

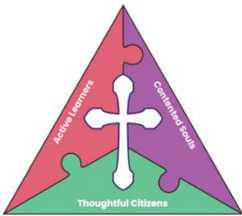


Behaviour Policy

'Growing Together' is our school vision; it reminds us that we must all work together to GROW into the very best versions of ourselves. At Trinity All Saints C of E Primary School we believe that there is no ceiling to what a child can achieve. All children deserve the opportunity to GROW into the very best version of themselves and our ambition is to support all children in our school to achieve this. Our vision is underpinned by the Parable of the Mustard Seed "The kingdom of heaven is like a mustard seed, which is the smallest of all seeds on earth. Yet when planted, it grows and becomes the largest of all garden plants, with such big branches that the birds can perch in its shade." Matthew 13: 31-32.

Intent

At Trinity All Saints C of E Primary School we aim for our pupils to be:



- Active Learners
- Contented Souls
- Thoughtful Citizens

At Trinity All Saints CE Primary School, we know that children learn best when they feel happy, focussed, content and in control. This is our aim for all pupils. We aim to promote considerate behaviour in our school, where all children and adults share a mutual respect for each other's views, beliefs and property. Polite, respectful, well-mannered behaviour is always expected. We work in partnership with parents to encourage children to grow into the very best version of themselves, securing an understanding of why we should behave well.

We believe that although everyone is an individual and must develop his or her personality being part of a group and working alongside others is just as important. Our children are expected to do their best, to show care, consideration and understanding of others. Children learn best when there are clear expectations. These are communicated to children who are supported to meet them.

Implementation

Positive behaviour and the modelling of Christian values is expected at all times so pupils can grow into the best version of themselves at Trinity All Saints CE Primary School. In order to achieve this:

Pupils will:

- learn what good behaviour means
- learn to care for and respect one another
- learn the value of friendship
- develop self-esteem and confidence
- be given the opportunity to reflect and take responsibility for their own actions

Staff will:

- provide models of good behaviour
- treat everyone with respect and care
- work as a team
- praise and recognise positive behaviour
- guide children to recognise the impact of their behaviour

Parents will:

- feel confident that their child is growing socially, personally and academically in a happy, safe environment
- feel welcome in school to discuss their child in a respectful and caring atmosphere
- work in partnership with school to secure the best outcomes for their child and others
- celebrate their child's success
- support their child to understand the impact of their actions

Governors will

- Form good relationships with staff, children and parents to support and oversee the implementation of this policy.

Strategies to promote good behaviour

- Our 'Tree of Growth' (Appendix 1) demonstrates a visual representation of behaviour and sanctions. It leads with what good behaviour looks like and outlines consequences if particular behaviours are demonstrated. Integral to our behaviour system, is the opportunity for the pupil to move back to the top of the tree with or without adult support.
- A House System fosters a sense of belonging and to promote this pupils are allocated to one of four houses: red, yellow, blue and green. These are represented by coloured badges. House points will be given in recognition of children being an Active Learner, Contented Soul or Thoughtful Citizen. At the end of each term, the winning house will be rewarded with an event or experience.
- Weekly Celebration Worship contributes to our sense of community and acknowledges when pupils grow and exhibit positive behaviours.
- Restorative Practice ensures adults and pupils have a social responsibility, a sense of accountability and opportunity to make amends based on the Christian Values of respect and fairness. Trinity All Saints CE Primary School uses Restorative Practice. In order to do this the following systems are in place:
 - Classroom charters are written and agreed with pupils at the beginning of the school year.
 - Zones of regulation are used in all classes from Reception to Year 6 so pupils can share how they are feeling and learn to self-regulate
 - Restorative sessions are used (with small groups and whole classes where appropriate) to support children to reflect on their behaviour and amend as required.

When conflict arises all staff are diligent in listening to pupils and in investing time to ensure that pupils feel they are treated fairly by employing the following conversation guides.

| To respond to challenging behaviour | To help those harmed. |
|---|---|
| What happened? How did that make you feel? How do you feel now? What do we need to do to make this better and how can we avoid it happening again? | What happened? How did that make you feel? What do you think needs to happen next? Are you happy with the outcome? |

Response to Bullying

We believe that every child has the right to learn in a supportive, caring and safe environment without the fear of being bullied. The school emphasises the importance and promotion of caring attitudes, and it is made clear that bullying is unacceptable.

Bullying is defined by Ofsted as ***“aggressive or insulting behaviour by an individual or group, often repeated over a period of time, that intentionally hurts or harms”***.

Bullying can occur through various anti-social behaviours. It can be:

- PHYSICAL – child can be physically hit, punched, kicked, spat at etc.
- VERBAL – verbal abuse can take the form name calling. It may be directed towards gender, ethnic origin, physical/social disability, or personality etc.
- EXCLUSION – a child can be bullied simply by being excluded from discussions/activities; with those they believe to be their friends.
- DAMAGE TO PROPERTY OR THEFT – children may have their property damaged or stolen. Physical threats may be used by the bully to make that child hand over property to them.

Staff will

- Ensure children understand the term ‘bullying’ and use it carefully and appropriately
- Organise the school to minimise opportunities for bullying.
- Use any opportunity to discuss aspects of bullying, and the appropriate way to behave towards each other, e.g. in worship, circle time and through Restorative Practice.
- Deal quickly, firmly and fairly with any complaints, involving parents where necessary.
- Maintain the school Behaviour Policy, encouraging respect for other people and their property.
- Encourage children to discuss how they get on with other people, and to form positive attitudes towards other people.
- Treat bullying as a serious offence and take every possible action to eradicate it.
- Offering victims an immediate opportunity to talk about their experience with their class teacher, or another adult if they choose.

Impact

Pupils will sit at the top of the tree (see appendix 1) because they are following instructions, taking turns, listening and contributing well and supporting others. They embodied all aspects of the ACT curriculum. They are a good member of our school community because they are respectful, polite and kind so are always growing and improving to be the best version of themselves.

Update: February 2025

Signed: (Headteacher)

Signed: (on behalf of Governors)

Our Tree of Growth

Growing Together' is our school vision.

I am sitting on top of the tree because I am following instructions, taking turns, listening and contributing well and supporting others. I am a good member of our school community because I am respectful, polite and kind so I am always growing and improving.

I am almost at the top of the tree.

Stage one behaviour

- Calling out or being disruptive
- Ignoring instructions
- Interrupting the teacher or other children when talking
- Any behaviour that disrupts your learning or that of others

I need to start growing again to reach the top.

Stage two behaviour (See Stage 1)

- Anything in Stage 1 which happens more than once in a short time.
- Refusal to co-operate in the lesson or with an adult in school at any time.

I can grow if I reflect and change.

Stage three behaviour (See Stage 1 and 2)

- Continual refusal to co-operate with adults in school
- Deliberate dishonesty to an adult

I can grow.

Stage four behaviour (See Stage 1, 2 and 3)

- Abusive language, including swearing
- Daily, and regular refusal to cooperate
- Assault including, but not limited to, hitting, kicking, pushing, fighting, spitting at, throwing, hurting (or trying to hurt) another person on purpose
- Vandalism
- Racism
- Bullying (See Behaviour Policy for Definition)
- Child accessing their mobile phone without

Our Tree of Growth

Growing Together' is our school vision.

I am sitting on top of the tree because I am following instructions, taking turns, listening and contributing well and supporting others. I am a good member of our school community because I am respectful, polite and kind so I am always growing and improving.

I am almost at the top of the tree.

Stage one behaviour - what will happen?

- Teacher will use a non-verbal warning (eye contact/frown etc)
- Verbal reminder
- Change of seating
- Request verbal apology
- Discussion with an adult
- If these behaviours keep happening, move to Stage 2

I need to start growing again to reach the top.

Stage two behaviour - what will happen? (See Stage 1)

- Removal of a privilege eg playtime
- Withdrawal from an activity to reflect
- Work not finished in lesson to be completed in own time
- If these behaviours keep happening, move to Stage 3

I can grow if I reflect and change.

Stage three behaviour - what will happen (See Stage 1 and 2)

- Time out (in another class) to reflect and complete work
- Or
- Adult to ask Phase Leader to speak with the child
- A call to parents
- If these behaviours keep happening, move to Stage 4

I can grow with help from others.

Stage four behaviour - what will happen (See Stage 1, 2 and 3)

- Headteacher (SLT in absence of the Headteacher) will make a decision on how to deal with a stage 4 behaviour
- OR
- The family will be called and the child will go home