Trinity Road
Primary School
RESPECT • ACHIEVE • BELONG

Behaviour Policy

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1. Policy Aims

At Trinity Road Primary School, it is our primary aim that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure. This policy will explain the ways in which we work together to ensure a positive and consistent approach.

Our Behaviour policy aims to:

- Encourage a calm, purposeful and happy atmosphere within the school
- Foster positive, caring attitudes towards everyone where achievements at all levels are acknowledged and valued
- Encourage increasing independence and self-discipline so that children learn to accept responsibility for their own behaviour
- Have a consistent approach to behaviour throughout the school with pupil co-operation and positive involvement of parents/carers
- Make clear boundaries of acceptable behaviour and ensure safety both in and out of school
- Ensure the school is positively represented in the wider community
- Raise awareness about appropriate and inappropriate behaviour
- Help pupils, staff and parents have a shared sense of direction and a feeling of common purpose

As staff and children of Trinity Road, we considered our shared values and what it means to be a member of the Trinity Road community. Using our mission statement of 'Respect, Achieve, Belong', we developed the following values:

R esilient and determined
E mpowered to aspire and achieve fullest potential
S triving for success for all
P ositive and Proud
E mpathetic and self-aware
C hallengers of ourselves and others
T hinkers: independent and creative

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools: Guidance for Headteachers and staff
- Searching, screening and confiscation at school
- The Equality Act 2010

- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Suspension and permanent exclusion guidance August 2024

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools should publish their behaviour policy online

3. Expectations

Trinity Road Primary School is a Trauma Perspective Practice School. In our school we provide person-centred care where we view behaviour as a form of communication, and always seek to understand the behaviour before we act.

We have high expectations for our children, while recognising some children and young people have specific needs. The following expectations cover all times of the school day and where children are representing the school out of hours or off site.

This means we:

- Encourage a positive attitude to learning within a safe, happy environment.
- Promote high expectations and enable pupils to become independent responsible learners.
- Encourage a sense of respect for our community and our environment.
- Believe that clear, consistent routines and systems are essential to support children and young people's development and ensure the health, safety and wellbeing of everyone in our school community.

To ensure that this is part of our daily practice at Trinity Road Primary School we have a clear set of expectations for all adults and children which show that together at Trinity Road Primary school we all follow the same expectations. These are noted below.

Together at Trinity we…

- Try our best, aim high and never give up
- Are honest and take responsibility
- Are kind, respectful and look out for each other

- Work as a team
- Listen carefully
- Communicate politely and respectfully
- Keep our school tidy and look after everything in it
- Are role models for others
- Make mistakes and learn from them

It is everyone's responsibility to remind and support children where these expectations are not met. Equally it is important to comment positively when they are. Staff model expected behaviours, attitude and habits and work to the same expectations as above.

4. Behaviour Support and Classroom Management – 'Talking for a Purpose' and 'Moving on Up'

At Trinity Road Primary School, we adopt the Change Behaviour approach to supporting and empower all children's and adults' behaviour.

We have two behaviour support systems that run concurrently together and were created by the founder of Change Behaviour, Ms Morrish (Independent Behaviour Consultant). The first is "Talking for a Purpose", Language to Support Regulation. This is a regulation-based support, where teaching staff are coached in how to regulate themselves first, before supporting any behavioural challenges. Educators are also coached in specific behavioural language so that co-regulation can occur with the outcome of children regulating their behaviour and emotions independently.

The second is a whole school approach called Moving on Up. Moving on Up is an empowering approach for supporting behaviour and is implemented in every classroom at Trinity Road Primary School. The primary focus is reinforcing behaviour via a growth mindset lens and is encapsulated within trauma informed approach. The system has been specifically designed so that all children have the opportunity to gain experience to increase responsibility for their own behaviour and learning. Every child within our school has the opportunity to earn the reward of fifteen minutes of TOPS Time. TOPS Time is, Time and Opportunity to Practise Skills where children learn skills through adult modelling during planned focused activities and games.

At the end of each half term, the children who have consistently earned TOPS Time will be invited to a Tops Time Celebration. Celebrations usually run for approx. 1 hour as part of the last day of each half term. Children who have not earned the sufficient number of TOPS Times will spend the celebration time with the SLT discussing behavioural areas of improvement to ensure they understand what they have to do to be invited to make the next half-term's celebration.

5. Restorative Justice and Conflict Resolution

We also implement restorative justice and conflict resolution within our school community. If any child is involved in a dispute an adult leads the restorative justice and conflict resolution where the children give their side of the dispute during reflection time. Then the children discuss how they can resolve the issue. The children are made aware of what part they played in the dispute. We ask them what they could do next time to avoid conflict. The children are encouraged to take responsibility for their own safety and well-being and are constantly reminded to make the right choices. Emphasis on behavioural education rather than control goes a long way to achieving behavioural regulation. The aim is to take a child and their community of support, through a process by which they can understand the consequences of their actions and behaviour for themselves and others; to develop relational thinking and to bring understanding to a collective level.

6. Unacceptable Behaviour

We take a positive approach to consistently manage any challenges that may arise at Trinity Road Primary School however we believe some behaviours to be unacceptable. See appendix 1 for some examples of these behaviours and the associated consequences.

7. Bullying and Child on Child Abuse

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:

- Deliberately hurtful
- Repeated, often over a period of time
- 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
Racial	Racial taunts, graffiti
Sexual	sexually explicit gestures, sexual remarks, homophobic comments, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching unwanted physical contact or sexually abusive comments

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

Opportunities are provided through the PSHE curriculum to understand what bullying is and highlight the detrimental effects. Children also learn how to build emotional resilience, empathy, self-esteem and the strategies to deal with bullying. Trinity Road Primary School is a caring community and children are encouraged to share concerns with any of the staff about how they are being treated, or experiences of their friends or peers. During annual safeguarding and behaviour training, staff members are reminded to be aware of any changes in children's behaviour which may indicate the child is being bullied.

8. Classroom Consequences

Low Levels of classroom disruption

For low level classroom disruption, such as when a child is off task or disrupting lessons, the adult managing the disruption will state an 'Exact Moment Behaviour' so that the student has a clear understanding of the behaviour that is expected. If the behaviour continues, a reminder will be delivered. This gives the child another opportunity to change the current behaviour to more positive choice. If the behaviour continues, the child's peg will not move up.

Moderate Levels of classroom disruption

For moderate level classroom disruption such as refusal to complete work, being rude or answering back the child will be moved to another class. During this time, the child will be expected to complete work set and return to their class at the end of the learning session. The child's peg will not move up for that session. In some cases, due to some children's special educational needs, and where it has been deemed appropriate by the SLT, children may be removed to other areas of the school like the library or alternative learning spaces.

High Levels of classroom disruption

For high levels of classroom disruption such as aggression, extreme language or damaging property, the child will either be internally excluded or externally excluded. This will be decided by the SLT after a full investigation.

9. Play time consequences

Children who are not making positive choices and managing their own behaviour during playtimes or lunchtimes will be kept in for 20 minutes of their lunch session to complete a Behaviour Refection Form. These are designed to support children to

reflect upon their behaviour so that playtimes are a positive experience for all. If lunchtime problems continue, parents will be asked to attend a meeting with a member of the SLT. Please note that although the above procedure is in place in every classroom at Trinity Road Primary School, the SLT has the final decision in terms of consequences delivered.

10. Suspensions and Permanent Exclusions

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the Headteacher and only as a last resort.

The suspension of a pupil is always the last resort and usually follows an attempt to remediate the inappropriate behaviour over a period of time. The school has therefore adopted the standard national list of reasons for exclusion, and the standard guidance, called Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (DfE September 2022). We refer to this guidance in any decision to exclude a child from school.

Only the Headteacher (or the Deputy Headteacher in their absence) has the power to exclude or suspend a child from school. The Headteacher may suspend a child for one or more fixed periods, for up to 45 days in any school year. In extreme and exceptional circumstances, the Headteacher may exclude a child permanently.

If the Headteacher excludes a child, the parents will be informed immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, make an appeal to the governing body. When a Governor appeals panel meets to consider an exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents and the LA, and consider whether the child should be reinstated. For any permanent exclusions and suspensions beyond 5 days in any one term, the Headteacher will inform the local authority and governing body.

11. Partnership and Collaboration

School and families will initially work together to create a positive partnership. Families will be informed if their child has behaved consistently unacceptably or if they have hurt another child. Families will be informed if their child has been a victim of unacceptable behaviour without the perpetrator being named. Where behaviour is causing concern, school will inform families at an early stage and support will be sought in devising and implementing any plan of action. Trinity Road Primary School will seek advice from and work with the School Effectiveness Partner, inclusion partners and the educational psychology team as and when necessary.

12. Physical Intervention

In some circumstances, staff may need to use reasonable force to control and restrain pupils. These are:

- Where a pupil's behaviour is causing major disorder.
- Where a pupil's behaviour is at risk of causing injury to themselves.
- Where a pupil's behaviour is likely to cause injury to others (adults or children).
- Where a pupil's behaviour is likely to cause serious risk of damage to 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 and reported to parents.

At Trinity Road Primary School we have an additional Positive Handling Policy that demonstrates further our whole school approach to positive handling of pupils. Key members of our staff have been trained in the PRICE Training Approach. These staff will follow the PRICE Training guidance and deliver positive handling as a last resort.

13. Screening, Searching and Confiscation

What the law allows:
Section 89 of the Education and Inspections Act 2006 for all maintained schools.
Section 3 of the Health and Safety at Work etc. Act 1974 Schools' statutory power to make rules on pupil behaviour and their duty as an employer to manage the safety of staff, pupils and visitors enables them to impose a requirement that pupils undergo screening.

Headteacher's and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they suspect the pupil has certain prohibited items. The items that can be searched for under this power are knives or weapons, alcohol, illegal drugs, stolen items, any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property, and any article specified in the Schools (Specification and Disposal of Articles) Regulations 2012. There must always be two adults present. If a pupil refuses to be screened, the school may refuse to have the pupil on the premises. Health and safety legislation require a school to be managed in a way which does not expose pupils or staff to risks to their health and safety and this would include making reasonable rules as a condition of admittance. If a pupil fails to comply, and the school does not let the pupil in, the school has not excluded the pupil and the pupil's absence should be treated as unauthorised. The pupil must comply with the rules and attend. This

type of screening, without physical contact, is not subject to the same conditions as apply to the powers to search without consent. School staff can seize any banned or prohibited item found as a result of a search or which they consider harmful or detrimental to school discipline.

14. Schools' Common Law Powers to search

School staff can search pupils with their consent for any item which is banned by the school rules. There must always be two adults present. Schools are not required to have formal written consent from the pupil for this sort of search – it is enough for the staff member to ask the pupil to turn out their pockets or if the staff member can look in the pupil's bag or drawer with the pupil's agreement.

If a member of staff suspects a pupil has a dangerous item in their possession, they can instruct the pupil to turn out their pockets or bag. A pupil refusing to co-operate with such a search raises the same kind of issues as where a pupil refuses to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances, schools can apply an appropriate disciplinary penalty. Parents will be called to give consent and come into school to support the member of staff. A child can be sent home if necessary for the safety of others. School staff in this context means a teacher or someone who has lawful control or charge of the child. The ability to give consent may be influenced by the child's age or other factors.

What the law allows: Schools' general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so. The member of staff may use their discretion to confiscate, retain and/or destroy any item found as a result of a 'with consent' search so long as it is reasonable in the circumstances. Where any article is thought to be a weapon it must be passed to the police.

Staff have a defence to any complaint or other action brought against them. The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully.

15. Parental Behaviour

16.1

At Trinity Road Primary School we are very fortunate to have a parental body which is supportive and friendly. We recognise that the success of the school is dependent on a strong partnership between all members of the school community: pupils, parents, staff and proprietors. This partnership must be based on a polite, positive and respectful relationship. For this reason, we continue to welcome and encourage parents/carers to participate fully in the life of our school. Any reference in this policy to a "parent", includes any parent, guardian, carer or other individual with "parental responsibility" (as defined in the Children Act 1989) for a pupil of Trinity Road

Primary School. Within the behaviour policy we want to provide a reminder about the expected conduct from our parents and visitors.

We ask that all members of the school community follow these principles:

- We all respect the caring ethos of our school.
- Both parents and staff need to work together for the benefit of the pupils.
- All members of the school community should be treated with respect and, therefore, we must all set a good example in our own speech and behaviour.

In this context, threatening, violent or abusive behaviour, against any members of our school community, is unacceptable and will not be tolerated. All members of our community have a right to expect the school to be a safe place in which to work and learn. Where the behaviour of parents or visitors falls below expected standards, the school will take appropriate action.

16.2 Parental Conduct

Parents are asked to communicate with each other and with other children, as well as all members of staff in a respectful and courteous manner; a manner in which they themselves would wish to be addressed.

16.3 Parental access

Normal permitted times on the premises are at drop-off in the morning (8:35 am to 8:50 am) and at pick up (3:10 to 3:25 pm). Access onto the school property at any other time is by appointment only.

16.4 Behavioural Incidents

In order to support a peaceful and safe school environment at Trinity Road Primary School, the school cannot accept parents or visitors exhibiting the following:

- Conduct which undermines the safe and calm environment in school, either in the school office, classroom, around the school site, immediately outside the school or anywhere the school is being represented (sports and educational fixtures/school journey/day trips etc.)
- Using loud or offensive language, such as swearing.
- Displaying an unacceptable amount of anger and aggression.
- Threatening physical violence to a member of the school community.
- Damaging school or personal property.
- Abusive telephone calls, emails, letters or other forms of written communication.
- Defamatory comments about school staff, proprietors or other parents on social media sites.
- Sexual abuse

- Racial abuse

The use of physical aggression towards another adult or child. This includes:

- Physical punishment of one's own child.
- Approaching someone else's child in order to chastise them.
- Entering the school premises without authorisation.

Any example of such behaviour shall, for the purposes of this policy, constitute a "Behavioural Incident". If any such incidents are reported by a parent to the school, but haven't been witnessed by a member of staff, evidence will be required to substantiate these claims.

The school has processes in place for dealing with Behavioural Incidents involving parents.

The school reserves the right to take any necessary actions to ensure that members of the school community are not subjected to abuse.

Any Behavioural Incident will be reported to the Headteacher, and the appropriate procedures will be followed. This may include verbal warnings, written warnings and/or exclusion from the school premises.

At any stage, the school may report serious incidents of abusive and threatening behaviour to the police. The school has a responsibility to ensure that any act of actual or threatened violence is referred to the police immediately.

In cases of parents becoming abusive at any time on school premises, they will be asked to leave. School premises are private property and parents have been granted permission from the school to be on school premises. However, in cases of abuse or threats to staff, pupils or other parents, school may and will ban parents from entering school and its grounds. It is also an offence under section 547 of the Education Act 1997 for any person (including a parent) to cause a nuisance or disturbance on school premises. The police will be called to assist in removing the person concerned. School is not responsible for organising arrangements for children in the above circumstances. Parents will need to provide alternative arrangements for bringing children into school.

16. Equality

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, any individual needs of pupils will be taken into consideration and reasonable adjustments made where appropriate in the management of challenging behaviour or the application of sanctions where a pupil has a special educational need or disability.

In accordance with the school's equality policy, and its duty under the Equality Act 2010, the policy applies to all members of the school community regardless of race,

disability, gender, sexual orientation, gender re-assignment, religion/belief, age, pregnancy/maternity or marital status.

17. Monitoring and Review

The Headteacher monitors the effectiveness of the Behaviour Policy on a regular basis. The governing body receives reports on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The policy is reviewed every year or earlier if the government introduces new regulations, or if the Headteacher or governing body receives recommendations on how the policy might be improved.

18. Linked Documents

- Anti-Bullying Policy
- Child Protection Policy
- Touch Policy
- Complaints Procedure
- Whistleblowing Policy

Appendix 1: Behaviour Consequences

Some examples of LOW-LEVEL BEHAVIOURS, which may lead to missing a peg moving up:

- Low level disruption;
- Telling another child to do something inappropriate;
- Excessive noisiness during transitions;
- Using low level inappropriate language;
- Name calling.

Some examples of MEDIUM-LEVEL BEHAVIOURS which may lead to missing a peg moving up, or receiving a class move:

- Leaving the classroom without permission;
- Being rude / answering back;
- Talking / interrupting when an adult/peer is talking;
- Disrupting others;
- Swinging on chairs;
- Taking other people's property without the intention of returning it;
- Lying to an adult;
- Repeated low level behaviours.

Some examples of HIGH-LEVEL BEHAVIOURS which may lead to an internal or external exclusion:

- Deliberate act of physical aggression towards a child / adult;
- Racist comments;
- Homophobic comments;
- Using threatening language;
- Swearing verbally at an adult / child;
- Deliberately damaging school property or someone else's property;
- Spitting on / at an adult / child;
- Leaving school premises without adult permission;
- Refusal to complete a class move;
- Refusal to complete an internal exclusion;
- Repeated medium level behaviours.

This list gives some examples of the behaviours included, but is not exhaustive. When giving consequences, decisions are made on an individual basis, considering the persons involved and the circumstances surrounding the event.