



Behaviour Policy

Date: October 2015

Review: October 2017

Signed: Chair of Governors

Headteacher

PURPOSES

To promote a positive ethos where:

1. High expectations are agreed, established and acted upon fairly and consistently.
2. Good behaviour and effort are encouraged, rewarded and used as a model for others to follow.
3. Property is respected and pride in the school and each other is nurtured.
4. Negative attitudes and behaviour are dealt with promptly.
5. Parents are involved in the process of promoting high standards of behaviour.
6. Children are helped to understand that they have a responsibility for their own actions and that they affect others.

GUIDELINES

1. All adults are responsible for the behaviour of all children and not only those that they have been assigned to. Adults should act as good role models and this includes the style and tone of language used to children.
2. The behaviour system will be clearly displayed in all classrooms.
3. Children need to be encouraged to become self-disciplined, to be responsible for their own actions, in order to develop their confidence and independence.
4. Children need to know the consequences of negative behaviour. They also need to understand that they can improve their behaviour and make a new start.
5. Parents need to be informed of school expectations and should be informed at an early stage when problems occur.
6. Work within classrooms must take account of individual ability.
7. Poor behaviour needs to be monitored with notes and dates put in records.

Individual behaviour books or charts may be used to track the behaviour of individual children. They may go home at the end of each day or week where appropriate to be signed by parents. The head teacher will monitor them as necessary.

REWARDS AND SANCTIONS

We aim to promote good behaviour in school by giving children who behave well a high profile in school. We will notice children who do work quietly and well and they will be singled out for reward. Good behaviour and effort are encouraged and rewarded, publicised and then used as a model for others to follow. Examples of good behaviour will be consistently highlighted and acknowledged by a system of rewards.

Rewards help to identify positive aspects of each child's behaviour and making them aware of their abilities and qualities and so building self-esteem.

AWARDS

Every Friday at 8:55am we have a celebration assembly in the hall. Parents are invited to share this time with us and are informed by text if their child is a star of the week. Here at Trinity we are a very positive school and alongside all the praise and stickers we have in class we have also have awards to celebrate the children's achievements. These are:

House Points: Each child is assigned a house group and can earn points towards their group every week. Children are awarded house points for small acts of kind and positive behaviour or making a good effort with work. For example, children may be given house points for being polite to another child, helping someone else or working well on a set piece of work in class.

Star Points: Awarded by teachers for great work and behaviour. Throughout the year the children can achieve certificates for Bronze (25points), Silver (50points), Gold (100points) and Platinum (200points).

Star of the Week: Each week one child per class will be awarded a certificate for star of the week for something special that they have done.

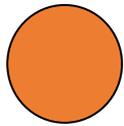
The Always Club: At the end of each term one child from each class will receive a very special award for 'always' trying their best. These children will have a special trip out at the end of the year.

BEHAVIOUR SYSTEM

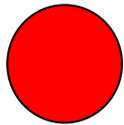
Our "Traffic lights" is a child-friendly approach to support the children to make appropriate choices and take responsibility for their own behaviour. This system is in place across the school to ensure that we have a calm, clear and consistent approach across the school.



In each class the Traffic Lights system is on display. At the top of the lights is green. This is where the names (or pictures) of all the children in the class will be at the beginning of every session. If a child is warned about their behaviour, their name will stay on green.



If the teacher has to remind the child again about their behaviour, they will be asked to move and their name will be moved down to amber.



If a child has to be told again, he or she will miss five minutes of the following break or lunch time and their name will be moved to red.

Once the child's name is on red they will be informed that should they misbehave again they will be sent immediately to the Assistant Headteacher. In this instance, the parent/ guardian of the child will be informed at the end of the school day. If the child continues to misbehave, he/ she will be sent to the headteacher.

At each stage of the system the children will be given clear instructions about the expected behaviour and what the consequence will be for inappropriate behaviours. This provides a clear structure to encourage the children to think about their actions and make good choices about their behaviour. This structure will always be followed unless it is a behaviour which is completely unacceptable in our school such as swearing or hurting others, in this case the children will automatically be sent to the Head Teacher.

The Headteacher will contact, and may ask to meet with, parents of a child whose behaviour is causing concern either due to frequency or level of inappropriate behaviour.

The following behaviours should be referred to the Head Teacher and will be recorded:

- Bullying.
- Racist/homophobic name calling.
- Repeated violence (any violent incident should be recorded).
- Children exploring themselves inappropriately or being involved in inappropriate play of a sexual nature.
- Fighting.
- Inappropriate language directed at others.
- Damage to property.
- Stealing.
- Threatening behaviour to an adult.
- Insolent/disrespectful behaviour to an adult.

EXCLUSION

Where "serious" or repeated incidents have occurred then either the Head Teacher or Assistant Headteacher will issue the child with a "Formal Warning". This will be communicated to parents and their support requested.

If a child receives a second "formal warning" (usually within one month of the first warning), then parents are invited to come to school to determine more formal strategies for support. Possible sanctions are also detailed, which could include lunchtime detention or exclusion from school during the lunchtime period for a defined period.

In exceptional circumstances, the Head Teacher may exclude the pupil from school for a fixed period. In such cases, the school follows the online LA / DfE procedures for exclusion.

We recognise that particular environmental factors are often a major influence in the severe misbehaviour of a child that would warrant a fixed-term exclusion. In such instances, every effort to support a child who may be vulnerable to the risk of fixed-term or permanent exclusion is made through the procedures of a Pastoral Support Plan. The support of external agencies such as Education Welfare Officers, Children and Families Support, Social Health and Care and Bereavement Counsellors is actively pursued through the PSP.

BEHAVIOUR AND SEN

When a pattern of poor behaviour, disruption, anti-social behaviour within school or in the playground is evident the following stages need to be followed;

1. Intervention Strategy:

- SENCo made aware.
- Parents made aware that there is concern about behaviour.
- Senior Management Team awareness for monitoring purposes.
- Strategies explored and implemented to create a supportive environment and increase of self esteem.
- Individual behaviour book kept which records positive behaviour as well as problems. This will be monitored weekly by class teacher.

If the above does not significantly improve behaviour then,

2. School Support :

- Parents informed of action.
- Continue with strategies that are working and additionally I.E.P. drawn up and communicated to parents.

If problem still persists,

- As well as the above, Inclusion Manager to ask for help from external agencies, such as Educational psychologist and Child & Family Services.