

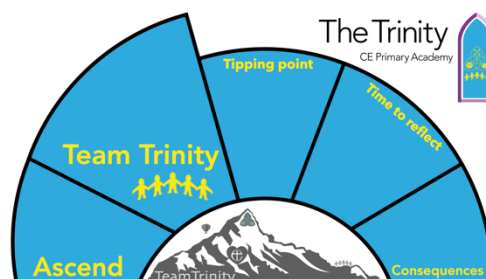
Relationship and Behaviour policy

Date written: September 2024

To be read in conjunction with safeguarding policy, SEND information report and policy.

"No significant learning can take place without a significant relationship". James Comer

"Great teachers focus not on compliance, but on connections and relationships. " PJ Caposey- Education Teacher Week



This policy has been influenced by:

- The Thrive approach
- Trauma informed school training provided by the DBE
- The Trauma and attachment aware classroom by Rebecca Brooks

AIM and intent

At The Trinity CE Primary Academy, we aim to:

- Provide an environment where children feel safe, secure and respected, enabling children to develop a sense of self-worth and a respect and tolerance for others.
- Facilitate children in reaching their potential; respecting others, their cultures and faiths
- Ensure our 6 values underpin our nurturing and relationship-focussed approach.
- Focus our attention on the promotion of positive behaviour and equip staff with the skills and tools to support children in managing their behaviour and build relationship with others.
- Foster, nurture and instil the importance of connection and relationships in children, for their future and how it can affect their mental health.

Ultimately, behaviour is usually a way that a child communicates how they are feeling to the adults around them. We will treat every incident as unique to the individual and respond to them as we feel necessary to meet their needs. We use the Thrive approach where we see every behaviour as a communication and aim to notice the small changes so that we can support children to reflect and refocus in order to be able to learn.

Our behaviour values:

Responsibility
Ambition
Respect
Belief
Belonging

From these values we have agreed, and consistent language used around them:

Take **responsibility** for my words and actions

Respect out environment

I am **ambitious**

Never give up

I **believe** in myself

Treat everyone with **respect**

You **belong**

Agreed consistencies:

For successful implementation of this policy, we need:

- ❖ Consistent language and consistent response: simple and clear expectations reflected in all conversations about behaviour.
- ❖ Consistent follow up: ensuring “certainty” at the classroom and Senior Leadership level. Teachers taking responsibility for behaviour interventions, seeking support only where needed.
- ❖ Consistent positive reinforcement: routine procedures for reinforcing, encouraging and celebrating.
- ❖ Consistent consequences: defined, agreed and applied at the classroom level as well as established structures for more serious behaviours.
- ❖ Consistent expectations referencing promoting appropriate behaviour.
- ❖ Consistent respect from the adults: even in the face of disrespectful learners.
- ❖ Consistent models of emotional control: emotional restraint that is modelled and not just taught.
- ❖ Consistently reinforced routines for behaviour: in classrooms, and throughout the school.

“Consistency lies in the behaviour of adults and not simply in the application of procedure. A truly sustainable consistent approach does not come from a tool kit of strategies but in the determination of every member of staff to hold firm. The key is to develop a consistency that ripples through every interaction on behaviour. Where learners feel treated and valued as individuals, they respect adults and accept their authority.” Paul Dix

All staff will:



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- ❖ Greet children at key transition points e.g. after lunch, playtime etc.
- ❖ Use the VRF's (Vital, Relational functions- appendix 5) when dealing with children who are showing challenging behaviours
- ❖ Focus on building positive connections with children
- ❖ Model positive behaviour and relationships
- ❖ Use a visible recognition board
- ❖ Create a whole class reward for each term that is decided with the children
- ❖ Contact parents/adults for positive or negative behaviour where appropriate
- ❖ Plan lessons to engage, challenge and meet the needs of all learners.
- ❖ Be calm and use WIN- I wonder, I imagine, I notice
- ❖ Develop positive relationships with parents, involve them
- ❖ Follow up every time, retain ownership, be reflective with the children
- ❖ Never walk past or ignore challenging behaviour

SLT will:

- ❖ Meet and greet learners at the beginning of the day
- ❖ Be visible across the school day
- ❖ Celebrate successes of staff and children
- ❖ Support staff in dealing with children with complex behaviours or children showing persistent long-term negative behaviours
- ❖ Monitor behaviour logs/systems
- ❖ Review behaviour systems and provision
- ❖ Share good practice

Significant adults will:

- ❖ Encourage self-discipline and show interest in all that the child does in school
- ❖ Foster good relationships with the school
- ❖ Make children aware of appropriate behaviour in all situations; be aware of the school values, rewards and consequences.
- ❖ Be pro-active and contact the school if there are concerns

Rewards

The heart of everything we do at The Trinity CE Primary Academy is centred on our Values:

**Justice Reconciliation Perseverance
Compassion Courage Respect**

We approach the promotion of good behaviour through our core six values. These expectations are displayed in word form in classes and all around the school. During the year, children discuss these words with their teacher and during Worships.

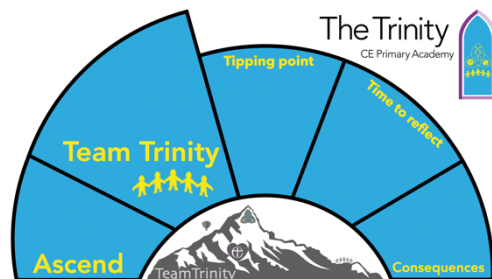
We also reinforce and promote positive behaviour through:

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1. Verbal praise
2. Positive body language (a smile, thumbs up etc)
3. Stickers.
4. Receiving house points.
5. Individual class systems e.g. marble in the jar, smiley faces, and golden tickets
6. Being sent to a Senior Leader to share excellent learning.
7. Receiving certificates and awards in assembly.
8. Public recognition e.g. in class, through the class webpage or in the school newsletter/website/local paper.
9. Daily recognition (Ascend) in class through a visual recognition board.

Choice'o'meter

Each classroom is fit with a Choice'o'meter with every member of the class having a magnet on their class board. Children's magnets are moved by members of staff depending on warnings (based on TeamTrinity Behaviour Values) or praise (moving to Ascend).



Ascend: Our ambition is that every child strives to “ascend”. To us, this term represents reaching heights which are above and beyond the expectations placed upon us. We hope children always aim to “ascend” to the highest heights. Ascension happens when children push themselves beyond their limits, demonstrating an unwavering commitment to one or more of our core behaviour values.

TeamTrinity:

At the start of every day (and after every reset opportunity) children begin on TeamTrinity, demonstrating the expectation that the archetypal student in our school embodies our behavioural values as standard. Respect, for instance, is not an aspiration but an integral part of our identity – an unwavering expectation woven into the very fabric of us. We don't merely strive to exhibit these values; they are fundamental to who we are and how we approach each moment.

Tipping Point:

We are aware that at times children find it challenging to put the TeamTrinity values into place and need further support and reminders. When children are making the wrong choice, that doesn't embody our behavioural values, they will initially be given a verbal warning. If this isn't enough of a reminder, children will then move on to the “tipping point” stage. This is visually important as the children can see that their behaviour choices are still in their control, and they have an opportunity to ‘tip’ back to the TeamTrinity by showing our values.

Time to Reflect: Unfortunately, there are times where reminders and support from staff aren't enough in children understanding their mistakes. It is important to learn from our mistakes, in order to achieve this, reflection is imperative. Children will spend time completing a TeamTrinity reflection form, where they will identify the values that were not applied and form appropriate apologies to restore and reconcile relationships.

*At times children may be placed straight on to 'Time to Reflect' as the behaviour has escalated past the expectations due to the nature of their choices.

Consequences: Consequences will be adapted case-by-case when reflection alone is inadequate. Our desire is for reflection to be enough to uphold our values.

If a child is substantially disturbing the learning of others or continuing to behave inappropriately and has not responded to the class teacher's use of consequences, then SLT will be called. This is done either by using the internal phone system or by sending another child to the office with a message.

A timetable for covering 'time to reflect' time will be completed at the beginning of each term.

Children who are removed from their class will be taken to a quiet area to regulate, relate and reason with an adult, using the VRF's where appropriate. The class / teaching assistant will need to follow up on this to reflect and understand what has happened. (WIN)

Children who have SEND may find it more challenging to follow rules. The class teacher with support of the SENDco will make reasonable adjustments where appropriate to support their inclusion.

In extreme cases, we may need to give children a suspension or permanent exclusion. They are given when all other options are exhausted and to ensure the safety of others in the school. The purpose of these is to also to have the opportunity to explore other strategies that may support in the future. The school will follow the advice from the government statutory guidance 2022, there are strategies that we will use to support children and an exclusion in any form is a last resort.

Strategies may include:

- ❖ Solution focussed approach
- ❖ Access to alternative curriculum
- ❖ 1:1 Thrive support
- ❖ Assessing safeguarding concerns
- ❖ Referrals to relevant outside agencies

Recording and assessment

All behaviour incidents are to be recorded on Arbor.

Each behaviour type is recorded as a negative e.g. Time to Reflect negative, inappropriately speaking to someone.



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All incidents automatically are sent to the deputy head and Headteacher. This is so that the behaviour in the school can be monitored effectively. The person logging the incident on Arbor must resolve all incidents.

Arbor will be monitored on a weekly basis by SLT.

See Appendix 1

EYFS

Within our Early Years Foundation Stage (Reception classes), stages have been substituted for a system of consequences and rewards, better suited to younger learners.

Behaviour at lunchtimes

MDSAs follow the same behaviour policy as other staff. A member of senior staff is on duty at all times and can be called on.

Lunchtime rules have been shared with all staff and children and MDSAs will enforce these rules according to the behaviour policy. These need to be shared with the class teacher so that they can be logged on Arbor

Physical restraint

Physical restraint of children is *only* to be used as a last resort in situations where it is necessary to prevent injury to any person or serious damage to property. All other means of de-escalating the situation should have been exhausted, including making clear what the consequences of the child's actions will be, before resorting to physical restraint.



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Appendix 1

☐	Assault - Pupil	-4
☐	assault- adult	-4
☐	Bullying	-4
☐	Bullying(1)	-4
☐	Homophobic incident	-4
☐	Lunch Time Incident_ severe	-4
☐	Other (Severe)	-4
☐	Racist Incident	-4
☐	Rough play	-4
☐	Fighting	-3
☐	homework not completed	-3
☐	Theft	-3
☐	Verbal Abuse - Pupil	-3
☐	Verbal Abuse - Teacher	-3
☐	Damage - Property	-2
☐	Defiance	-2
☐	Disruption	-2
☐	Disruptive Behaviour	-2
☐	Inadequate Work	-2
☐	Lunchtime Incident	-2
☐	Other (Minor)	-2
☐	Reading homework not completed	-2
☐	talking in class	-2

Log New Behavioural Incident

Date of incident* 6th Sep 2021

Event

Time of incident*

Students involved*

Behaviour*

Assign to staff member* Rebecca Owens (SENCo)

Incident summary

Staff involved Rebecca Owens (SENCo)

Location

Create as separate incidents ☐

Cancel

Next

Appendix 2

VRF's

Attune- Match the child's energy using your body, face and voice 'Oh Wow! I can see your face is red and your fists are clenched!'

Validate- Let the child know it's OK to have that feeling' I'm wondering/ imagining/ noticing that you may be feeling cross, sad, excited.. if that had happened to me I would feel that way too.'

Contain- be alongside as a helpful, supportive adult 'I can see this is tricky for you and I will keep you safe. 'Break things down in to manageable chunks e.g. first we will...

Regulate- soothe or stimulate the child back to social engagement

'Let us breathe together until you feel calmer.'

Written: September 2024

Review date: September 2026