



## Holy Trinity CE (C) Primary School

### Behaviour Policy 2025-2026

*Be Curious, Be Inspired, **Belong.***

At Holy Trinity, we want every pupil to grow into a curious thinker, an inspired learner, and a valued member of our school community. Our children will know they are seen, loved, and supported to thrive. They develop the character and confidence to show kindness, courage, respect, responsibility, perseverance, and togetherness. Through exploring new ideas and contributing positively to school life, our pupils flourish academically, socially, and spiritually as they prepare for life in today's Britain.

*Matthew 19 verse 14*

*"Let the little children come to me, and do not hinder them, for the kingdom of heaven belongs to such as these."*

#### Our School Values

- Kindness
- Courage
- Respect
- Responsibility
- Perseverance
- Togetherness

#### Introduction

Holy Trinity CE (C) Primary School is committed to safeguarding and promoting the welfare of all children. The Governing Board has a statutory duty under Section 175 of the Education Act 2002 to ensure that a written behaviour policy is in place which promotes good behaviour, prevents bullying, supports pupils' wellbeing, and secures a safe and respectful learning environment.

This policy must be read in conjunction with Keeping Children Safe in Education (KCSIE 2025), which makes clear that all staff have a responsibility to safeguard children and to provide a safe environment in which they can learn. The policy also reflects the Department for Education's statutory guidance Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (August 2024) and Searching, Screening and Confiscation (July 2022), alongside Staffordshire County Council guidance

### Objectives

Our behaviour policy is built on our Christian vision, values, and Staffordshire guidance. At Holy Trinity we aim to:

- Respect and accept all pupils and staff, regardless of age, gender, race, sexuality, faith, disability, or academic ability.
- Enable teachers to teach and pupils to learn within a calm, safe, and supportive environment.
- Act with trust, honesty, forgiveness, and fairness.
- Take pride in our school, our distinctively Christian ethos, and our role in the local community.
- Support pupils to take responsibility for their behaviour through the use of protective consequences to ensure safety and educational consequences to help reflection, repair, and improvement.

This policy sets out how behaviour is monitored, praised, corrected, and restored at Holy Trinity, and how our school community functions so that every child can flourish

### Scope

This policy applies to:

- The Governing Board
- The Headteacher
- All teaching and support staff
- Pupils
- Parents and carers
- Contractors and service providers
- Users of the school site and buildings

### Relevant Legislation and Guidance

This policy is underpinned by:

- Education Act 1996
- School Standards and Framework Act 1998
- Education Act 2002 (Section 175 – safeguarding)
- Education and Inspections Act 2006
- Equality Act 2010

- Children and Families Act 2014

It also reflects:

- Behaviour in Schools: Guidance for Headteachers and Staff (DfE, 2023)
- Suspension and Permanent Exclusion Guidance (DfE, August 2024)
- Searching, Screening and Confiscation: Advice for Schools (DfE, July 2022)

It is aligned with:

- Keeping Children Safe in Education (KCSIE, 2025)
- Staffordshire County Council Behaviour and Inclusion Guidance
- The Diocese of Lichfield's guidance for Church of England schools

### Related Policies

This policy should be read in conjunction with:

- Safeguarding and Child Protection Policy
- Anti-Bullying Policy
- Attendance Policy
- SEND Policy
- Equality Policy
- Online Safety Policy
- Exclusions Policy (Staffordshire LA model)
- Preventing Extremism and Radicalisation Policy

### Review

- The Governing Board will review this policy annually.
- The policy will also be updated sooner if statutory guidance, KCSIE 2025, Staffordshire LA policy or advice changes.
- The next scheduled review will take place in September 2026.

### General Principles

#### *Definitions*

- The term "behaviour" includes all aspects of conduct, attitude, responses, rewards, and consequences.
- Protective consequences refer to actions taken to keep individuals or groups safe and to restore calm.
- Educational consequences refer to actions designed to help children learn from their behaviour, reflect on their choices, and repair relationships.
- All references to "staff" include teaching and support staff.
- All references to "parent" include parents, carers, or anyone with parental responsibility.

- All staff must act in line with KCSIE 2025 to ensure safeguarding is central to all behaviour management.

### *Delegation*

The Governing Board delegates the implementation of this policy to the Headteacher and staff of Holy Trinity CE (C) School, in line with statutory requirements and Staffordshire LA procedures.

### *Monitoring and Evaluation*

The Governing Board and Headteacher will monitor the operation and effectiveness of this Behaviour Policy. Behaviour and safeguarding trends will be reviewed regularly, and the policy will be evaluated against statutory guidance including KCSIE 2025, DfE Suspension and Permanent Exclusion Guidance (2024), and Searching, Screening and Confiscation Advice (2022).

## 1. Policy Background

Good behaviour in schools is central to a good education. At Holy Trinity CE (C) Primary School, behaviour is managed so that we create calm, safe and supportive environments where children want to attend, learn, and thrive. Pupils are explicitly taught what good behaviour looks like and are supported to succeed personally and socially. Where behaviour is poor, children and staff may suffer from lost learning, anxiety, bullying, violence, or distress, and this can affect wellbeing, safety, and attainment.

Well-managed schools create cultures where pupils and staff flourish in safety and dignity. The Headteacher plays a central role in leading and reinforcing this culture so that it permeates through every aspect of school life. All staff receive training so that they consistently uphold the school's behaviour expectations and respond fairly and appropriately when concerns arise.

At Holy Trinity, positive behaviours are more likely when pupils are supported proactively. We teach children the routines, expectations, and social norms that enable success, and we provide additional support for pupils who may struggle to meet expected standards of behaviour. This support is offered at the earliest opportunity to prevent misbehaviour from escalating.

Where pupils do misbehave, the school responds promptly and predictably to restore a calm, safe learning environment and to consider how similar incidents may be prevented in future. Responses may include **protective consequences**, where the priority is the immediate safety and dignity of all involved, and **educational consequences**, where pupils reflect on their actions, repair relationships, and learn how to make better choices.

In some cases, when a pupil is persistently disruptive or when behaviour is serious, further measures may be required. This may include suspension or permanent exclusion. Holy Trinity

follows the **DfE Suspension and Permanent Exclusion Guidance (2024)** and Staffordshire County Council procedures when making such decisions. These decisions are only made in response to serious breaches of the behaviour policy or where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others. Exclusion is always a last resort and used proportionately.

Our approach is aligned with statutory safeguarding requirements. As required by **KCSIE 2025**, all staff have a duty to consider whether behaviour incidents indicate a child is suffering, or is likely to suffer, harm. If this is the case, staff will follow the school's Safeguarding and Child Protection Policy and consult the Designated Safeguarding Lead. Persistent disruptive behaviour may also indicate unmet needs, requiring a pastoral or multi-agency response.

## **2. Creating and Maintaining High Standards of Behaviour**

The culture of behaviour at Holy Trinity CE (C) Primary School reflects our Christian ethos and our vision for a safe and inclusive environment where pupils can learn without disruption. Behaviour expectations are designed to protect pupils from harm, enable learning to flourish, and ensure that every member of the school community is treated with dignity and respect.

The school makes clear which behaviours are permitted and which are not, the values and attitudes we promote, and the routines and expectations that guide daily life. Our behaviour policy is one of the key tools through which this culture is communicated to pupils, staff, and parents. Consistent implementation of this policy is essential for building a positive environment in which all can thrive.

The Headteacher has overall responsibility for setting high standards of behaviour and for ensuring that measures are in place to secure acceptable conduct. All staff are expected to apply these measures consistently and fairly. At Holy Trinity we meet the national minimum expectations set out in DfE guidance by ensuring that:

- The school has high expectations of pupils' conduct and behaviour which are clearly understood by staff and pupils, and which are applied consistently to create a calm and safe environment.
- Leaders support staff in managing behaviour, providing training and modelling good practice so that expectations are upheld across the school.
- Measures are in place to support pupils in meeting behaviour standards, including targeted interventions and reasonable adjustments for pupils with a disability or additional needs.
- Disruption to learning is not tolerated. When disruption occurs, proportionate action is taken to restore acceptable standards of behaviour.
- The school community works together to create a positive environment where bullying, harassment, threats or intimidation are not tolerated and pupils feel safe.
- Incidents of bullying, discrimination, aggression and derogatory language are dealt with quickly and effectively in line with the Anti-Bullying Policy and Safeguarding Policy.

Maintaining high standards of behaviour is essential not only for delivering the curriculum effectively but also for safeguarding pupils. This policy is aligned with all statutory duties and standards relating to children's welfare, including **KCSIE 2025**. All staff are aware of the measures outlined in this policy and of their responsibility to uphold them. Behaviour management is therefore a safeguarding measure as much as a learning one.

All staff must be familiar with **Part 1 of KCSIE 2025**, which highlights their responsibility to provide a safe environment for pupils. Staff responses to behaviour must therefore be consistent with safeguarding principles, particularly where a child's behaviour may signal abuse, neglect, exploitation, or unmet needs. Where behaviour presents a risk to others, staff may apply a **protective consequence** to maintain immediate safety. Where behaviour provides an opportunity for learning and restoration, staff will use an **educational consequence** to support reflection and future improvement.

In circumstances where behaviour endangers the safety of a pupil or staff member, the school acts swiftly and decisively to remove the threat and reduce the likelihood of recurrence. The Headteacher has determined measures to:

- Encourage good behaviour and respect for others.
- Secure an acceptable standard of pupil conduct.
- Promote self-discipline and respect for authority.
- Prevent bullying in all its forms, including prejudice-based and discriminatory bullying, and cyberbullying.
- Ensure that pupils complete tasks reasonably assigned to them in connection with their education.
- Regulate pupil conduct both within and, when reasonable, beyond the school premises.

When determining these measures, the Headteacher consults with the Governing Board and ensures compliance with Staffordshire County Council guidance. The Governing Board is responsible for setting out a statement of behaviour principles which underpins this policy.

The school's behaviour policy includes detail on:

- The school's purpose and values in relation to behaviour.
- The systems of rules, routines and responses which underpin daily practice.
- The induction, development and ongoing training of staff in behaviour management, including de-escalation, positive handling, and safeguarding.
- How pupils are supported through transition, including induction into behaviour systems and re-integration following protective measures.
- The pastoral and additional support available for pupils with additional needs, including SEND, where these may affect behaviour.
- The school's approach to preventing and responding to child-on-child abuse, in line with **KCSIE 2025**.
- The list of prohibited items which may be subject to a search, consistent with the DfE's **Searching, Screening and Confiscation Guidance (2022)**.

The Governing Board and Headteacher ensure that the school has regard to relevant guidance and statute, including:

- Screening and searching pupils.
- The power to use reasonable force and other physical contact (see Appendix A).
- The power to discipline beyond the school gate.
- The need to work with other local agencies to assess and support pupils with persistent disruptive behaviour.
- The pastoral care of staff accused of misconduct.

The behaviour policy is publicised annually to staff, pupils, and parents, and is published on the school website.

### **3. Designing the Behaviour Policy**

In developing this Behaviour Policy, Holy Trinity CE (C) Primary School has considered the ten key aspects of school practice identified by the DfE that contribute to improving the quality of pupil behaviour: a consistent approach to behaviour management, strong school leadership, effective classroom management, clear consequences (protective and educational), teaching of positive behaviour, staff development and support, effective pupil support systems, engagement with parents and agencies, well-managed transitions, and the organisation of school facilities.

A consistent approach to behaviour management is at the heart of our practice. Pupils need to know where they stand and what is expected of them. Staff model the behaviour we expect to see and apply measures predictably and fairly. Leadership at Holy Trinity ensures that staff are supported in upholding the policy, that expectations are high, and that systems are understood by all. Effective classroom management underpins this approach, with teachers establishing clear routines and boundaries that create calm and purposeful learning environments.

Consequences at Holy Trinity are framed in restorative terms. When behaviour falls below expected standards, staff may apply a **protective consequence** to secure safety and restore calm, followed by an **educational consequence** to help pupils understand the impact of their behaviour and develop strategies for improvement. Rewards and recognition also form an important part of our culture, reinforcing positive behaviours and celebrating success.

Staff are supported in this work through induction, professional development, and coaching. Behaviour management training includes de-escalation strategies, restorative practice, and positive handling, and is updated regularly to reflect local and national guidance. Staffordshire County Council guidance informs our training programme.

Pupil support systems are central to our approach. Pastoral support, SEND provision, and targeted interventions are provided where children require additional help to meet behavioural expectations. These include structured support plans, mentoring, counselling, and close work with families. Where necessary, we liaise with external agencies such as the Staffordshire Inclusion Team, Early Help services, and children's social care.

Parental engagement is a vital aspect of this policy. Parents are kept informed about behavioural expectations, routines, and concerns. Where persistent issues arise, we work in partnership with families to understand underlying causes and to co-produce strategies for improvement.

Transitions are recognised as times when pupils may need additional support. Our policy sets out clear procedures for induction into new routines, as well as re-integration following protective measures, absence, or alternative provision.

Organisation and facilities also contribute to behaviour culture. The school environment is maintained to be welcoming, safe, and conducive to learning. Classrooms and shared spaces are structured to support positive interactions and reduce the likelihood of conflict.

Holy Trinity takes the safety and wellbeing of staff seriously. Allegations made against staff are managed in accordance with **KCSIE 2025** and Staffordshire LA procedures. Where an allegation is proven to be malicious, the Headteacher will consider appropriate responses for the pupil involved, which may include educational work on honesty, relationships, and accountability.

The Behaviour Policy acknowledges our legal duties under the **Equality Act 2010**, particularly in relation to safeguarding and pupils with Special Educational Needs or Disabilities (SEND). Pupils with SEND will not be treated less favourably because of their needs. Reasonable adjustments will be made, and where behaviour may be linked to a disability, staff will take this into account when deciding responses.

#### **4. Discipline in Schools – Teachers’ Powers**

The Governing Board of Holy Trinity CE (C) Primary School recognises that teachers and authorised staff have statutory powers to manage behaviour. These powers are defined in legislation and must be exercised lawfully, reasonably, and fairly.

Teachers have the authority to address unacceptable behaviour, enforce school rules, and respond to failure to follow reasonable instructions. This power applies to all paid staff (unless the Headteacher determines otherwise) and extends to times when pupils are off-site under the charge of school staff, including during school visits.

Staff may apply protective or educational consequences in response to misbehaviour. To be lawful, these consequences must satisfy three conditions:

1. The decision to apply a consequence must be made by a paid member of school staff or a person authorised by the Headteacher.
2. The decision must be made on the school premises or while the pupil is under the lawful charge of a staff member.
3. The action taken must be reasonable, proportionate, and must not breach legislation relating to disability, SEND, equality, or human rights.

Protective consequences may include the temporary removal of a pupil from class to restore calm, confiscation of prohibited items, or restrictions on activities where safety is at risk.

Educational consequences may include restorative conversations, written reflections, or tasks that encourage pupils to repair relationships and learn from their behaviour.

The Headteacher may limit or extend the authority to apply certain consequences to specific staff. For example, staff trained in positive handling may be authorised to use reasonable force where necessary to prevent harm. Volunteers, such as parents supporting on school trips, may also be authorised to apply consequences where appropriate.

### **Corporal punishment is illegal in all circumstances.**

Staff must always consider whether behaviour incidents raise safeguarding concerns. **KCSIE 2025** requires staff to act if a child may be suffering, or likely to suffer, significant harm. Repeated disruptive behaviour may indicate unmet needs. In such cases, staff will work with the Designated Safeguarding Lead to determine whether a multi-agency assessment is necessary.

Teachers also have the power to address misbehaviour outside of school premises “to such an extent as is reasonable.” This includes situations where pupils are:

- Taking part in school-organised activities or trips.
- Travelling to or from school.
- Wearing school uniform or are otherwise identifiable as Holy Trinity pupils.
- Engaging in behaviour which may affect the running of the school, threaten another pupil or member of the public, or damage the reputation of the school.

In all cases, staff must respond proportionately and with regard to safeguarding obligations.

### **Prohibited Items**

Staff have the authority to confiscate prohibited items. In line with the **DfE’s Searching, Screening and Confiscation guidance (2022)**, the following items must not be brought into school:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Vaping devices and related accessories
- Fireworks
- Pornographic images
- Any article that staff reasonably suspect may be used to commit an offence, cause injury, or damage property

Staff may also search for and confiscate items banned by the school rules and identified as such in this policy. Confiscated items will be retained, disposed of, or handed to the police depending on their nature. Staff are protected from liability for loss or damage to confiscated property, provided they have acted lawfully and proportionately.

## 5. Behaviour and Consequences

Maintaining a positive culture at Holy Trinity CE (C) Primary School requires constant effort from all members of the school community. The Governing Board expects staff, pupils, and parents to be clear about the high standards of behaviour required at all times. This policy is supported by senior leaders and consistently upheld by all staff.

Good behaviour is encouraged through a mixture of high expectations, clear policy, and an ethos that fosters discipline, mutual respect, and Christian values. Recognition and praise play a central role in our approach. Pupils are commended for positive conduct, kindness, perseverance, and achievement. Rewards may include verbal praise, house points, certificates, and opportunities to take on responsibilities within the school.

When behaviour falls short of expectations, staff respond predictably, promptly, and proportionately in line with this policy. The first priority is always to ensure safety and restore a calm environment. Staff may use **protective consequences** to address immediate risks — for example, removing a pupil from a lesson where behaviour poses a danger to learning or wellbeing. Once calm is restored, **educational consequences** are applied to help the pupil understand the impact of their behaviour, repair relationships, and learn alternative strategies.

De-escalation techniques are used wherever possible to prevent situations from worsening. Staff use agreed scripts and restorative language to maintain consistency and fairness. All behaviour incidents are logged and monitored to identify patterns, provide early intervention, and ensure that responses are fair and proportionate.

The purpose of any response to misbehaviour is threefold:

- **Deterrence:** Consequences may deter the pupil, or others, from repeating misbehaviour.
- **Protection:** Protective consequences safeguard pupils and staff, ensuring that the learning environment remains calm and safe.
- **Improvement:** Educational consequences provide opportunities for reflection, reparation, and growth, helping pupils to meet the school's behaviour expectations and re-engage with their learning.

Where appropriate, staff will take account of any underlying factors when responding to behaviour. For example, a pupil may have suffered bereavement, be experiencing abuse or neglect, face mental health challenges, have SEND, or be subject to exploitation. In line with **KCSIE 2025**, such concerns are recognised as safeguarding issues, and staff will liaise with the Designated Safeguarding Lead to determine whether additional support or referrals are required.

### Examples of Consequences

Holy Trinity uses a graduated set of consequences that are clearly communicated and understood by pupils, staff, and parents. These include:

- A verbal reminder of behaviour expectations.
- Reflection time to consider choices and their impact.
- Restorative justice sessions to repair harm and rebuild relationships.
- Written tasks such as letters of apology or reflective accounts.
- Loss of privileges (for example, temporary removal of a leadership responsibility).
- School-based community service (e.g., tidying a classroom, supporting with equipment).
- Behaviour monitoring (for example, being placed on report or having regular check-ins with staff).

Protective consequences are used only where necessary to safeguard pupils or staff and are always followed by educational consequences to support reflection and change.

### **Record-Keeping and Safeguarding**

All incidents are recorded and monitored. Child-on-child abuse, including online abuse, bullying, and discriminatory behaviour, is treated as a safeguarding concern. Records are kept securely, and serious incidents are reported to governors. The school uses its safeguarding systems, in line with **KCSIE 2025**, to ensure oversight and follow-up.

### **Escalation to Suspension or Exclusion**

Where behaviour is serious or persistent, the Headteacher may consider suspension or permanent exclusion. These decisions are guided by the **DfE Suspension and Permanent Exclusion guidance (2024)** and Staffordshire County Council procedures. Suspension or exclusion will only be used as a last resort, and always proportionately, where other responses have failed or where the behaviour constitutes a serious breach of this policy. Parents will be informed without delay, and governing board duties regarding exclusions will be followed.

### **Behaviour Expectations and Pupils with Special Educational Needs and/or Disability (SEND)**

At Holy Trinity CE (C) Primary School, we believe that all pupils are entitled to high expectations for their behaviour. Our culture consistently promotes positive standards, and we provide the necessary support to ensure that every pupil, including those with SEND, feels a sense of belonging in our community. Maintaining high expectations is important for safeguarding, wellbeing, and inclusion.

A calm and consistent environment benefits all pupils, particularly those with additional needs. However, we also recognise that some behaviours may be linked to particular types of SEND. For example, pupils with speech, language, and communication difficulties may struggle to understand instructions, while those with sensory processing difficulties may become overwhelmed by certain environments. We do not assume that every instance of misbehaviour is connected to SEND, but we always consider whether needs are a contributing factor.

When a pupil is identified as having SEND, we follow the **graduated approach** of assess, plan, do, and review to ensure that support is appropriate, targeted, and effective. Interventions are reviewed regularly, and staff work closely with the SENDCo, parents, and external agencies to provide coordinated support.

### Legal Duties

The school is required by law to balance a number of duties when addressing behaviour for pupils with SEND:

- Under the **Equality Act 2010**, we must make reasonable adjustments to avoid substantial disadvantage for pupils with disabilities.
- Under the **Children and Families Act 2014**, we must use our “best endeavours” to meet the needs of pupils with SEND.
- If a pupil has an Education, Health and Care Plan (EHCP), we must secure the provision set out in the plan and cooperate with the local authority and other bodies involved.

In practice, this means anticipating likely triggers for misbehaviour and putting preventative strategies in place. Examples include:

- Offering short, planned movement breaks for pupils who struggle to sit still for extended periods.
- Adjusting seating plans to meet the needs of pupils with hearing or visual impairments.
- Making uniform adjustments for pupils with sensory sensitivities or medical needs.
- Providing training for staff to better understand conditions such as autism, ADHD, or attachment difficulties.

### **Protective and Educational Consequences for Pupils with SEND**

When responding to incidents of misbehaviour involving pupils with SEND, staff carefully consider whether protective or educational consequences are appropriate. Protective consequences may be necessary where safety is at risk, but they will always be proportionate and temporary. Educational consequences will be adapted to the child’s needs — for example, using visual aids, simplified reflection activities, or supported restorative conversations.

The Upper Tribunal has clarified that a recognised condition likely to result in a “tendency to physical abuse” can be considered a disability under the Equality Act 2010. This does not mean that pupils with disabilities are exempt from consequences, but rather that the school must ensure responses are fair, lawful, and consider the child’s needs.

### **Safeguarding Considerations**

Persistent disruptive behaviour may be a sign of unmet needs or a safeguarding concern. In line with **KCSIE 2025**, staff must consider whether the misbehaviour indicates that a child is suffering, or is likely to suffer, harm. If so, the Designated Safeguarding Lead will be

informed immediately, and appropriate referrals (such as Early Help or Children's Social Care) will be made.

Disciplinary action and additional support are not mutually exclusive. Both may take place simultaneously if necessary to protect the learning environment while addressing the underlying needs of the pupil.

### **Our Christian Ethos**

Holy Trinity C of E Primary School is a Church of England school, supported by staff, governors, parents and the local church.

The school family vision is to:

- Help all children reach their full potential.
- Provide a happy, pleasant and stimulating environment in which the contribution of each individual is valued.
- Foster mutual respect and care for those within the school and wider community.
- Encourage Christian values to permeate the life of the school.
- Enrich school life through a daily act of collective worship.

Our Christian values of **Koinonia, Love, Honesty, Forgiveness, Dedication and Courage** are central to all that we do. They not only shape the life of our school but also help us to promote British values and guide our children on their journey to becoming positive members of both the local and global community.

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### **Behaviour Intent**

At Holy Trinity C of E Primary School, we strive to create a safe, nurturing and inclusive environment where every child is known, valued and encouraged to flourish. Rooted in our Christian vision of "*Growing in faith, learning for life*", we place the whole child at the centre of all that we do.

We aim for all children to develop as respectful and respected individuals who set high standards for themselves and others. Through our culture of high expectations and our Christian values, pupils will be supported to develop life-long learning skills such as resilience, self-belief and adaptability.

Every child, regardless of their starting point, will be given the tools to succeed and the inspiration to face challenges with confidence. Children at Holy Trinity will know their worth, recognise their value, and be empowered to make a positive difference to the school, their families and the wider community.

Through this policy, we ensure that unacceptable behaviour is addressed fairly and consistently and does not impact negatively on the learning and well-being of others.

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## Behaviour Ethos

Every child should feel safe, respected and valued. By setting high expectations and providing the right support, children will develop the confidence and resilience needed to thrive.

At Holy Trinity, we promote positive attitudes to learning and life, including honesty, respect, forgiveness, fairness and compassion. These are rooted in our Christian values of **Koinonia, Love, Honesty, Forgiveness, Dedication and Courage**.

We seek to live out our Christian ethos by ensuring that:

- Children and staff develop self-respect and a sense of personal worth.
- Children understand that their behaviour is their own responsibility.
- All children and adults respond appropriately to the behaviour of others and view this as their collective responsibility.
- Children respect their own property and that of others, take pride in the school, and help to keep it in good condition.
- Behaviour is seen as a form of communication, with staff working to understand and respond to underlying needs.
- We always seek to “catch children being good”, recognising that positive reinforcement leads to positive choices.

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## Promoting Positive Attitudes

We promote these attitudes through:

- A programme of **Personal, Social, Health and Economic (PSHE) education** and **Collective Worship**, designed to promote mutual respect, self-discipline and social responsibility.
- A whole class set of “**Classroom Promises**”, agreed and displayed each Autumn term, and reviewed regularly.
- Our “**Trusted 5**” **approach**, encouraging children to identify five trusted adults they can turn to for support.

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## Holy Trinity “DO” Expectations

To support our values, we follow “**Holy Trinity DO**”, which reminds us what our Christian values look like in action:

- We do show **love** through kindness and care.
- We do live out **koinonia** by working together as one community.

- We do show **honesty** by telling the truth and being trustworthy.
  - We do show **forgiveness** by giving each other fresh starts.
  - We do show **dedication** by working hard and giving our best.
  - We do show **courage** by facing challenges and persevering.
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## **Behaviour Strategies**

We believe all behaviour is communication. Our focus is on supporting children to understand what went wrong and to learn how to make better choices in future.

### **Praise**

All staff are expected to prioritise praise, recognising thoughtful and responsible behaviour. This is especially important for those who may find positive behaviour more challenging.

Praise may be given:

- Visually – a smile, a thumbs up
- Verbally – clear and specific recognition, e.g., *“I am proud of you because...”*

### **Rewards**

Our emphasis is on rewarding and encouraging positive behaviour. While sanctions have a role, our focus is on building intrinsic motivation. Rewards include:

- Purposeful praise for demonstrating Christian values
  - Dojo points (individual, team and class totals)
  - Headteacher stickers for excellent effort and achievement
  - “Lift Off” certificates for excellent behaviour
  - Weekly Christian Value Champion Certificates
  - Writer of the Week certificates
  - Positive praise and recognition on Class Dojo
  - Class awards linked to collective achievements
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### **Time-In and Reset**

We do not believe in traditional “time out”. Instead, we use **“Time In”**, where a child spends time with a supportive adult to regulate their emotions and calm from crisis. This may involve walking, drawing, reading, or quiet reflection.

Once calm, a **RESET conversation** helps the child reflect on what happened, its impact, and what they can do differently next time.

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## Consequences

Consequences are seen as learning opportunities, helping children to reflect and make better choices. All children are supported by staff to understand that their actions have consequences.

### Examples of consequences include:

- Verbal reminders
  - Moving to a supervised safe space with work to complete
  - Catching up on missed work at break/lunchtime
  - Referral to a senior member of staff
  - Phone call home to parents
  - Agreed support or intervention adapted to age and/or SEND needs
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## Our Approach to Behaviour Management

At Holy Trinity C of E Primary School, we:

- Model forgiveness and start each day afresh (*"Forgive, and you will be forgiven"* – *Luke 6:37*).
  - Use a **therapeutic and relational approach** to behaviour management (including Step On strategies).
  - Record positive behaviour and significant behaviour incidents on Arbor and red form as appropriate.
  - Ensure SLT supports staff in managing behaviour consistently and fairly.
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## Partnership with Parents

We value strong partnerships with parents and carers. Together, we:

- Support children in adhering to our **Home-School Agreement**
- Communicate openly about changes or concerns
- Encourage and reinforce positive choices both at school and at home

Parents will always be informed of concerns in a sensitive and constructive way.

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## Holy Trinity Home-School Agreement

As a member of Holy Trinity, I will:

- Listen to adults and show respect to others

- Make good choices to support my own learning and that of others
- Move calmly and safely around school
- Care for my belongings, classroom and school environment
- Take pride in wearing my school uniform
- Take responsibility for my actions and choices
- Be willing to learn from my mistakes and apologise when needed
- Show kindness and understanding at all times
- Live out our school values of **Koinonia, Love, Honesty, Forgiveness, Dedication and Courage**

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### **Reset Conversation Structure**

#### **Tell the Story**

- Can you explain what happened?
- What were you thinking at the time?
- Are you calm enough to talk about it now?

#### **Understand the Impact**

- Who has been affected by what happened?
- How has your behaviour impacted others?
- Was this fair and respectful to yourself and others?

#### **Fix the Harm**

- What can you do to make things better?
- Why is it important to say sorry?
- What will you do differently next time?

#### **Check-In**

- When can we check in to see how you are doing?
- How can I help you to succeed moving forward?

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### **Behaviour Consequences Grid**

*(Aligned with DfE guidance and school values 2025)*

Level	Behaviour	Consequences
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<b>1 – “Lift Off”</b>	Excellent behaviour: living out Christian values, role model for others, positive peer support, consistent effort.	Certificates, recognition in Collective Worship, extra responsibilities, “Star of the Term”, SLT recognition, parent praise.
<b>2 – Consistently Good</b>	Follows rules, supports others, completes most learning/homework to expected standard.	Praise, team points, stickers, notes home, “Star of the Day”, weekly certificates.
<b>3 – Low-Level Disruption</b>	Talking out of turn, minor unkindness, lack of focus, homework incomplete/lacking care.	Verbal reminder, low-level restorative conversation, recorded and shared with parents. <i>*Recorded on Arbor</i>
<b>4 – Persistent Disruption</b>	Repeated failure to follow instructions, continued disruption, minor dishonesty.  <i>Discussion at SLT</i>	RESET Time, behaviour tracker, reflection, discussion with parents, staff analysis of triggers. <i>*Offer Family Support</i> <i>*Recorded Arbor</i>
<b>5 – Significant Behaviour</b>	Defiance, repeated unkindness, disruption affecting others’ learning, aggression, unsafe online behaviour.	PsP: positive support plan (ABC), monitored contract, parent meetings, loss of privileges, targeted intervention, SLT involvement.
<b>6 - Serious/Dangerous Behaviour</b>	Bullying, racism, vandalism, physical harm, sexualised behaviours, possession of banned items.	Immediate SLT involvement, formal plan, risk assessment, suspension/exclusion if necessary, external agency involvement, restorative meeting before reintegration.