

Holy Trinity Church of England Primary School



Behaviour Policy

OUR TRUST PRAYER

Heavenly Father,
Let peace, friendship and love grow in our schools.

Send the Holy Spirit to give
excellence to our learning,
love to our actions and
joy to our worship.

Guide us to help others,
so that we may all

Learn, Love and Achieve, Together with Jesus.

Amen

Contents

1. School Vision.....	1
2. Overview	1
3. School Rules.....	1
4. Approach to Behaviour.....	1
5. Expectations of the School Community.....	2
6. Expectations of Behaviour Around School.....	3
7. Rewards.....	4
8. Consequences.....	5
9. Equal Opportunities Statement.....	6
10. Specific Needs	6
11. Bullying	7
12. Pupil Possessions	8
13. Use of Reasonable Force	8
14. Legislation, Statutory Requirements and Guidance	9
15. Appendix A: Individual Behaviour Plan	10
16. Appendix B: Restorative Conversation Script.....	11

1. School Vision

At Holy Trinity Church of England Primary School, every child is recognised as a unique individual. We celebrate and welcome differences within our diverse school community, encouraging all to grow and flourish as precious children of God. Learning is centred around experiencing the joy of discovery. The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values, with a vision to prepare our children to be life-long learners, rooted in our school motto: **To be the best we can be: For God, for others and for ourselves.**

2. Overview

Our Behaviour Policy is rooted in our Christian vision of *Learn, Love and Achieve Together with Jesus* and guided by the virtues of peace and forgiveness. Good behaviour is central to creating calm, safe and supportive environments where children can flourish. We uphold a consistent ethos across our schools by:

- Providing clear expectations for children and adults.
- Building positive relationships and secure routines.
- Maintaining high expectations through monitoring and evaluation.
- Working in partnership with parents and carers.

Purpose and Aims

This policy sets out the standards of behaviour expected at Holy Trinity CE Primary School. It supports governors, staff, parents, pupils and volunteers in creating a safe, respectful and happy community.

- Provide a clear and consistent approach to behaviour.
- Use Christian values to nurture positive relationships.
- Develop self-discipline, responsibility and empathy.
- Foster a community based on kindness, care and respect.
- Ensure excellent behaviour is the norm for all pupils.
- Support children in understanding that behaviour can change, while their worth remains constant.
- Maximise learning through a safe and supportive ethos.

3. School Rules

1. **Respect yourself**
2. **Respect each other**
3. **Respect our school**

4. Approach to Behaviour

Consistency comes from the actions of all staff, not just procedures. Every interaction should reflect fairness, respect and shared expectations. Pupils respond positively when treated as valued individuals and when rewards and sanctions are applied consistently through the school rules. Good behaviour is taught, practised and reinforced throughout the year, supported by our PSHE Curriculum '*My Happy Mind*', Collective Worship, and the example set by all staff.

5. Expectations of the School Community

Expectations of all staff

- Share collective responsibility for behaviour
- Model positive behaviours around school
- Hold high expectations of pupils
- Apply school rules consistently and fairly
- Plan engaging, challenging lessons that meet the needs of all learners
- Use positive recognition
- Promote good behaviour calmly and respectfully
- Build strong relationships with pupils and parents
- Reinforce expectations regularly
- Address behaviour issues directly and reflectively
- If on gate duty, welcome children and ensure they enter calmly
-

Expectations of Senior Leaders and SENDCO

- Be a visible presence across school
- Share good practice
- Help staff supporting children with complex behaviour needs
- Monitor behaviour policy and practice
- Review support for pupils regularly
- Ensure provision of gate duty, break and lunchtime staff rotas

Expectations of Governors

- Review and monitor this policy with the Headteacher
- Support staff in applying these guidelines

Expectations of all pupils

- Try their best in every lesson
- Follow adult instructions
- Be kind to others
- Follow School Rules: *Respect Yourself, Respect Each Other, Respect Our School*
- Use appropriate language at all times

Expectations of All Parents/Carers

- Work in partnership with the school in the implementation of this policy
- Share concerns about education, welfare or behaviour with school staff
- Encourage good manners and social skills
- Attend meetings and parents' evenings
- Support school rules and expectations
- Ensure punctuality and homework completion
- Model positive behaviour
- Supervise children on the playground before and after school

For further information please see LDST's Code of Conduct for Parents Policy

6.Expectations of Behaviour Around School

<p>Before and after school</p>	<ul style="list-style-type: none"> • No unsupervised games/footballs in the cage • Y5/Y6 children walking home alone must leave immediately (If a permission form signed by a parent/carer has been approved by school) • After School Club: collected from classrooms • Sports Clubs: pupils stay with teacher until collected (mixed year groups collected from Y6 classroom) • Parents are responsible for children once collected and on the playground
<p>Collective Worship and Church</p>	<ul style="list-style-type: none"> • Children stay in line/seating plan • Teachers present in the hall/church • Quiet when entering, leaving, and during worship • Show respect at all times • Use silent signals in worship
<p>In the corridors and around school</p>	<ul style="list-style-type: none"> • Follow 'calm corridors' rules: Walk in single file, on the left, quietly and sensibly • Hold doors for others to show good manners
<p>In the dining room</p>	<ul style="list-style-type: none"> • Walk and queue quietly (indoor voices) • Use quiet voices at the table • Stay seated and raise hand for help • Use knife and fork properly • Show good manners to peers and staff • Follow silent signals in the dining room
<p>On the playground</p>	<ul style="list-style-type: none"> • Use toilet passes and ask before entering the building • Follow class rotas for cage/shelter • Keep areas tidy and return balls inside at the end of break/lunch • Play Leaders support lunchtime play • Only 2 footballs allowed (cage and side of cage) • Use kind words and hands • Take turns and use equipment respectfully • Put rubbish in the bin after snacks • Staff support calm transitions, line up in year groups
<p>Children's toilets</p>	<ul style="list-style-type: none"> • Always flush the toilet and wash your hands with soap • Turn off the tap before leaving • Make sensible choices when using soap and toilet paper • Put paper towels in the bin
<p>Outside the school gates</p>	<ul style="list-style-type: none"> • Pupils must behave safely and respectfully at all times, including to/from school, on school visits, and online.

Notes for Playground Supervision

- Staff on duty should circulate, monitoring all children, especially those with challenging behaviour.
- Children may only re-enter the building with a toilet pass or an adult.
- Adults are responsible for behaviour, recording incidents, and managing accidents.
- Staff must remain on the yard until all classes are collected; arrange a replacement if unavailable.
- Reception and Y1 line up in their allocated playground.
- Y2 – Y6 children will line up in year groups in the same spot on the playground. Calm transition into school in order (Year 2, 5, 3, 6, 4) All children walk in behind their teacher in order. Y5 and Y6 use stairs by office, Y2, Y3, Y4 use stairs by EYFS classroom. All teachers to be out on the playground at the same time.

Notes for Lunchtime

Lunchtime supervisors must record accidents and report significant or repeated behavioural concerns to the class teacher, SLT, or Learning Mentor.

7. Rewards

Dojos

- Children earn dojo points from staff for good behaviour throughout the school day
- Points are awarded for following the school rules (respecting yourself, respecting others, respect the school) as well as demonstrating the Christian values
- Each note-worthy behaviour earns one dojo. Once a dojo has been rewarded it cannot be deducted
- Dojos accumulate throughout the year; every 25 points earn a prize from the class prize box
- Age appropriate prizes in class prize boxes
- Each half term, the class with the most dojos receives a 'Class Behaviour Award' trophy and extra break time to celebrate their behaviour and effort

Praise Worship

Every Friday afternoon, the school holds a whole school praise worship to celebrate children's achievements. Each class teacher chooses three children to receive a certificate as recognition of their attitude or accomplishment. This is also published in the school newsletter. The three certificates are:

- Discovery Award – linked to our discovery curriculum
- Respect Award – linked to our behaviour and school rules
- Value Award – linked to one of our school Christian values

Pupils with 100% attendance receive a certificate at the end of each term and at the end of the year. As well as children having our target attendance of 97%.

Headteacher's Award

Staff can select a child to receive a Headteacher's Award for a child who has gone above and beyond expectations in their behaviour or learning. A Headteacher Award is also published on the newsletter and children receive a certificate, sticker and a choice from the Headteacher prize box. These awards are also explicitly linked to the Discovery Curriculum and this is discussed with the individual child using the Discovery Curriculum Display located at the school entrance.

Notes on Rewards

Reasonable adjustments are made to expectations, rewards and sanctions to fit the needs of the individual pupils. Staff are made aware of where this may be applicable and apply professional judgement.

8. Consequences

Stage: Unintentional Misbehaviour	Stage 1 Consequences
<ul style="list-style-type: none"> • Repeated low level disruption (talking, fidgeting, distracting others, or swinging on chairs) • Not listening or shouting out • Off-task behaviour and unnecessary noise • Not following calm corridor rules • Not following instructions • Verbal unkindness toward peers 	<ul style="list-style-type: none"> • Non-verbal warning • Reminder of expectations • Verbal warning • Moved away from peers • Time out to reflect • Restorative conversation with teacher (See <i>Appendix B</i>)
Stage 2: Intentional Misbehaviour	Stage 2 Consequences
<ul style="list-style-type: none"> • Repeated stage 1 behaviours • Swearing • Disrupting others learning • Disrespect to staff or peers • Refusing staff instructions • Damaging property • Leaving class without permission 	<ul style="list-style-type: none"> • Child sent to another class to regulate • Learning Mentor to support child and have a restorative conversation with the child (See <i>Appendix B</i>) • Discussion/meeting with SLT or Headteacher • Parent contact (meeting or phone call) • Lunchtime reflection in Nurture Room with SLT/Learning Mentor (record kept in behaviour logbook and shared with parents) <p><i>(All the above actions to be record on CPOMS)</i></p>
Stage 3: High Level Misbehaviour	Stage 3 Consequences
<ul style="list-style-type: none"> • Racism • Homophobia • Bullying • Physical harm • Verbal abuse 	<ul style="list-style-type: none"> • Formal meeting with parent involving Head teacher/SLT • Individual Behaviour Plan (See <i>Appendix A</i>) • Internal Exclusion • Fixed Term Suspension • Permanent Exclusion <p><i>(All the above actions to be record on CPOMS)</i></p> <p><i>For further information please see LDST's Suspensions and Exclusion Policy</i></p>

CPOMS:

CPOMS is a software system that stands for Child Protection Online Monitoring and Safeguarding (or Management) System. It is used by schools to record, monitor, and manage safeguarding, pastoral, and welfare issues for students. The system helps ensure child safety by providing a secure, centralised platform for staff to report concerns, build a student's chronology, and share information securely when a child transfers to another school.

Notes for Application of Sanctions:

- Record significant incidents on CPOMS.
- Keep parents informed, in private where possible.
- Share behaviour concerns with senior leaders.
- Use professional judgement; sanctions cannot cover every situation.

9. Equal Opportunities Statement

Holy Trinity CE Primary School is an inclusive school. We are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith, religion or socio-economic background. Working in partnership with parents, we provide a happy, stimulating environment rooted in Christian values. All are cared for and nurtured spiritually, morally, intellectually, physically, socially and emotionally.

For further information please see the school's Equal Opportunities Statement based on the Equality, Diversity and Inclusion Policy

10. Specific Needs

Support for Emotional, Social & Behavioural Needs

- Some children may have special educational needs (SEN) or emotional, social, medical or additional learning needs that contribute to challenging behaviour. School works with parents and professionals to set improvement targets or follow targets on a child's EHCP (Educational Health Care Plan).
- Parents concerned about behaviour at home are encouraged to seek advice from school staff, who can direct them to further support.
- Where needed, an Individual Behaviour Plan is created with the child, parents, teacher, and SLT.
- An Early Help meeting / Team Around The School (TAS) meeting may be arranged if multiple agencies are involved.
- The pastoral team works with staff to co-ordinate support for pupils and families.

Trauma Informed Approaches

A Trauma Informed Approach requires emotionally regulated adults who can provide essential calming and containment for a child when they are overwhelmed by an event, a situation or their feelings.

We use sentence stems for reflective conversations with children. Staff have these on their land yards.

WINE Sentence Stems (I wonder, I imagine, I notice, empathy)

- I wonder if ... (e.g. it felt like no one understood you)
- I imagine that ... (e.g. that was horrible when that happened)
- I notice ... (e.g. how you perked up when you said you felt close to your brother)
- That sounds ... (e.g. painful because you were all on your own)
- Will you help me to understand ...? (e.g. what was it like for you when ...?)

For further information please see the school's Relationships Policy

11. Bullying

Bullying is a behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take a variety of forms (for instance, cyber bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups. For example, on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities. It might be motivated by actual differences between children, or perceived differences.

The school has an Anti-Bullying Policy in place to deal with potential bullying as soon as it is detected. Our aim is to create an environment that prevents bullying from being a serious problem in the first place. We are proactive about developing a culture of respect between staff and pupils. We aim to embed a deeper empathy for others through restorative conversations and supporting our children to understand how their actions affect others. If bullying is suspected, we use CPOMS to develop chronologies of events to enable accurate communication between staff, pupils and their parents. It also enables us to measure the impact of any intervention that is decided.

For further information please see the school's Anti-bullying Policy

Child-On-Child Abuse

Child-on-child abuse refers to children harming other children, regardless of age or development. Staff are aware it can occur in school, online, or elsewhere. The school is committed to preventing, identifying, and managing such abuse, with a zero-tolerance approach. No form of abuse, however minor it may seem, is dismissed as joke or banter, and all cases are handled sensitively, appropriately, and promptly.

For further information please see the school's Safeguarding Child Protection Policy

Exclusion

Exclusion from school is a last resort. Only the Headteacher can exclude a child, either for a fixed term (up to 45 days per year) or, in extreme cases, permanently. Fixed-term exclusions may be converted to permanent if warranted. Education is provided for the child after the fifth day of any exclusion.

For further information please see LDST's Suspensions and Exclusion Policy

12. Pupil Possessions

Mobile Phones

Mobile phones are encouraged to be kept at home. For pupils in Years 5 and 6 who need a phone to walk home alone, parents must sign a permission form. Once approved, phones are brought to school, kept turned off and locked by the class teacher during the day, and returned at the end of school.

Banned Items and Searches

Headteachers and authorised staff can search pupils or their possessions if there are reasonable grounds to suspect a banned item, which includes weapons, alcohol, illegal drugs, stolen goods, tobacco, pornographic images, fireworks, or anything likely to cause harm or break school rules. Staff should seek the pupil's cooperation but may search without it if there is a risk of serious harm. Pupils should understand the reason and process for the search.

The Headteacher oversees searches to ensure they are safe, proportionate, and appropriate, with support from the designated safeguarding lead (DSL). If a pupil is found to be at risk of harm, the DSL refers to children's social care and considers wider safeguarding concerns. Parents must be informed promptly about any search, the outcome, and any items confiscated, or sanctions applied.

Staff may confiscate items if they are banned, pose a risk, or serve as evidence of an offence. Confiscation may also be used as a sanction.

Complaining about a search

Parents should always be told about any search for a banned item and the outcome - including any sanctions. If you're unhappy with a search on your child at school, talk to the headteacher. If you're not satisfied, ask for a copy of the complaints procedure.

For further information please see the school's Compliments and Complaints Procedure

13. Use of Reasonable Force

Staff may use reasonable force to prevent pupils from committing a criminal offence, causing injury, or damaging property. Headteachers and authorised staff may also use reasonable force when searching a pupil without consent for banned items, such as weapons, alcohol, drugs, stolen goods, tobacco, fireworks, pornographic images, or anything that could cause harm. Key staff have Safer Handling Training. The school follows DfE guidance on the use of reasonable force.

For further information please see the school's Safer Handling Policy

14. Legislation, Statutory Requirements, and Guidance

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

[Behaviour in schools: Advice for headteachers and school staff](#)

[Searching, screening and confiscation: advice for schools](#)

[The Equality Act](#)

[Keeping Children Safe in Education](#)

[Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)

[Use of reasonable force in schools](#)

[Supporting pupils with medical conditions at school](#)

[Special Educational Needs and Disability \(SEND\) Code of Practice](#)

Policy to be reviewed July 2026

Appendix A:



Holy Trinity Church of England Primary School

Individual Behaviour & Wellbeing Plan



Name: _____

Class: _____


Date: _____

Stage 1 behaviours		Stage 2 behaviours	
•	⇐	•	⇐
Targets to work on		Review	
•		Target 1	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
		Target 2	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
What strategies can be used to achieve targets?		What strategies can be used by the adult to help Aylan achieve targets?	
•		•	


Teacher signature: _____


Parent/carer signature: _____


Respect Plan



Holy Trinity Church of England Primary School
Respect Plan







I will use kind words to others.

I will NOT kick, hit or hurt others.

I will respect others.

I will respect teachers.

I will respect my school.

Signed _____ Date _____

Restorative Conversation Script

Before You Start:

- Find a quiet, private space.
- Ensure everyone feels calm and safe.
- Speak with a calm, kind tone.
- Use body language that shows you're listening (e.g. eye contact, nodding, open posture).

Step 1: Set the Scene

"We're going to have a little chat to help everyone feel better and sort things out. This is a safe space. I'm here to listen, not to tell off. Let's try to be honest, respectful, and kind."

Step 2: Hear What Happened (From Each Person Involved)

"Can you tell me what happened, in your own words?"

(Prompt with: "And then what happened?" or "How did that make you feel?" if needed.)

Step 3: Explore Feelings

"How were you feeling at the time?"

"How do you feel now?"

(Use feeling words if needed: happy, sad, angry, hurt, left out, worried, etc.)

Step 4: Understand the Impact

"Who do you think has been affected or hurt by what happened?"

"How do you think they feel now?"

"What do you think it was like for them?"

(Encourage empathy gently – "Imagine if that happened to you...")

Step 5: Make Things Right

"What do you think needs to happen now to make things better?"

"Is there anything you'd like to say to the other person?"

"What could you do differently next time?"

Step 6: Collaboratively Agree on a Way Forward

"What action needs to be taken?"

(Apology, fixing something, giving space, including others, etc.)

*“How will we make sure this doesn’t happen again?”
“Let’s agree on what we’ll do next. Does that feel fair to everyone?”*

Step 7: Check in and Reconnect

*“Thanks for talking with me and each other. That was really brave and respectful.”
“Let’s check in again later to see how things are going. You’re not alone—we’re here to help you.”*

Tips for Staff:

- Stay neutral – don’t take sides.
- Avoid judgment – focus on learning and growth.
- Use visuals (feelings cards, pictures) for younger children or those with additional needs.
- Keep it short and simple for younger ages.
- Follow up later in the day or week.