Trinity St Mary's Church of England Primary School

Behaviour and Relationships Policy

Autumn 2026

"Many Hearts Make A School"

We work together to teach and inspire our children so that they have the confidence to flourish in our community and in the world.
Like the wise man who built his house upon the rock (Matthew 7:24-25), we embrace our Christian values to build strong foundations for their future.

School Values

At Trinity St. Mary's C of E Primary School, it is our primary aim that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure. This policy will explain the ways in which we work together to ensure a positive and consistent approach.

Our Behaviour policy aims to:

- Encourage a calm, purposeful and happy atmosphere within the school
- Foster positive, caring attitudes towards everyone where achievements at all levels are acknowledged and valued
- Encourage increasing independence and self-discipline so that children learn to accept responsibility for their own behaviour
- Have a consistent approach to behaviour throughout the school with pupil co-operation and positive involvement of parents/carers
- Make clear boundaries of acceptable behaviour and ensure safety both in and out of school
- Ensure the school is positively represented in the wider community
- Raise awareness about appropriate and inappropriate behaviour
- Help pupils, staff and parents have a shared sense of direction and a feeling of common purpose

School Ethos

It is a core aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. This policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure and able to learn.

We value each individual child and work with families, the community and beyond to offer diverse experiences and support for pupils and families in a caring and safe environment. We develop children to be confident, life-long learners and compassionate, respectful members of their community and the world. We always prioritise the safety of our children and staff. Everything we do in school is underpinned by our safeguarding procedures.

Strong relationships between staff and pupils are vital. Our staff are fair and consistent with children (considering individual needs) enabling pupils to feel safe. Equally, our staff are approachable and there to help, support and set boundaries and we help our children to understand this. It is also recognised that for some children and young people, variance on these processes will be made in order to meet any specific social, emotional, learning or other needs which require a personalised approach.

A Relational Behaviour Model

At our school we adopt and use the relational behaviour model which is the approach from the Essex model for Trauma Perceptive Practice (TPP). The following table explains how some of the core concepts of TPP are applied:

Behaviour is something to…	interpret
Children and young people…	are prone to make mistakes and highly responsive to the environment and the context
Behaviour management is predominantly through…	relationships
Children who don't manage should be…	understood and included
Boundaries and limits are to…	keep everyone safe and to meet everyone's needs
Rules should be…	developed together and adapted where needed
Consequences are…	only used within a process of restore and repair
'Inappropriate' behaviour is…	a sign of unmet need, stress (difficulty in coping), lack of understanding and skills
The causes of the difficulties are…	mostly in the environment and within the context of relationships
The solutions lie in…	understanding what the behaviour tells us about the child and their need
Practice and policy effectiveness is measured by…	wellbeing and the capacity to adapt and make reasonable adjustments to meet the needs

General Expectations

We have high expectations for our children, while recognising some children and young people have specific needs. The following expectations cover all times of the school day and where children are representing the school out of hours or off site.

This means we:

- encourage a positive attitude to learning within a safe, happy environment.
- promote high expectations and enable pupils to become independent responsible learners.
- encourage a sense of respect for our community and our environment.
- believe that clear, consistent routines and systems are essential to support children and young people's development and ensure the health, safety and wellbeing of everyone in our school community.

Together at Trinity St. Mary's C of E Primary School we:

- Try our best, aim high and never give up
- Are honest and take responsibility
- Are kind, respectful and look out for each other
- Work as a team
- Listen carefully
- Communicate politely and respectfully
- Keep our school tidy and look after everything in it
- Are role models for others
- Make mistakes and learn from them It is everyone's responsibility to remind and support children where these expectations are not met. Equally it is important to comment positively when they are. Staff model expected behaviours, attitude and habits and work to the same expectations as above.

Any behaviour that falls below the expectations of our school (e.g. disruption to learning, unkind or inconsiderate actions), will require some level of intervention. Remembering that every interaction is an intervention, it is important to remember that the strongest approach to support a child is through their relationship with the adult. At all points we try to ensure we keep a strong connection with the child having difficulties. We use positive recognition, as appropriate, to ensure the children know we are still there, and we recognise their effort and any changes they have made.

How we teach and promote positive behaviour

At Trinity St. Mary's C of E Primary School we are always looking for positive ways to encourage our pupils.

We may choose to recognise pro-social behaviour in some of the following ways;

- Awarding a kindness sticker
- Being nominated as the Kindness Star of the Week for the class and being recognised the school newsletter
- Awarding a Christian Value sticker, being entered into the Christian Book and being recognised in the school newsletter
- Being sent to the headteacher and being rewarded with a Headteacher Well Done sticker
- Positive end of day chats with parents and carers
- Phone calls home
- Sharing work and achievements (in and out of school) in celebration assembly
- Celebrating achievements in class with peers
- Awarding stickers, certificates, house points and other classroom-based incentives
- Working with parents to acknowledge current interests of a child in order to forge stronger relationships.

All of these strategies may be used at the discretion of the staff but the most powerful strategy is children understanding their own behaviour. Staff encourage and support children to identify and demonstrate behaviours through verbal feedback and praise.

Viewing behaviour as a learning process

At our school we accept and understand behaviour as a learning process. Children will push limits, boundaries, and societal norms as part of their development. They may also react in different ways to stress, boredom, lack of understanding, over-excitement, and disappointment. At our school staff view behaviour mistakes as inevitable. This means that we offer support, help and guidance to the children so they can learn from their mistakes and improve for next time. It is our role, as fully developed adults, to help guide children and young people, to make helpful and positive choices when they can, by listening to them and explaining the impact their behaviour has on others (known as co-regulation). We know that this is the best way to respond to our children's behaviour and maintain our relationship with them. The approach we strive for is based on the premise of 'connection before correction'.

Our general responses to mistakes and incidents

Our school believes in the power of using restorative approaches. Such processes do not shy away from using consequences, such as loss of privileges where logical, they also focus on the need to take responsibility for finding a constructive way forward for all concerned. This might mean a sincere apology followed by an act of kindness. Such approaches encourage the children of our school to think not only of the consequences of their behaviour on themselves, but also to consider the impact of their actions on others. We have regulation spaces which children can self-access or be directed to go to where they have space to practice their regulation strategies and adult support to co-regulate.

In using this process at our school, we use four questions:

- What happened?
- What were you feeling or thinking at the time?
- Who has been affected?
- What can we do to make things right? (What should happen next?)

Using this approach, children have the opportunity to reflect on what's happened and the impact this may have had on others. They can have the chance to show the person that has been affected by their action that they are sorry. This can be in the form of verbal, written, picture, or an action.

Where possible, a logical consequence (natural reparation) is used. Where this is not possible a close alternative should be used.

At our school the staff work with the children to ensure that they have learnt from an incident so that they can be successful next time. Teaching of the skills required may be necessary to enable a different outcome next time. The impact of our approach is evident in the relationships forged throughout the school. The strategies involved, which include active listening, respectful discussion and taking ownership of issues, result in a positive ethos.

Using logical consequences

Consequences can be a useful response to behaviours, remembering that some behaviours result in positive consequences. When responding to unwanted behaviour, the consequences we use in our school always have a clear link to the incident and help the child or young person to learn how

to behave more appropriately should a similar situation occur, tailoring this to the needs of the individual.

It is helpful to view consequences as protective and / or educational. Best practice suggests that all protective consequences should run alongside educational consequences, as it is unlikely that longterm behavioural change will occur without this.

Protective consequences: these are required to protect the rights of others and keep a child or young person safe. At our school this may include:

- increased staff ratio
- change of school day / timetable
- arrangements for access to outside space
- child or young person escorted in social situations
- differentiated teaching space
- appropriate use of exclusion (using the time to reflect, amend plans and identify needs and other appropriate interventions to support the child or young person upon return).
- Personal support plans whether this involves a behaviour plan, individual risk assessment, wellbeing involvement for example.

Educational consequences: at our school we use these to teach, encourage, support and motivate the child or young person to behave differently next time though better understanding. Examples include:

- ensuring the child or young person completes the task they have disrupted
- rehearsing / modelling situations through intentional teaching of prosocial behaviour
- ensure the child or young person assists with repairs where they have caused damage (when possible and practical)
- intentionally provide educational opportunities for the child or young person to learn about the impact of certain actions and behaviours
- providing the child or young person with an opportunity to 'put things right' through a process of reflecting, repairing and restoring relationships (a restorative approach is an example of one).

At Trinity St. Mary's C of E Primary School this may look like the below examples:

Unwanted/unhelpful/antisocial behaviour	Possible consequences/actions/support
Relatively difficult behaviour Examples: • Calling out • Distracting others • Refusal to complete assigned activity • Disrespectful comments • Swearing • Walking off/out	• • Verbal Interventions • Timely restorative conversations with pupils Restorative actions carried out at appropriate times e.g. completing work at break time, taking school work home, apologising to a peer before returning • to an activity Reflection support during break time or lunchtime with an adult • Use of regulation spaces in school

	• Conversations with parents • Teacher escalates concerns to SLT • Contact home • Wellbeing support plans • Check in sessions with adults
Relatively harmful behaviour Examples: • Sustained difficult behaviour • Bullying • Harmful behaviour e.g. fighting, swearing, inappropriate sexual behaviour • Any discriminatory behaviour • Leaving the school site • Causing significant, deliberate damage to school property	In addition to the above; • Restoration or repair that may take longer than the day of the incident, this may include reimbursement for any damages • Losing the right to learn in the classroom or access to the playground • Losing the right to school privileges or responsibilities • Timetabled in school support either in or out of the classroom • Personal support plans • Consistent behaviour management approach plan • Reduced timetable • Internal exclusion or fixed term exclusion • Referral to support agency where appropriate • Contact with external agencies e.g. Social Care or the Police

Bullying

The school does not tolerate bullying in any form.

Bullying is behaviour that is deliberately intended to hurt another person and is repeated over time. It can take many forms, including:

Physical bullying
Verbal bullying
Emotional bullying
Cyberbullying
Prejudice-based bullying relating to race, religion, disability, gender, sexual orientation or family circumstances

All reports of bullying are taken seriously, investigated promptly and recorded appropriately. The school works closely with pupils, families and external agencies where necessary to resolve concerns and restore positive relationships.

Ways to Record Incidents of Concern

We have a clear process and system in place to record incidents that occur. Harmful incidents are recorded on CPOMs, an internal recording system. We use the information to track, analyse and plan support effectively to enable strategic oversight and to influence and review practice.

How we support children and young people with additional Social, Emotional and Mental Health needs

At our school, we acknowledge that some children will have, at times, additional needs. We recognise that children and young people may experience a range of social, emotional, mental health needs which present themselves in many ways. These may include children and young people displaying challenging, disruptive or stress related behaviours. These behaviours may also reflect underlying social interaction difficulties, sensory or medical needs or clinically diagnosed needs such as attention deficit disorder, attention deficit hyperactive disorder, foetal alcohol disorder or attachment difficulties.

We will always endeavour to understand behaviour, support emotional wellbeing and make reasonable adjustments to our provision to support progress and engagement using a variety of strategies developed with key adults within the child's life (staff, family, professionals) in order to best meet their needs. In Essex, this is done in the context of One Planning. We also recognise the needs of children and young people with Special Educational Needs and Disabilities (SEND) and follow the policies and procedures associated with supporting children with additional needs, including but not limited to, the SEND code of practice, Equal Opportunities and Disability Act.

We understand that the behaviour(s) most likely comes from a place of stress which may come from anxiety, fear or as a result of a barrier to learning. We have a duty to strive to help children and young people to return to a place of regulation, within their 'Window of Tolerance', as only then will the children be in a place to learn, connect and thrive.

Ways to Support Understanding

At our school we believe that understanding what the behaviour is communicating to us is the first part for planning a response.

Our Principles - the things we will do as adults

- Model compassion and kindness, provide hope and support connection and belonging
- Understand that any event in a child's life can impact on how they think, feel and act
- Use of logical (natural) consequences rather than just simply punishments or sanctions
- Provide routines, set limits and have boundaries
- Regulate our own emotions
- Prioritise relationships to ensure all children feel safe and secure
- Engage in professional dialogue
- Training and development to further own skills to support children's behaviour

Monitoring, Recording and Review

The school maintains clear systems for recording and analysing behaviour incidents.

Leaders regularly monitor:
Behaviour incidents
Bullying incidents

Racist incidents
Discriminatory incidents
Safeguarding-linked behaviour concerns
Suspensions
Patterns involving attendance
Trends affecting vulnerable groups including pupils with SEND, disadvantaged pupils and those with social, emotional and mental health needs

Governors receive regular reports on behaviour, wellbeing and attendance to ensure appropriate challenge and strategic oversight.

Our Responsibilities

All staff

- Are responsible for supporting the safety and other needs of children across the school. Where a child is seen to be having difficulties, they should be treated with dignity, respect and understanding
- Always endeavour to have private discussions with children in order to help support any issues that are arising
- Use the key principles outlined in this policy to support the needs of all our children
- Take responsibility for their own personal safety and wellbeing
- Contribute actively to risk assessment, and be familiar with policies, guidelines, control measures, instructions and reporting procedures
- Participate positively in appropriate training.
- Follow the principle of ‘connection before correction’

Governors

- Ensure that appropriate policies are in place, that they are regularly reviewed, and their effectiveness monitored
- Consider families’ representations about an exclusion
- Undertake their statutory role around exclusion
- Ensure that all staff receive purposeful training in order that they can undertake their role

Headteacher

- Leads on all aspects of this policy
- Is the only person authorised to exclude a child (or the deputy headteacher in their absence)
- Ensures that risk assessments are carried out when required and that appropriate measures are implemented
- Ensures that all staff receive regular purposeful training to support relationships and minimise risk
- Ensures that all staff are provided with clear instructions for reporting incidents of harm and that all such reports are thoroughly investigated and responded to
- Offers and provides appropriate support to staff following a stressful incident

Other Senior Leaders

- Lead on all aspects of this policy

- Ensure the policy is implemented effectively
- Ensure all staff are appropriately trained
- Oversee the specific needs of all children across the school
- Provide support to staff, pupils and parents as necessary
- Link with outside agencies to access additional services
- Ensure that all tracking and reporting of incidents and additional needs are up to date

Classroom Staff

- Plan the teaching and learning for all children
- Include parents/carers in personalised planning for their child
- Communicate regularly with parents/carers about their child's needs
- Provide specific support for children and young people experiencing any difficulties, whether this is an ongoing need or a short term difficult a child may be having.
- Monitor, record and report children's behavioural needs to Senior leaders

Family

- Inform the school of any concerns about changes in their child's behaviour, emotional wellbeing or mental health
- Have open conversations with the school
- Engage with support offered by the school and other agencies to further support their child's needs

Children

- Follow and uphold the school expectations and values
- Always try my best
- Be honest and take responsibility
- Communicate my feelings appropriately
- Ask for help and support to communicate or regulate
- Engage with conversations and support from school

Harm from dysregulated (stressed) behaviour

Our school always prioritises the safety and welfare of all staff and children, recognising that everyone is entitled to a safe and supportive environment. Any incident (verbal or physical) which compromises safety can be perceived as harmful. Our staff understand through training that this behaviour is not necessarily deliberate, rather it is often due to a stress response.

Supporting those who have been harmed

Our staff and children receive the individual support they need in response to any incident where the behaviour has compromised the wellbeing of someone else, causing harm. Occasionally there may be times, despite all reasonably practicable measures being taken, when prevention is unsuccessful, and someone is harmed. At these times our school ensures that this person (adult or child) is fully supported.

We always consider the following:

- are they physically safe and protected?
- do they need immediate first aid & medical treatment?
- is there a need for immediate police involvement?
- ensure they have the opportunity to talk about the incident either with a trusted person or other independent service
- give reassurance to reduce feelings of guilt and/or anxiety

Our school recognises that some people are more at risk than others in their work, and where this is the case, we ensure there is appropriate support available.

Risk Assessment Process

In our school we use a risk assessment process as the starting point for preventing harm for identified vulnerable children. It identifies what is likely to cause stress to them, using all the information known about the child. Once all this information is to hand, a risk reduction strategy for supporting a situation appropriately and keeping everyone safe can be developed.

Physical intervention (control and restraint) - the use of reasonable force

At our school we make sure we are aware of our duties of care and follow the law. The law states that it is permissible to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

The use of physical intervention techniques is only one aspect of co-regulation and is usually the last resort when it is deemed absolutely necessary. It may resolve a short-term situation, but the long-term aim must be to help the child or young person to be able to self-regulate during times of stress.

If such actions are necessary, the actions that we take aim to use the minimum amount of force necessary for the minimum amount of time necessary. Where physical intervention is needed, this is recorded on CPOMs and reported immediately to the head teacher.

Our school follows this Essex Guidance ‘Understanding and Supporting Behaviour - Safe Practice for Schools and Educational Settings (Including the use of restrictive / non-restrictive physical intervention)’.

Within this guidance, it is regarded as best practice to record every incident where the use of restraint has been deemed absolutely necessary. We record these incidents on CPOMS and follow the other recommendations set out in this document.

Where it has been deemed necessary to use a restrictive physical intervention, the detail of this should be accurately recorded and the incident communicated to parents.

Screening and searching pupils

At our school we are all aware that there are two sets of legal provisions which enable school staff to confiscate items from pupils:
'The general power to discipline' and the 'Power to search without consent'; from the Behaviour in Schools (DfE) - Advice for headteachers and school staff'.

From this guidance our staff understand that they may confiscate items that are of high value, deemed inappropriate and are against the school policies or are causing concern. Where a specific policy about the item does not exist, the teacher should use their discretion about whether the item is returned to the child or to their parent/guardian. Items returned to the child should usually be returned no later than the end of that school day. If the item needs collecting by a parent/guardian, the teacher should ensure that the parent/guardian is made aware that an item has been confiscated – either through the child or via text/phone call. Where the item is of high value or deemed inappropriate, contact should be made directly with the parent/guardian.

Staff do have the power to search without consent for "prohibited items" including:

- knives and weapons
- tobacco and cigarette papers
- alcohol
- fireworks
- illegal drugs
- pornographic images
- stolen items
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and any item banned by the school rules which has been identified in the rules as an item which may be searched for. The legislation DfE sets out what must be done with prohibited items found as a result of a search.

Staff will follow the most recent Department for Education guidance regarding searching, screening and confiscation and will always ensure actions are proportionate, reasonable and necessary to maintain safety.

Further Guidance

This policy should be read alongside the following current guidance and school policies:

- Keeping Children Safe in Education
- Behaviour in Schools
- Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England, including Pupil Movement
- Searching, Screening and Confiscation
- Use of Reasonable Force
- Reducing the Need for Restraint and Restrictive Intervention
- Equality Act 2010
- SEND Code of Practice
- Child Protection and Safeguarding Policy
- Online Safety Policy

- Anti-Bullying Policy
- Staff Code of Conduct

Agreed by governing body:

To be reviewed: Summer 2028