaviour, abuse or any form of bullying: all in the school community have a right to respect and an atmosphere which is conducive to learning;

(f) has a zero tolerance of offensive weapons, alcohol and drugs in school and the misuse of the internet and mobile phones and sanctions the confiscation, retention or disposal of pupils' property in accordance with DFE guidelines which enables staff to search for prohibited items without consent;

(g) takes firm action against pupils or parents who harass members of staff on or off school premises and ensures that pastoral care is available to staff accused of misconduct;

(h) will not discriminate against any pupil on the grounds of religion, ethnicity, gender, disability or sexual orientation;

(i) promotes positive behaviour through active development of pupils' spiritual, social, cultural, emotional and moral sense;

(j) sets clear expectations of behaviour through clear codes of conduct including behaviour beyond the school gate;

(k) praises, supports and rewards good behaviour and improvements in behaviour, as appropriate, and provides a range of opportunities in which pupils can excel and be rewarded;

(l) applies a wide range of sanctions fairly, consistently and appropriately, taking account of pupils' special educational needs, disability and the needs of vulnerable children;

(m) ensures that all staff are given access to appropriate training, opportunities to share and develop their skills, are equipped to manage behaviour and are aware of any system of referral for particular types of behaviour;

(n) ensures that all new staff are made aware of the behaviour policy;

(o) ensures that senior staff are highly visible at particular times of day to support staff and maintain a sense of calm and order;

(p) ensures commonly agreed teaching, classroom management and behaviour strategies are used;

(q) ensures that multi-agency assessments are considered for pupils displaying continuous disruptive behaviour;

(r) ensures that parents are kept informed of their child's behaviour (good and bad) and that common ways of working together are explored to assist pupils in making improvements in their behaviour.

In addition to the above, the Governing Body expects the Head teacher to:

(i) draw on the following DFE guidance when drawing up or reviewing the behaviour policy

- screening, searching and confiscation;
- use of reasonable force;
- dealing with allegations of abuse against teachers and other staff; and
- behaviour and discipline in schools advice for Headteachers and school staff.

(ii) comply with the legal requirements in drawing up the behaviour policy, ie, to include measures which:

- promote good behaviour, self-discipline and respect;
- prevent bullying;
- ensure pupils complete assigned work; and
- regulate the conduct of pupils.

Governor Responsibilities

The Governing Body is responsible for setting general principles that inform the behaviour policy. The Governing Body must consult the Head teacher, school staff, parents and pupils when developing these principles.

Governors have a responsibility to ensure that the behaviour policy is being implemented. Behaviour is monitored through Governor visits and Head teacher reports.

School/staff responsibilities:

All staff at Trinity Oaks share a core value of caring and developing relationships to ensure every child has access to learning and developing personal skills. These core values underpin behaviour management:

- to implement the behaviour policy fairly and consistently
- to provide a warm caring environment
- to provide a stimulating environment so that children do not want to misbehave
- to be aware of cultural differences and reflect this in our curriculum
- to recognise that the majority of children want to behave well and that it is our job to help them achieve this
- to recognise each child as an individual
- to ensure high expectations where pupils can reach their full potential
- to encourage children to talk about their learning if motivation is a problem
- to use target setting effectively so that children are more responsible for their own learning
- to understand that making mistakes is a natural part of the learning process
- to remind children of school and class charters regularly
- to use rules and sanctions fairly and consistently
- to discuss situations calmly
- to be good role models
- to praise good behaviour rather than commenting on negative or unwanted behaviour
- to spend time talking with the pupils and share interests when appropriate to create trust
- to ask questions and initiate dialogue in order to explore pupils' behaviour, intentions and motives
- whenever possible, to be prepared to listen and hear everyone's point of view in turn
- to create behaviour plans to improve difficult/challenging behaviour with the involvement of children, parents, teachers, Teaching Assistants, ELSA and Home School Link Worker
- to employ 'circle time' and other strategies to develop social skills and encourage positive behaviour
- to monitor the well-being of vulnerable pupils at playtimes and lunchtimes and support all pupils by providing good levels of supervision and activities
- to encourage care of the school environment
- to encourage care of equipment
- to encourage responsibility by giving children special jobs and roles
- to form a good relationship with parents so that children can see that the key adults in their lives share a common aim

Parents'/Carers' Responsibilities

Trinity Oaks C of E School seeks to work in partnership with parents/carers at all times and expects them to support the school in creating a safe and calm environment where children can learn. All parents/carers sign the home/school agreement when their child starts school and in doing so agree to support the school in the implementation of the behaviour policy. Parents will be contacted at any stage if we feel there is a need or if a child's behaviour is of concern.

The responsibilities of parents and carers are:

- to encourage children to behave appropriately
- to encourage independence and self-discipline
- to work with the school to develop good communication and to support school policies
- to be aware of class and school charters and expectations

Children's Responsibilities

Pupils will play an active part in the writing of class charters which explain their rights and responsibilities. In this way they will feel ownership and a shared responsibility for any code of behaviour.

Relationship to other policies:

This policy should be read in conjunction with policies and procedures concerning SEN, attendance, teaching and learning, safeguarding and the Equality Information document:

- Keeping children safe in Education document (DFE)
- Online Safety policy
- Child protection
- Anti-bullying
- Health and safety
- Single Equality Scheme and policy
- Religious Education and Collective Worship
- Attendance
- Home school agreement
- Parental concerns and complaints procedure
- Special Educational Needs and Disabilities
- EYFS / KS1/ KS2 Policies (including teaching and learning, feedback and marking)

The Behaviour Policy will be reviewed annually in order to reflect current practice and Governmental guidance.

