



The Trinity Partnership Behaviour Policy

Behaviour Policy

Date written:	May 2022
Date ratified by Trust:	May 2022
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Date of next review:	May 2023



The Trinity Partnership Behaviour Policy

Positive Behaviour Policy and Statement of Behaviour Principles “*Everyone’s Responsibility, Every Day*”

1. Aims & Statement of Behaviour Principles

Behaviour in school is inseparable from academic achievement, safety, welfare and wellbeing, and all other aspects of learning. It is the key to all our other aims in terms of developing happy, confident, and successful children. It should be viewed as an issue of the highest strategic importance. Behaviour does not manage itself. Disruptive behaviour does not need to be extreme to cause real problems. Low-level disruption, for example repetitive chatter, can also prove toxic to a calm classroom. As any teacher will testify, it only takes a few disruptive students to derail an entire lesson.

Poor behaviour can be many things. It can be behaviour that is distracting to other children, or to teachers and teaching assistants. It can range from actions that insult, to ones that endanger safety.

Positive behaviour is the responsibility of every one of us to help secure independent learning behaviour which is so important towards promoting better outcomes. Teachers alone, no matter how skilled, cannot intervene effectively without a robust system to support them and where senior leaders’ support is visible within school. This statement attempts to define the system’s parameters.

‘Behaviour’ includes conduct in classrooms and all public areas: how staff and pupils work, communicate, relax, and interact; how they learn; how they greet each other; how they arrive at school, transition from one activity to another and many other areas of their conduct. In short, it is a matter of culture that is what is understood and subscribed to by the whole school community. This policy is aimed at developing and securing a positive behaviour culture underpinned by our values, Christian ethos and a set of rules that must be understood by all, and where both sanctions and rewards are applied persistently and consistently.

Evidence shows that when behaviour in general improves throughout a school the impact is:

- Pupils achieve more academically and socially.
- Time is reclaimed for better and more learning.
- Staff satisfaction improves, retention is higher, and recruitment is less problematic.



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The key task for us as school leaders is to create a culture that is understood and subscribed to by our whole school community

2. Our Aims:

- committed, highly visible school leaders, with ambitious goals
- effectively communicated, realistic, detailed expectations understood clearly by all members of the school
- highly consistent working practices throughout the school
- a clear understanding of what the school culture is and what are the values we hold dear
- high levels of staff and parental commitment to the school vision and strategies
- high levels of support between leadership and staff, for example, staff training
- attention to detail and thoroughness in the execution of school policies and strategies
- high expectations of all students and staff, and a belief that all students matter equally
- every pupil understands they have the right to feel safe, valued, and respected and learn free from the disruption of others
- clarify the roles and responsibilities of different people in the school community – ***Behaviour, like safeguarding, is everyone's responsibility, every day.***

We have designed a school culture that we want to see. We know that cultures require deliberate creation and clarity and communication. We have designed a detailed vision of what the culture should look like -both socially and academically. Expectations are deliberately high for all.

We teach and model what our culture looks like in practice from behaviour in the corridor to focused attitudes to learning in the classroom. This means demonstrating it, communicating it thoroughly, and ensuring that every aspect of school life feeds into and reinforces that culture.

We recognize that school systems require maintenance. This includes staff training (CPD), effective use of consequences, data monitoring, staff and student surveys and maintaining standards.

3. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:



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- Deliberately hurtful
- Repeated, often over a period
- Difficult to defend against

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none">• Racial• Faith-based• Gendered (sexist)• Homophobic/biphobic/Transphobic• Disability-based	Taunts, gestures, graffiti, or physical abuse focused on a particular characteristic (e.g., gender, race, sexuality)
Sexual (Peer on peer abuse) KSIE 2021	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

4. Roles and responsibilities

4.1 The Hub Director

The Hub Director is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

4.2 The headteacher

The headteacher is responsible for reviewing and approving this behaviour policy. The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff



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implement this policy (through learning walks and monitoring) to ensure rewards and sanctions are applied consistently.

4.3 Staff

All Staff are responsible for:

- **Explicitly teaching, reminding, and revisiting our Pupil Code of Conduct**
- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of pupils
- Recording behaviour incidents using CPOMs

The **Senior Leadership Team** will support staff in responding to Stage 4/5/6 behaviour incidents.

4.4 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

5. Pupil code of conduct

Class Routines & Expectations

ROUTINES	
What we do	Why we do it
Attendance and punctuality: <ul style="list-style-type: none"> • We come to school every day and on time 	<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
Walking through school: <ul style="list-style-type: none"> • When walking through school as a class, we walk in a straight line in silence • When walking through school independently, we walk in silence • We remember to say, 'excuse me,' 'please' and 'thank you' • We greet visitors and adults by looking and saying 'Good morning / Good afternoon' 	<ul style="list-style-type: none"> • Our school is a calm environment • We do not disrupt learning in classrooms • Every second of learning lost builds to minutes, hours, days, and weeks of lost learning time that you will never get back.
Sitting in class: <ul style="list-style-type: none"> • We sit with our chairs tucked under the table. 	<ul style="list-style-type: none"> • It shows us, our peers, and our teachers that we are focused and learning



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<ul style="list-style-type: none"> • When we are working, we sit up straight. • When we are on the carpet, we cross our legs and face the front. 	<ul style="list-style-type: none"> • We look successful • Good posture leads to good handwriting
<p>Handing out resources:</p> <ul style="list-style-type: none"> • Allocated child/children hand out the resources 	<ul style="list-style-type: none"> • Every second of learning time lost builds to minutes, which builds to hours, which builds to days and weeks of time that you will never get back
<p>Presentation in books:</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 • An untidy book sends a message that we do not care about learning
<p>Respect for resources:</p> <ul style="list-style-type: none"> • We tidy up after ourselves • We never vandalise school property or anyone else's property • We keep our pencils sharp, whiteboard pen lids on and our glue lids on 	<ul style="list-style-type: none"> • We are considerate to other children and our cleaners • We need to be able to start learning as soon as we enter the classroom
<p>At the end of a session / school day:</p> <ul style="list-style-type: none"> • We leave the classroom tidy by putting away our resources • We tuck our chairs under our desks 	<ul style="list-style-type: none"> • When we return, we need to be ready to learn immediately
<p>Outside school:</p> <ul style="list-style-type: none"> • We behave responsibly outside of school. 	<ul style="list-style-type: none"> • We are creating an image of ourselves that we want to be positive • We are representing the school

LEARNING BEHAVIOURS	
What we do	Why we do it
<p>Learning at our school:</p> <ul style="list-style-type: none"> • We work hard • We use feedback to identify gaps in learning. 	<ul style="list-style-type: none"> • We can see what we do not know and focus on what we need to learn.



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<ul style="list-style-type: none"> We listen to and track the person who is talking. We answer questions when required to by the teachers. 	<ul style="list-style-type: none"> Having this knowledge makes us successful as we can engage in conversations, ask, and answer questions and become lifelong learners
Reading: <ul style="list-style-type: none"> At home At school 	<ul style="list-style-type: none"> With practice we will improve our decoding and fluency Reading a variety of books improves our writing, vocabulary, and general knowledge
UNIFORM	
What we do	Why we do it
Uniform: <ul style="list-style-type: none"> Black or Grey skirt, trousers, dress, or shorts Polo shirt Sweatshirt, jumper, or cardigan with or without logo Footwear - black school shoes Smartness and high standards of appearance are always expected No jewellery except small stud earrings Long hair tied back No nail varnishes No make up No head scarves unless for religious reasons 	<ul style="list-style-type: none"> We look smart We have the correct mind-set to learn We feel part of a community
PE uniform (to be worn on PE days): <ul style="list-style-type: none"> Trainers Black coloured shorts or tracksuit bottoms White T-shirt Black tracksuit top 	<ul style="list-style-type: none"> We look smart We have the correct mindset to learn
PE	
What we do	Why we do it
Outdoor PE: <ul style="list-style-type: none"> When we get to the playground, we stand in silence waiting for instructions 	<ul style="list-style-type: none"> We can track the speaker We do not miss any learning time
Indoor PE:	<ul style="list-style-type: none"> We can track the speaker



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<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 in the order of our line • We sit in a space in silence 	<ul style="list-style-type: none"> • We do not miss any learning time • If we stay in a line, it is easier to find our shoes at the end of the lesson
<p>Learning in PE:</p> <ul style="list-style-type: none"> • We work hard • We use feedback to identify gaps in learning. • We listen to the person who is talking. • We put up our hand to ask / answer questions. 	<ul style="list-style-type: none"> • We can see what we do not know and focus on what we need to learn. • Having this knowledge makes us successful as we can engage in conversations, ask, and answer questions and become lifelong learners
<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 and wait for the adult to give us our next instruction. 	<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.
<p>Resources:</p> <ul style="list-style-type: none"> • We take care of 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
PLAYGROUND	
What we do	Why we do it
<p>Playing:</p> <ul style="list-style-type: none"> • We do not kick, push, or grab other people when we are playing • We walk away or alert an adult if an argument arises • Adults on playground duty will teach us games • We only use kind words when we are playing. • We stop and respond to an adult's signal as soon as we see / hear it. 	<ul style="list-style-type: none"> • We do not want to hurt anyone else
<p>End of break / lunchtime:</p> <ul style="list-style-type: none"> • When the whistle is blown, we stand still. We finish our games immediately. • When the next whistle is blown, we walk to line up, ready to go in. 	<ul style="list-style-type: none"> • We go back to our classrooms sensibly, so we do not miss any learning time.



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<ul style="list-style-type: none">• The member of staff will direct which line will go in first.• When we arrive in the classroom, we follow our classroom routines.	
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6. Rewards

6.1 *Dojos*

A dojo is to be used as an instantaneous reward/celebration of good behaviour. This can be in class or any other setting within school or on school trips. Teachers, teaching assistants, support staff and midday supervisors can award dojos. If someone other than the class teacher awards a dojo, it should be communicated verbally or by email to the child's class teacher, by the person awarding the dojo.

Dojos can be awarded for the following reasons:

- Helping others.
- on task.
- outstanding work.
- participating enthusiastically.
- persistence.
- being ready to learn.
- teamwork.
- working hard.
- thoughtfulness.

6.2 *Celebration Worship*

Each Friday, we celebrate achievement throughout the week during our special worship, which parents are invited to attend. Certificates are awarded to individual children (two for each class) and might be based on outstanding work, behaviour, or a positive attitude. A class certificate is also presented based on one of the core school Christian values.

6.3 *Attendance*

At the end of every half term, certificates will be awarded to the children who have 100% attendance and a trophy awarded to the class with the highest cumulative attendance. The class with the highest attendance will receive a treat of the teachers' choosing on the last Friday of the half term as a reward. At the end of the year those children with 100% will be given a further reward.

6.4 *Zero-tolerance approach to sexual harassment and sexual violence*



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The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be. The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Consequences for sexual harassment and violence are listed in our Staged approach (see Appendices to this policy):

The school has clear procedures in place to respond to any allegations or concerns regarding peer-on-peer abuse. Staff informed with respond by reporting to a DSL (Designated Safeguarding Leader)

The DSL will carry out risk assessments, where appropriate, to help determine whether to:

- Manage the incident internally
- Refer to Early Help
- Refer to children's Social Care
- Report to the police

Please refer to our child protection and safeguarding policy for more information.

6.3 Off-site behaviour

Consequences may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g., school trips) Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Reports will be followed up where a pupil has misbehaved off-site at any time, whether the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school
- Consequences will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g., on a school-organised trip).



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6.4 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false, or malicious, the school (in collaboration with the (LADO) local authority designated officer, where relevant) will consider whether the pupil who made the allegation needs help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.



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7. Behaviour management

7.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the Classroom Routines and Expectations
- Develop a positive relationship with pupils, which may include: Greeting pupils in the morning/at the start of lessons; Establishing clear routines; Communicating expectations of behaviour in ways other than verbally; Highlighting and promoting good behaviour; Concluding the day positively and starting the next day afresh; Using the Staged Consequence system to deal with low-level disruption; Using positive reinforcement; Communicating positively with parents e.g. Letters home, Marvellous Me messages; Promoting Christian values and celebrating through weekly celebration certificates

At The Trinity Partnership, we aim to avoid the need for physical intervention and regard this as a last resort in a minority of situations. We always aim to deal with behaviour using a positive approach.

Our staff receive training in de-escalation to ensure that all steps are taken to avoid using any form of physical intervention.

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded on CPOMs and reported to parents

Teachers (if trained) should apply the training they received in Step On to de-escalate where possible, then use the appropriate holds as practised in the training. We acknowledge that intervention and restraint may be required from staff who are not Step On trained for the safety of the child and the safety of others. However, as a rule, only the force necessary to stop or prevent danger should be used.



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7.2 Confiscation

We follow latest DfE Guidance on Searching, Screening and Confiscation. Any prohibited items found in pupils' possession will be confiscated (listed p.4 DfE Guidance). These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with SLT and parents, if appropriate.

7.3 Pupil support, Personalised Response & Adaptations

The schools recognise its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be **adapted** to cater to the needs of the pupil.

The schools' SENDCo will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

7.4 Safeguarding

The schools recognises that changes in behaviour may be an indicator that a pupil needs help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

8. Training

Our staff are provided with training on managing behaviour, as part of their induction process. Behaviour management will also form part of CPD (continuing professional development).

9. Monitoring arrangements

This behaviour policy will be reviewed by the head teachers and Hub Director annually. At each review, the policy will be approved by the head teachers. Behaviour and Safeguarding are weekly items on both SLT and Staff Meeting agendas to ensure consistency and high profile.



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APPENDIX A

Guidelines for Implementing the Staged Consequence Response

- Be calm and matter of fact.
- Be consistent; provide a consequence each time someone chooses to disrupt.
- Give a clear direction.
- Remind child of the relevant rule; ask a question if appropriate; repeat direction or question; re-state the rule.
- Re-assert if the child is argumentative; direct the child to one side (if appropriate); give a simple choice with the rule.
- Defer action until the session ends if necessary to maintain a positive learning environment.
- Recognise a positive behaviour at the first opportunity after a consequence/sanction is applied.
- Provide an opportunity for a child to discuss/explain their action,
- Record the more serious incidents of inappropriate and disruptive behaviour



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APPENDIX B

Trinity Partnership Staged Behaviour Response Policy

2021-2022

Classroom / Lunchtime / PE

Classroom	Behaviour Stage	Lunchtime / PE
Verbal Warning	1	Verbal Warning
Verbal warning, name in book	2	KS1 - 3 minutes 'time out' standing with an adult KS2 - 5 minutes 'time out' standing with an adult
Verbal warning, name underlined, 5 minutes break lost to complete work or discuss behaviour choices with teacher at break-time.	3	15 minutes 'time out' to be completed with buddy class (reflection task)
15 minutes ' time out ' in alternative Key Stage class (with work/reflection task) Parents informed/CPOMS Log <i>If Stage 4 has been reached x 3 over half a term, meeting with parents, Class Teacher, and Senior Teacher</i>	4	15 minutes ' time out ' to be completed with Lead Teacher (reflection task) Parents informed/CPOMS Log Taken to SLT.
Internal isolation ½ day and lose lunchtime/break time (with work/reflection task) Parents informed/CPOMS Log Threshold letter to parents to want of possible FTE	5	Taken to SLT Internal isolation ½ day and lose lunchtime/break time (with work/reflection task) Parents informed/CPOMS Log Threshold letter to parents to want of possible FTE
Fixed Term Exclusion Parents contacted immediately to remove child from school if appropriate. CPOMS Meeting with parents, headteacher and SENDCo to plan for safe re-integration.	6	Fixed Term Exclusion Parents contacted immediately to remove child from school if appropriate. CPOMS Meeting with parents, headteacher and SENDCo to plan for safe re-integration.



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APPENDIX C

Each child will begin the day ready and focussing on demonstrating positive behaviours for learning. Should pupils break the rules, the following course of action will result.

If these prove unsuccessful, the following will apply:

INAPPROPRIATE BEHAVIOURS	Staged Response	SPECIFIC RESPONSE
First time a rule or expectation is broken	1	Initially, the teacher or teaching assistant will use general classroom behaviour management strategies such as seating arrangements, identifying examples of positive learning behaviours, or tactically ignoring behaviour.
Breaking school dress code including jewellery	1	Confiscate for the day, if appropriate - make a note and note that item returned
In possession of mobile phone or device	1	Confiscate for the day – CPOMS note
Fiddling with others' hair	1	Warning look
Playing with rulers etc.	1	Warning look
Shouting indoors	1	
Misusing equipment	1	
Not sitting properly on chair	1	
Not sharing - snatching	1	
Talking when others are talking	1	
Invading personal space	1	Line up at the front of lines etc
Refusal to complete tasks or work	1	Complete work at lunchtime or as homework



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Pushing (in line)	1	If group, make them all line up again
Running indoors	1	Go back to the place and walk
Blasphemous swearing	1	Make the child aware of what they are doing
Throwing small items	1	Escalate quickly depending on situation and severity
Refusing to tidy	1	Reminder that it is everyone's responsibility to tidy.
Laughing at someone else's learning	1	Make the child aware of the impact of what they are doing and apologise
Second time a rule or expectation is broken	2	
Being deliberately rude	2	
Disrupting games or activities	2	Monitor individual as closely as possible
Disrespectful e.g., huffing, shrugging, rolling eyes, inappropriate voice	2	
Answering back	2	
Non-compliance to requests or instructions	2	
Lying	2	
Third time a rule or expectation is broken	3	
Name calling or teasing	3	Make the child aware of the impact of what they are doing and apologise
Swearing	3	Depending on age & level of understanding. Inappropriateness explained. Escalate if repeated
Offensive gestures	3	
Swearing at someone	4	
Hiding other people's possessions	4	
Stealing	4	
Encouraging misbehaviours in others	4	



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Rough, dangerous, or inappropriate play	4	Escalate quickly depending on situation and severity
Vandalism or damaging equipment with intent	5	e.g., Rulers, equipment, graffiti, put right, parents meet replacement cost
Prejudice related comment or language (including Racial or homophobic language)	5	
Inappropriate touching – others	5	
Deliberate humiliation e.g., Pulling others' trousers down	5	
Deliberately exposing self to others	5	
Deliberately hurting another child e.g., Kicking, punching, pinching, biting, squeezing, or grabbing	5	
Persistent Stage 4 behaviour	5	
Bullying – physical, excluding, verbal, cyber, prejudice related (racist, homophobic)	5	Bullying policy
Defiance	5	
Violent or Aggressive behaviour	5	
Possessing a weapon in school (e.g., knife)	5	Confiscate and return to parents
Throwing large items such as chairs	6	FTE Depending on age & risk management or educational health care plan in place
Attacking member of staff	6	
Extreme or persistent anti-social behaviour	6	
Persistent Stage 5 behaviour	6	
Behaviour which puts themselves or others in imminent danger.	6	



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Appendix D

Guidelines for All Staff at Break time & Lunch time:

- Read and act on the Positive Behaviour Policy and its guidelines.
- Do not leave play areas unattended unless it is absolutely unavoidable for a brief time.
- Observe what is happening all the time; avoid being distracted by small groups on which attention is focused for an amount of time.
- Use your authority firmly but properly.
- Insist on children listening to what is said (talk quietly, close at hand to individuals or groups).
- Step in immediately when any game or situation suggests physical aggression or danger
- Judge whether any game (particularly one with equipment of any kind) is not safe for others in a particular place. If in doubt, stop it and refer to a teacher or member of SLT. It is better to re-instate the game somewhere else than have someone hurt. (Leather footballs, hard "bouncy" balls and swinging of hard rope handles or bats are not allowed).
- Watch for signs of abuse, verbal as well as physical.
- Step in and do not allow anyone to continue to insult or hurt another. We must judge whether a grievance is justified or if a child is "telling". Not easy but we must listen calmly, decide if someone is really upset through being abused and then confront the abuser. If it is a one-off incident then apologies can be offered, and the matter left. **If it is an ongoing problem, then adopt the procedures outlined in the staged response (Appendix C).**
- Children should never be anywhere (particularly indoors) unsupervised. If an individual or group is inside check that an adult is there and if not, the children must be told to leave until someone returns to take responsibility for their safety.
- A child who needs a "time out", will be either asked to stay by the adult's side, sent to the side of the playground, the side of the hall, or to a member of SLT - depending on the stage.
- Children will indicate that they have finished their lunch before being allowed to leave the dining room. Reception and Key Stage 1 pupils must have their boxes or trays checked before they go. Attempts should be made to persuade all reluctant eaters to have sufficient lunch, but reason must prevail, and no child will be forced to eat more than they wish unless parents have expressly told us that this is to be the case.
- First aid is to be administered only by an adult. The injured child should go/be taken to the first aid post. All first aid administered must be recorded in the first aid book.
- Report all accidents (other than minor cuts and scratches) to the class teacher.



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- At the end of playtime, the whistle will sound, children must stand still and stop talking. On the second whistle the children will walk to their line in an orderly fashion and wait. Teachers will be ready and waiting to escort their class at the end of lunchtime.

APPENDIX E

Further Guidance for Lunchtime Staff Dealing with Behaviour during Lunch

- Refer serious issues to the class teacher and share other concerns.
- If any child complains about the behaviour, or action of another – get all sides of the story, seek reliable witnesses.
- Talk to children in a group when investigating.
- Encourage them to empathise. “How would you have felt if X had done or said that to you?”
- Be calm, firm, and fair – do not shout.
- Disapprove of the action, **not the child**. e.g. “That’s a very unkind thing to say” rather than “you’re horrible/mean/a bully etc.”
- Encourage apologies and reconciliation. If a pupil has lost their temper ‘time out’ should be used as part of the Staged Consequences. (See Appendix B)
- Any Stage 4/5/6 consequences should be relayed to the class teacher and must be recorded on CPOMs; Behaviour should be dealt with during the lunchbreak **not the return to class**.
- Once dealt with, allow children a ‘fresh start.’
- Any safeguarding concerns should be reported the class teacher and recorded on CPOMs
- Praise a positive response to reprimand and acknowledge subsequent appropriate behaviour.
- Involve a member of SLT if the behaviour escalates to Stage 5 or 6
- Encourage constructive play by modelling, leading games
- Encourage the playleaders to follow their timetable, use appropriate equipment, manage numbers and support in giving clear instructions.



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APPENDIX F (Letter to inform of Stage 5/seclusion)

Date: _____

Dear parent,

I am writing to inform you that unfortunately __ was given a half day seclusion today because of not adhering to our pupil code of conduct and behaviour policy. They _____ which is Stage 5 behaviour in our Behaviour policy.

I would appreciate it if you could arrange to meet me as soon as possible so we can discuss a way forward.

If you would like to discuss this further with me, please contact either me or the school office to arrange a convenient time.

Yours sincerely,

Class teacher name:

Class teacher signature:



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APPENDIX G (Congratulations Letter)

Dear Parent/Carer,

Congratulations!

I am writing to inform you of(pupil's name)..... recent positive behaviour. Your child has received this celebratory letter for..

This is a wonderful achievement, and we are very proud of your child's achievement.

Please discuss this great achievement with your child. Thank you for your continued support. Our partnership will continue to support your child in becoming a successful learner and positive role model.

Yours sincerely,



The Trinity Partnership Behaviour Policy



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