

# Behaviour Policy

## Trinity St Mary's CE Primary



*"Love God with all of your heart, your soul, your strength, your mind  
and love your neighbour as yourself"*

*Luke 10:27*

**Status & Review Cycle:** Statutory Annual

**Reviewed:** August 2026

**Agreed by Governors:** TBC

**Next Review Date:** August 2027 (or earlier following material statutory SEND/behaviour guidance changes)

**Policy Lead:** Headteacher, with SENDCo and Governing Body oversight

## Purpose and Principles

This policy sets out how Trinity St Mary's CE Primary School (TSM) creates a calm, safe, inclusive and respectful culture in which every child can learn, belong and flourish. Behaviour is taught, modelled, noticed and supported. When behaviour falls below expectations, adults respond calmly, proportionately and with a focus on safety, learning, restoration and prevention of recurrence.

Our approach combines high expectations for all with the support and reasonable adjustments some pupils need to meet those expectations. We do not lower aspirations for pupils with SEND; we remove barriers, anticipate triggers and adapt provision so that expectations are accessible and fair.

## Vision, Values and School Rules

Nurturing minds

Filling hearts

Flourishing together

Our Christian vision is underpinned by the verse "Love God with all of your heart, your soul, your strength, your mind and love your neighbour as yourself." - Luke 10:27

Trinity St Mary's is a community where everyone is welcomed and respected and where every person commits to our values of kindness, unity and courage. Our Christian vision calls us to treat others with love, dignity and understanding.

-  We are respectful
-  We are honest
-  We are gentle
-  We try our best!

These rules apply in lessons, around school, at playtimes, on visits, during clubs and online where behaviour affects the school community. All members of the school community live out our vision through the values of kindness, unity, and courage.

## Evidence-informed Practice

At TSM, our behaviour practice is evidence-informed. Expectations and routines are explicitly taught, staff responses are calm, consistent and proportionate, positive behaviour is recognised, and support is adapted for pupils with additional needs. Social and emotional development is embedded across everyday school life to strengthen self-regulation, relationships, wellbeing and readiness to learn.

-  Staff explicitly teach routines and learning behaviours rather than assuming children already know them.
-  Staff use calm, consistent language and predictable responses across the school.
-  Staff build strong relationships and use specific, sincere recognition of the behaviour we want to see repeated.
-  TSM uses universal approaches for all pupils, with targeted and individualised support provided where needed.
-  Staff use behaviour information and professional curiosity to identify patterns, triggers, unmet needs and barriers to participation.
-  Staff use de-escalation, co-regulation and restorative repair to help children return successfully to learning.

## Social and Emotional Learning

TSM recognises that children's social and emotional development plays an important role in their behaviour, wellbeing and readiness to learn. We take a preventative and inclusive approach, supporting children to develop the skills and language they need to understand and express emotions, manage challenges, build positive relationships, resolve difficulties and ask for help.

Social and emotional skills are taught and reinforced through everyday school life, the curriculum, relationships with trusted adults and appropriate pastoral and SEND support. Children develop these skills at different rates and some children, including children with SEND, receive additional teaching, reasonable adjustments, co-regulation or individualised support.

- ✚ Adults use clear, consistent and developmentally appropriate language to support children to understand emotions, relationships and behaviour.
- ✚ Children are supported to recognise emotions and body signals, communicate their needs, identify strategies that help them to regulate and seek support from a trusted adult.
- ✚ Staff model calm, respectful communication, self-regulation, problem-solving and positive ways of repairing relationships.
- ✚ Where a child is dysregulated, adults prioritise safety, connection and appropriate co-regulation before expecting the child to reflect, problem-solve or engage in restorative conversations.
- ✚ TSM reviews the effectiveness of social and emotional support through pupil and parent/carer voice, behaviour patterns, attendance, engagement with learning and pastoral/SEND reviews. Social and emotional support does not replace safeguarding responsibilities, SEND processes or specialist services where these are required.

## Roles and Responsibilities

### Children will:

- ✚ follow the school rules and routines, with support or adjustments where needed;
- ✚ respect the faith, belief, race, sex, disability, family background, gender identity and protected characteristics of others;
- ✚ speak to their peers and adults in a calm and respectful way;
- ✚ report concerns, conflict, bullying or unsafe behaviour to an adult rather than retaliating;
- ✚ participate in restorative conversations when calm and able to do so;
- ✚ persevere with challenge, work cooperatively and help care for the school environment; and
- ✚ use school and online spaces safely and respectfully.

### Staff will:

- ✚ model the behaviour, language and relationships expected from pupils;
- ✚ explicitly teach routines, expectations, social and emotional skills and how to ask for help;
- ✚ use calm, clear, consistent, respectful and proportionate responses;
- ✚ avoid sarcasm when correcting or discussing behaviour, recognising that some pupils, particularly those with SEND, may interpret language literally or misunderstand its intent;
- ✚ keep restorative and de-escalation conversations focused on the immediate situation; do not introduce unrelated issues such as uniform, shirts or footwear while a child is dysregulated, unless there is an immediate safety concern;

- + use inclusive and neurodiversity-informed strategies, avoiding assumptions that behaviour is simply willful non-compliance;
- + anticipate triggers and make reasonable adjustments where required;
- + use specific praise and recognition more frequently than correction wherever possible;
- + de-escalate and co-regulate before reflection, especially when a pupil is distressed or dysregulated;
- + use restorative conversations to support understanding, accountability and repair;
- + record significant incidents accurately on Arbor and share patterns with relevant leaders;
- + work with parents/carers, SENDCo, DSL and external professionals where appropriate; and
- + engage in training and current evidence-informed practice.

### **Parents and Carers will:**

- + speak to all children and adults in a calm and respectful manner;
- + support the school rules, values and respectful communication;
- + share relevant information that may affect behaviour, regulation, attendance or wellbeing;
- + raise concerns with the class teacher in the first instance unless the concern is safeguarding-related or requires senior leadership;
- + work with the school on agreed support plans and reasonable adjustments;
- + encourage children to report concerns rather than retaliate; and
- + celebrate progress, effort and positive behaviour.

### **Teaching Routines and Moving Around School**

At TSM, routines are taught, practised and revisited at the start of the year, after breaks and whenever a class needs a reset. Staff make reasonable adjustments for pupils who cannot safely or reasonably access a routine in the same way as their peers.

- + Walk safely and respectfully around school.
- + Use the agreed voice level for the space and activity.
- + Move in an orderly way that protects learning in nearby classrooms.
- + Respect shared and personal property.
- + Hold doors for others when safe and appropriate.

### **Positive Recognition and Rewards**

At TSM, recognition is specific, timely and linked to the school's values and taught expectations. Rewards are applied fairly and accessibly. Staff consider individual needs and make adjustments where a reward system would otherwise create an unintended barrier for a pupil with SEND.

- + specific verbal praise and feedback;
- + positive messages or conversations with home;
- + house points;
- + stickers, merits and Headteacher awards;
- + sharing excellent work or conduct with another adult or class;
- + extra play or class/house celebrations;
- + reward cards and agreed age-appropriate class recognition.

At TSM, the Green to Superstar classroom behaviour system remains part of our positive recognition approach. Children may move upwards through the system to recognise positive behaviour, effort and the

school values. Named pupils are not publicly moved down a visible behaviour chart as a punishment or used to publicly shame or rank children. Warnings and proportionate consequences are given calmly and discreetly in line with the graduated response. Where individual behaviour monitoring is used, it is discreet, purposeful, time-limited and reviewed with the child and relevant adults.

### **Responding to behaviour that falls below expectations**

At TSM, staff respond to behaviour promptly, as expected, fairly and proportionately. Our first priority is to maintain safety and restore a calm learning environment. Adults recognise the behaviour and its impact, while also considering any underlying need, barrier or circumstance that may have contributed to it. Where appropriate, a child receives both a proportionate consequence and additional support.

### **Graduated Classroom Response**

At TSM, staff use the following graduated response, adapting it where reasonable adjustments are required:

1. Prompt and praise: Staff begin with a brief verbal or non-verbal prompt, restate the expected behaviour and use specific praise to recognise children who are demonstrating the behaviour and values we expect.
2. Reminder and choice: If the behaviour continues, the child receives a calm and clear reminder of the expectation. The adult explains the impact of the behaviour and supports the child to make a positive choice and return successfully to learning.
3. Reset / regulation: Where a child needs support to regulate, staff provide an appropriate opportunity to reset. Depending on the child's needs, this includes strategies such as a short movement break, reduced adult language, sensory support, a change of space or access to an agreed calm area.
4. Repair and reflection: Once the child is calm and able to engage, an adult supports them to reflect on what happened. Reflection is appropriate to the child's age, developmental level, communication needs and SEND.
5. Additional consequence or removal: Where behaviour continues or a consequence is required, staff use a response that is proportionate to the behaviour. This may include completing missed learning, a supervised break-time consequence, temporary removal from an activity or classroom, or support from a senior member of staff.
6. Review and support: Where behaviour becomes repeated or a pattern develops, incidents are recorded on Arbor. Staff review the pattern with relevant colleagues and involve the child and parents/carers where appropriate. TSM reviews whether changes are needed to teaching, provision, the environment, pastoral support or reasonable adjustments.

*NB: At TSM, children do not have to earn access to regulation or SEND support. Reasonable adjustments, communication support and strategies required to help a child regulate and access education are provided according to need.*

### **Playground Response**

At TSM, playground staff are the first point of response for behaviour concerns that arise during playtimes and work with children to resolve these promptly, calmly and proportionately.

- ✚ Staff give a clear reminder and explain what needs to change.
- ✚ Children are given a short supervised reset where this is needed.
- ✚ Staff support children to resolve low-level conflict through coached, restorative conversation when it is safe to do so.

- ✚ Significant or repeated incidents are recorded and shared with the class teacher and playground lead.
- ✚ Removal from a specific play area or use of a supervised alternative is proportionate, purposeful and reviewed.

### **Restorative Practice**

At TSM, restorative practice is used to repair relationships and teach responsibility. Children are not required to apologise on demand. Restorative conversations take place when the child is regulated enough to think, communicate and listen. Adults use questions such as:

- ✚ What happened?
- ✚ What were you thinking or feeling at the time?
- ✚ Who has been affected and how?
- ✚ What do you need now?
- ✚ What can you do to put things right?
- ✚ What will help you make a different choice next time?

At TSM, communication aids, visuals, drawing, adult scribing, sentence stems and additional processing time are used where these help a child to participate. Children are not required to make eye contact or give an immediate verbal account where this creates a barrier.

### **SEND, Disability and Reasonable Adjustments**

At TSM, we maintain high expectations for children with SEND while recognising that some children require different support or reasonable adjustments to meet those expectations successfully. We recognise that behaviour can communicate a need or difficulty, but we do not assume that challenging behaviour means that a child has SEND. Children are not placed on the SEND register solely because their behaviour is challenging. When behaviour raises concern about a child's learning, development or additional needs, staff work with the SENDCo and parents/carers through the school's graduated assess, plan, do and review approach.

- ✚ Staff identify and respond to barriers relating to communication, sensory processing, attention, executive functioning, learning, social understanding, emotional regulation, medical needs and environmental demands.
- ✚ Staff identify likely triggers and put preventative support in place rather than waiting for difficulties to escalate.
- ✚ TSM makes reasonable adjustments under the Equality Act 2010 where a disabled pupil would otherwise be placed at a substantial disadvantage. Children do not need to wait for a formal diagnosis before appropriate school-based support and reasonable adjustments are considered.
- ✚ TSM uses its best endeavours to secure appropriate special educational provision and delivers the provision specified in an EHCP where one is in place.
- ✚ Consequences are fair and proportionate. Staff consider the child's individual circumstances, SEND or disability and the reasonable adjustments already in place.
- ✚ Personalised strategies and significant reasonable adjustments are recorded, shared with relevant staff and reviewed so that children experience a consistent approach.

### **Examples of Reasonable Adjustments:**

- ✚ short planned movement breaks;
- ✚ visual schedules, now/next boards or reduced verbal language;
- ✚ additional processing time and checking understanding;
- ✚ seating changes or reduced sensory load;
- ✚ early or quieter access to lunch or transition spaces;

- + alternative ways to complete reflection or repair;
- + a trusted adult check-in or predictable transition support;
- + adapted uniform expectations where sensory or medical needs require it;
- + individual regulation plans or safe-space access;
- + pre-teaching changes, routines or social situations.

*NB: The government consultation "SEND reform: putting children and young people first" proposes National Inclusion Standards, stronger guidance on reasonable adjustments and Individual Support Plans. These proposals indicate the direction of travel but are not all current statutory requirements. TSM will update this policy when final legislation and statutory guidance take effect.*

### **Individual Support and Behaviour Plans**

Where universal provision is not sufficient, TSM agrees a time-limited individual support plan with the child, family and relevant staff. The plan is strengths-based, practical and reviewed for impact. It includes, as appropriate:

- + the child's strengths, interests and successful conditions for learning;
- + known triggers, early signs of dysregulation and preventative strategies;
- + reasonable adjustments and communication preferences;
- + adult co-regulation strategies and agreed scripts;
- + specific, measurable goals framed positively;
- + recognition and reinforcement matched to the child;
- + responses to unsafe or high-risk behaviour;
- + family and pupil voice;
- + named staff, review date and measures of impact.

### **Serious Incidents, Bullying and Discriminatory Behaviour**

TSM does not tolerate bullying, sexual harassment, racism, homophobic, biphobic or transphobic abuse, disability-related harassment, or other discriminatory behaviour. Incidents are investigated, recorded and responded to in line with the Anti-Bullying, Equality and Safeguarding policies.

Support is provided to the child harmed as well as to the child whose behaviour caused harm, with appropriate consequences and targeted teaching.

Online behaviour may be addressed by the school where it affects pupils, staff, safety or the school community. Where there are threats, sexual imagery, criminal conduct or safeguarding concerns, the DSL and relevant agencies are involved in line with safeguarding procedures.

### **Removal from class, Suspension and Permanent Exclusion**

At TSM, removal from a classroom is used for serious disruption or where it is necessary to restore safety and learning. Removal is supervised, purposeful, lasts no longer than necessary and is followed by supported reintegration. TSM does not use removal as an informal exclusion.

At TSM, suspension and permanent exclusion are decisions made by the Headteacher in accordance with current statutory Department for Education guidance. Decisions are lawful, reasonable, fair and proportionate and take account of safeguarding, SEND, disability, reasonable adjustments and relevant mitigating factors. Permanent exclusion is used only as a last resort.

### **Restrictive Interventions and Reasonable Force**

From 1<sup>st</sup> April 2026, TSM follows the Department for Education guidance "Restrictive interventions, including the use of reasonable force, in schools". Restrictive intervention is never used as a punishment. Staff prioritise prevention, de-escalation and the least restrictive response consistent with safety. Any use of force must be reasonable, proportionate and necessary in the

circumstances, and significant incidents are recorded and communicated in line with school procedures and safeguarding requirements.

At TSM, where a pupil has additional needs or behaviours that may present a foreseeable risk, staff work with the child, parents/carers and relevant professionals to identify known triggers, preventative adjustments, de-escalation strategies and agreed safe responses.

### **Recording, Monitoring and Evaluation**

Significant incidents, supervised consequences, removals, bullying/discriminatory incidents and repeated patterns are recorded on Arbor or the school's designated system. Leaders monitor data at least termly and consider:

- + frequency, severity, location and time patterns;
- + repeat incidents and successful de-escalation strategies;
- + disproportionality by SEND, disability, ethnicity, sex, disadvantaged status or other relevant groups;
- + use and effectiveness of reasonable adjustments;
- + suspensions, removals and lost learning time;
- + pupil, parent and staff voice;
- + whether curriculum, routines, staffing or environmental factors need adjustment.

The policy is reviewed annually and sooner if statutory guidance changes or monitoring identifies a need for revision.

### **Linked Policies**

School policies to read alongside this policy:

SEND Policy and SEND Information Report;

Anti-Bullying Policy;

Safeguarding and Child Protection Policy;

Equality objectives/policy;

Online Safety Policy;

Attendance Policy;

Complaints Policy.

## Appendix 1: School Rules Poster



Trinity St Mary's C of E  
*Kindness, Unity and Courage*



At TSM, we have created some school rules to follow. These rules link to our values of Kindness, Unity and Courage and will help us all to learn together and enjoy our school. These rules are for children, staff, Governors and for parents to follow! They are things anyone would ask for but it is important that we are all aware of the expectations of behaviour in school.

Our school rules are...



We are respectful



We are honest



We are gentle



We try our best!

## Appendix 2: Graduated behaviour response

| Level                 | Examples                                                                                                            | Adult response                                                                                                                                                                 | Recording / follow-up                                                                       |
|-----------------------|---------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|
| Universal / low-level | Calling out, off-task behaviour, minor disruption, running in non-running areas, low-level unkindness               | Prompt → reminder → reset → repair. Re-teach routine; use specific praise. Consider an immediate adjustment if a barrier is evident.                                           | Usually no formal record unless repeated or significant.                                    |
| Repeated / moderate   | Repeated disruption, refusal, leaving area without permission, repeated conflict, damage without high risk          | Use senior/phase support as needed; proportionate consequence; restorative repair; contact home where appropriate; review triggers and provision.                              | Record significant/repeated incidents on Arbor. Review patterns.                            |
| Serious               | Physical aggression, serious threats, significant damage, discriminatory abuse, serious bullying, unsafe absconding | Prioritise safety; senior leadership; safeguarding response where relevant; consequence may include removal, supervised loss of privilege or suspension depending on severity. | Record fully; inform parents/carers; consider SEND/safeguarding review and risk assessment. |
| High risk / crisis    | Immediate risk of serious harm to self or others                                                                    | Use trained de-escalation and the least restrictive safe response. Restrictive intervention only when reasonable, necessary and proportionate.                                 | Record and review promptly; parent/carer communication; update risk/support plan.           |

*NB: This table is a guide, not an automatic tariff. Context, impact, intent, developmental level, safeguarding information, SEND/disability and reasonable adjustments must be considered. Similar behaviour may require different support while maintaining fairness and safety.*

### Appendix 3: Restorative Reflection Sheet



Reflection is completed when the child is calm and in a format they can access. It may be spoken, drawn, scribed or completed using visuals.

**What happened?**

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**What was I feeling or needing?**

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**Who was affected?**

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**What can I do to repair the harm?**

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**What will help me next time?**

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**What support or adjustment do I need from adults?**

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## Appendix 4: Reasonable-adjustment and Regulation

| Area of need/barrier           | Possible proactive support                                                                                            | Possible in-the-moment support                                                                   |
|--------------------------------|-----------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|
| Communication / processing     | Visuals, pre-teaching, chunked instructions, check understanding                                                      | Reduce language, one instruction at a time, extra processing time                                |
| Sensory                        | Seating plan, quieter transitions, uniform adjustment, sensory tools                                                  | Move to lower-stimulation space, headphones/ear defenders if agreed, reduce audience             |
| Attention / executive function | Movement breaks, task chunking, clear start/finish, now-next                                                          | Brief reset, movement, adult check-in, visual prompt                                             |
| Anxiety / emotional regulation | Predictability, trusted adult, preparation for change, agreed social and emotional learning and regulation strategies | Co-regulation, calm space, breathing/grounding strategy, reduced demand while safety is restored |
| Social understanding           | Explicit teaching, scripts, social stories, supported play                                                            | Adult mediation, clarify intent/impact, scaffold repair                                          |

*NB: Adjustments are individual, reviewed for impact and should not be withheld as a sanction when they are required for access, safety or disability-related need.*

## Appendix 5: Classroom Behaviour Management System



Gold Level

Silver Level

Bronze Level

Green Zone

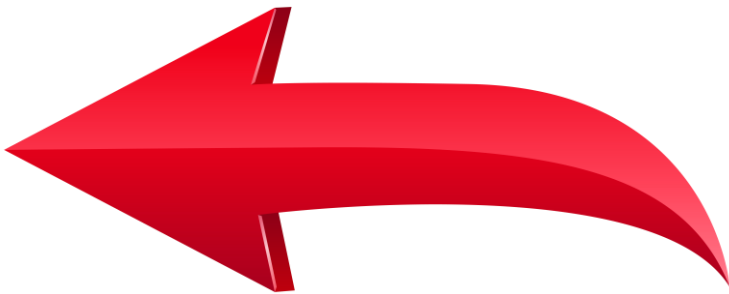


Warning



Warning

Reflection Time



Buddy Class