



# Trinity St. Peter's

Church of England Primary School

where children shine

## **Behaviour Policy**

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### **Rationale**

At Trinity St Peter's, we believe that every child belongs, is valued for who they are, and is deserving of dignity and compassion. Behaviour is understood as a form of communication that reflects a child's emotional, sensory and developmental needs. Our approach is grounded in respectful relationships, co-regulation and a shared commitment to creating an environment in which all children can thrive.

Our school motto, *Shine Brightly*, and our mission, *Guided by Our Faith in Everything That We Say and Do*, guide us in nurturing a community where children are supported to make thoughtful choices through connection and understanding. High standards of behaviour arise naturally when children feel safe, understood and included, within a framework of clear expectations and boundaries.

We are committed to creating a calm, inclusive and predictable environment in which all children can thrive, feel safe and achieve well.

This policy is underpinned by:

- Equality Act 2010
- Keeping Children Safe in Education (DfE, September 2025)
- Suspension and Permanent Exclusion Guidance

We recognise our duty to:

- safeguard all pupils
- prevent discrimination
- make reasonable adjustments for pupils with SEND
- promote equality of opportunity for all.

## **Aims and Principles**

Our aims are to:

- Provide a safe, predictable and inclusive environment grounded in emotional and sensory safety.
- Foster kind, compassionate relationships in which all children feel understood and valued.
- Support every child to experience belonging and to know who they can turn to for guidance and care.
- Promote a culture of co-regulation that helps children develop emotional literacy and self-regulation over time.
- Maintain a calm, organised environment that supports learning for all.
- Embed behaviour approaches that are applied with fairness, empathy and consistent expectations, tailored to support each child equitably.
- Work in strong partnership with families, recognising parents as experts on their child.
- Support children to build independence and self-advocacy skills, taking responsibility for their choices in a developmentally appropriate way.
- Recognise forgiveness, restoration and reconciliation as central to how we live, learn and grow together.
- Create an environment in which bullying, discrimination, sexual harassment or any form of harm - online or offline - is actively prevented, challenged and addressed.

## **Strategies and Approaches**

### **Relationships First**

- Staff cultivate warm, attuned and trusting relationships so children feel emotionally safe and connected.
- Children know they will be listened to and have access to trusted adults.

### **Strengths-Based Support**

- Staff use supportive, restorative approaches to encourage positive behaviour.
- Adjustments are made to support sensory, emotional or communication needs.
- Concerns about behaviour are understood in the context of the child's needs, not as personal failings.

### **Partnership with Families**

- Parents are involved at an early stage in a respectful, collaborative manner.
- Staff and families work together to understand what the child is communicating through their behaviour.

### **Collaborative Support for Staff**

- Staff are expected to work collaboratively, sharing expertise, resources, and responsibility for pupil outcomes. We actively avoid siloed working by communicating openly, planning together, and contributing to a consistent, whole-school approach. Staff work as part of a unified team, ensuring consistency in expectations, routines, and approaches.
- The leadership team works with staff to develop appropriate strategies and provide training.
- Staff receive appropriate training and support to implement this policy effectively.

### **When Additional Support Is Needed**

- External agencies may be involved when helpful.
- All behaviour incidents are handled through a lens of compassion, safety and restoration.

## **Positive Behaviour Approach**

### **Creating a Climate for Positive Behaviour**

A nurturing, regulated environment supports all pupils. This includes:

- Building trusting relationships
- Understanding each child's context, identity and sensory profile
- Providing motivating, meaningful learning
- Setting realistic expectations adjusted to developmental needs
- Using predictable routines and visual supports
- Celebrating effort, growth and strengths
- Using positive reinforcement to support behaviour and learning
- Aligning teaching with whole-school strategies to ensure continuity for pupils

### **Affirming Recognition**

- Spontaneous, genuine positive feedback
- Class Stars awarded each Friday
- An additional whole-school consistent system used in a supportive and not comparative way

### **Responding to Behaviour that Challenges**

#### **Guiding Principles**

- Behaviour is communication.
- Children do well when they can; when they can't, they need support.
- Consequences are restorative and educational. Staff respond with empathy, prioritising de-escalation and emotional safety. Consequences are not applied in the moment of heightened emotion; they are discussed afterwards, when the pupil is calm and able to reflect, repair and learn.
- We redirect children toward success and always offer a way back.
- Where learning is interrupted for others, staff respond promptly and calmly to restore focus, while recognising and supporting individual regulation needs.

## **Supportive Steps**

Instead of “warnings,” we frame the system as:

### **1. Gentle Prompt**

A calm, respectful reminder of expectations, offered with curiosity and awareness of the child’s emotional state. The aim is to reconnect, not correct.

### **2. Reflective Pause (Yellow Card)**

A signal that the child needs co-regulation or support to meet expectations.

### **3. Restorative Conversation (Red Card)**

A planned, calm and private discussion with a trusted adult *after* the incident, when the child is regulated to:

- understand what happened
- repair relationships
- identify support for next time.

### **4. Leadership Support**

Senior leaders provide additional support, including:

- co-regulation
- problem-solving
- next-step planning.

### **Movement between steps is determined by:**

- the severity of the behaviour
- the frequency of incidents
- the impact on others

Movement is not automatic or linear; it is responsive to the child’s individual needs.

Restorative conversations are expected following incidents where relationships have been affected.

## **Support for Individual Needs**

Where behaviour indicates additional need:

- Early identification is prioritised
- Staff work with the SENDCo and families
- Individual Support Plans may be implemented.
- Reasonable adjustments are made

External agencies may be involved where appropriate.

Plans are:

- reviewed regularly
- adapted based on impact.

## **Crisis Support**

We recognise that during high stress or distress, children cannot learn new skills.

Staff aim to:

- De-escalate using calm presence, reduced language and co-regulation
- Offer sensory tools, movement breaks or quiet spaces
- Reduce demands when stress is high
- Resume conversation only when the child has returned to a calmer state

In line with the Department for Education's statutory guidance, school staff may use reasonable force only as a last resort, in a way that is proportionate, necessary and for the shortest possible time, to prevent a pupil from causing harm to themselves or others, committing a criminal offence, or causing serious damage to property.

Should any such incident occur, it will be recorded, reviewed, and reflected upon, with a focus on safeguarding, learning, and preventing recurrence.

## **Recording, Monitoring and Professional Reflection**

The school maintains clear systems for recording behaviour, including:

- patterns and trends
- incidents of concern
- discriminatory incidents
- safeguarding-related behaviour

Non-negotiables:

- All incidents of discrimination must be recorded
- Safeguarding-related behaviour must be reported in line with safeguarding procedures
- Serious incidents must be logged and reviewed by leaders

Leaders regularly review this information to:

- identify patterns and triggers
- ensure consistency across classes
- inform staff support and next steps

Staff use this information to reflect on:

- environmental factors
- triggers
- effectiveness of strategies

This informs ongoing professional development and support.

## **Suspension or Exclusion**

Suspension or permanent exclusion will only be used where:

- there is a serious breach of behaviour policy, and/or
- allowing the pupil to remain in school would seriously harm the education or welfare of others

The school will:

- consider all reasonable adjustments
- explore alternative strategies

- support reintegration following suspension.

Decisions regarding suspension or exclusion are made by the Headteacher, in line with statutory guidance.

### **Incidents of Discrimination, Bullying and Child-on-Child Abuse**

All forms of discrimination, bullying and child-on-child abuse are taken seriously and are not tolerated.

This includes, but is not limited to, incidents related to the protected characteristics defined in the Equality Act 2010, including race, disability, sex, religion or belief, sexual orientation and gender reassignment.

All such incidents are:

- recorded and monitored systematically
- responded to in line with safeguarding procedures
- addressed in a way that supports both the child who has experienced harm and the child who has caused harm

Where behaviours meet the threshold for child-on-child abuse, they are managed in accordance with Keeping Children Safe in Education and the school's Safeguarding Policy.

We are committed to:

- actively challenging discriminatory language and behaviour
- educating pupils about respect, inclusion and equality
- ensuring all children feel safe, valued and protected from harm

Further detail is outlined in the Anti-Bullying and Safeguarding policies.

### **Parents and Carers**

We work in partnership with parents and carers and will:

- communicate concerns in a timely and respectful manner
- involve parents in planning support strategies
- provide guidance where needed

We ask that parents:

- work collaboratively with the school
- support agreed approaches
- engage with external support where appropriate

### **Monitoring and Review**

The impact of this policy is regularly reviewed by leaders and governors to ensure it is effective and supports positive outcomes for all pupils.

Policy reviewed: 2025/26

Next review: 2027/28