

Behaviour Policy

Vision Statement

'A cord of three strands is not easily broken'

Ecclesiastes 4:12

'The Trinity Partnership embodies the strength and unity of three schools working as one. The Trinity Partnership aims to engage across schools, churches and communities, working in partnership with DEMAT, governors and school leaders to ensure that life is lived in all its fullness as unique children of God.'

Policy Statement

At The Trinity Partnership, we are committed to creating an environment where the heart of exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. At the heart of our approach is the Norfolk Step On approach which guides staff to teach self-discipline and self-regulation not blind compliance. This approach is a therapeutic approach to behaviour that recognises that poor conduct is a need being communicated through undesirable behaviour. This echoes the core values within our vision statement with an emphasis on a partnership approach to managing poor conduct.

Aim of the Policy

- To create a culture of exceptionally good behaviour for all purposes
- To ensure that learners are treated fairly, shown respect and develop good relationships
- To refuse to give learners attention and importance for poor conduct
- To help learners take control of their behaviour
- To build a community that gives recognition to positive behaviours such as kindness, good humour compassion and empathy to others.
- To improve community cohesion- where the quality of inter- personal relationships will facilitate good behaviour choices.
- To ensure that excellent behaviour is the minimum expectation for all.

Purpose of the Policy

To provide simple, practical procedures for staff and learners that:

- Recognise behavioural norms
- Positively reinforces behavioural norms
- Promotes self-esteem and self-discipline
- Teach appropriate behaviour through positive interventions.

This policy will be reviewed in full by the Governing Body on an annual basis. This policy was last reviewed and agreed by the Governing Body 01 09 19 It is due for review on 01 09 20

Signature



Headteacher

Date: 01 09 19

Signature

Jacqueline McCamphill

Chair of Governors

Date: 01 09 19

Trinity Partnership School Behaviour Blue Print

Vision Statement

Our Three Rules

RESPECTFUL
READY
SAFE

Adult Behaviour

- Calm, consistent and fair
- First attention given to the best conduct
- Relentlessly bothered
- Recognise over and above

'Catch them getting it right'

- Build relationships
- Praise
- Recognition in school
- Class Dojo messages/ phone calls home

How do we manage difficult or unsafe behaviours?

Examples of difficult behaviours: calling out; inappropriate/ offensive language; tearing up work; refusing adult instruction; throwing objects (not directed).

Examples of unsafe behaviours (these are behaviours that put a child or an adult in danger of physical harm): hitting, kicking, biting; directed throwing of objects; leaving school site without permission.

We use a three stage framework to manage these behaviours:

Stage 1: Before a crisis – De-escalation

Stage 2: During a crisis – Management of risk or harm

Stage 3: After a crisis – Reflect, repair and restore (forgiveness)

At the Trinity Partnership we believe that difficult and unsafe behaviours should first be prevented where possible, using de-escalation strategies. Where these behaviour do then still occur, they would be dealt with using consequences which have opportunities for the child to learn from their actions. These should serve to be educational and, where required, protective to limit the risk of further harm or disruption to others.

- Reminder of rule;
- Warnings;
- Take up Time;
- Distraction/ positive alternative;
- Additional adult support;
- Differentiated working space;
- Escorted in social situations;
- Limited play times/ access to outside space;
- Partner class – working in a different classroom;
- Internal exclusion – Working out of classrooms, and limited access to out-door play (usually 0.5-2 days);
- Fixed-term external exclusion;
- If a child's behaviour continues to result in harm to learning and/or others, and the child has been unsuccessful in responding to the educational and preventative consequences put in place, this may lead to permanent exclusion.

Restorative Questions

What has happened?
Who has been affected by your actions?
How have they been affected?
What needs to be done to make things right?
How can we do things differently in the future?

Microscript

I wonder if...
I've noticed that...
You know the school rules, Respectful, Ready, Safe.
First we will...then... I expect you to...
Thank you for...

Lunch times

Midday Supervisors are considered teachers of 'soft skills' and the social curriculum. They will promote positive behaviours by following this blueprint and by: verbal praise; house points; modelling and participating in play. They are encouraged to support pupils with friendship difficulties and liaise with class teachers where pupils are not making good choices in their behaviour to offer educational and protective consequences.

Reasonable adjustments:

In line with the SEND Code of practice, which supports reasonable adjustments for pupils with identified Special Education Needs, staff may adapt this policy as necessary, making use of a range of personalised strategies, both to pre-empt incidents, as well as supporting children with additional needs to reflect and progress. This can include individual Pupil Risk Management and Support Plans and Anxiety Mapping, for example – see appendix.