



Trinity St. Peter's

Church of England Primary School

where children shine

Behaviour Policy

Behaviour Policy

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.
- Establish clear, consistent and developmentally appropriate boundaries that provide safety, structure and predictability, enabling children to understand expectations, make positive choices, and feel secure within the school environment.
- 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.
- Create an environment in which bullying, discrimination, sexual harassment or any form of harm—online or offline—is actively prevented, challenged and addressed.
- Promote a culture of co-regulation that helps children develop emotional literacy and self-regulation over time.
- Embed behaviour approaches that are applied with fairness, empathy and consistent expectations, tailored to support each child equitably.
- 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.
- Work in strong partnership with families.

Core Principles

- All children are supported to feel a strong sense of belonging, with consistent access to trusted adults.
- Behaviour is communication, and we prioritise understanding alongside clear expectations.
- Boundaries are explicitly taught, modelled and reinforced, helping children understand expectations and make positive choices.
- We prioritise prevention, early identification and support to reduce escalation.
- Children are supported to develop emotional literacy, independence and self-advocacy over time.

Strategies and Approaches

We prioritise early intervention and preventative approaches to minimise the likelihood of behaviour escalating.

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.

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.
- 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 individual profile
- Supporting children to identify trusted adults and seek help
- Setting realistic expectations adjusted to developmental needs

- Clear and consistent boundaries are maintained across the school and are explained and modelled by adults so that children understand both expectations and the reasons behind them.
- Using predictable routines and visual supports
- Explicitly teaching emotional vocabulary and regulation strategies
- Providing motivating, meaningful learning
- Aligning teaching with whole-school strategies to ensure consistency and continuity for pupils
- Creating opportunities for pupil voice, choice and independence
- Celebrating effort, growth and strengths
- Using positive reinforcement to support behaviour and learning

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

We use structured systems to support consistency, alongside flexible responses that prioritise regulation and safety when needed.

- Behaviour is a form of communication.
- Children do well when they can; when they can't, they need support.
- Staff respond with empathy, prioritising de-escalation and emotional safety.
- Clear and consistent boundaries underpin all approaches, providing safety and predictability for every child.
- Consequences (sometimes referred to as sanctions) are used where appropriate; however, they are always educational, proportionate and focused on repair rather than punishment.
- Consequences are linked to the behaviour, clearly explained, designed to support learning and responsibility, and balanced with relational repair.
- Consequences are applied consistently; however, where a child is in a heightened emotional state, these may be delayed until the child is calm and able to engage meaningfully, ensuring they are restorative rather than reactive.
- 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.

Trinity St Peter's staff are expected to:

- Remain calm and regulated
- Reduce verbal interaction ("less is more")
- Avoid argument, correction or debate
- Prioritise safety for all

- Pause or delay consequences if a child is becoming highly distressed, dysregulated or at risk of crisis

A Flexible and Responsive Approach to Behaviour

While this policy outlines a consistent whole-school approach to behaviour, we recognise that children's needs can vary depending on their emotional state.

For most day-to-day behaviours, a structured and consistent system of prompts, reminders and consequences supports clarity, fairness and high expectations.

However, when a child is becoming overwhelmed, dysregulated or approaching crisis, adults will adapt their response, prioritising de-escalation, safety and regulation over immediate consequences.

Supportive Steps

To support consistency and clarity, the school uses a structured response system:

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 clear signal that behaviour needs to change. The child is supported to reflect and re-engage with expectations.

3. Restorative Conversation (Red Card)

Indicates that behaviour has continued or escalated.

A proportionate consequence is applied, alongside a planned restorative conversation. This is to: support the child to reflect on choices and take appropriate responsibility and identify what they might do differently next time.

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

Additional support, reflection and next steps are facilitated by senior leaders where needed.

Consequences are:

- Proportionate
- Explained clearly
- Focused on repair and learning

Wherever possible, restorative conversations follow to support accountability and positive change.

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. 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 Behaviour Support Plans may be implemented
- Reasonable adjustments are made
- External agencies may be involved.

Individual Behaviour Support Plans (IBSPs) may be implemented for pupils requiring additional support. They are:

- developed collaboratively with staff, families and the child where appropriate
- include triggers, proactive strategies, and agreed responses
- reviewed regularly to measure impact and adjust support

Crisis Support

We recognise that when a child is becoming highly distressed, dysregulated or is at risk of crisis, adults will adapt their response accordingly. In these moments, applying immediate consequences or continuing escalation can increase distress and reduce safety.

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. This must be in a way that is reasonable, 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.

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

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.

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: July 2026

Next review: July 2027

