



Behaviour Policy

Intent

At Trinity All Saints, we work hard to ensure that our children are safe and happy. Children learn best in a happy, secure and friendly environment. We aim to promote and teach 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 - in classrooms, corridors, the dining hall, playground and outside the school. We like to work in partnership with parents to encourage children to develop as fully as possible. We focus on our school vision of 'Growing Together into the best versions of ourselves' to secure our understanding of why we should behave well.

We want to help our pupils to:

- grow socially
- grow personally
- grow academically

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 always expected to do their best, to show care, consideration and understanding of others. We think children learn best when they are clear about what they are supposed to do and when they are consistently encouraged to do it.

Implementation

At Trinity All Saints Primary School, we hope that staff, pupils and parents' value good social behaviour.

CHILDREN will:

- learn what good behaviour means
- learn to care for and respect one another
- learn the value of friendship
- develop self - esteem and confidence
- do as well as possible in their work
- take responsibility for their own actions
- share their emotional state through the Zones of Regulation

ADULTS will:

- provide models of good behaviour within the classroom and outside areas

- meet the individual needs of all pupils
- work with parents for the benefit of their child
- encourage children to take responsibility in their work and play
- be able to teach effectively
- check in with children who are sharing negative behaviours on the Zones of Regulation

PARENTS will:

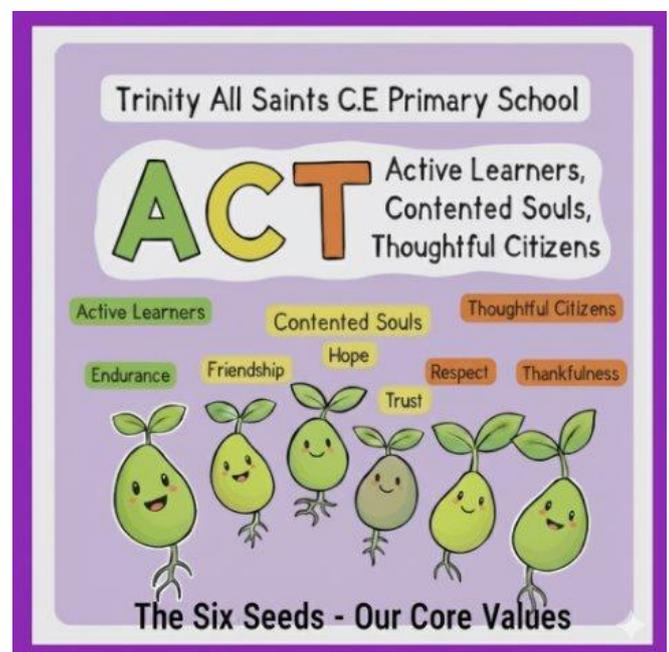
- feel confident that their child is growing socially, personally and academically in a happy, safe environment
- know that their child receives support when she / he needs it
- feel welcome in school to discuss their child's progress in a positive atmosphere
- ensure that they behave in an appropriate manner whilst on the school site

What is appropriate behaviour?

Our six core values underpin our behaviour expectations and these are used as a basis for our weekly Celebration Worship rewards.

Our six school rules encourage this appropriate behaviour in every area of school life.

- Always treat others as you would like to be treated (Matthew 7:12)
- Always tell an adult if you are feeling upset, hurt or unsafe
- Always look after our school and the property within it
- Always walk with care around our school
- Always respect others learning around me
- Always play fairly



How we encourage appropriate behaviour:

We have agreed to:

- ensure and demonstrate the behaviour we wish to see,
- recognise and highlight good behaviour as it occurs through house points
- ensure that all children are praised for behaving well
- encourage children to be responsible for their own behaviour
- encourage children to take responsibility for their own learning
- inform parents about their child's good behaviour
- reward individuals and groups of children for behaving well

To support the development of positive relationships we have developed an approach to support staff when they need to support children when behaviour does not meet expectations (see appendix 1.)

- Review: the adult listens to every child involved to understand what has happened either individually or as part of a group, ensuring there is only one person speaking.
- Reflect: the adult supports the children to reflect on what has happened and what could have been done differently.
- Restore: the adult supports the children to restore their relationship and have a better response if the situation is repeated.

Rewards

We acknowledge rewards are a powerful tool in promoting positive behaviour and the introduction of our four Houses (2022) were to recognise good behaviour across school and create a collective responsibility to making our school a good place to grow. House Captains and Deputy House Captains are also elected from Year 6 to manage the House Point System. Alongside, positive praise from an adult, children will receive house points for regularly completing learning activities at home, for good effort in any subject, for demonstrating our six seeds in action and for showing good behaviour.

At the end of the summer term, the winning House will be rewarded with an event at the end of the year.

IMPACT

For us, good behaviour means that everyone in school is:

- kind, careful and tolerant
- caring and considerate
- polite, respectful and friendly
- helpful to each other
- hard working

Staff will:

- Be a good role model for promoting positive attitudes and behaviour;
- Develop the self-esteem of each child by giving verbal praise and positive reward;
- Treat all individuals fairly and with respect;
- Refer to the school's Developing Positive Relationships card.
- Apply agreed sanctions clearly and consistently;
- Teach appropriate behaviours; Display values and rules in their classrooms as agreed by the class;
- Establish and maintain good relationships with parents and carers, to promote a common approach to behaviour;
- Respond to parental concerns as soon as possible.

Parents will:

- Develop a good relationship with all those involved with the school;
- Support their child to uphold the school values;
- Support the school in the implementation of the behaviour policy.

Governors will:

- Form good relationships with staff, children and parents to support and oversee the implementation

- of this policy.

Behaviour Expectations for Children

Positive behaviour and the modelling of our six Christian values is expected at all times. We follow the four stages of behaviour set out in this policy.

Children to be given opportunities to understand their own behaviour through discussions with adults) and other children during restorative practice sessions.

Consequences of ALL unacceptable behaviour:

Each of our behaviour stages are defined below and these are displayed in a child friendly way in every classroom.

Stage 1

Behaviour

- Calling out or being disruptive
- Ignoring instructions
- Interrupting the teacher or other children when talking

What will happen?

- Positive reinforcement of expectations
- Positive verbal reminder
- Non-verbal warning or cue
- Change of seating
- Request verbal apology
- Discussion with an adult
- If these behaviours keep happening, move to Stage 2

Stage 2 – these behaviours will be recorded on the class behaviour sheets

Behaviour

- Persistent stage 1 behaviours/ child not responding after all of the above reminders
- Refusal to co-operate in lesson or with an adult in school at any time

What will happen?

- 'Time out' within the classroom/ reflection time for child/ complete work
- Staff enquiring into a possible cause of the behaviour (SEMH/ home situation/ difficulty accessing curriculum or lesson content/ friendship issues, etc.)
- Restorative conversation
- Initial informal check-in with parents

Stage 3

Behaviour

- Continual behaviours from stages 1 and 2



- Deliberate dishonesty to an adult

What will happen?

- Class teacher will discuss behaviour with parent/carer and agree a strategy to support the child to behave well. During this discussion class teacher will share what will happen if stage four is reached.

This could include:

- Child being sent to another class to complete their work / reflection time (use of 5 and 10 minute sand timers.)
- Personalised behaviour chart.
- Regular check-ins with child and parent.
- Check that class work is pitched accurately.
- If these behaviours keep happening, move to Stage 4

Stage 4

Behaviour

- Behaviour does not improve despite the following:
 - positive reinforcement and modelling of good behaviours/ expectations
 - restorative conversations with child
 - Informal and then more formal discussions/ meetings with parents
 - Introduction of personalised behaviour strategies

What will happen..?

- Child sent to work with AHT (in office or classroom)
- AHT to conduct restorative conversation.
- Consequence to be given at AHT's discretion (up to 10 minutes of playtime or lunch time to be missed) Parents phoned **that day** to inform them of the child's behaviour and the consequence.
- If the child's behaviour doesn't improve, the child is to be sent to Headteacher.
- Headteacher to conduct restorative conversation.
- Consequence to be given at Headteacher's discretion (this can include missing a higher proportion of break or lunchtime – decided on a case-by-case basis)
- Parents phoned **that day** to inform them of the child's continued behaviour and the consequence.
- Headteacher to arrange a meeting with the parent, child and class teacher.

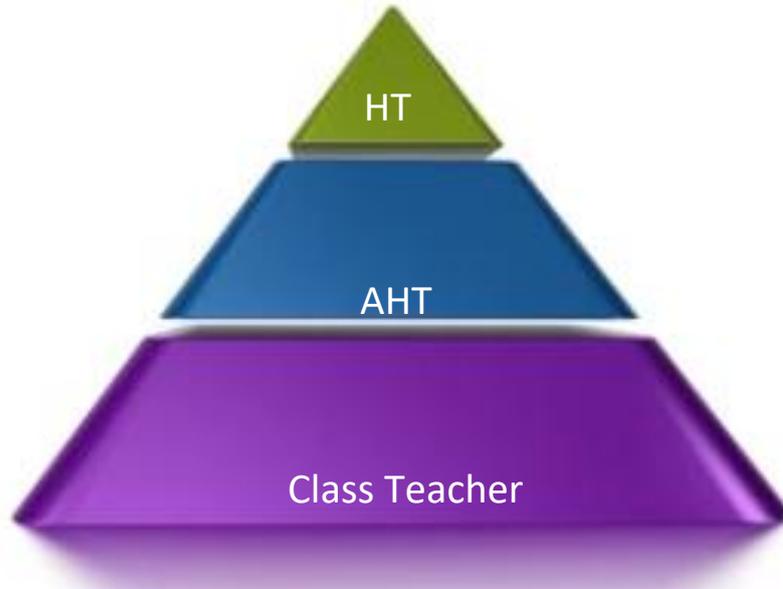
One-off (or repeated) exceptional unacceptable behaviour

We recognise that exceptional unacceptable behaviour may occur which does not fall within the pattern of the four stages of low-level behaviour stated above. These could display as a one-off occurrence or could be a repeated event.

- Abusive language, including swearing
- Assault including, but not limited to, hitting, kicking, pushing, fighting, spitting at, throwing, hurting (or trying to hurt) another person on purpose
- Vandalism
- Bullying

- Racism/ prejudicial behaviours
- Inappropriate online behaviour including online bullying (including out of school hours)
- Theft

Professional judgement (including consideration of child’s needs/ age) is to be employed at the time of the event by the adults immediately involved to decide upon the most appropriate point of entry on the escalation pyramid:



What will happen..?

- All of these incidents will need to be logged on CPOMS at every stage
- **Less serious** incidents and first occurrences will be dealt with by the **Class Teacher** in a restorative way/ initial warning - parents will be informed
- First occurrence of **moderately serious** incidents / second occurrences of less serious incidents will be dealt with by **AHT**. Restorative conversation/ warning/ meeting with parents/ appropriate consequence.
- First occurrence of **serious** incidents / second+ occurrences of moderate incidents / third+ occurrences of less serious incidents will be dealt with by **Headteacher**. Restorative conversation/ warning/ meeting with parents/ appropriate consequence.
- **Extreme** incidents - **Headteacher** will determine weather the incident is serious enough for the child to be sent home (suspension/ exclusion).

Updated: January 2026

Next Review: January 2027

Signed: Rachel Timms (Headteacher)

Signed: Martyn Weaver (on behalf of Governors)

Appendix 1- Encouraging Positive Relationships

 	
To encourage positive relationships	
 Review	I can see you are ... I can see you ... I can hear you ... I understand you are ... and yet I have noticed... I need you to ...
 Reflect	I know you can ... I would like you to ... What made you do ...? Think about what just happened...what could have been different...
 Restore	I will help you to restore your relationship with ... What should happen now? Because you have ... we now need to ...

Appendix 2 – Definition of Bullying

Bullying

Definition

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.

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. It is wrong and will not be tolerated.

Staff will

- Ensure children understand the term ‘bullying’ and use it carefully and appropriately
 - Organise the school in order 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 assemblies, circle time and through Restorative Practice (see Restorative Practice Policy).
 - 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 seriously and take every possible action to eradicate it.
 - Offering them an immediate opportunity to talk about their experience with their class teacher, or another adult if they choose.
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- **Appendix 3 – Class Behaviour Tracker**

Trinity All Saints CE Primary School

Weekly Behaviour Tracker

Stage 1 Behaviours	Stage 2 Behaviours
<ul style="list-style-type: none"> • Calling out or being disruptive • Ignoring instructions • Interrupting the teacher or other children when talking • Breaktime and lunchtime incidents (class teacher must be informed) 	<ul style="list-style-type: none"> • Persistent stage 1 behaviours/child not responding after all of the above reminders • Refusal to co-operate in lesson or with an adult in school at any time • Repeated breaktime and lunchtime incidents
Stage 1 Response	Stage 2 Response
<ul style="list-style-type: none"> • Positive reinforcement of expectations • Positive verbal reminder • Non-verbal warning or cue • Change of seating • Request verbal apology • Discussion with an adult • If these behaviours keep happening, move to Stage 2 	<ul style="list-style-type: none"> • Time out within the classroom/ reflection time for child/ complete work • Staff enquiring into a possible cause of the behaviour (SEMH/ home situation/ difficulty accessing curriculum or lesson content/ friendship issues, etc.) • Restorative conversation • Initial informal check-in with parent • Record the behaviour on the Behaviour Tracker • If these behaviours continue, move to stage 3 but only after a discussion with parent and SLT.

Weekly Behaviour Log

(Transfer information to the excel document on a weekly please)

Class:

Week:

Child	Date	Stage 2 behaviour	Response	Share behaviour with parent/carer & outcome of support agreed.

Trinity All Saints CE Primary School

Weekly Behaviour Tracker

Stage 3 Behaviours	Stage 4 Behaviours
<ul style="list-style-type: none"> • Continual behaviours from stages 1 and 2 (after the supportive conversation agreed intervention not working) • Deliberate dishonesty to an adult 	<ul style="list-style-type: none"> • Behaviour does not improve following: <ul style="list-style-type: none"> • positive reinforcement and modelling of good behaviours/ expectations • restorative conversations with child • Informal and then more formal discussions/ meetings with parents • Introduction of personalised behaviour strategies
Stage 3 Response	Stage 4 Response
<ul style="list-style-type: none"> • Child sent to another class to complete their work / reflection time (use of 5 and 10 minute sand timers) • Class teacher to call parents or speak to them at the end of the day to explain it has had to escalate to this point and why. • Discuss strategies which might help – involve the child in this and parents where necessary e.g. personalised behaviour chart. • Class teacher to discuss what will happen if it has to move to stage four, making sure child and parents are clear. • If these behaviours keep happening, move to Stage 4 	<ul style="list-style-type: none"> • Child sent to work with AHT (in office or classroom) • AHT to conduct restorative conversation. • Consequence to be given at AHT’s discretion (up to 10 minutes of playtime or lunch time to be missed) • Parents phoned on the day to inform them of the child’s behaviour and the consequence. • If the child’s behaviour doesn’t improve, the child is to be sent to Headteacher • Headteacher to conduct restorative conversation. • Consequence to be given at Headteacher’s discretion (this can include missing a higher proportion of break or lunchtime – decided on a case-by-case basis) • Parents phoned on the day to inform them of the child’s continued behaviour and the consequence. • Headteacher to arrange a meeting with the parent, child and class teacher

Stage 3 Personal Behaviour Log
(reviewed after 3 days)

Child	Date	Behaviour to be monitored:					
		Response agreed with parents and SLT					
	Lesson 1	Lesson 2	Break (signed by duty staff)	Lesson 3	Lunchtime (signed by duty staff)	Lesson 4	Lesson 5
Day 1							
Day 2							
Day 3							

Stage 4 Personal Behaviour Log

Child	Date	Behaviour to be monitored:					
		Response agreed with parents and SLT					
	Lesson 1	Lesson 2	Break <small>(signed by duty staff)</small>	Lesson 3	Lunchtime <small>(signed by duty staff)</small>	Lesson 4	Lesson 5
Day 1							
Day 2							
Day 3							
Day 4							
Day 5							