



Behaviour Policy September 2020

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.

Behaviour Policy References

- Behaviour Policy Appendix 1: School Behaviour Blue Print
- Behaviour Policy Appendix 2: What Good Behaviour Looks Like
- Trinity Partnership Safeguarding Child Protection Policy
- Trinity Partnership Teaching Learning and Assessment Policy

Appendix 1: Trinity Partnership School Behaviour Blueprint

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 – P&Q; Good News postcards
- 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 behaviours 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 1.

‘What good behaviour looks like at Trinity Partnership Schools and why we care’

Our school rules are: *Respectful, Ready, Safe.*

ROUTINES		
	Why we do it	
What we do	Trinity Partnership Rule	DEMAT Ethos Statement
Attendance and punctuality: <ul style="list-style-type: none"> We come to school every day and on time 	We are READY to learn. <ul style="list-style-type: none"> Every second of learning lost builds to minutes, hours, days and weeks of lost learning time that you will never get back 	AMBITION <ul style="list-style-type: none"> We will always work hard and try our best in everything we do.
Walking through school: <ul style="list-style-type: none"> Teachers will greet us at the gate Teachers will compliment us in school and we will complement each other When walking through school as a class, we walk in a straight line with our teacher at the front guiding us. When walking through school independently, we know that we are trusted walk sensibly Staff and children greet each other with a smile and offer thanks for acts of kindness such as holding a door open etc. We greet visitors and adults with a smile and know that we are trusted to represent our school. We can share something we are proud of with visitors 	Staff and pupils are RESPECTFUL towards each other. <ul style="list-style-type: none"> Our school is a calm environment Our school is a happy place where everyone feels welcome Our school is a place where we value each other and the special qualities we each have. We enable learning in every classroom without disruption. We value every moment of learning. We value the trust put in us by our teachers and are proud of ourselves and our school. 	LOVE <ul style="list-style-type: none"> We will treat all of those involved in our schools with dignity and compassion. We will interact and spend time with those in our care TRUST <ul style="list-style-type: none"> We will make sure people can rely on us to make the right decisions. COMMUNITY <ul style="list-style-type: none"> We will welcome visitors to our schools and help people in need around us.
Sitting at a desk: <ul style="list-style-type: none"> We sit with all four legs on the chair on the ground. We are helped to find our own way to concentrate that does not disrupt others. We understand that everyone is different and that the teacher will help some children find a tool that will support their concentration if they struggle to stay still. When we are on the carpet, we will not touch each other. Our 	We are SAFE when we are at school. <ul style="list-style-type: none"> We keep ourselves and others safe from harm. We are RESPECTFUL of each other’s learning needs. <ul style="list-style-type: none"> We value difference and support each other to succeed. 	LOVE <ul style="list-style-type: none"> We will care for our friends, family and teachers in our actions AMBITION <ul style="list-style-type: none"> We will support our pupils in achieving their ambitions

<p>teachers will help us to use tools that will enable us to achieve.</p>		
<p>L.E.M.O.N.</p> <ul style="list-style-type: none"> • Listen to whoever is speaking whether it is an adult or child • Encourage each other to have a go. • Mistakes help us learn • Other peoples' opinions are valued • Never be afraid to ask a question 	<p>We are RESPECTFUL of each other.</p> <ul style="list-style-type: none"> • Asking questions allows our teachers to deepen our understanding and help us to learn. • Creating an environment where no one is afraid to give their opinion enables pupils to start to form their own set of internal values. • Everyone is important and valued. 	<p>RESPECTFUL</p> <ul style="list-style-type: none"> • We will be polite to those around us. • We will demonstrate bravery and strength when facing challenge <p>TRUST</p> <ul style="list-style-type: none"> • We will empower others to make decisions • We will feedback to one another in a non-judgmental way.
<p>Presentation in books:</p> <ul style="list-style-type: none"> • In Key Stage 2 we write the full date e.g. Monday 9th July 2020. • In Key Stage 1, EYFS and if a child has an SEN need which affects fine motor skills then we are provided with a printed label with date and learning objective. • If we are continuing a piece of work, we write the short date • Use the short date in maths books • Underline our date and learning objective with a ruler • Cross out mistakes with a ruler and a single, straight line • In maths we place one number in each box • We look after our books and do not do damage them eg. bending back, doodling etc 	<p>We are READY to learn and are RESPECTFUL of ourselves and our work.</p> <ul style="list-style-type: none"> • We know exactly what is expected of us so we can quickly fulfil this task when instructed and do not waste valuable learning time • Our books tell a story about how successful we are • We take pride in our work and our books reflect that. 	<p>TRUST</p> <ul style="list-style-type: none"> • We will make sure people can rely on us to make the right decisions. <p>AMBITION</p> <ul style="list-style-type: none"> • We will always work hard and try our best in everything we do.
<p>Respect for resources:</p> <ul style="list-style-type: none"> • We all tidy up after ourselves • We look after school property or anyone else's property 	<p>We are RESPECTFUL of the resources that help us learn.</p> <ul style="list-style-type: none"> • We are considerate to other people who use our school and our cleaners • We are considerate to those of us who struggle to concentrate in a cluttered environment. <p>We will be READY to learn in our next lesson.</p> <ul style="list-style-type: none"> • We need to be able to start learning as soon as we enter the classroom 	<p>RESPECT</p> <ul style="list-style-type: none"> • We will be polite to those around us <p>TRUST</p> <ul style="list-style-type: none"> • We will make sure people can rely on us to make the right decisions

<p>At the end of a lesson:</p> <ul style="list-style-type: none"> We will tidy away our resources before we leave the classroom We ask for permission to leave the classroom or have an agreed sign/signal that means we need to leave. We tuck our chairs under our desks We will thank each other for positive contributions to the lesson or sharing of work or ideas 	<p>We leave our classrooms in a manner that helps our teachers keep us SAFE.</p> <ul style="list-style-type: none"> Our teachers always know where we are. A tidy classroom is a safe environment for all <p>We will be READY to learn in our next lesson.</p> <ul style="list-style-type: none"> When we return, we need to be ready to learn immediately <p>We are RESPECTFUL of each other and our work.</p> <ul style="list-style-type: none"> We understand the value of each other's contribution to our learning and understand that we can learn from each other. 	<p>LOVE</p> <ul style="list-style-type: none"> We will treat all of those involved in our schools with dignity and compassion. <p>TRUST</p> <ul style="list-style-type: none"> We will make sure people can rely on us to make the right decision.
<p>Outside school:</p> <ul style="list-style-type: none"> Our conduct is exemplary outside school We value our parent helpers on trips who are there as a body for pupil adult ratios, not to monitor or manage. 	<p>We ensure that we are SAFE on school trips.</p> <ul style="list-style-type: none"> We may need to listen to specific advice to stay safe when out and about. <p>We are RESPECTFUL of ourselves and others.</p> <ul style="list-style-type: none"> We are creating positive image of ourselves. We are proud of representing the school We are proud of ourselves 	<p>COMMUNITY</p> <ul style="list-style-type: none"> We will proactively integrate into our local communities by participation in events, invitations to visit our schools and responding to need. <p>AMBITION</p> <ul style="list-style-type: none"> We will always work hard and try our best in everything that we do.

CONDUCT AND CONSEQUENCES

Why we do it		
What we do	Trinity Partnership Rule	DEMAT Ethos Statement
<p>Praise:</p> <ul style="list-style-type: none"> Teachers will notice the positive behaviours first and praise those who are making the right choices Green dojos are given by staff to children who are READY, RESPECTFUL and SAFE. Positive behaviours are celebrated in Friday Assembly by giving certificates for good learning behaviours, attendance and times table achievements 	<p>We are RESPECTFUL of others and of ourselves.</p> <ul style="list-style-type: none"> Children who are doing the right thing deserve to be noticed and celebrated Children are acting as role models for each other It gives children time to self-correct their behaviour 	<p>TRUST</p> <ul style="list-style-type: none"> We will make sure people can rely on us to make the right decisions.
<p>Reminders:</p> <ul style="list-style-type: none"> We are given a reminder with an explanation as to why linking it to one of the three school rules e.g. "You are talking so you are not ready to listen and learn." 	<p>When in school we are all READY to learn</p> <ul style="list-style-type: none"> Every single child at our school comes to school to learn All children have the same high expectations on conduct although some children may need 	<p>TRUST</p> <ul style="list-style-type: none"> We will empower others to make decisions. We will give feedback in a non-judgemental way

<ul style="list-style-type: none"> We are expected to correct their behaviour once a reminder is given. When we improve our behaviour we will be noticed and praised immediately. When someone other than the class teacher gives a reminder, it is their responsibility to inform the class teacher 	<p>more support than other to achieve this.</p> <ul style="list-style-type: none"> A reminder allows us to think about our choices and gives us the chance to make a positive change Our teachers have high expectations of us because they care and want us to succeed 	
<p>We give reminders for:</p> <ul style="list-style-type: none"> Not being SAFE Not being READY to learn or preventing others from being READY to learn Not being RESPECTFUL to themselves, each other, adults or property. 	<p>Everyone has the right to feel SAFE, to feel RESPECTED and to be READY to learn.</p> <ul style="list-style-type: none"> We are responsible for our actions and must take ownership for our mistakes in order to learn from them. We all want to teach and learn in a pleasant environment 	<p>LOVE</p> <ul style="list-style-type: none"> We will care for our friends, family and teachers in our actions. <p>RESPECT</p> <ul style="list-style-type: none"> We will be polite to those around us <p>TRUST</p> <ul style="list-style-type: none"> We will make sure people can rely on us to make the right decision
<p>Protective consequences:</p> <ul style="list-style-type: none"> If we are being unsafe then a protective consequence will be put in place to either protect us or others We may have to play in a different area if we are unsafe at play or break times We may need to eat in a different area if we are unsafe in the hall We may need to work in a different area if we are unsafe in the classroom. Our teachers will explain a protective consequence to us and how it links to our actions. We will know what we need to do or show for a protective consequence to be removed/adapted. We will be encouraged to think of ways to make a mends whether that be through a verbal apology or through an action that demonstrates true remorse. If we struggle to keep ourselves or other safe our teachers will write a positive behaviour plan to help us. If we are being unsafe our parents will be informed. This may be by phone or for an in person meeting depending on the severity of the incident. 	<p>Our teachers will always do their best to keep us all SAFE</p> <ul style="list-style-type: none"> When we take responsibly for the mistakes we have made, we can learn from them We are interested in becoming the best version of ourselves we can be We will work together with school and our parents 	<p>LOVE</p> <ul style="list-style-type: none"> We will care for our friends, family and teachers in our actions <p>TRUST</p> <ul style="list-style-type: none"> We will empower others to make decisions

<ul style="list-style-type: none"> If we are unsafe the incident will be recorded. 		
<p>Educational consequences:</p> <ul style="list-style-type: none"> If we are being disrespectful or not ready to learn an education consequence will be put in place We will have the opportunity to learn from our mistake so we will not do it again We will learn about the effect our behaviour has on others We may need to make up learning we have missed at another time – this may be during our social time. We may need pastoral support to be able to help us make better choices in the future. 	<p>We are always RESPECTFUL of others and READY to learn.</p> <ul style="list-style-type: none"> When we take responsibly for the mistakes we have made, we can learn from them We are interested in becoming the best version of ourselves we can be We will ensure that we do not miss any crucial learning time. We will learn to manage our emotions and to self-regulate. 	<p>LOVE</p> <ul style="list-style-type: none"> We will care for our friends, family and teachers in our actions <p>TRUST</p> <ul style="list-style-type: none"> We will empower others to make decisions <p>AMBITION</p> <ul style="list-style-type: none"> We will always work hard and try our best in everything we do <p>RESPECT</p> <ul style="list-style-type: none"> We will be polite to those around us.
<p>If we feel a consequence is unjust:</p> <ul style="list-style-type: none"> If we are upset, we know that we can always show this as long as we do so in a safe manner. We will talk with an adult who will explain why the consequence has been given We will be given the opportunity to tell our side of events as will anyone else involved We will be listened to as will anyone else involved. We take responsibility for what <u>we</u> have done and make suggestions for a suitable consequence. We understand that the teacher will make the final decision. 	<p>We can show our emotions in a SAFE way.</p> <ul style="list-style-type: none"> All emotions are valid including negative ones but we can choose the ways to show those emotions. If we find this difficult then our adults will help us to find ways to show our emotions in a safe way. <p>We are RESPECTFUL of each other's views.</p> <ul style="list-style-type: none"> It is important to listen and understand differing viewpoints to fully understand a situation. We will be happier and will work together better if we listen to each other. <p>We are READY to make things right or to make a mends.</p> <ul style="list-style-type: none"> We know that when we show that we are truly sorry then we will get along better with others 	<p>LOVE</p> <ul style="list-style-type: none"> We will care for our friends, family and teachers in our actions We will treat all of those involved in our schools with dignity and compassion <p>RESPECT</p> <ul style="list-style-type: none"> We will be polite to those around us We will demonstrate bravery and strength when facing challenge <p>TRUST</p> <ul style="list-style-type: none"> We will make sure people can rely on us to make the right decisions We will empower others to make decisions We will feedback to one another in a non-judgemental way.
<p>Kindness:</p> <ul style="list-style-type: none"> We give compliments We share We hold the door open for others We include others in our games We ask others how they are and how their day is 	<p>We are READY to make everyone feel welcome at our schools.</p> <ul style="list-style-type: none"> Everyone deserves to have a good day – kindness helps that happen. Kindness makes us feel positive, and when we are positive we are 	<p>LOVE</p> <ul style="list-style-type: none"> We will care for our friends, family and teachers in our actions We will interact and spend time with those in our care. <p>TRUST</p> <ul style="list-style-type: none"> We will make sure people can rely on us to make the right decision

	<p>happy, and when we are happy we achieve</p> <ul style="list-style-type: none"> • If we see someone being unkind we inform a teacher • We are developing a sense of right and wrong and we are trusted to stand up for what is right. 	
<p>Gratitude:</p> <ul style="list-style-type: none"> • Thanking those who have helped us • Thanking people who show us kindness • Thanking our families for what they do for us • At the beginning of staff meetings, teachers write two postcards to thank children in their class 	<p>We are RESPECTFUL of each other and notice when others are helpful or kind</p> <ul style="list-style-type: none"> • When someone shows us gratitude, we feel energetic, enthusiastic and happy • We feel positive towards the person who has shown us gratitude • A simple thank you can change someone's day! • You have the power to make someone happy! 	<p>LOVE</p> <ul style="list-style-type: none"> • We will treat all of those involved in the schools with dignity and compassion.
<p>Courtesy:</p> <ul style="list-style-type: none"> • We hold the door open for others • We greet visitors and adults with a smile and say hello. • When someone asks us how we are, we answer then ask them how they are in return • If we would like to speak to someone, we wait patiently for them to finish their conversation and say excuse me. • We say please and thank you 	<p>We are RESPECTFUL of each other.</p> <ul style="list-style-type: none"> • It makes the people we interact with feel valued • It makes people who are new to the school or are a visitor feel welcomed and at ease. • We may be considered rude if we are not courteous even if we do not mean to be. 	<p>COMMUNITY</p> <ul style="list-style-type: none"> • We will welcome visitors to our schools and help people in need around us.

LEARNING BEHAVIOURS

Why we do it		
What we do	Trinity Partnership Rule	DEMAT Ethos Statement
<p>Learning at our school:</p> <ul style="list-style-type: none"> • We work hard • We try hard • We never give up • We ask questions 	<p>We are READY to become successful learners.</p> <ul style="list-style-type: none"> • Success comes from hard work and perseverance • Asking questions deepens our learning • We develop a growth mind set • 	<p>AMBITION</p> <ul style="list-style-type: none"> • We always work hard and try our best in everything that we do • We will support our pupils in achieving their ambitions.
<p>Reading:</p> <ul style="list-style-type: none"> • At home • At school 	<p>We are READY to become successful learners.</p> <ul style="list-style-type: none"> • Without practice we will not improve our decoding and fluency • Reading a variety of books improves our 	<p>AMBITION</p> <ul style="list-style-type: none"> • We always work hard and try our best in everything that we do • We will support our pupils in achieving their ambitions.

	writing, vocabulary and general knowledge	
Homework: <ul style="list-style-type: none"> We complete it fully We complete homework to a high standard We present our homework neatly If we struggled on a piece of homework, we can speak to our teacher 	We are READY to become successful learners. <ul style="list-style-type: none"> Homework allows us to revise what we have learnt and commit it to long-term memory We work hard and complete the task fully to make it purposeful 	AMBITION <ul style="list-style-type: none"> We always work hard and try our best in everything that we do We will support our pupils in achieving their ambitions.
UNIFORM		
	Why we do it	
What we do	Trinity Partnership Rule	DEMAT Ethos Statement
Uniform: <ul style="list-style-type: none"> Red – Norman, Blue – Duchy, Green – Weeting Jumper, cardigan or summer dress. Black or grey skirt, trousers or shorts White top- polo shirt Footwear – sturdy black school shoes Smartness and high standards of appearance are expected at all times No jewellery except small stud earrings Long hair tied back No nail varnish or make up 	We RESPECT ourselves and look after ourselves and our uniform. <ul style="list-style-type: none"> We look smart We are proud to represent our school and we are proud of ourselves. Caring about ourselves helps us to have a positive view of ourselves and supports our mental health. 	AMBITION <ul style="list-style-type: none"> We will always work hard and try our best in everything that we do.
PE uniform: <ul style="list-style-type: none"> Black plimsolls Black/navy shorts White, plain t-shirt Black/navy tracksuit top If PE kit has been forgotten, children can wear spare kit or plimsolls/trainers and do PE in their school uniform All jewellery must be removed including watches, and stud earrings. 	We RESPECT ourselves and look after ourselves and our kit. <ul style="list-style-type: none"> We look smart We are wearing clothes that give us free movement so we can learn better. Caring about ourselves helps us to have a positive view of ourselves and supports our mental health. 	AMBITION <ul style="list-style-type: none"> We will always work hard and try our best in everything that we do.
PE		
	Why we do it	
What we do	Trinity Partnership Rule	DEMAT Ethos Statement
Changing for PE: <ul style="list-style-type: none"> We get changed for PE in our classrooms We get changed with urgency We leave our belongings on our chairs, neatly folded We get changed quietly and try to beat our best time. 	We are READY to learn. <ul style="list-style-type: none"> We want to be able to have a longer PE lesson so we don't waste time when getting changed. We know where our belongings are and they don't get lost 	AMBITION <ul style="list-style-type: none"> We will always work hard and try our best in everything that we do
Outdoor PE:	We are READY to learn. <ul style="list-style-type: none"> We are able to listen to the speaker 	AMBITION

<ul style="list-style-type: none"> When we get to the playground, we stand in a circle quietly 	<ul style="list-style-type: none"> We do not miss any learning time 	<ul style="list-style-type: none"> We will always work hard and try our best in everything that we do
<p>Indoor PE:</p> <ul style="list-style-type: none"> When we get to the hall, we take our shoes and socks off, line them up against the wall We sit in a space, quietly 	<p>We are READY to learn.</p> <ul style="list-style-type: none"> We are able to listen to the speaker We do not miss any learning time It is easier to find our shoes at the end of the lesson 	<p>AMBITION</p> <ul style="list-style-type: none"> We will always work hard and try our best in everything that we do
<p>Learning in PE:</p> <ul style="list-style-type: none"> We listen to the speaker when they are speaking 	<p>We are READY to learn.</p> <ul style="list-style-type: none"> We are listening and concentrating on our teacher who is giving us instructions or modelling techniques for us to copy. 	<p>AMBITION</p> <ul style="list-style-type: none"> We will always work hard and try our best in everything that we do
<p>Responding to the whistle:</p> <ul style="list-style-type: none"> When the whistle is blown once, we stop what we are doing, put our equipment on the floor in front of us and listen to the speaker When the whistle is blown twice, we return to the circle with our equipment and sit down to listen to the speaker 	<p>We are READY to learn.</p> <ul style="list-style-type: none"> We do not miss any learning time It is hard for a teacher to communicate across a large area 	<p>AMBITION</p> <ul style="list-style-type: none"> We will always work hard and try our best in everything that we do
<p>Sportsmanship:</p> <ul style="list-style-type: none"> When we are assigned a group in PE, we do not let show if we are not in the team we were hoping for We are honest with scoring We work as a team by: taking turns, listening to others, showing kindness We congratulate those who have won even when we are disappointed We do not boast about our wins 	<p>We are RESPECTFUL of other people and their feelings</p> <ul style="list-style-type: none"> We do not want to hurt our team mate's feelings We want to be trusted by adults and each other We must learn to work with people who are not our friends Everyone needs to work together to succeed in team games We are kind people 	<p>RESPECT</p> <ul style="list-style-type: none"> We will be polite to those around us <p>TRUST</p> <ul style="list-style-type: none"> We will make sure people can rely on us to make the right decisions
<p>Conduct in PE:</p> <ul style="list-style-type: none"> We take our water bottles with us to PE We stop and listen when we are required to We use the equipment as we have been instructed to We refrain from screaming and only shout to communicate with our team mates. 	<p>We keep ourselves and others SAFE at all times.</p> <ul style="list-style-type: none"> It is important to keep our bodies hydrated to be healthy We may be asked to stop in order to prevent an accident happening or someone getting hurt. If we misuse the equipment we may hurt ourselves or others. We may damage the equipment so that it is no longer useable. 	<p>LOVE</p> <ul style="list-style-type: none"> We will care for our friends, family and teachers in our actions

	<ul style="list-style-type: none"> • Our teacher may think that we are injured if we scream. • People playing the game will not be able to hear the communication with their teammates • We will not be able to hear our teacher's instructions 	
Resources: <ul style="list-style-type: none"> • We take care of equipment 	We are RESPECTFUL of school equipment <ul style="list-style-type: none"> • The equipment belongs to the school and is expensive to replace • We need to look after things so that future year groups get the pleasure of using them 	TRUST <ul style="list-style-type: none"> • We will make sure people can rely on us to make the right decisions

PLAYGROUND

	Why we do it	
What we do	Trinity Partnership Rule	DEMAT Ethos Statement
Playing: <ul style="list-style-type: none"> • We play nicely. We do not kick, push, or grab other people when we are playing • We walk away or alert an adult if an argument arises • Teachers on playground duty will teach us games 	We play SAFELY . <ul style="list-style-type: none"> • We do not want to hurt anyone else • We use our self-control so that we don't overreact • If we find it difficult to control ourselves our teachers will help us to find strategies to support us. 	LOVE <ul style="list-style-type: none"> • We will care for our friends, family and teachers in our actions RESPECT <ul style="list-style-type: none"> • We are polite to those around us
End of Playtime: <ul style="list-style-type: none"> • When we are asked to go back to class, we finish our games immediately • We walk quietly and sensibly back to class • Our teachers are ready to greet us 	We are READY to learn <ul style="list-style-type: none"> • We do not miss any learning time • We do not want to knock other children in the playground • Our teachers will be ready to start teaching us straight away. 	AMBITION <ul style="list-style-type: none"> • We will always work hard and try our best in everything that we do

Collective Worship

	Why we do it	
What we do	Trinity Partnership Rule	DEMAT Ethos Statement
Entering and exiting: <ul style="list-style-type: none"> • We walk in silence 	We are RESPECTFUL of all religions. <ul style="list-style-type: none"> • We are showing respect that we are about to take part/ have just taken part in a religious ceremony 	RESPECT <ul style="list-style-type: none"> • We will be polite to those around us
Sitting:	We are RESPECTFUL of all religions. We are READY to learn.	RESPECT

<ul style="list-style-type: none"> • We sit in silence unless asked to discuss a theme or question • We keep our hands in our laps or use an agree concentration aid. • We listen to the speaker • We answer questions and contribute 	<ul style="list-style-type: none"> • We are respectful to the presenter • We are listening, concentrating and thinking about the theme that is being discussed. • The speaker knows we are listening to them • We are sharing our own views and opinions which are valued by all 	<ul style="list-style-type: none"> • We will be polite to those around us <p>COMMUNITY</p> <ul style="list-style-type: none"> • We will pursue greater collaboration with our local churches.
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