



# Behaviour Policy

“Everyone who works with children should do what is in the best interests of the child.”

Article 3 United Nations Rights of the Child

## Opening Statement:

Trinity School, has an ethos of praise and positive reinforcement to promote good behaviour, self-esteem and positive relationships. In order to teach responsibility, self-discipline and instil a sense of right and wrong, a clear and consistent set of consequences for inappropriate or undesirable behaviour should be followed by all members of the school community.

## Aims

- To model and teach positive behaviour traits and responsibilities;
- To promote and encourage excellent behaviour in all students;
- To create a consistent approach from adults to behaviour management;
- To create a calm and safe learning environment and school.
- To clearly demonstrate and educate children on appropriate and inappropriate societal behaviours

## Trinity's Core values are:

- Be Respectful
- Be Friendly
- Be Compassionate

With the addition of:

- Be Safe

These core values (plus the need to be safe) can be applied to a variety of situations and are taught and modelled explicitly. All reminders, sanctions and behaviour-related praise should link to one of these.

## Visible Consistencies:

At Trinity we have the following consistencies/routines that all adults will use and reinforce:

- Line basics
- Body basics
- No hands (except questions)

## Class Charter

Alongside (and based on) the behaviour rules, each class is expected to negotiate and agree a Classroom Charter based on the UNCRC at the start of each academic year. This consists of a set of agreed rights from the charter and a list of responsibilities to meet those rights. All children and adults sign up to these.

This should be prominently displayed in the classroom.

## Positive recognition and reinforcement

The most important aspect of how adults in our school approach behaviour, is through positive comments, reinforcement and praise. Adult's first attention should be on best conduct – for example, staff will look to correct behaviour first by focusing on the positive and those doing the right thing.

Trinity Skills Recognition 'Board' –

- Each class teacher will have a 'recognition board' area that will display what the chosen skill of the week is. The autonomy is given to the teachers to ensure that they meet the needs of the cohort.

House Points -

To help promote a sense of belonging to a group and also as an individual reward we have a house point system at Trinity.

We want to promote high expectations at our school and reinforce our core values. Individual House Points **will not be given to expected behaviour** but should be used to highlight and reward 'above and beyond' actions that demonstrates respect, friendship or compassion. It is helpful if this is also explicitly announced to the individual or class – 'I'm giving you a house point for...'

Individual house points can be awarded for:

- Above and beyond actions demonstrating the core values,
- Learning efforts demonstrating the 5 Learning Powers,
- bucket-filling,
- Jigsaw social skills,
- personal achievements.

This is as well as collective points for house events/competitions.

House points for work should be avoided unless it relates specifically to a Learning Power. Every effort will be made by staff to be fair and consistent in their distribution of house points to benefit all children in the class.

A record of individual house points are kept by class teachers and then collected at the end of every week and totalled for the school. An on-going running total is kept throughout the year on a spreadsheet. At the end of the term, House points are totalled up and there is a trophy for the leading house.

Children can earn recognition for achieving various House point milestones:

- 75 HP - bronze badge
- 150 HP – silver badge
- 250 HP – gold badge

In addition to the House point system, teachers might also have their own individual rewards systems in their classes which may include:

- Stickers and stamps
- A visit to another member of staff/Headteacher
- A positive note home
- Star of the Week

## Behaviour consistencies:

Adults are to:

- Routinely use and reinforce the core values, Learning Powers and school routines – line basics, body basics, noise levels, uniform etc...
- Notice and actively pay attention to best conduct first, to encourage others to follow;
- Respond to poor behaviour with deliberate calm;
- Respond to poor behaviour in a consistent manner;
- Speak to/address most poor behaviour in private where possible;
- Ignore secondary behaviours at the time (although these can be addressed later, once calm, in a debrief);
- Always follow up with the pupil for a debrief;
- Have resolution/restorative meetings when appropriate.

The sequence below should be followed when dealing with behaviour in the classroom and around the school. The script is for guidance and provides a consistent and calm approach to dealing with behaviour at each stage.

Reflection time –

- Reflection time should be seen as a chance to calm, reflect and think, it is important that there is no work necessary and no form. Just calm down and think...or use a toolbox strategy.
- Reflection time should take place in a space in the classroom, in a neighbouring class (if appropriate) or in an agreed shared space (e.g. space between the KS2 classrooms).
- Children **should not** be sent to stand outside the classroom or in a main corridor.
- If appropriate children can be sent to a neighbouring class – however the other class teacher is not to reprimand or ask the child why they are there or frown. The behaviour and reason should not be discussed in front of the child or other children.
- Reflection time should be timed carefully – no longer than 5 minutes before they are checked up on. If the child is not ready then a further block of 5 minutes can be used.

Impositions -

- An Imposition is additional work to be completed that evening to compensate for any learning missed due to the time out. It is to be returned in the morning.
- A short e-mail/note will be sent home and should be acknowledged by a parent.
- Impositions are only to be issued if there has been a blip – it is not to be used just to catch up on work unless the staged steps have been followed.
- The work and expectations should be appropriate for the child.

Blips –

- We acknowledge that mistakes happen and we teach children that it is OK to make mistakes. A blip is a mistake.
- A blip must be recorded on SIMs so that we can collect and collate data and in case similar behaviour continues.
- It does not necessarily need to be reported to parents (unless appropriate e.g. someone is hurt).
- Reflection sheets can be sent home to parents to make them aware that their child has received a blip.

## Instant blips –

To ensure consistency, there are certain behaviours that will be recorded as a blip straight away (after investigation by an adult). These are:

- Deliberate physical contact with intent to hurt (fight, hit, kick, push, throw something etc...);
- Deliberate verbal comments with intent to hurt;
- Swearing or inappropriate language (including homophobic, racial etc...)

There are more serious situations where more than one blip might be appropriate: for example a serious display of aggression, physical contact which leaves a mark.

In the event of physical, violent or aggressive behaviours, the priority in the first instance is to de-escalate, calm and make safe. Adults should respond calmly (the blip script above can be used) and try to give any children involved space by asking them to have calm down/reflection time. Once calm, a debrief or restorative conversation will be needed – it is important to listen to the child and show understanding towards any reasons for the behaviour.

If a blip has to be given for any of the above a debrief as detailed above should take place.

If there are concerns for the safety of others, for example persistent physical problems outside or a bullying situation, it might be appropriate for there to be a lunch/break time consequence – this might include having a separate lunch break, using a set area or staying inside.

## Resolution Meetings –

- Aims of a resolution meeting are to: discuss a behaviour incident/s; try and resolve a particular behaviour difficulty; understand why something might be happening, restore relationships between adult and child or other children, reinforce values, turn a potential negative into a positive.
- Resolution meetings are held at the discretion of staff but as a guide should be used in the following situations:
  - If a child receives 3 blips in a half term;
  - With serious or aggressive behaviour situations (more than 1 blip);
  - Bullying alerts (see separate policy).
- A Resolution meeting is to follow a set format:
  - It is held by the adult who dealt with the behaviour (or the class teacher);
  - It should last about 10 minutes at a break time;
  - It should be a calm and respectful discussion – not a lecture;
  - It will be sent home for parents/carers to sign;
  - There is a set of questions to choose from during the session -  
5 questions chosen from those below:
    - What happened?
    - What were you thinking at the time?
    - What have you thought since?
    - How did this make people feel?
    - Who has been affected?
    - How have they been affected?
    - What should we do to put things right?
    - How can we do things differently in the future?

- A member of management team can be present if requested or appropriate;
- The meeting does not have to be a formal-desk style meeting and should not be a 'lecture'. It could be conducted in a more relaxed way whilst engaging in a suitable activity if appropriate (e.g. Lego, colouring).

## **Self-regulation**

Self-regulation is our ability to recognise and control our own thoughts, emotions, and behaviours in relation to our environment. It is about trying to select the best state of alertness of both the body and emotions for the specific situation we are in. If we are able to recognise how we are feeling and when we are becoming less regulated, we are more able to do something about it to feel better and get ourselves to a better place.

At Trinity, we believe that this is a skill that needs to be taught to children, modelled and practiced. We also acknowledge that it comes more naturally for some than others. As a result we are developing the use of 'The Zones of Regulation' programme throughout the school to give us a shared curriculum, language and understanding for self-regulation. This is part of our wider school strategy to assist our children in developing skills to maintain and improve their mental and social well-being.

All staff and children will be trained in 'The Zones of Regulation' and will use the strategies and language to encourage and promote self-regulation. We will work towards all children having a 'Zones toolbox' of strategies that they could utilise when needed. This might include skills learnt in Jigsaw Calm Me and The Decider Skills.

When embedded, the skills will sit alongside our behaviour policy and will be used to try and help children and staff pre-empt situations through strategies such as regular Zone check ins and independent use of 'Toolbox Time'.

## **Behaviour support:**

If it becomes apparent that a child is having difficulty with their behaviour or an adult needs support to help address some behaviour needs then the class teacher can consult with the Deputy Head/SENCO. Support might be put in place, including more focused work on the Zones. This might also include a behaviour plan, targets, strategies, environmental changes, calming methods and positive reinforcement. Additionally, the adult might be provided with support to manage the situation, for example scripted interventions, 30 second script.

In situations where the children are finding it very difficult to regulate their behaviour, a risk assessment and consistent management plan might also be created and implemented. In these circumstances it is important to remember that these children need the support of the school and the adults around them and we need to try and understand the causes and find solutions to help resolve them – this will mean taking time to listen to the child and might require changes in the environment and additional resources.

Other relevant documents, please see:

- Bucket-filling and Anti-bullying Policy
- Trinity School Behaviour/ Stepped Consequence Chart 2023
- Trinity Lunchtime Policy
- Trinity Playground Policy

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