

Trefonen C.E. Primary School Behaviour Policy

1. Rationale and Ethos

At Trefonen C.E. Primary School, our behaviour policy is rooted in our Christian vision “*Shine your Light*” and our core values of **Kindness, Respect and Friendship** through which we aim for all pupils to flourish. We believe that every child has a unique light to shine and that positive behaviour enables all pupils to flourish academically, socially and emotionally.

We are committed to creating a calm, safe and purposeful environment where children feel valued, known and supported. Good behaviour is **taught, modelled, practised** and **consistently reinforced** so that all pupils can learn well and feel secure. As a small rural school, we place great importance on strong relationships, mutual respect and a sense of belonging within our community.

Our high expectations apply to all pupils, at all times. **Kindness, Respect** and **Friendship** are lived values that guide how we treat one another, but they also sit alongside clear boundaries, routines and adult leadership. Structure, consistency and fairness help children to feel safe, confident and ready to learn.

This policy is underpinned by the **SEND Code of Practice (2015)**, recognising that behaviour can be a form of communication. Some pupils may experience barriers to meeting behavioural expectations due to special educational needs or disabilities. We are committed to inclusion, early identification of need and the use of reasonable adjustments so that every child is supported to *shine their own light* and flourish in all that they do.

2. Objective

The overall objective of this policy is to ensure that our school provides an environment in which **all pupils**, including disadvantaged pupils and those with SEND, are supported to succeed and flourish within our school and in their next stage of education, enabling them to continue to flourish and shine their light in their adult life.

3. Aims

This policy aims to:

- Create a calm, safe and purposeful learning environment where every child can shine
- Promote kindness, respect and friendship in all relationships
- Ensure consistency in adult responses to behaviour, with flexibility to meet individual needs
- Explicitly teach pupils how to behave well and make positive choices
- Support pupils to develop self-regulation through clear routines and expectations
- Enable teachers to teach effectively without disruption
- Meet our statutory duties under the SEND Code of Practice by identifying, assessing and supporting pupils whose behaviour may indicate an unmet need.

4. Core Principles

Our approach to behaviour is guided by the following principles:

Clarity – Expectations are simple, explicit and clearly taught.

Consistency – All adults apply rules, expectations and consequences fairly and consistently, while making reasonable adjustments to support pupils with SEND in meeting expectations.

Certainty – Pupils know that behaviour choices lead to predictable outcomes, including consequences when required.

Calm Adult Authority – Adults model kindness, respect, self-control and emotional regulation.

Behaviour Is Learned – Behaviour is taught over time; some pupils require additional teaching, rehearsal and support.

Sanctions Are Relevant and Appropriate – Consequences are fair, proportionate and restorative, supporting learning and repairing relationships.

5. School Rules

Our three school rules reflect our values and are displayed and reinforced across the school. They are inclusive and may be supported through adjustments such as visual prompts, modelling, pre-teaching and individualised reminders.

- **Be Ready** – Show respect by arriving on time, prepared and ready to learn.
- **Be Respectful** – Show kindness and respect by following instructions and caring for others and our environment.
- **Be Safe** – Showing friendship by making choices that keep yourself and others safe.

These rules apply in:

- Classrooms
- Playground and outdoor areas
- Corridors and communal spaces
- Educational visits and trips.

6. School Expectations

Our three school rules are complemented by our explicit School Expectations (Code of Conduct), which identify how we expect all pupils to conduct themselves all of the time and every adult is expected to uphold and model at all times.

7. Teaching Behaviour

At Trefonen, behaviour is taught in the same inclusive way as academic learning. This includes:

- Modelling of positive behaviour by all adults.
- Regular rehearsal of routines (e.g. lining up, transitions, entering classrooms).
- PSHE lessons, assemblies and collective worship.
- Immediate, calm correction and re-teaching when expectations are not met.
- Staff do not assume pupils “should know better”.

- Expectations are re-taught whenever needed, particularly for all pupils who may require repetition, including SEND, alternative approaches or additional support through the graduated approach (Assess, Plan, Do, Review).

8. Classroom Routines

Consistent routines across the school help pupils feel safe and ready to learn. These include:

- Calm, focused entry to lessons
- A clear signal for attention
- Remaining seated unless permission is given
- Agreed talk rules (Tongue Fu Talk Scheme)
- Calm and orderly transitions
- Quiet, sensible movement through communal areas
- End-of-lesson routines, including tidy-up and positive dismissal
- Teachers explicitly teach and reinforce routines.
- Pupils with SEND may be supported through visual timetables, task prompts, movement breaks or sensory adjustments.

9. Recognition and Positive Reinforcement

Positive pupil behaviour is expected and recognised at Trefonen. Recognition is inclusive and supports all pupils to 'shine their light' and make good choices.

- Praise is meaningful, specific and proportionate
- Praise focuses on behaviours and choices (highlight effort, resilience, progress and effective use of strategies), not personal traits
- Public praise celebrates shared values
- Private praise supports individual progress and confidence.

10. Managing Low-Level Disruption

Low-level disruption is addressed promptly and calmly to protect learning for all. We will not allow poor behaviour from a few to dominate learning time and prevent the many from flourishing. Strategies include:

- Non-verbal reminders
- Restating expectations
- Clear, calm instructions
- Tactical ignoring where appropriate
- Persistent low-level behaviour may indicate an unmet need. Concerns are recorded and shared with the SENCo to support early identification and intervention.

11. Consequences and Sanctions

Our approach is guided by the shared understanding: *"This is how we do things at Trefonen School."* Behaviour that prevents others from learning is not acceptable.

Consequences are:

- Predictable
- Proportionate

- Consistent
- Restorative and educational

Consequence Ladder:

1. Reminder – Calm reference to the rule.
2. Warning – Clear instruction that behaviour must change.
3. Time Out in Class – Short, purposeful reflection.
4. Time Out in Another Classroom – Supervised removal.
5. Reflection Time / Detention – Age-appropriate, timely and not usually more than a third of the social time).
6. Senior Leader Involvement – For persistent or serious behaviour.

12. Serious Behaviour Incidents

Serious incidents (e.g. violence, bullying, defiance or unsafe behaviour) are managed by senior staff and may include:

- Removal from class
- Behaviour support plans
- Meetings with parents and carers
- A period of internal exclusion
- Fixed-term suspension as a last resort

All decisions take account of the SEND Code of Practice, the Equality Act 2010 and the school's duty to make reasonable adjustments. Incidents are recorded in line with school procedures.

13. Supporting Pupils with Additional Needs (SEND)

We recognise that some pupils need additional support to meet behavioural expectations. For pupils with SEND, consequences are applied in line with individual plans and reasonable adjustments. Sanctions are not used where behaviour is a direct result of an identified need without appropriate support and is in line with the SEND Code of Practice.

- Behaviour is viewed as communication
- Early identification and intervention are prioritised
- The graduated approach (Assess, Plan, Do, Review) is followed
- Reasonable adjustments are made to routines, expectations and responses
- Individual behaviour plans are developed collaboratively where needed

High expectations remain for all pupils, with support focused on teaching alternative behaviours, building self-regulation and removing barriers to success.

14. Mental Health and Wellbeing

The best thing that our school can do to support pupils' mental health and wellbeing is to provide an environment that is:

- Safe
- Calm
- Inclusive

- Dignified
- Structured and predictable

Where specific emotional or mental health needs are identified, support is put in place in partnership with families and external professionals. Support includes, where required teaching alternative behaviours, building self-regulation and removing barriers to success.

15. Role of Staff

Behaviour is a shared, whole-school responsibility. All staff are responsible for:

- Modelling kindness, respect and positive behaviour
- Upholding school rules and expectations
- Applying consequences fairly and consistently
- Using calm, respectful language
- Supporting colleagues and shared decisions
- Working closely with the SENCo to meet additional needs.

16. Role of Parents and Carers

Strong communication ensures consistency and shared understanding. Parents and carers are encouraged to:

- Support the school's rules, expectations and values
- Reinforce positive behaviour and expectations
- Share relevant information about their child
- Work in partnership with the school and external professionals.

17. Monitoring and Review

- Behaviour data is monitored regularly, including SEND-related patterns
- Senior leaders monitor behaviour across the school
- Pupil voice, parent feedback and staff feedback inform practice
- Behaviour plans and reasonable adjustments are reviewed regularly

This policy is reviewed annually to ensure it remains effective, inclusive and aligned with the SEND Code of Practice and our school vision.

Approved by: Governing Body

Date: 12/2/2026

Appendix A:

Expectations of Pupil Behaviour – Our 'Code of Conduct'

Everyone will act with kindness and respect, and show consideration for others at all times.

- We always try our best
- We are friendly and kind to others
- We talk nicely to everyone
- We listen to others
- We take care of other people's things
- We take care of school equipment
- We take care of our school building
- We only go where we are supposed to go
- We keep our school tidy
- We walk inside the school building
- We take responsibility for our own actions
- We treat everyone with respect

Appendix B:

Expectations of Pupil Behaviour in the Playground

- Always choose respect
- Use your voice and hands kindly
- Stay where you can be seen
- Eat your snack before playing on the equipment
- Remember the ramps are not for playing on
- KS1 should keep clear from the KS2 play equipment
- Keep away from the netball posts
- Speak to a grown up if you hurt yourself
- You should eat your packed lunch at the benches before you go to play
- Be respectful to the grown-ups in the playground
- Only go back into the building for the toilet or a club
- Go to the toilet during break times, ask an adult for permission and then take a band
- After the bell has gone walk to your line and wait quietly

Appendix C:

Expectations of Pupil Behaviour in the Dining Hall and Lining up

- We wash our hands
- We line up calmly and quietly
- We are polite when we collect our lunch
- We eat a range of different food
- We listen to others
- We speak quietly to our friends
- We use good table manners
- We tidy up after ourselves