

Holy Trinity Church of England Primary School
&
Community Nursery



Behaviour For Learning & Relationships Policy

Our Learning Our Journey Our Future

*This policy supports our school values of
Harmony, Respect, Faith and Life-Long Learning*

Reviewed and Agreed: July 2026

Through our journey of life, we strive to follow the values of Faith, Respect, Harmony and Life-Long Learning: made possible through God's love. "God is Love" (1 John 4:16)

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1. Introduction

We are passionately committed to the notion that the time spent in school must be a valuable, productive learning opportunity for every pupil. We seek to help our pupils become responsible members of society, committed to making God's world an even better place. This policy is a statement of the aims and principles for encouraging good behaviour and positive relationships at our school.

2. Our School's Values

Through their experiences at our school, pupils and adults learn about God's love and gain a real understanding of our school values both within the context of our caring, Christian-based environment and within the wider world. This policy is underpinned by the School's values of Respect, Faith, Harmony and Lifelong Learning.

3. Rationale

We believe that in order to achieve the aspirations of Holy Trinity CE Primary School and Nursery, and to enable effective teaching and learning to take place, good behaviour in all aspects of school life is necessary. This policy aims to develop a pupil's sense of responsibility and independence for their own actions, and to ensure that they do not affect the education of others due to poor behaviour.

We encourage pupils to learn and achieve in a learning environment where self-discipline is promoted and good behaviour is the norm. We believe pupils will achieve their full potential in a happy, stimulating and ordered school environment.

Each member of staff has responsibility for upholding standards of behaviour in school, both within their classroom and around the school site, as well as implementing this policy both fairly and consistently. This policy will be abided by staff members and pupils at all times, and reviewed at regular intervals.

4. Other policies

This policy is also used in conjunction with the following school policies:

Uniform Policy

Acceptable Use Agreement

Code of Conduct

Child Protection And Safeguarding Policy

E-Safety Policy

5. Responsibilities

Behaviour lead and SENDCO lead is responsible for:

Coordinating with the nurture team to provide a high standard of care to pupils who have SEMH-related difficulties that affect their behaviour.

Providing professional guidance to colleagues about SEMH difficulties and the links with behaviour, and working closely with staff, parents/carers and other agencies.

Referring pupils with SEMH-related behavioural difficulties to external services, e.g. specialist children and young people's mental health services to receive additional support where required.

Overseeing the outcomes of interventions on pupils' behaviour, education and overall wellbeing.

Liaising with parents/carers of pupils with SEMH-related behavioural difficulties, where appropriate.

Liaising with potential future providers of education, such as secondary school teachers, to ensure that pupils and their parents are informed about options and a smooth transition is planned.

Leading CPD on behaviour.

Teaching staff are responsible for:

Implementing the school's 'Behaviour for Learning and Relationships Policy' at all times.

Maintaining a positive and well-managed learning environment.

Being positive ambassadors of the school at all times, through their professional behaviour and conduct.

Setting high expectations for every pupil, regardless of starting points.

Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential.

Being responsible and accountable for the progress and development of the pupils in their class.

Being aware of the needs, outcomes sought, and support provided to any pupils with SEMH-related behavioural difficulties.

Raising any concerns regarding pupils' behaviour with the parents or carer of the pupil.

Planning and reviewing support for their pupils with SEMH-related behavioural difficulties in collaboration with parents/carers, the SENDCO and, where appropriate, the pupils themselves.

Taking the necessary steps to effectively manage pupil behaviour, such as creating individual provisions if needed, and making regular contact with the parents / carers.

Intervening promptly when they encounter poor behaviour or unexplained absence.

Supporting other members of staff with behavioural issues involving individual pupils or groups of pupils.

Liaising with other members of staff and the Senior Leadership Team (SLT) in order to implement effective behaviour management.

Informing the SLT of relevant behaviour data and trends within the classroom and within individual behaviour.

Consistently developing their understanding of behaviour for learning and relevant techniques as part of their CPD.

Pupils are responsible for:

Abiding by the Acceptable Use Policy and the school's Behaviour for Learning Policy at all times.

Being polite and respectful of others in the surrounding community.

Working to the best of their ability and effort at all times, whilst allowing other pupils to do the same.

Cooperating with other pupils and members of staff in order to create a positive learning environment.

Being ready to learn by ensuring regular attendance to all lessons and arriving at school with the correct equipment.

Correctly presenting themselves in accordance to the school uniform requirements, in accordance with the school's Uniform Policy.

Respecting and valuing the environment and their surroundings, as well as each other.

Parents/Carers are responsible for:

Abiding by the Home –School Policy, ensuring the attendance and punctuality of their child, as well as reporting any absences.

Encouraging good behaviour and for their child to be an ambassador of the school at all times, in line with this 'Behaviour for Learning and Relationships Policy', by reinforcing school rules.

Sharing any concerns they have regarding their child's education, welfare, behaviour and life at school with the pupil's classroom teacher or SLT.

Supporting their child's independent learning.

Ensuring that their child correctly presents themselves as a pupil of Holy Trinity Church of England Primary School & Community Nursery, in accordance with the school's Uniform Policy.

6. Behaviour for Learning:

The phrase 'behaviour for learning' conceptualises the following three relationships experienced by a pupil:

Their relationship with themselves, e.g. their self-confidence as a learner

Their relationship with others, e.g. how they socially interact

Their relationship with the curriculum, e.g. how best they learn

In order to foster a positive learning environment in Holy Trinity Church of England Primary School & Community Nursery, these relationships must be developed and supported. Most social, emotional and behavioural skills are learned, with behaviour for learning being a theoretical approach to the learning experience. Rather than focussing on unwanted behaviours, the behaviour for learning approach puts value on positive behaviours, which enable and maximise learning. This approach helps pupils understand the behavioural skills they need, what the teacher wants them to do, and why this will help them to learn.

7. Levels of Behaviour:

Low Level Unacceptable Behaviour

For the purpose of this policy, the school defines “low level unacceptable behaviour” as any behaviour which may disrupt the education of the child and/or other pupils, including, but not limited to, the following:

Lateness

Low level disruption and talking in class

Failure to complete classwork

Rudeness

Lack of correct equipment

Refusing to complete homework, incomplete homework, or arriving at school without homework

Disruption on school grounds

Use of mobile phones without permission

Not lining up correctly

Serious Unacceptable Behaviour

For the purpose of this policy, the school defines “serious unacceptable behaviour” as any behaviour which may: cause harm to oneself, others or property; cause whole class disruption; damage the reputation of the school within the wider community; and/or any behaviour, including, but not limited to, the following:

Discrimination – not giving equal respect to an individual on the basis of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

Harassment – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals.

Bullying – a type of harassment which involved criticism, personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual.

Cyberbullying – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature

Refusing to comply with disciplinary sanctions

Refusing to leave a room

Theft

Swearing, racist remarks or threatening language

Fighting or aggression

Challenging behaviour

Persistent disobedience or destructive behaviour

Extreme behaviour – e.g. violence, running away from school, persistent vandalism

Any behaviour that threatens safety or presents a serious danger, regularly.

Any behaviour that seriously inhibits the learning of pupils, often.

Any behaviour that requires the immediate attention of a senior staff member.

8. Classroom behaviour

Staff at our school believe that forging good relationships with pupils is key to promoting positive behaviour management. Members of the staff team are encouraged to appreciate the influence they can have on the feeling, thinking and behaviour of those they care for.

Pupils respond best when they are feeling secure and valued. They feel more secure when they know what is expected of them, and when these expectations are consistent. Therefore, staff and pupils at our school work together to secure a clear understanding of behaviour expectations. Staff and pupils are encouraged to be clear about their roles and responsibilities for adhering to, and consistently applying the agreed policy for managing behaviour.

Staff should be using the language of the school learning behaviours when talking to a child about expectations. They should frame the language of Resilience, Collaboration, Being Reflective, Curious or Independent.

Staff should use Class Dojo to record all positive and negative points for learning behaviours. All negative points should have a note written alongside. Some positive rewards should also have a note written.

Parents/Carers are regularly informed of the behaviour of their pupil.

Discussions take place with pupils and staff about expectations, rewards and sanctions, in a calm and planned way. Rewards and sanctions are discussed and agreed by the whole school community and these are explicitly taught to the pupils. This is on-going and is taught whilst drawing up the class charter. We use specific and descriptive praise consistently to reinforce high expectations and appropriate behaviour.

High expectations of behaviour and good attitudes to learning are encouraged by the school stakeholders. Staff use praise when pupils meet the high expectations that we have at our school.

Dealing with behavioural problems is primarily the responsibility of teaching staff.

Teaching staff will use varied seating plans and a range of de-escalation techniques to encourage good behaviour and create an effective learning environment.

Praise will be used to set high expectations at the start of the lesson, in conjunction with non-verbal cues and private corrections in order to focus pupils on learning.

Lessons will be structured and have a focussed framework, in order to allow pupils to understand what is being taught and how it links to what they already know.

All staff members will support pupils' emotional wellbeing and welfare within the learning environment by encouraging pupils and staff to develop effective social relationships.

Staff will "Catch the pupils being good" and praise them for it, making the praise specific to the school values.

Whilst using the school corridors and surrounding area of the school building, pupils will act in a responsible and respectful manner, as would be expected in a classroom.

9. Rewards and Praise

Holy Trinity Church of England Primary School & Community Nursery recognises that pupils should be rewarded for displaying consistently good behaviour. Praise will be used to help raise pupil achievement and will be given for effort and progress, not simply for high-quality work. Praise will be earned, ensuring that the recipient is clear about what they are being praised for, reinforcing the school's core values and the learning behaviours associated with the positive behaviour. Praise will not be awarded for vague accomplishments or be given too easily and spread too widely and will have a positive effect upon others as well as the recipient. Praise is to be used to motivate pupils and help them to feel valued. Whilst it is important to receive praise from teachers, the school also understands that peer praise is effective for creating a positive and fun environment, and value amongst pupils. In addition to this, all classes create a class charter at the start of the year. This is written by the staff and pupils of the class and is displayed in the classroom. All pupils agree to uphold their class charter and it is used as a teaching tool for good behaviour across the year. The school community understands that when rewards are used following certain behaviour, pupils are more likely to model the same behaviour again. For rewards to be effective, the school recognises that they need to be immediate, consistent, achievable for all and fair.

Holy Trinity Church of England Primary School & Community Nursery has many different rewards that can be given to pupils for displaying good behaviour and progressing their learning. These can be effectively split into three groups: Social (praise and recognition), Physical (material rewards) Activity (activity bases rewards).

Class Dojo Points

Certificates

Verbal praise

Written praise

Lucky dips

Position of Responsibility

Phone call home

Postcard home

Comments at parents evening

Good Achievement Stickers

SLT Sticker

Headteacher awards

House/team points

End of term whole-class rewards

Weekly assemblies are held to praise and reward pupils achievements and effort.

10. Sanctions

Use of Class Dojo.

The school uses a specific electronic programme to record all behaviours at school – both positive and negative. This enables teachers, senior leaders and parents to see who is developing skills of independence and good learning, those who may be a little too chatty at times, and when these behaviours occur. Reports will be used to help the pupils develop the behaviours that the school expects of them.

Stage one - Class Teacher

Minor incidents that occur both in and out of the classroom are dealt with through a range of behaviour management strategies. These may include:

1. For inappropriate behaviour choices, the pupil is reminded of their expectations, and reminded about the learning behaviour that is expected. This may be using the language of the class rules and regulations. Non-verbal reminders can also be given. Adults should be 'framing' their language choices in a positive manner.
2. If the behaviour persists, the behaviour is recorded and Dojo points are lost. The staff member reminds the pupil of the consequences of further disruptive behaviour, such as moving seat in the classroom, staying in for 5 minutes at break or lunch to talk about the expected behaviours, talk to parents, 5 minute time out, if they cannot make the correct behaviour choices. (There are many suitable sanctions depending on child, age of child etc. Not all are appropriate for all children. As long as it is consistent, the child will learn the correct behaviour with time.)
3. Carry out previous consequence mentioned and record behaviour on Dojo in the notes section.
4. Move to another classroom. If a pupil is moved to another classroom, the teacher should record the incident and contact the parents or carers to inform them of this.
5. Pastoral team involvement. Parents/Carers are informed by class teacher.
6. Spending some of playtime/ lunchtime reflecting on their behaviour choice, with their teacher/ TA.
7. SLT involvement. Parents/Carers are informed by class teacher.

Stage two – Phase Leader / Behaviour Lead

More persistent behavioural concerns may require further support. Strategies here may include:

1. Discussions with the pupil and advice given
2. Time working with Phase Leader / Behaviour Lead
3. An Individual Behaviour Plan (IBP)
4. ABC forms or class dojo to record behaviours

Stage three – Parent/Carers and pupil interview with member of SLT.

If there is no improvement, despite the input of staff and parents/carers, it will be necessary for the pupil and parents/carers to meet a member of SLT to discuss further provision.

*Extreme or dangerous behaviour will be referred immediately to a member of SLT and the parents/carers will be informed as soon as possible. This would be any purposeful physical or verbal abuse towards pupils or staff.

Stage four – Internal/External Suspension; Permanent Exclusion

Following a culmination of events or a serious incident the Headteacher may decide to suspend a pupil internally or externally for a set number of days. Suspensions are only used as a last resort and will only be used in response to a serious breach or persistent breaches of the school's behaviour policy. Suspensions are dealt with in line with the government's 2026 national guidance *Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement*. Suspension may be seen to be an appropriate course of action for the following reasons:

- Repeated non-compliance with staff instructions
- Aggressive or violent behaviour towards pupils or adults
- Intentional racist or homophobic behaviour
- Intentional damage to school property

Internal suspension - the pupil will be provided with work by their class teacher and will complete this in isolation from their class and under the supervision of a member of staff. Parents/carers will be informed and invited to discuss the pupil's future behaviour.

External suspension –Parents/carers will be informed immediately and are expected to collect their child from school as soon as they are able to and they be invited to discuss ways to address the behavioural concerns. Upon return to school, following the suspension, parents/carers of the child are expected to meet with a member of the Senior Leadership Team to enable a successful reintegration to school.

Permanent Exclusion

This is the final, most serious sanction, decided on by the Headteacher. The Headteacher will inform the Chair of Governors.

A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated). The decision to exclude a pupil permanently should only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

For any permanent exclusion, headteachers should take reasonable steps to ensure that work is set and marked for pupils during the first five school days where the pupil will not be attending alternative provision. Any appropriate referrals to support services or notifying key workers (such as a pupil's social worker) should also be considered.

11. Playtimes and Lunchtimes

Playtimes and lunchtimes are closely monitored by teaching assistants and members of the Midday Supervisors team who all follow the school behaviour policy.

Dojo points and a red and green card system is in place to communicate positive and negative behaviours to class teachers.

Behaviour at playtimes and lunchtimes is expected to support an ethos where the pupils have an active and enjoyable lunchtime where they feel safe and are well cared for. Incidents reported by the pupils and Midday Supervisors are listened to and acted on by the teacher. The pupils are free to play in an environment that challenges poor behaviour and where any form of bullying or victimisation is unacceptable

12. School Nurture Group

Our school is proud to have an established Nurture Room, the Learning Together Room where pupils are supported to develop a wide range of social skills, and are offered emotional and behavioural guidance. Pupils are given the opportunity to access this support for a variety of reasons which can be short or longer term.

13. The use of reasonable force

Holy Trinity Primary School & Community Nursery follows detailed advice from the Department of Education in regard to the use of reasonable force.

This guidance can be found in the following document:

Restrictive interventions, including use of reasonable force, in schools Guidance for schools in England (April 2026)

All members of school staff have a legal power to use reasonable force in certain circumstances. To prevent or stop a pupil from:

1. causing injury to themselves or others
2. committing a criminal offence
3. damaging property
4. causing disorder among pupils at the school, whether during a teaching session or otherwise

Staff who are likely to need to use reasonable force and/or other restrictive interventions will be adequately trained in its safe and lawful use and in preventative strategies.

Incidents must be recorded as soon as practicable after the event. It should be recorded by the staff member(s) involved and they should endeavour to do this no later than the same day.

14. Searching Pupils

Head teachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item. A member of staff can use such force as is reasonable to search for legally prohibited items, but not to search for items banned under the school rules only.

15. Anti-Bullying

Please refer to our Anti-Bullying Policy which is available on our school website.

16. Monitoring, Evaluation and Review

The Headteacher and Senior Leadership Team monitor and evaluate the effectiveness of this policy. The Governance Board will review the policy in order to foster the very best climate for learning and playing in our school.