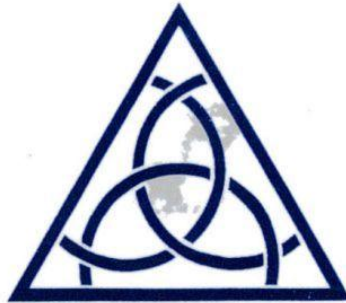


Trinity Christian School Nursery, Primary & Secondary



TRINITY
CHRISTIAN SCHOOL

Behaviour Management Policy (Primary School)

Reviewed by SLT, Staff & Governors:	Autumn 2026
Next Review due:	Autumn 2027
This policy is published on the School website.	

Behaviour Management Policy (Primary School)

1. Introduction

The school policy for behaviour management was developed and agreed by the Primary School staff. Our aim is to enable all children in school to reach their educational potential and it is vital that we maintain acceptable standards of behaviour in the classroom and around the school in order to achieve this. The implementation of this policy is the responsibility of all of the staff within the school community. As a school we recognise that behaviours communicate children's needs and therefore our goal is to enable pupils to develop skills to self-regulate and learn to manage their emotions and actions.

2. Behaviour at Trinity - Principles

“All Scripture is inspired by God and is useful for teaching,
for showing people what is wrong in their lives,
for correcting faults, and for teaching how to live right.”
2 Timothy 3:16-17(NCV)

The principles which shape the behaviour of pupils within a Christian school will be guided by God and the ways in which he wants individuals to behave personally and in community. They reflect that God has all authority, is righteous, just, merciful, gracious, loving and slow to become angry. These principles recognise that every child is a gift from God.

The principles include:

- ✓ Establishing an understanding of God's nature;
- ✓ Developing a child's conscience and ability to discern right from wrong in order to make wise choices;
- ✓ Encouraging a respect for authority;
- ✓ Nurturing self-discipline and self-control in each child;
- ✓ Teaching each child how to form and maintain godly relationships;
- ✓ Teaching godly principles of responsible community living;
- ✓ Creating the conditions for an orderly community in which effective learning can take place;
- ✓ Establishing and maintaining a consistent and fair approach to the management of the behaviour of pupils throughout the school.

Following these principles will lead to Trinity having a relaxed, pleasant atmosphere where pupils are able to give their best in the classroom. Pupils will be encouraged and stimulated to fulfil their potential. In order to achieve this, a positive policy of encouraging appropriate attitudes through praise and rewards is necessary.

3. Good Behaviour

At Trinity Christian School we expect pupils:

- ✓ to be polite;
- ✓ to be respectful;
- ✓ to be sensitive to the needs of others and to their property;
- ✓ not to take the law into their own hands;
- ✓ to respect and follow the school rules.

4. Rewards for Good Behaviour

“Let your good deeds shine out for all to see,
so that everyone will praise your heavenly Father.”
Matthew 5:16 (NLT)

“Each one will be rewarded
for their own work.”
1 Corinthians 3v8 (NCV)

As a school we like to celebrate and reward good behaviour and work. We use a system of stars to encourage children throughout the school day. At the end of the week ‘Star of the Week’ certificates are presented in the weekly Primary School assembly. These stars are entered in the whole school house system. The house with the most stars / credits is presented with a trophy at the whole school assembly at the end of each term. Teachers might also reward good behaviour with stickers and certificates.

5. School Rules / Expectations

“Jesus taught that all rules can be summed up by these two commandments:
Love the Lord your God with all your heart, all your soul, and all your mind.
Love your neighbour as you love yourself.”
See Matthew 22:37-40 (NCV)

To help us follow the above commandments, these guidelines have been written.
These guidelines will help Trinity Christian School to be an enjoyable, safe environment.

- 1) We speak to each other and treat each other with respect.
- 2) We respect all adults in our school.
- 3) We are quick to listen and to obey instructions.
- 4) We take care to be friendly and helpful to visitors.
- 5) We always walk in school.
- 6) We do not distract our friends during work or worship.
- 7) We are always truthful.
- 8) We aim to sort out any problems quickly.

6. Zones of regulation

At Trinity, we use the *Zones of Regulation* to develop our pupils’ awareness of feelings, energy and alertness levels while exploring a variety of tools and strategies for regulation, prosocial skills, self-care, and overall wellbeing.

We use the *Zones of Regulation* to help pupils to think and talk about how we feel on the inside and sort these feelings into four coloured Zones, all of which are expected in life.

Being emotionally literate improves relationships, allows for better team work, helps pupils to deal with change, and facilitates the feeling of community. Once we understand our feelings and Zones, we can learn to use tools/strategies to manage our different Zones in order to meet goals like doing schoolwork or other tasks, managing big feelings, and healthy relationships with others. The simple, common language and visual structure of *The Zones of Regulation* helps make the complex skill of regulation more concrete for our pupils and those who support them.

We recognise behaviour is a form of communication and often has an underlying emotional need (whether conscious or unconscious). These skills are taught and practised through the My Happy Mind Wellbeing Programme lessons and the Zones of Regulation resources and ideas.

As a staff we aim to:

- Take a non-judgemental, curious and empathic attitude towards behaviour. We encourage all adults to respond in a way that focusses on feelings and emotions that might drive certain behaviour, rather than the behaviour itself.
- Put relationships first. We create a positive school culture that fosters connection, inclusion, respect and values all members of our school community.
- Maintain clear boundaries and expectations around behaviour. Children need an educational environment that has both high expectations in a nurturing ethos and supportive structure. Our pupils thrive with predictable routines, expectations and responses to behaviour.

7. Fruit of the Spirit

We use the *Fruit of the Spirit* as a guide to remind us to ask God to guide and help us in our behaviour:

“But the fruit the Holy Spirit produces is love, joy and peace.
It is being patient, kind and good.
It is being faithful and gentle and having control of oneself.
There is no law against things of that kind.”
Galatians 5:22-23

8. EYFS and Year 1 & 2 (Trinity Treasures)

Children in Trinity Treasures are learning and developing and therefore actions taken to support children are made in the understanding that children are growing in understanding of social expectations and in their capacity for self-control, and action taken reflects sensitive judgment of their emotional maturity.

In Trinity Treasures, the first sanction to a child who has caused harm to themselves, another pupil or shown disrespect to a teacher is a period of ‘thinking time’ which will happen in a quiet space in the setting. The child is expected to apologise to the person that they have harmed after their thinking time. We encourage the recipient to say ‘I forgive you’.

In exceptional cases, where a child is not able to listen to instructions and is at risk of causing harm to themselves or others, a parent will be phoned in the course of the school day to discuss a strategy for working with their child, which may include the child going home, particularly if the underlying cause is tiredness.

Under certain circumstances and if it is appropriate, staff are to use the Year 3 to Year 6 procedure for the Year 1 & 2 children, depending on their emotional maturity and educational ability.

9. Year 3 to Year 6

At the beginning of each academic year, the class will discuss the school rules. They will agree standards of behaviour which express this respect and agree (age appropriate) sanctions which will be imposed if these standards are not met. This will be written up in a class contract and made visible in the classroom. This contract will be revisited at the beginning of each half term. This standard will be expected by the class teacher and any peripatetic teachers.

Sanctions may include:

- A verbal reprimand and reminder of expectations of behaviour
- The setting of written tasks, e.g. a written apology to an adult
- School based community service, such as tidying a classroom
- Regular behaviour monitoring e.g. evaluating a child's behaviour against an agreed set of expectations shared with a member of SLT and communicated by the class teacher to the parents.

In addition, meeting with the parents to discuss how to support the child together so that they can meet expectations. The recommendations of this meeting will be recorded and shared with the parent and class teacher. The school may consider whether the misbehaviour gives cause to suspect that a pupil is suffering, or likely to suffer, harm. Where this may be the case, school staff should follow the Safeguarding and Child Protection Policy and speak to the Designated Safeguarding Lead.

In the case of serious misbehaviour, i.e. exclusions, major detentions and disciplinary meetings with parents, these will be recorded in the safeguarding database under 'behaviour'.

10. Removal from class ('Reset')

Removal is where a pupil, who consistently fails to meet expected standards of behaviour, is required to spend a limited time out of the classroom at the instruction of a member of staff. At Trinity, this is referred to as a 'reset'. The use of removal should allow for continuation of the child's education in a supervised setting; it should be meaningful but may not be the same as the mainstream curriculum. In an instance where children do not meet behavioural expectations, they will be reminded of expected behaviour. If, after one or two reminders, their behaviour continues to escalate, they will receive a warning. Where behaviour persists or escalates after a warning, the child will receive a reset. The child will be allowed to return to class once they are calm and willing to learn.

Removal should be considered a serious sanction. It should only be used when necessary and once other behavioural strategies have been attempted. Parents should be informed on the same day if their child has been removed from the classroom.

Removal should be used under the following circumstances:

- a) To maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;
- b) To enable disruptive pupils to be taken to a place where education can be continued in a managed environment and;
- c) To allow the pupil to regain calm in a safe space.

11. Special Educational Needs and Behavioural Expectations

The school will consistently promote high standards of behaviour for all pupils and provide additional support where needed to ensure pupils can achieve and learn as well as possible. The school recognises our responsibility to use our 'best endeavours' (Children and Families Act 2014) to meet the needs of those with SEND.

Appropriate and reasonable adjustments can be made to routines for children with SEND to ensure all children can meet behavioural expectations. The school will, as far as possible, anticipate likely triggers of misbehaviour and put in place support to prevent these including: short, planned

movement breaks; adjusting seating plans to optimise pupil regulation; clear use of social story so children are aware of expectations in upcoming activities; uniform allowances for children with sensory difficulties. Any request for adjustments to be made in the uniform code must be made in writing to the Head Teacher.

The school does not need to assume that because a pupil has SEND, it must have affected their behaviour on a particular occasion. This is a question of judgement for the school on the facts of the situation. The school will consider whether a child's SEND has contributed to their behaviour and if so, whether it is appropriate and lawful to sanction the pupil.

12. Use of positive handling

The use of corporal punishment is rejected at Trinity Christian School.

Staff are permitted to use 'Reasonable force' to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. Reasonable force means using no more force than is needed. It may include passive physical contact, e.g. blocking a child's path from a course of action or active, e.g. holding them by the arm to escort them out of the classroom.

Reasonable force may be used in the following circumstances:

- to remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- to prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- to prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- to prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- to restrain a pupil at risk of harming themselves through physical outbursts. Reasonable force must never be applied as a form of punishment. In the case of an incident which may have occurred under extreme circumstances or required prolonged handling, this can be reported to the Head Teacher and logged in the Safeguarding database under 'behaviour'.

The school also operates the Academic Support Policy and reserves the right to implement the School Exclusion Policy.

13. Discipline is a partnership with parents

At Trinity Christian School we seek to support parents by applying consistent Christian discipline for the children in our care.

- Parents are made aware of our core values on entry to the school and the expectation that the goal of our nurture is character not simply actions;
- Parents will be respected as the primary authority in raising children and their understanding of their child will be sought out and valued. Parents are expected to receive gracious and constructive feedback from teachers to whom they have entrusted their children and act upon their professional advice and insight.
- In the spirit of celebration, we will regularly share with parents about the learning their child has been doing and the positive progress they are making;
- We will share with parents any behaviour in their child which was out of character which may be an indicator of tiredness or illness;

- Unless specifically asked, we will not share minor disciplinary incidents which involved their child during the day. This is because as part of partnering with parents, we expect that there is an implicit trust from them that such behaviour will be dealt with appropriately. In keeping with our understanding of grace and forgiveness, we consider that once an incident has been addressed and dealt with, it does not need to be raised again later with parents. If a child's behaviour is repeated, extreme or risky, this will be raised with parents and the conversation logged by the class teacher on the Safeguarding database under the heading 'behaviour'.

Conclusion

Ensuring that these procedures are followed clearly and their Christian ethos clearly understood, we help all our children develop in love for others, confidence and self-discipline.

Monitoring, Evaluation and Review

- The staff will review this policy annually and assess its implications and effectiveness.
- Parents will be alerted to the procedure for reporting bullying annually and invited to respond to a questionnaire about its effectiveness.
- The board of Governors will review this policy every year.