

TRIANGLE C OF E PRIMARY SCHOOL

MISSION STATEMENT

‘Stand firm in the faith; be courageous, be strong. Do everything in love.’

Behaviour Policy

Autumn 2025

Approved by: Chair of Governors **Date:** Autumn 2025

Last reviewed:

Next review due: Autumn 2026

1.STATEMENT OF INTENT

Triangle School provides your child with a challenging and stimulating education in which enthusiasm and achievement are strongly encouraged in keeping with its Christian foundation.

We nurture attitudes of respect and care in surroundings where every child can be happy, become confident and grow in independence. All members of staff at Triangle School acknowledge their collective responsibility and commitment to the school, pupils and parents in promoting good behaviour.

2.AIMS

To develop self-discipline in pupils by cultivating an acceptance and recognition of their responsibility as citizens for their own decisions and actions and the consequences of these.

To create conditions for an orderly community where effective teaching and learning can take place based on mutual respect.

To provide opportunities for each child to build on their self-esteem.

3.PARTNERSHIP WITH PARENTS

The school strives to develop a real partnership with parents in which parents not only send their child to school, but also encourage them to behave well when they are there.

Positive and constructive comments about children's work and behaviour are passed on to parents through regular contact in reading records, exercise books, informal contacts and formal parents meetings.

When problems arise parents will be involved at an early stage. The aim is to reach agreement about the problem and what should be done about it.

4.STAFF

All staff should hold high expectations of pupils and define clearly the boundaries of acceptable and unacceptable behaviour. This should be confirmed calmly, firmly, unequivocally and immediately.

Any discipline problems are dealt with where they happen and at the lowest possible level.

High standards of behaviour are encouraged by the use of Circle Time*. These times will be decided at the discretion of the teacher.

Expectations are defined clearly in the school rules and staff bring these frequently to the attention of the children, verbally and by example.

** Circle Time as a vital part of our proactive approach to behaviour. It provides a safe, structured space for pupils to develop emotional literacy, practise respectful listening, and learn how to express their thoughts and feelings appropriately, Circle Time helps to prevent behavioural issues before they arise and reinforces our whole-school expectations around kindness, responsibility and respect.*

5.INCENTIVES

Incentives are used to encourage responsible behaviour and whenever possible responsible behaviour is rewarded.

Incentives include:

- non-verbal approval by means of eye contact and smiling;
- words of praise to the child;
- a positive word to the parents;
- dojo points
- stickers or smiley stamps – particularly for children in KS1

- Vision Ambassador Award – given out weekly for children who are living out our school vision. It is made clear to pupils that bad behaviour is a serious offence against the school community which will be dealt with.

Our sanctions and incentives model is based on the principle that praise should be conducted in public and reprimands be dealt with in private. (PIP and RIP)

6.SPECIFIC CLASSROOM ORGANISATION

The headteacher and senior management team will inform and liaise with all non-teaching assistants, learning support assistants and lunchtime supervisors. They will be invited to attend staff meetings where relevant.

Teachers should:

- plan and organise their lessons to maintain pupils' interest and minimise opportunities for disruption. Attention must be given to furniture layout, grouping of pupils, matching work to pupils' abilities, pacing lessons well and using humour to create a positive classroom atmosphere;
- model standards of courtesy and co-operation expected from the pupils;
- supervise pupils, be at lessons early to establish good order from the outset of the lesson;
- begin lessons promptly;
- emphasise the importance of academic work;
- praise 'on task' behaviour;
- use praise and positive rewards frequently to celebrate good behaviour.

7.SANCTIONS

For incidences of both low level and more concerning behaviours, all class teachers are directed to follow the agreed tiered approach. This can be found in Appendix A. This sets out the types of low-level behaviours which may occur in school and provides the teachers with how they should respond and any further actions taken. This model has been adapted from the school's previously used 'Traffic Light System'.

It is acknowledged that for the vast majority of incidents, a quiet word / acknowledgement of the behaviours seen will be enough to ensure there is no more disruption to the lesson. However, if a pupil fails to comply, sanctions such as redirecting the child to another part of the room or another room for a short period of time will be deployed. If patterns of low-level behaviour are found, the class teacher will make contact with the parents to make them aware.

For more serious cases of behaviour such as disrespect to an adult, lying, spoiling others' work, the child will be asked to miss 15 minutes of their next break/lunch. This will be supervised by an adult and followed up with a restorative conversation as soon as practical afterwards. If a child's behaviour becomes a persistent barrier to the education and safety of others, a behaviour plan may be drawn up and shared with the child and his/her parents.

If a pupil persistently behaves badly at lunchtime, then the headteacher will inform the parents, to alert them to the problem. Should the behaviour not improve the pupil will be excluded at lunchtime by letter from the headteacher defining the parents' responsibilities. The ultimate sanction is exclusion from school which will be used rarely and after following the proper procedures. At an early-stage parents will be invited to school to discuss the difficulties, and, when necessary, help will be sought from the various support agencies.

8.BULLYING

The school is absolutely opposed to bullying in all its forms. Bullying is defined as deliberate physical or verbal aggression intended to cause distress. At Triangle School we believe that all children have the right to work and play without fear of violence and intimidation from others.

All staff must be alert to the possibility of bullying, however minor, and take positive and immediate action to stop bullying when it does occur. If small incidents are acted upon, more serious offences can be avoided.

There may be a small number of children whose needs and antagonistic behaviour may not be met through the school support system. The following interventions will be applied to help the child develop less anti-social behaviour:

- all incidents reported as bullying should be reported to the headteacher via the school's CPOMs system;
- parents will be informed of the child's bullying behaviour;
- the child may be excluded from playing with others during breaks and lunchtimes for a set period;
- parents will be asked to come to school to discuss the problem and informed that if any further incidents occur their child may be excluded at lunchtime;
- in the event of any further incidents additional home/school initiatives and sanctions will be discussed and parents may be asked to take responsibility for their child during break times.

Further intervention may be sought from the support agencies and in extreme cases the child will be excluded from school for a predetermined period.

9.EQUAL OPPORTUNITIES

The needs of all pupils will be addressed.

The issues of gender and race, if they arise, will be dealt with in this context.

10.REVIEW AND EVALUATION

The effectiveness of the policy and positive behaviour strategies is monitored through discussion with all parties involved. In the first instance the policy and strategies will be reviewed annually and amended where necessary.

Appendix A – Tiered approach to dealing with behaviour

	Behaviours	Response	Further Actions
Level 1	Shouting/Calling Out Wandering around 'Off' Task Avoiding work	Narrate the positive: 'Well done to everyone who is sat down, ready to learn.' 'Show me you're ready in 1....2....3' It is important- at this stage- not to single out the child by acknowledging this negative behaviour.	No further action required
Level 2	Persistently: Shouting/Calling Out Wandering around 'Off' Task Avoiding work	Speak to the child 1:1 acknowledge you have seen their behaviour. Redirect to work/activity. You may choose to move the pupil to another location in the classroom.	
	If low level behaviour persists after a 1:1 chat, the pupil may be moved to another classroom to continue their work. At this point, the child will miss 5 minutes of their next break/lunch.		The class teacher should keep a record, so that future patterns can be analysed
Level 3	Being disrespectful to other pupils/ member of staff Deliberately spoiling someone else's work Deliberately hurting another child Not telling the truth	Member of staff to speak to child(ren) after the incident has occurred. For some children, this would be more effective after a period of reflection. Child to miss 15 minutes of their next break/lunchtime. This is usually in the classroom and must be accompanied by an adult. For persistent offenders, they should be sent to a member of SLT to complete this time.	The class teacher to phone parents where incidents of physical aggression and persistent name calling has occurred. Record incident on CPOMS Where this is persistent, a meeting with the parents may be called.
Level 4	Racist/homophobic incident Severe violent and aggressive incident against another child Violent and physically aggressive incident towards a member of staff	The child should be removed from class and sent to the headteacher or the deputy headteacher in the absence of the headteacher. If this is not possible, send for a member of SLT using the red triangle that is in the room. SLT to follow the school behaviour and exclusion policy as required.	Member of staff to record on CPOMS with SLT adding associated actions. SLT to contact parents.

Signed on behalf of Staff Date

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