



Relationships Policy Parent Summary

“Everyone who works with children should do what is in the best interests of the child.”

Article 3 United Nations Rights of the Child

At Trinity School, we believe in creating a calm, safe and positive environment where every child can thrive. Our approach to behaviour is based on praise, relationships and clear, consistent expectations.

Our Core Values

We teach and model these values every day:

- Be Respectful
- Be Friendly
- Be Compassionate

These values sit alongside our behaviour expectations:

School Behaviour Expectations

- Be respectful
- Be safe
- Be responsible
- Be ready to learn

All praise, reminders, and consequences are linked to these expectations.

How We Promote Positive Behaviour

Positive reinforcement. We focus on “catching children doing the right thing”. Staff use praise linked to:

- Core values
- Learning Powers
- Social skills
- Kindness (“bucket-filling”)
- Personal effort

House Points (Y1-6)

House Points reward “above and beyond” actions, not everyday expected behaviour.

Children can earn:

- Bronze badge – 75 points
- Silver badge – 150 points
- Gold badge – 250 points

Points are totalled weekly and termly, with a House trophy each half-term. Teachers may also use additional small rewards like stickers, notes home or Star of the Week.

- Visible Consistencies
- All adults use the same routines, expectations and language, including:

- Line basics
- Body basics
- Active listening
- Each class also creates and signs a Class Charter linked to the UN Convention on the Rights of the Child.

Responding to Behaviour

We use a calm, consistent approach across the school

Reflection Time

A short period (up to 10 minutes at a time) for a child to calm down and reset. This may be in their classroom, a neighbouring room or an agreed quiet space. It is not a punishment but an opportunity to think and self-regulate.

Reset

A reset may be used if behaviour needs to be recorded but does not require parental contact unless someone is hurt or the behaviour is repeated. Staff follow up with a debrief.

More Serious Behaviours

- For physical, aggressive or unsafe behaviour:
- Safety and calming come first
- A restorative conversation takes place afterwards
- Additional consequences (e.g., separate playtime) may be used if necessary

Resolution Meetings are held when

A child has 3 resets in a half term, or

- There is serious/aggressive behaviour or bullying concerns
- These are short, calm conversations to reflect, repair and plan for better future choices.

Self-Regulation and the Zones of Regulation

We teach all children how to understand and manage their feelings using the Zones of Regulation programme. Staff support children to:

- Recognise their emotions
- Use strategies from their “toolbox” (e.g., breathing, Calm Me, sensory tools, Decider Skills)
- Pre-empt difficulties through regular check-ins

Additional Behaviour Support

If a child needs more help:

- Staff may work with the SENCo/Deputy
- A relational support plan or individual strategies may be put in place
- Adjustments to the environment or routines may be made
- A risk assessment may be used for children with more significant difficulties
- We always aim to understand why behaviour is happening and support children to succeed.

If you would like the full policy or have any questions, please contact the school office.