

Trinity Primary School  
Positive Behaviour and Relationships Policy



**Approved by:** Governing Board

**Date:** 2.11.21

**Last reviewed on:** Autumn 2024

**Next review due by:** Autumn 2025

## Rationale:

Trinity Primary School is an inclusive school, where we aim to create a happy, safe, caring and stimulating environment that meets the needs of all our children. It is a primary aim of our school that every member of our community feels listened to, valued and supported in an environment which allows effective teaching and learning built on respectful relationships.

## 1. Aims

This policy aims to:

- Ensure an inclusive environment where every pupil is given equality of opportunity to learn, succeed and be celebrated, no matter their background, prior experiences or perspectives
- To develop positive relationships through a relational, restorative approach, which promotes understanding, self-esteem, self-discipline, self-regulation and is based on responsibility, respect and fairness
- Through shared expectations and a consistent approach, build a school community where we work as a team, encouraging and supporting one another
- Provide systems which promote positive behaviour and which support all members of the school community
- Support children to learn tolerance and respect for others, their beliefs and care for the school environment
- Promote healthy, positive relationships underpinned by mutual respect and kindness where all are treated fairly and feel listened to.
- **Define** what we consider to be unacceptable behaviour, including bullying
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour support

## 2. Legislation and statutory requirements

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

- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Mental health and behaviour in schools](#)
- [Searching, screening and confiscation at school 2018](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

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 to 94 of the Education and Inspections Act 2006, which requires 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 must publish their behaviour policy online

### 3. Definitions

**Positive behaviour** is defined as:

- Having a positive attitude to school and learning
- Showing good manners and behaving in a respectful and polite way to all in the school community
- Being responsible and respectful in the way we treat our property, the property of others and our environment
- Upholding and adhering to the Golden Rules and demonstrating our HEART values at all times, both within school and when representing our school
- Accepting responsibility if a behavioural mistake is made, and actively engaging in any restoration that may follow.

**Misbehaviour** is defined as breaking the golden rules through

- Disruption in lessons, transition between lessons/start or end of day, and at break and lunchtimes (this includes clubs and off-site activities)
- Non-completion of expected work
- Dishonesty and displaying a lack of respect for others
- Disrespectful use of language
- Defiance towards any member of staff
- Lack of care or consideration

**Serious misbehaviour** is defined as:

- Any form of child-on-child abuse and bullying, including threatening or aggressive behaviour or language, discriminative comments, gestures or actions (including discriminating against any of the protected characteristics)
- Aggressive language or actions towards adults
- Vandalism, including graffiti and purposeful and deliberate damage to property
- Stealing
- Inappropriate use of the internet or social media
- Smoking
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs

- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

#### 4. 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:

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

Bullying can include:

| Type of bullying          | Definition  |
|---------------------------|---|
| Emotional                 | Being unfriendly, excluding, tormenting   |
| Physical                  | Hitting, kicking, pushing, taking another's belongings, any use of violence   |
| Discriminatory            | Repeated use of language, content or behaviours that discriminate against one of the protected characteristics (race, belief and religion, gender reassignment, sexual orientation, sex, age, disability, pregnancy and maternity, civil partnership) |
| Sexual                    | 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   |

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy. This is also supported through our child-on-child Abuse Policy and our RHSE policy.

## 5. Roles and responsibilities

### 5.1 The governing board

The governing body is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The governing body will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

### 5.2 The headteacher

The headteacher is responsible for implementing and reviewing this behaviour policy in conjunction with the governing body, giving due consideration to the school's statement of behaviour principles (appendix 1). The headteacher will also approve this policy and report to governors regarding the effectiveness of the policy.

The headteacher will ensure that the school environment encourages positive relationships, that staff support pupil behaviour in line with our behaviour curriculum, understand the behavioural expectations and the importance of maintaining them. With the support of SLT, the headteacher will provide new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully. The SLT will then monitor how staff implement this policy to ensure consistent and compassionate approaches are employed.

Staff will be offered appropriate training in behaviour support, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, so they can fulfil their duties set out in this policy. The headteacher will ensure that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy.

The headteacher will liaise closely with the pastoral team and support staff when dealing with challenging behaviour to ensure the health and safety and welfare of all children and staff, including during weekly pupils of concern meetings.

### 5.3 Staff

Staff are responsible for:

- Utilising a PACE approach to pupil interactions to ensure relationships are underpinned by mutual respect and kindness where all are treated fairly and feel listened to
  - Playfulness – warmth and joy used to reassure, regulate and distract pupils
  - Acceptance – non-judgemental acceptance of all emotions and pupil reactions
  - Curiosity – Showing a genuine interest in pupils, their situations and lived experiences
  - Empathy - develop an understanding of pupil perspectives and emotions
- Cultivating effective engagement and enjoyment where all pupils relish the challenge of learning
- Providing a welcoming, caring and effective learning environment, where all pupils can enjoy and celebrate success
- Being a positive role model and ambassador of our Golden Rules
- Explicitly teaching, modelling and communicating core behaviour expectations and links to wider school ethos through HEART values, golden rules and Zones of Regulation.
- Challenging all pupils' potential to meet the school's behaviour expectations
- Working with the Behaviour lead, SENDCO and pastoral team to create individual plans, providing a personalised approach to the specific behavioural needs of particular pupils
- Providing a personalised approach to supporting children when dealing with their emotions and feelings, using emotion coaching, restorative approaches and elements of RHSE and Emotional Literacy Support (ELSA)

- Implementing the behaviour policy consistently
- Recognising, rewarding and praising positive behaviour
- Communicating with parents to share and celebrate success
- Recording behaviour incidents on Arbor and communicating with parents at the earliest opportunity

#### 5.4 The pastoral team

In addition to 5.3, the pastoral team work alongside the headteacher, class teachers and support staff to build relationships with families and provide targeted support and intervention as needed. The team are also involved in liaising with external agencies with regards to behaviour support, are involved in child protection and safeguarding issues, family work, counselling and EHA (Early Help Assessment) work. They monitor children's circumstances, attendance and behaviour and work alongside other staff, putting strategies in place to help prevent the need for sanctions.

They consist of:

- Family and student support
- Learning mentors (including ELSA lead, attendance lead and extended schools lead)
- SENCo
- Deputy Headteacher

#### 5.5 Parents

Parents are expected to:

- Support their child in adhering to the school's high expectations of behaviour, reflecting the school's Golden Rules and HEART values
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Solve any issues by working in partnership with the school, including attending meetings and completing follow up work
- Discuss any behavioural concerns with the class teacher promptly
- Ensure that pupils arrive punctually for the start of the school day
- Make sure that pupils have the correct school uniform including PE kit to take full part in all school activities.
- Take part in the life of the school and its culture

#### 5.6 Pupils

Children will:

- Abide by our Golden Rules
- Show respect to members of staff and each other
- Be responsible for their own actions and their impact on others
- Make it possible for all pupils to learn
- Empathise with the feelings of others
- Be willing to be reflective to change behaviours
- Accept consequences when given
- Avoid behaving in a way that brings the school into disrepute, including when outside school

Pupils will be supported to meet the behaviour standards through explicit teaching opportunities as outlined in Appendix 5, and will be provided with repeated induction sessions wherever appropriate. Pupils are supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be made aware of the pastoral support that is available to them to help them meet the behavioural standards and will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

## **6. Behaviour Curriculum (see also Appendix 5: Trinity Behaviour Curriculum)**

At Trinity, we see behaviour and relationships as a teachable element of our curriculum offer in the same way as any academic aspect of our curriculum. As such, we teach pupils how to behave, practice our behaviour expectations and, essentially, how emotions have an impact on behaviour. As with any aspect of the curriculum, some pupils will require more support than others. This will be provided without judgement, punishment or shame (as outlined in section 7). The structures we use to teach behaviour across the curriculum are outlined below:

### **HEART**

Our HEART values (see appendix 3) are at the core of all we do, and provide pupils with purposeful personal goals to work towards. They are displayed in each classroom and used by teachers to support positive behaviour across the curriculum. Regular assemblies and class sessions are held to introduce, exemplify and discuss each value with pupils.

### **Restorative Approach**

Implementing the principles of restorative practice helps us focus on building and rebuilding positive relationships with each other, taking time to ensure that every member of our school community feels listened to, valued and respected. We believe that every individual is responsible for their own behaviour and it is our role to educate our pupils to understand how their behaviour affects and impacts on others. All children will be supported to think through their behaviour, its consequences and to identify ways they can put right the harm they have caused.

This will be introduced through explicit RHSE sessions, and as behavioural problems arise, all members of staff have the responsibility to conduct a restorative conversation using the provided framework, exercising acceptance, curiosity and empathy with all involved parties to restore situations and relationships.

Restorative discussions are framed around a framework of questions to establish pupils' perspectives, engage with emotions and impact and plan next steps. Each element should be undertaken collaboratively to allow pupils to understand their responsibility and have their voice heard. See Appendix 6 for example questioning and an outline of the restorative principles. At the end of a restorative discussion, a shared outcome proved next steps for each party, which may include a natural consequence for one or both parties involved.

### **Zones of Regulation and Emotional Literacy (including ELSA support)**

At Trinity, all staff work together to create a more emotionally literate environment, which includes understanding the needs that underlie problematic behaviour. It is our belief that merely punishing poor behaviour is unlikely to create long-term change. Teachers support this through the curriculum, particularly in RSHE, and through Zones of Regulation.

In class, the Zones of Regulation approach will be used to support pupils understanding, articulation and regulation of emotion in the following ways:

#### **1. Environment**

- All classes will have the four zones clearly displayed for pupils to reference and utilise.

#### **2. Drip-fed discussion**

- Staff and pupils will discuss zones without judgement throughout the day as situations arise, and staff have a responsibility to model this discussion and 'check in' on pupils' zones throughout the day.

### 3. Tools

- Staff will teach pupils to use certain strategies or 'tools' to support regulation and help pupils 'get back to green' These may include breathing exercises, brain breaks, drinks break, physical strategies or use of calm spaces.

### 4. Celebration

- Rather than feeling shame around emotions, all zones should be recognised as part of all pupils' emotional landscape. Instead, pupils should be celebrated for recognizing their zone and utilizing tools to self-regulate.

ELSAs (Emotional Literacy Support Assistants) can be referred to if pupils are struggling with emotional regulation. These support staff are trained to intervene in helping the pupil reflect on their own perspectives and develop improved self-regulation. Our trained ELSAs work in partnership with class teachers and receive regular supervision for Educational Psychologists to support their roles.

#### Peer Mediation

At Trinity, Peer Mediation is a tool used to empower pupils to enact the restorative principles outlined above within a pupil-led context, moving towards self-regulation and pupil empowerment in problem solving.

A group of Year 6 students are trained in mediation techniques at the beginning of the academic year. These children will facilitate restorative sessions between children of all ages who have come into conflict with each other. Mediation sessions between pairs of children are also led by teachers where appropriate. See also mediation script at appendix 7

#### Golden rules

At Trinity we follow a simple set of 'Golden Rules'. These rules are based on sound moral values and permeate every aspect of school life, providing safe guidelines for everyone to follow. The golden rules are displayed in each classroom and around the school.

- Golden Rules:
  - We are gentle
  - We are kind and helpful
  - We listen
  - We are honest
  - We work hard
  - We look after property

#### Behaviour Key Expectations

Children thrive in an environment of agreed expectations and structure. Therefore, to ensure consistent approaches, agreement is made between pupils and staff of key expectations around class time, moving through school, assemblies, lunch and break, clubs and uniform (see appendix 4).

These principles and explained, exemplified, agreed and practised in class across the school year. All staff have a shared responsibility to 'positively persist' in reinforcing these high expectations based on a belief in pupil potential to achieve.



## Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom, supporting the development of the behavioural culture.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the class charter signed by the children
- Implement strategies to promote positive relationships and support pupil wellbeing, which must include:
  - Meeting and greeting pupils in the morning/at the start of lessons and personal and positive dismissing at the end of days
  - 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
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement
  - Supporting and correcting behaviour in a private manner between the teacher and child to avoid humiliation
  - Remain calm and promote a non-shouting culture

## 7 Behaviour support

At Trinity, we are committed to providing pupils with a holistic and positive approach to relationships, behaviour and emotions, and recognise the following principles at the core of our approaches to supporting behaviour:

- **All behaviour is communication:** we can only begin to understand behaviour through positive and secure relationships
- **Connection before correction:** engaging with a pupil's emotional state is a prerequisite to effectively supporting behaviour
- **Regulate, Relate, Reason:** pupils are not always ready to reason or reflect until they have been supported to regulate and relate to the supporting member of staff
- **All pupils have unique perspectives and emotional reactions:** perspectives are based on prior experiences and environmental factors. We have a responsibility to engage with pupil perspectives to formulate the most effective approach for support.

These principles are fed into the framework of supporting behaviour, allowing a shared understanding of how we support pupils in understanding emotions, developing strategies to regulate and embedding our behaviour expectations. The structures outlined in our behaviour curriculum reflect this approach, and are underpinned by the expectation for staff to utilise the PACE approach to all pupil interactions (see Appendix 8: core practice)

### 7.1 Rewards

We recognise that feeling good about something you have done is a very significant reward and it is extremely important that all staff understand the importance of praise and reward for good behaviour and that this is celebrated at every opportunity. Praise must be used as an opportunity for all staff to reinforce the school's

HEART values and ethos, thus developing pupils' appreciation of the intrinsic rewards of doing good and developing as a successful citizens.

We also recognise the value of extrinsic rewards to support personal development. Our main reward system for children focuses on house points. Each child is in a 'house team' and they earn house points for their team throughout the school day. They can earn points for:

- Following the Golden Rules
- Reflecting on and changing their behaviour
- Being a HEART hero by aiming for our HEART values (as highlighted each half term)
- Being ready to learn, showing effort and trying their very best
- Working collaboratively and supporting one another

Points can be given singularly, with a maximum of 5 house points for one occasion. All staff in school can give house points and these should be displayed in each classroom as an incentive for good behaviour. They are then collected and counted at the end of each week. **To promote collective effort for positive behaviour, at Friday assembly the figures are totalled to work towards a whole school target.**

Children are encouraged to collaborate in their teams to raise their total and will have extra times during the year, such as sports day and inter-house competitions when they can earn more points.

Other rewards to reinforce positive behaviour include:

- Praise – both verbal and non-verbal
- Star of the week badges and certificates, celebrated in praise assembly, focusing on our HEART values
- Sending good work/attitude/behaviour to the HT, DHT, AHT and pastoral team for praise and reward
- Headteacher award stickers
- Peer recognition
- Special responsibilities or jobs
- Special privileges
- Reading Raffle each half term
- Half termly 'HEART of Trinity' award for a special treat with the Headteacher in order to highlight pupils' consistent efforts to demonstrate the HEART values
- Friend of the week – a child is chosen in each class on a Friday to accept the 'Friend of the Week' challenge. Throughout the week, the chosen pupil is tasked with being an inclusive friend to all in class. Staff and children recognise the positive behaviours and record on a large sheet on display. This is then in class, where the children can hear all of the wonderful positive things adults and children have noted and the next 'friend' accepts the challenge for the coming week.

**Pupils generally benefit from receiving rewards and praise, but we must be mindful of unique pupil responses to public praise, and staff have a responsibility to tailor praise to a pupil's personal preference.**

## **7.2 Supporting misbehaviour**

Where possible, we would like pupils to support pupils' ability to manage their own behaviour within a system which supports them to develop independence. The following structure allows for clear communication and dialogue about behaviour, with a realistic number of steps to enable a pupil to put their behaviour back on track before a warned consequence/sanction is actioned. They are progressive and relate to the frequency or severity of the misbehaviour. At all times, **it should be made clear that it is the behaviour which is unacceptable, never the child:**

### Supporting and correcting misbehaviour:

- A verbal warning which clearly points out the golden rule that is being broken, reinforce the desired behaviour and praise a child displaying the desired behaviour e.g. *'Name' Please (desired behaviour). you're not (describe action/golden rule)*. Praise a child displaying desired behaviour. As soon as the behaviour is corrected, offer praise and gratitude.
- Should misbehaviour continue, a second verbal warning (which may be accompanied by a name written in pencil in the class reflection record) to be communicated as discretely as possible to the child. e.g., *'Name' you have continued to not follow the golden rules (describe action). If you (describe action) you can get back on track. If not, it will show me that we need some time to reflect (if undesired behaviour stops then child to be praised for improving behaviour.)*

A pupil who does not improve behaviour by the end of a session will participate in a reflection activity in order to educate, discuss and repair the behaviour. This should take place as contemporaneously as possible, ideally on the day of the misbehaviour for the most immediate impact and to avoid unnecessary burden for the child. This should be recorded on Arbor with a particular mention of the behaviour trigger, type, time, lesson and relevant context for the purposes of pattern-spotting.

### Supporting serious misbehaviour:

- Any serious misbehaviours must be subject to an investigation and restorative discussion to ensure that the voices of all parties are heard, and supportive outcomes are built collaboratively where possible.
- Following this process, these behaviours may result in a natural consequence for one or more parties. This may be with a member of the senior leadership team at lunchtime as appropriate. This should be articulated to the child at this point, 'it seems that you need some time to reflect on what has happened, so we can build back better next time'. The length of the reflection period will be dictated by the nature and complexity of the misbehaviour and consequence, and the readiness of the pupils involved to reflect and repair. This will be agreed by staff involved in consultation with SLT. The natural consequence will vary based on the context, but may include the following:
  - Physical reparations – tidying, cleaning, rebuilding, repairing
  - Relationship building – letters, cards or presentations of apology with the intention of exemplifying reflection, planning next steps and bringing positivity to affected parties
  - Planning for positive outcomes – planning rules to games, writing lists of tools, tips or strategies to utilise going forward based on area of difficulty
- Any serious misbehaviours should be recorded on Arbor with reference to the trigger, time and context of the behaviour for pattern-spotting.
- Serious misbehaviours that could also constitute a safeguarding concern for either the perpetrator or the victim, must also be recorded on MyConcern for reporting and escalation as necessary.
  - Child-on-child abuse
  - Discriminatory language or behaviour
  - Online incidents
  - Other misbehaviours with cause for concern

The school may use one or more of the following approaches in response to unacceptable behaviour:

- Tactical ignoring to avoid reinforcing misbehaviour
- Using non-verbal expectations e.g., pausing, a look, standing near the child
- A verbal warning
- Expecting work to be completed at break or lunchtime

- A time of reflection to support understanding of the behaviour and alternatives (see section 7.3)
- A 'change of face' to be employed by referring the pupil to an alternative class colleague, senior member of staff or the pastoral team
- Internal seclusion (working for all or part of the day outside of the classroom environment, with a member of the pastoral team or SLT) will be used as a sanction if other strategies are deemed to be having little or no impact on behaviour. Parents / carers will always be informed of this sanction.

### Supporting persistent or extreme misbehaviour

For pupils who display persistent or extreme misbehaviour it should be assumed that these behaviours are not a choice, but rather a communication of learning, behaviour, emotional or mental health difficulties, so a therapeutic approach should be maintained at all times.

For these pupils, the SEN code of practice should be referred to (also see section 8) and a graduated approach to supporting the child should be implemented, employing a collaborative approach to meet the needs of the child (see section 7.3 and 7.4)

Any adults involved in supporting dysregulated pupils should maintain the following principles:

- **Consider safety first** – The safety of other pupils, adults supporting and the dysregulated child are paramount. If it is safe to, remove the child from a dangerous environment or, if it would put the child or adult in danger, remove other pupils from the environment. Adults should avoid approaching a child if doing so would put themselves or others at risk. If a child is in an unsafe situation, repeated positive phrases '*(name), I need to keep you safe, (name desired action)*'. If a pupil continues to be at risk, support should be sought to guide a child to a safe environment.
- **Be Calm and consistent** - behaviour is not personal, but the aim is often to create a reaction, conflict or draw attention. By remaining calm but supportive with repeated key phrases, we are not engaging in a 'negative spiral' while maintaining the necessary emotionally supportive approach: '*(name), it seems that you are (name emotion). I am here to help and I am ready to talk when you are.*' Any guidance from external professionals or agreed in individual support plans (ISP) or 'team around the child' meetings (see below) should be followed at all times.
- **Meet the child's needs** – if a child is dysregulated, the behaviour cannot and should not be addressed in the moment as this will often escalate the situation. Rather, the child's needs should be met through warmth, reassurance and distraction. Offering an alternative task, job or change of environment provides a pupil with a 'way out' of a difficult situation. The situation should then be reflected upon when the child is ready to do so (see section 7.3).
- **Build back better** – when a child is dysregulated, they are often highly sensitive to shame and blame. Adults supporting should avoid any action or language that could be perceived as threatening or personal. Instead a positive way out should always be offered. '*(name), I am here to help you to make this better*'

At Trinity Primary school, we acknowledge that supporting extreme behaviour is often challenging for adults involved. In order to effectively provide the support that pupils require, the wellbeing and mental health of supporting adults must also be prioritised. The following measures are in place to support staff:

- Radios are to be used by adults supporting a child one-to-one outside of the classroom to seek support as necessary.
- At any point an adult supporting a child may radio to request a 'change of face' from a year group colleague, pastoral team or SLT. This provides adults with the opportunity to step away from a heightened situation while continuing to meet the needs of the pupil. This may be appropriate when a pupil's behaviour has become particularly aggressive or physical with a member of staff.
- Supervision with a member of SLT following an extreme behaviour incident can be sought by any member of staff in order to reflect on practise, share concerns and offer support individually.
- Team around the child meetings will take place to support the implementation of consistent approaches and the opportunity for all supporting staff to raise any concerns.

### **7.3 Supporting pupils during and following consequences**

The sole/primary purpose of sanctions is to provide restorative opportunities to pupils. Following a sanction, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school. These might include:

- a targeted reflective discussion with the pupil, including explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve. This may also include advising them to apologise to the relevant person, if appropriate;
- Communication with parents for all serious misbehaviours, and/or the Virtual School education officer (for looked after children);

Following recurrence of misbehaviour, this will be addressed through a supportive meeting between class teacher, parents and a member of SLT or pastoral to support a child's behaviour through a discussion of barriers and strategies to overcome them. This will include:

- inquiries into the pupil's conduct with staff involved in teaching, supporting or supervising the pupil in school;
- inquiries into circumstances outside of school, including at home, conducted by the designated safeguarding lead or a deputy; or
- considering whether the support for behaviour being provided remains appropriate

If misbehaviour or serious misbehaviour continues despite the implementation of strategies, a personalised plan will be set up to support a child's behaviour. If an Individual Support Plan (ISP) is required, this will be reviewed with parents, the SENCo and a member of the pastoral team and may involve support from the Local Authority inclusion officer, teachers, teaching assistants and any external professionals involved with the child. Access to the Triple P parenting programme or an EHA (Early Help Assessment), to support behaviour in the home environment, may be offered to parents/carers. Individual Support Plans (PLP) will be reviewed regularly, to support children deemed at risk of exclusion.

Further referral to external agencies such as CAMHS (Child and Adolescents Mental Health Services), CDC (Child Development Centre) or the SEMH Inclusion Service (SIS) will be considered as necessary with parents/carers permission wherever possible.

This may also apply for those pupils who may have suffered trauma or have ongoing attachment issues, for whom a tailored plan of support should be created, taking into account individual contexts. For care-experienced pupils, support would also be sought through the Virtual School and (for children in care) through regular CLA reviews and PEP meetings to create a package of support around vulnerable children.

In extenuating circumstances, suspension may be supportive for the child in order to allow opportunity for training, staffing or intervention to be established, as evidenced and supported by targets on the child's ISP. In very extreme circumstances in which pupil and staff wellbeing is at risk of severe harm, and when all other avenues have been exhausted, the headteacher may work with governors and the Local Authority to exclude a pupil permanently in order to support the wellbeing of pupils and staff.

### **7.4 Pupil support**

All pupils are entitled to be supported by a warm, welcoming and caring environment, supported by positive interactions from the moment they enter the school. The school recognises 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 differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met (see Section 8 for further guidance on supporting SEND pupils)

Where necessary, support and advice will also be sought from the pastoral team, ELSAs, 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.

### **Safeguarding**

The school recognises that changes in behaviour may be an indicator that a pupil is in need of 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, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

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

### **Pastoral Team**

Some of our children benefit from regular support from a member of our pastoral team. The team are also involved in liaising with external agencies with regards to behaviour support, are involved in child protection and safeguarding issues, family work, counselling and EHA (Early Help Assessment) work. They monitor children's behaviour and work alongside other staff, putting strategies in place to help prevent the need for sanctions.

### **Pupil transition**

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

### **7.5 Confiscation and searches**

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

#### **Confiscation**

Any prohibited items (listed in section 3) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

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

#### **Searching a pupil**

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**

- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff will contact a senior member of staff to try and determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots

### **Searching pupils' possessions**

Possessions means any items that the pupil has or appears to have control of, including:

- Desks
- Lockers
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

### **Informing the designated safeguarding lead (DSL)**

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

### **Informing parents**

Parents will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

### **Support after a search**

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

### **Strip searches**

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

### **Communication and record-keeping**

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least 1 of the pupil's parents to inform them that the police are going to strip search the pupil before strip search takes



place, and ask them if they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult).

The pupil's parents will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

### **Who will be present**

For any strip search, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult.

No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlement and welfare of the pupil
- Not be a police officer or otherwise associated with the police
- Not be the headteacher
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

### **Care after a strip search**

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

### **7.6 Physical restraint**

To fulfil our duty of care to prevent harm, physical restraint may happen in some circumstances, as a last resort, under Section 93 of the Education and Inspections Act 2006. 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 investigated, recorded and reported to parents

We have members of staff who are specifically trained in the use of restraint. However, all staff are entitled to use reasonable force to ensure the safety of themselves or others.

### **7.7 Zero-tolerance approach to sexual harassment and sexual violence**

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

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

Responding to a report

Carrying 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
- Utilise support from Virtual School for Care-experienced pupils

Please refer to our child protection and safeguarding policy, Child-on-child Abuse Policy & RHSE Policy for more information.

### **7.8 Off-site behaviour**

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Headteachers a specific statutory power to regulate pupils' behaviour in these circumstances 'to such extent as is reasonable'.

Subject to the school's behaviour policy, the teacher may address misbehaviour when the child is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or

- wearing school uniform or
- in some other way identifiable as a pupil at the school

or misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

### **7.9 Online misbehaviour**

The school can address online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

See also, online safety policy and Safeguarding and Child protection policies for further information about the teaching and support for online misbehaviour.

### **7.10 Suspected criminal behaviour**

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, a member of SLT will make the report under the direction of the headteacher.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

### **7.11 Malicious allegations**

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

Please refer to our safeguarding policy for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

## **8. Responding to misbehaviour from pupils with SEND**

### **8.1 Recognising the impact of SEND on behaviour**

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload

## **8.2 Adapting consequences for pupils with SEND**

When considering consequences for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

## **8.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND**

The school's special educational needs co-ordinator (SENCO) may 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.

## **8.4 Pupils with an education, health and care (EHC) plan**

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

## **9. Training**

As a core commitment to our relational approach to behaviour, staff are trained attachment aware and trauma-informed practice. This includes explicit training in our core behaviour practice. Our staff are provided with training on supporting pupil behaviour as part of their induction process. Some members of staff, including our pastoral team, have specific training for positive handling. Behaviour support also forms part of continuing professional development.

## **10. Monitoring arrangements**

This behaviour policy will be reviewed by the headteacher and full governing body annually. At each review, the policy will be approved by the headteacher.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the [full governing body annually.

The school will collect data on the following:

- Behavioural incidents
- Attendance, permanent exclusion and suspension
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

## **11. Links with other policies**

This behaviour policy is linked to the following policies:

- Safeguarding and child protection policy
- Anti-bullying policy
- Child-on-child abuse policy
- Equality Statement
- SEND and Inclusion

## Appendix 1: written statement of behaviour principles

Trinity Primary School endeavours to take into account considerations of race, religion, belief, gender, ethnicity and disability equality in developing and applying this document.

This statement has been drawn up in accordance with the Education and Inspections Act, 2006 (updated 2011) and DfE guidance (Behaviour and Discipline in Schools, January 2016) and is to be taken in conjunction with the school's behaviour policy which is reviewed regularly by the governing body.

The purpose of this statement is to provide guidance for the Headteacher in drawing up the school's behaviour policy so that it reflects the shared aspirations and beliefs of governors, staff and parents for the children at Trinity Primary School as well as taking full account of law and guidance on behaviour matters. It is intended to help all school staff to be aware of and understand the extent of their powers and responsibility. This is a statement of principles, not practice; which is to be found in the Behaviour Policy, that has taken account of these principles.

### Principles

The Governors at Trinity Primary school believe that high standards of behaviour lie at the heart of a successful school and that this is achieved through positive behaviour support in line with the school's vision and values

At Trinity Primary School:

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils have access to a behaviour curriculum that supports development of effective routines, learning behaviours and self-regulation
- A positive, restorative approach is used to address misbehaviour, and pupils are supported in problem solving and to take responsibility for their actions
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers always set an excellent example to pupils
- Rewards and behaviour support strategies are used consistently by staff, in line with the behaviour policy
- Pupils with SEND will have plans tailored to their needs to help them to feel success and develop independence
- The behaviour policy is understood by pupils and staff
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

This written statement of behaviour principles is reviewed and approved by the full governing body each year.

## **Appendix 3: HEART Values and Aims**

### **Nurturing HEART s and minds**

Our Ethos:

At Trinity we are committed to:

- The safeguarding, wellbeing and happiness of all our children and staff
- Nurturing enquiring minds to ensure curiosity is cultivated and learning is for life
- Ensuring the children are at the heart of everything we do

Our Aims:

We aim to provide inspiring teaching within a supportive learning environment which empowers children to achieve their full and unique potential.

We want every child to have **HEART**:

#### **Health**

- To adopt healthy lifestyles and extend themselves in mind, body and spirit
- Support children to make wise decisions about their own wellbeing
- Nurture for their spiritual, moral, social and physical development to help them grow in self-confidence and self-esteem

#### **Engagement**

- Cultivate excitement and enjoyment where all pupils relish the challenge of learning
- Inspire wonder and spark interest through a creative and engaging curriculum
- To make school a place where all pupils can enjoy and celebrate success

#### **Ambition**

- To promote and achieve high standards for all by providing teaching and learning of the highest quality
- Strive for continuous improvement in all that we do
- High standards of attainment providing a broadly based and balanced curriculum giving our children the concepts, knowledge and skills to be confident in their world

#### **Respect**

- A sense of humour, individual dignity, self-respect and a sense of their own worth
- To help children learn tolerance and respect for others, their beliefs and care for the school environment
- Relationships underpinned by mutual respects and kindness where we are all treated fairly and listened

#### **Team Trinity**

- An inclusive environment where every pupil is given equality of opportunity to learn, succeed and be celebrated
- Working as a team, encouraging and supporting one another
- For our children to be happy, healthy and successful, within our school family and beyond



# Our Behaviour Charter



We will...

- Follow our golden rules
- Aim for our HEART values
- Enter and exit class calmly, ready to learn
- Monitors carry out jobs respectfully
- Sit smartly in class
- Look at and listen to whoever is speaking
- Speak politely (please and thank you)
- Walk quietly through school and to the left-hand side
- Eat snacks that are only fruit or vegetables
- Enter and leave school through the correct doors
- Only come into school with an adult
- Meet after school club leaders on the playground
- Wear the agreed uniform and accessories
- Work to spot how we are feeling and take steps to improve

Signed...



## **Key Behaviour Expectations agreed by staff and pupils**

### **Entering and exiting class**

- Walking calmly, ready to learn – see the classroom as the learning zone
- Monitors undertake jobs to maximise learning time

### **In class**

- Smart sitting, looking and listening to whoever is speaking (in line with oracy guidelines)
- Children interact with respect – i.e. please and thank you.
- Every child is entitled to learn. Incomplete or missed work should be 'caught up on' wherever possible. This may be at breaktime, lunchtime, another suitable part of the day or at home
- Completing missed learning is not a punishment, it is fulfilling a pupil's entitlement.

### **Moving through school**

- Walking quietly and to the left-hand side

### **Assemblies**

- Teachers collect from end of assembly and take to assembly (until Aut half term) to facilitate snack transition etc. including PPA staff

### **Break and lunchtimes**

- Teachers out 5 mins before end of lunch and promptly after break to support transition and receive any communication from duty staff
- Snacks should be fruit or veg only
- Pupils enter and exit lunch through the bottom hall doors, Y5/6 don't cross the green, always around past 4A.
- Toilets: Y1-4= 4G/4S, Y5-6= 4A
- Children should not be in school unaccompanied – only staff to refer to 1st aid

### **Clubs**

- All children come out with class teacher, clubs meet on the playground

### **Uniform**

- Class adults to be responsible for monitoring and communicating with parents

**Apart from in agreed cases, all pupils should be expected to follow the above**

## Appendix 5: Trinity Behaviour Curriculum

### Trinity Behaviour Curriculum

| What do you want from the pupil (behaviour/attitude)?   | How/when/where do you teach it?   | How do you link to our wider culture/ethos/values?  |
|---|---|---|
| <b>Transitions and unstructured time</b>  |   |   |
| To move through school quietly  | Rehearsal of the process, and modelled practice walking to and from assembly.                               | HEART respect of other classes and emotional literacy calm and focussed attitude          |
| To line up calmly and quietly   | Transition periods, playtime  | Respect for others, awareness of own environment and other people, readiness for learning |
| To be able to move independently and sensibly around the school at lunchtime, and being in the right place without being reminded | When establishing rules and expectations at the beginning of the year then remind as needed during the year | Respect for school and others   |
| To be kind to others at break and lunchtimes  | Social skills through RSHE sessions   | Friend of the week, Respect, Team Trinity   |
| <b>Class discussion</b>   |   |   |
| To show kind calling out – sharing ideas and suggestions responsibly in a whole class format                                      | English lessons (JC)  | Taking turns, appropriate opportunities to have say, respecting the                       |
| To listen to peers  | Not speaking over the top of others, modeling how to reply.   | Engagement and respect  |
| To show active listening – what did child A say, how would you like to answer it (not simply a restating of a position)           | As required, modelling and asserting expectations across the curriculum                                     | Respect and Team  |
| To build on and challenge others' ideas   | During class discussions/debating and in reading questions  | Oracy   |

| <b>Attitudes to Learning</b>   |   |  |
|--|---|--|
| To accept cultural differences   | Black history month/EDL Day<br>Year 2 – Nelson Mandela (history)<br>RE lessons<br>Assemblies – Thursday<br>RSHE | Respect: listening, reflecting, responding<br>Engage   |
| To have positive self-esteem   | Immediate feedback<br>RSHE lessons<br>Developing independent skills in learning                                 | Resilient and confident in own individuality<br>Relates to HEART – respecting ourselves and others |
| To accept defeat   | P.E - Team or paired sport<br>Shared learning tasks and games.<br>RSE<br>Housepoints, assemblies, house cup     | Resilience and respect for themselves and others.  |
| To accept and own our mistakes   | RHSE, in class, modelling from staff  | Mistakes can be corrected  |
| To praise each other's successes   | In class through modelling conversations and encouraging kindness   | HEART – Respect and Team Trinity   |
| To recognise that mistakes are positive and vital learning opportunities and not negative. | Through independent marking of work/tasks set.<br>Feedback from peers and teachers.                             | Establishing growth mindset  |
| To develop strategies for self-regulation  | PSHE techniques applied across the curriculum   | HEART values, particularly   |

## Appendix 6: Restorative Practice: Restorative Principles and Questions

The six Principles of restorative practice are:

1. Restoration – the primary aim of restorative practice is to address and repair harm.
2. Voluntarism – participation in restorative processes is voluntary and based on informed choice.
3. Neutrality – restorative processes are fair and unbiased towards participants.
4. Safety – processes and practice aim to ensure the safety of all participants and create a safe space for the expression of feelings and views about harm that has been caused.
5. Accessibility – restorative processes are non-discriminatory and available to all those affected by conflict and harm.
6. Respect – restorative processes are respectful to the dignity of all participants and those affected by the harm caused.

Restorative questions and Rationale:

| Restorative Question                           | Rationale   |
|--|---|
| 1. What happened (from your perspective)?      | Everyone has their own unique and equally of value perspective        |
| 2. What were you thinking/feeling at the time? | Thoughts, feelings and actions are all interlinked                    |
| 3. What do you think/feel about it now?        | Space for reflection and understanding                                |
| 4. Who has been affected and how?              | Harm and impact – developing empathy                                  |
| 5. What do you need?                           | Identify the underlying needs   |
| 6. What needs to happen to put things right?   |   |
| 7. What could you do differently next time?    | Ownership and responsibility of problem solving and finding solutions |

## Mediation

I request that you follow these rules during Mediation:

- **Speak one a time**
- **Speak with respect**
- **Do not blame the other person**

**Do you agree to these rules?**

1. For the first disputant:

**What happened from your point of view?**

When they have finished:

**How did that make you feel?**

**So, from your point of view...**

**Summarize** main points back to them (focus on their feelings).

Ask the second disputant: **Do you understand how ..... is feeling?**

3) For the second disputant:

**What happened from your point of view?**

When they have finished:

**How did that make you feel?**

**Summarize** main points back to them (including feeling).

**So, from your point of view...**

Ask the first disputant: **Do you understand how ..... is feeling?**

*4) Seek any clarification if needed (keep it simple). An opportunity to reflect on what has*

*happened and how it has affected the feelings of the children.*

5) Ask them to offer suggestions.

**How can we make this better for each other?**





Or: **What could we do differently next time?**

6) Ask them to **agree to the solution**. However, they may not have a solution. This is OK.

Remember, don't try to force one.

Key Points: The voice of the child and the feelings expressed (and heard) are the most important aspects of a restorative as it means children are listened to / able to express their feelings, and start to develop empathy. Focus less on precise details and who was more or less to blame.

# The ZONES of Regulation

|  |  |  |  |
|--|--|--|--|
|  <p><b>Blue Zone</b></p> <p>Sad<br/>Bored<br/>Tired<br/>Sick</p> |  <p><b>Green Zone</b></p> <p>Happy<br/>Focused<br/>Calm<br/>Proud</p> |  <p><b>Yellow Zone</b></p> <p>Worried<br/>Frustrated<br/>Silly<br/>Excited</p> |  <p><b>Red Zone</b></p> <p>Overjoyed/Elated<br/>Panicked<br/>Angry<br/>Terrified</p> |
|--|--|--|--|