



Trinity Church School

Behaviour and Relationships Policy



Our mission at Trinity Church School, is to encourage highly motivated, caring and co-operative individuals who are well prepared to assume their role in society. This policy is designed to promote and explicitly teach good behaviour.

Rationale

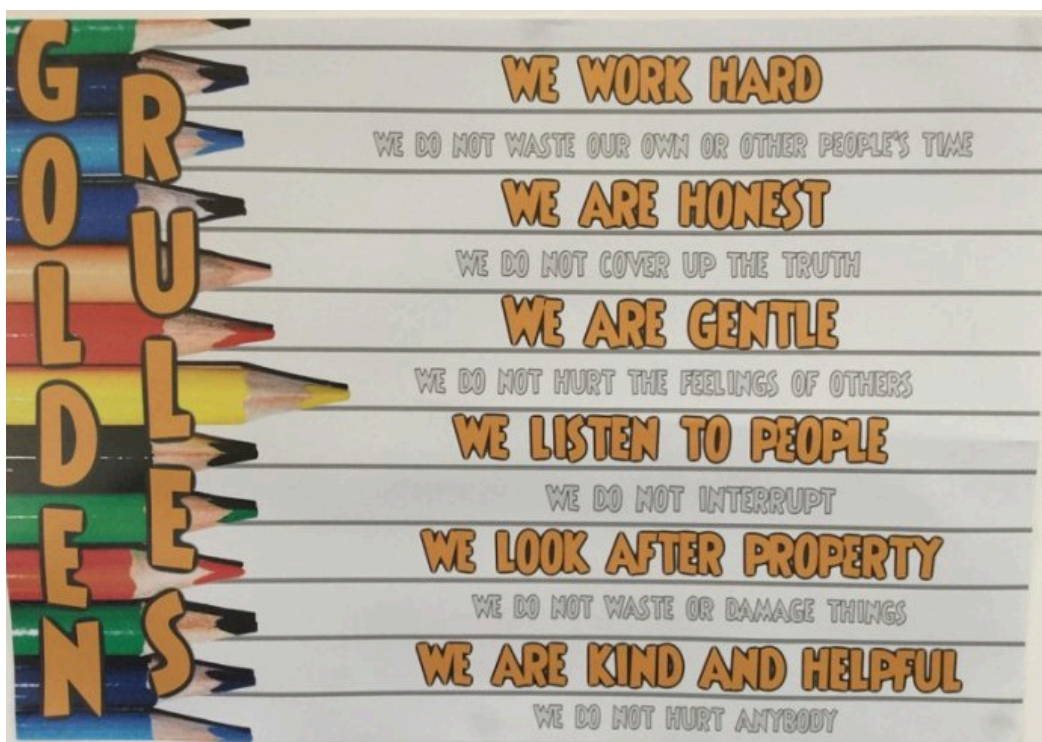
At Trinity Church School, behaviour is communication which can sometimes indicate unmet needs or as an adapted, defensive stress response. The understanding that children learn best within positive, trusting relationships informs our approach to managing and changing behaviour and we work to identify the need and provide developmentally appropriate support to remove these barriers to successful engagement in school life and beyond.

We expect the highest standards of behaviour and we make a point of acknowledging, praising and rewarding behaviour that is good. We understand the importance of 'feeling safe' in promoting social engagement and learning. Our focus is to ensure that all pupils feel safe within the school and develop positive, trusting relationships with all members of the school community.

Inappropriate behaviour and attitudes are dealt with promptly, fairly and with concern for all parties. We expect parental support to ensure that all our children are well behaved and polite. Where there is a concern over a child's behaviour we always involve parents so that we can work together to address and solve the problem.

Our Expectations: THE GOLDEN RULES

The school rules are the same across the whole school and apply both within and beyond the classroom. These are referred to as the 'Golden Rules'. The six rules are represented and constantly referred to within the schools 'Trackit-Lights' system. They are clearly displayed around the school and are taught in PSHE and through our worship themes, linking to Christian and British Values and Protected Characteristics. Our focus is on the behaviour of those children who are keeping to the rules. Everyone is expected to become a role model of the Golden Rules.



Six Pillars

1. Consistent, calm adult behaviour
2. First attention for best conduct
3. Relentless routines and expectations
4. Scripted interventions (Yellow and red cards and the restorative meetings)
5. Restorative follow up
6. Get to the parents/carers first

House Point

Immediate verbal praise and a house point on Arbor related to our school's golden rules

Above and Beyond

Special house point awards on Arbor: Going Above and Beyond for exceptional work or behaviour.

Christian Value Award

Peer or Staff recognition of children demonstrating one of our Christian Values. These are awarded and celebrated during our weekly Celebration Assembly.

Positive Postcard

Individual postcard handwritten and sent in the post from a member of staff to a selected child.

Headteacher's Award

These awards are nominated by class teachers and are celebrated within our weekly celebration assembly.

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Verbal Warning

Calm, clear and consistent.
Name the behaviour.
Link to expectation (Golden Rules).
'Bob, you are calling out. Please show me you are ready to Listen. Thank you.'

Amber Warning - Level 1

Calm, clear and consistent.
Name the behaviour and link to the Golden Rules.
'Bob this is an Amber warning. You are still calling out. This is an opportunity to turn it around and show me you are listening to others.'

Yellow Card - Level 2 & 3 behaviour

Using THRIVE approach -: Attune, Validate, Contain and Regulate

Attune - Show you notice and are present
'I'm wondering whether you are having a hard moment ____ right now.'

Validate - Name the feeling without judgement
'It is okay to feel...however...'

Contain - hold the emotion safely and reassure
'Let's work together...' - Giving them the helping hand.

Regulate - Time to move back into the 'Green Zone'
'Pause and spend x amount of time doing this breathing exercise so that you are ready to make good choices.'

Red Card - Level 3 & 4 behaviour

SLT notified.

The THRIVE approach (Same as Yellow Card) - Attune, Validate, Contain and regulate
'If a child is unable to regulate with this approach, is disruptive or is unsafe to be in the classroom they will be removed by a member of SLT.'

A restorative meeting is held at the end of the school day attended by the class teacher, parents, child and a member of SLT.

In Action

All staff consistently follow Paul Dix's 'Five Pillars' approach to behaviour management that helps to maintain our positive, supportive and safe environment so that every child and adult feels safe.

1. **Consistent, calm adult behaviour**
2. **First Attention for best conduct**
3. **Relentless routines**
4. **Scripting for difficult interventions**
5. **Restorative follow-up**
6. **Get to the parents first**

Recognition - Pride not Prizes

We use our team approach so our children and staff know that their positive attitude and behaviour is for more than individual recognition as it is for the good of all. Pupils are awarded House Points for demonstrating the Golden Rules. These house points are recorded and celebrated as part of our weekly celebration assembly. At the end of each term, the winning House has a day of non-school uniform.

We anchor good behaviour through a range of reinforcements as represented in the flowchart.

Our first attention is for best conduct.

Our positive approaches are based on understanding that pupils are learning how to manage themselves with the added complexity that they are doing so within a community of other learners who might not yet be skilled; therefore triggers and challenges will arise, which will need to be managed. Children will be supported in self-regulation and as such will develop key skills.

Recognition

1. House points - demonstrating one of the Golden Rules
2. Peer recognition through our Christian Value awards
3. Star house point (above and beyond)
4. Individual postcard home (handwritten by the teachers and sent home)
4. Headteacher's Award during Celebration Assembly
5. Twice a term 'Hot chocolate and cake with the Head' for consistently fantastic behaviour.

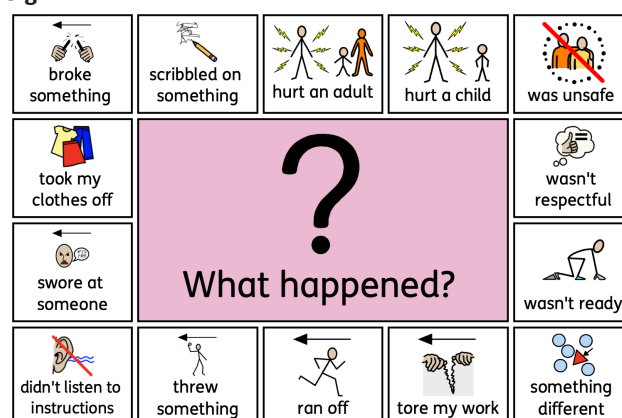
Restorative Practice

We understand that children will, at times, make poor choices and our restorative approach gives children the opportunity to learn from these. Therefore, following a red card, the adult involved will have a restorative conversation with the child and their parents on the same day based around 6 key questions:

1. What happened?
2. What were you thinking or feeling?
3. Who has been affected?
4. What needs to happen to put it right?
5. How do you feel now?
6. Next time I could...

This process is scaffolded using pictorial boards for younger children and individuals to ensure all children can access.

e.g.



Consequences for red cards are age appropriate, linked to resolving the negative behaviour and take place during free time. This will happen as close to the red card as possible.

Exceptions and Personalisations

With guidance from our SENDCo, interventions are used to support children who are struggling to regulate their behaviour. These include ELSA, Thrive and the Zones of Regulation. We use a Thrive Approach when dealing with Meltdowns and Outbursts.

Major Incidents

Stealing, running out of school, fighting & intentional physical harm, serious challenge to authority, verbal abuse to staff, vandalism, persistent bullying can result in a straight to red warning on TrackItLight

Extreme danger or violence, very serious challenge to authority, verbal/physical abuse to any staff can result in an internal suspension with a member of SLT. If this continues, an external suspension can be given.

Children who have a difficulty, disability or special educational need that causes a barrier to positive behaviour or a disturbance in behaviour, may have a specific plan to support them. A Pastoral Support Plan and individual risk assessment is designed to help children make small steps to a long term goal of acceptable behaviour. We may also seek advice from outside agencies, with parental consent, for guidance on tailoring behaviour plans to suit children's needs.

Suspension

Both the DfE and MSNP suspension policy and processes have been adhered to when considering suspension and will be followed should this sanction become operational.

Suspension (internal or external) is not a course of action that the school would wish to take. However, in certain circumstances it may be the only sanction to safeguard the rights of others. If pupil/staff welfare is threatened and behaviour becomes a health and safety risk, exclusion will occur.

- The sanction to exclude a pupil from Trinity is only used as a last resort and in response to a serious breach or persistent breaches of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.
- Where we have concerns about any child's behaviour, we firstly try to identify whether there are any causal factors and intervene early in order to reduce the need for a subsequent exclusion. Where necessary, this will involve multi-agency assessment that goes beyond the pupils educational needs.
- It is only the headteacher who is able to suspend a pupil and this must be on disciplinary grounds only.
- If a suspension is considered to be an appropriate sanction, the head teacher will take account of any contributing factors that are identified after an incident of poor behaviour has occurred. For example, where it comes to light that a pupil has suffered bereavement, has mental health issues or has been subject to bullying.
- Pupils whose behaviour at lunchtime is disruptive may be suspended from the school premises for the duration of the lunchtime period. In such cases the legal requirements in relation to suspension, such as the head teacher's duty to notify parents, still apply. Lunchtime suspensions are counted as half a school day for statistical purposes and in determining whether a governing body meeting is triggered.
- Any decision to suspend will be in line with the principles of administrative law, i.e. that it is: lawful, rational; reasonable; fair; and proportionate. The school will not discriminate against pupils on the basis of protected characteristics, such as disability or race. Particular consideration will be given to the fair treatment of pupils from groups who are considered to be vulnerable to exclusion.
- Whether or not the school recognises that a pupil has special educational needs (SEND), all parents have the right to request the presence of a SEND expert at an independent review panel. The SEND expert's role is to provide impartial advice to the panel about how SEND could be relevant to the exclusion.
- If a decision to suspend a child is taken, then parents will be notified of the period of the suspension and the reasons for it. By the end of the afternoon session, parents will be informed that for the first five school days of an suspension parents are legally required to ensure that their child is not present in a public place during school hours without reasonable justification, and that parents may be given a fixed penalty notice or prosecuted if they fail to do so.
- Without delay, parents will also be provided with the following information in writing:
 - the reasons for the suspension;
 - the period of a suspension or, for a permanent exclusion, the fact that it is permanent;
 - parents' right to make representations about the suspension to the governing body (in line with the requirements set out in paragraphs 50 – 57 of the DfE Guide to Exclusions) and how the pupil may be involved in this;
 - how any representation should be made; and
 - where there is a legal requirement for the governing body to consider the suspension, that parents have a right to attend a meeting, be represented at this meeting (at their own expense) and to bring a friend.
 - Where alternative provision is being arranged and where it can reasonably be found out within the timescale, information about the start date, times of sessions, the address at which the provision will take place together with other relevant details will be provided.
 - The Headteacher will also notify the governing body and the local authority.
 - Suspended pupils will be enabled and encouraged to participate at all stages of the suspension process, taking into account their age and understanding. · All children have a right to an education. Therefore the school will take reasonable steps to set and mark work for pupils during the first five school days of a suspension and alternative provision will be arranged from the sixth day.
- The school has a strategy for reintegrating pupils that return to school following a fixed period suspension, and for managing their future behaviour. A reintegration meeting will be held and a reintegration plan will be agreed to. Additional advice may be sought and wider professionals, school trust representatives or members of the Governing Body may attend to support positive reintegration back to school. This is in line with the DfE Suspension and Permanent Exclusions guidance.

This policy will be reviewed in September 2026