



Relationships Policy

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

Article 3 United Nations Rights of the Child

Opening Statement:

Trinity School, has an ethos of praise and positive reinforcement to promote good behaviour, self-esteem and positive relationships. In order to teach responsibility, self-discipline and instil a sense of right and wrong, a clear and consistent set of consequences for inappropriate or undesirable behaviour should be followed by all members of the school community.

Aims

- To model, promote and teach excellent behaviour and responsibilities in all children
- To create a consistent approach from adults to behaviour management;
- To create a calm and safe learning environment and school.
- To clearly demonstrate and educate children on appropriate and inappropriate societal behaviours

Trinity's Core values are:

- Be Respectful
- Be Friendly
- Be Compassionate

Our School Behaviour Expectations are:

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

These core values (plus the need to be safe) can be applied to a variety of situations and are taught and modelled explicitly. All reminders, consequences and behaviour-related praise should link to one of these.

Visible Consistencies:

At Trinity we have the following consistencies that all adults will use, notice and reinforce:

- Line basics
- Body basics
- Active listening

Class Charter

Alongside (and based on) the behaviour expectations, each class is expected to negotiate and agree a Classroom Charter based on the UNCRC at the start of each academic year. This consists of a set of agreed rights from the charter and a list of responsibilities to meet those rights. All children and adults sign up to these.

This should be prominently displayed in the classroom and regularly referred to.

Positive recognition and reinforcement

The most important aspect of how adults in our school approach behaviour, is through positive comments, reinforcement and praise. Adults notice positive behaviour – ‘catch children doing the right thing’ – linked to our core values, learning powers and behavioural expectations.

House Points -

To help promote a sense of belonging to a group and also as an individual reward we have a house point system at Trinity.

We want to promote high expectations at our school and reinforce our core values. Individual House Points **will not be given to expected behaviour** but should be used to highlight and reward ‘above and beyond’ actions that demonstrates respect, friendship or compassion. It is helpful if this is also explicitly announced to the individual or class – ‘I’m giving you a house point for...’

Individual house points can be awarded for:

- Above and beyond actions demonstrating the core values,
- Learning efforts demonstrating the 5 Learning Powers,
- Bucket-filling,
- Jigsaw social skills,
- Personal achievements.

This is as well as collective points for house events/competitions.

House points for work should be avoided unless it relates specifically to a Learning Power. Every effort will be made by staff to be fair and consistent in their distribution of house points to benefit all children in the class.

A record of individual house points are kept by class teachers and then collected at the end of every week and totalled for the school. An on-going running total is kept throughout the year on a spreadsheet. At the end of each half term, House points are totalled up and there is a trophy for the leading house.

Children can earn recognition for achieving various House point milestones:

- 75 HP - bronze badge
- 150 HP – silver badge
- 250 HP – gold badge

In addition to the House point system, teachers might also have their own individual rewards systems in their classes which may include:

- Stickers and stamps
- A visit to another member of staff/Headteacher
- A positive note home
- Star of the Week

Our school adopts the **PACE approach** to support positive behaviour and strong relationships. PACE—**Playfulness, Acceptance, Curiosity, and Empathy**—guides staff to respond to children in a calm, understanding, and non-punitive way. By focusing on the child’s feelings and perspective, rather than just the behaviour, we aim to build trust,

encourage emotional regulation, and help children develop the skills to manage their interactions constructively

Behaviour consistencies:

Adults are to:

- Routinely use and reinforce the core values, Learning Powers and school routines – line basics, body basics, noise levels, uniform etc...
- Notice and actively pay attention to best conduct first, to encourage others to follow;
- Respond to behaviour not meeting expectations with deliberate calm;
- Respond to behaviour not meeting expectations in a consistent manner;
- Speak to/address most behaviour not meeting expectations in private where possible;
- Ignore secondary behaviours at the time (although these can be addressed later, once calm in a debrief);
- Always follow up with the pupil for a debrief;
- Have resolution/restorative meetings when appropriate.

The sequence below should be followed when dealing with behaviour in the classroom and around the school. The script is for guidance and provides a consistent and calm approach to dealing with behaviour at each stage.

Stepped Behaviour Chart

The school use a visual, stepped behaviour chart (see appendix 4) which outlines the consistent approaches and steps followed. This is displayed in all classrooms.

Reflection time –

- Reflection time should be seen as a chance to calm, reflect and think, it is important that there is no work necessary and no form. Just calm down and think...or use a toolbox strategy.
- Reflection time should take place in a space in the classroom, in a neighbouring class (if appropriate) or in an agreed shared space (e.g. space between the KS2 classrooms).
- Children **should not** be sent to stand outside the classroom or in a main corridor.
- If appropriate children can be sent to a neighbouring class – however the other class teacher is not to reprimand or ask the child why they are there or frown. The behaviour and reason should not be discussed in front of the child or other children.
- Reflection time should be timed carefully – no longer than 10 minutes before they are checked up on. If the child is not ready then a further block of 10 minutes can be used.

Misstep –

- We acknowledge that mistakes happen and we teach children that it is OK to make mistakes.
- A misstep must be recorded on the behaviour tracker spreadsheet so that we can collect and collate data and in case similar behaviour continues.
- It does not necessarily need to be reported to parents (unless appropriate e.g. someone is hurt).
- For some children, a relational support plan may be appropriate which will be written in collaboration with the SENCo.

In the event of physical, violent or aggressive behaviours, the priority in the first instance is to de-escalate, calm and make safe. Adults should respond calmly and try to give any children involved space by asking them to have calm down/reflection time. Once calm, a debrief or restorative conversation will be needed – it is important to listen to the child and show understanding towards any reasons for the behaviour.

If a misstep has to be given for any of the above, a debrief as detailed above should take place.

If there are concerns for the safety of others, for example persistent physical problems outside or a bullying situation, it might be appropriate for there to be a lunch/break time consequence – this might include having a separate lunch break, using a set area or staying inside.

Resolution Meetings –

- Aims of a resolution meeting are to: discuss a behaviour incident/s; try and resolve a particular behaviour difficulty; understand why something might be happening, restore relationships between adult and child or other children, reinforce values, turn a potential negative into a positive.
- Resolution meetings are held at the discretion of staff but as a guide should be used in the following situations:
 - If a child receives 3 missteps in a half term;
 - With serious or aggressive behaviour situations;
 - Bullying alerts (see separate policy).
- A Resolution meeting is to follow a set format:
 - It is held by the adult who dealt with the behaviour (or the class teacher);
 - It should last up to 10 minutes
 - It should be a calm and respectful discussion
 - There are set questions to choose from below and further prompts in appendix 2:
 - What happened?
 - What were you thinking at the time?
 - What have you thought since?
 - How did this make people feel?
 - Who has been affected?
 - How have they been affected?
 - What should we do to put things right?
 - How can we do things differently in the future?
 - The meeting does not have to be a formal-desk style meeting and should not be a 'lecture'. It could be conducted in a more relaxed way whilst engaging in a suitable activity if appropriate (e.g. Lego, colouring).
 - If, using the stepped behaviour chart (see appendix 4), a phase leader becomes involved to support – they will complete the Behaviour Reflection Sheet (see appendix 3) as part of the resolution meeting.

Self-regulation

Self-regulation is our ability to recognise and control our own thoughts, emotions, and behaviours in relation to our environment. It is about trying to select the best state of alertness of both the body and emotions for the specific situation we are in. If we are able to

recognise how we are feeling and when we are becoming less regulated, we are more able to do something about it to feel better and get ourselves to a better place.

At Trinity, we believe that this is a skill that needs to be taught to children, modelled and practiced. We also acknowledge that it comes more naturally for some than others. As a result, we use 'The Zones of Regulation' programme throughout the school to give us a shared curriculum, language and understanding for self-regulation. This is part of our wider school strategy to assist our children in developing skills to maintain and improve their mental and social well-being.

All staff and children will be trained in 'The Zones of Regulation' and will use the strategies and language to encourage and promote self-regulation. We will work towards all children having a 'Zones toolbox' of strategies that they could utilise when needed. This might include skills learnt in Jigsaw Calm Me and The Decider Skills.

These skills sit alongside our relationships policy and will be used to try and help children and staff to pre-empt situations through strategies such as regular Zone check ins and independent use of 'Toolbox Time'.

Behaviour support:

If it becomes apparent that a child is having difficulty with their behaviour or an adult needs support to help address some behavioural needs, then the class teacher can consult with the Deputy Head/SENCO. Support might be put in place, including more focused work on the Zones. This might also include a relational behaviour plan, targets, strategies, environmental changes, calming methods and positive reinforcement. Additionally, the adult might be provided with support to manage the situation.

In situations where the children are finding it very difficult to regulate their behaviour, a risk assessment and consistent management plan might also be created and implemented. In these circumstances it is important to remember that these children need the support of the school and the adults around them and we need to try and understand the causes and find solutions to help resolve them – this will mean taking time to listen to the child and might require changes in the environment and additional resources.

Other relevant documents, please see:

- Bucket-filling and Anti-bullying Policy
- Trinity School Stepped Behaviour Chart (for KS1/2 and Early Years) 2025
- Trinity Lunchtime Policy
- Trinity Playground Policy
- Trinity Safeguarding Policy

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Appendix 1:

Script to use in support of children that have witnessed challenging behaviour from others:

'I want to take a moment to talk about what happened. Earlier, there was a situation where one of our classmates did not make a safe or respectful choice. As you know, at Trinity School we must follow our behaviour expectations – be respectful, responsible, ready to learn and safe.

Right now, that pupil is with an adult talking through what happened and thinking about how to put things right. There will be consequences, as there always are when expectations aren't followed, and they will be supported to make better choices.

What's important for us is that we stay focused on our learning and treat one another kindly.

We don't need to talk about the incident or make comments about the person involved.

Thank you for understanding.

Now let's continue with our lesson.'

Appendix 2:

Sentence starter prompts for supporting restorative conversations

These prompts are written in simple, child-friendly language while still supporting reflective, restorative dialogue.

Quick KS1 Mini-Prompts

- "What happened?"
 - "How did you feel?"
 - "How did they feel?"
 - "What can we do now?"
 - "What will you do next time?"
-

Quick KS2 Mini-Prompts

- "Talk me through what led up to this."
 - "What was the impact?"
 - "What needs to happen to put things right?"
 - "What will help you make a better choice next time?"
-

1. Helping Children Explain What Happened

- "Can you tell me what happened in your own words?"

- “What were you doing just before this happened?”
 - “What were you hoping would happen?”
 - “What did you notice when...?”
 - “Who was involved?”
-

2. Understanding Feelings

KS1-friendly wording:

- “How did you feel when that happened?”
- “How do you think *they* felt?”
- “What feelings were inside your body?”

KS2-friendly wording:

- “What were you feeling at the time?”
 - “How do you think your actions made others feel?”
 - “How are you feeling about it now?”
-

3. Encouraging Empathy

- “If you were in their shoes, what would you want to happen next?”
 - “How would you feel if that happened to you?”
 - “What do you think they might need to feel better?”
-

4. Taking Responsibility

- “What part did you play in what happened?”
 - “Is there anything you could have done differently?”
 - “What choice did you make?”
 - “What might you try next time?”
-

5. Thinking About Impact

- “Who has been affected by what happened?”
 - “How has this affected your friend/the class/learning time?”
 - “What do you think the biggest problem caused by this was?”
-

6. Planning to Repair the Harm

KS1:

- “What could you do to help fix this?”
- “What could you say to make things better?”

KS2:

- “What ideas do you have to repair the situation?”
 - “What would a fair solution look like to you?”
 - “What do you think they need from you now?”
-

7. Moving Forward

- “What can we both do to make sure this doesn’t happen again?”
 - “What will you try next time you feel this way?”
 - “What could help you make a different choice next time?”
-

8. Checking Understanding

- “Can you tell me what we’ve agreed?”
 - “What are your next steps?”
 - “Do you need any support from me?”
-



Behaviour Reflection Sheet

Pupil Name: _____
 Date: _____
 Staff Member: _____

What happened before?
 What was your trigger?

Which zone were you in when the problem happened?

Who was affected?
 adults children me

How did this make people feel?
 BLUE ZONE (Calm, Focused, Happy)
 YELLOW ZONE (Calm, Focused, Happy)
 RED ZONE (Calm, Focused, Happy)

What action did you take that broke our school rules?
 Our Behaviour Expectations
 Be Respectful
 Be Responsible
 Be Ready to learn
 Be Safe

left class
 shouted
 climbed
 swearing/insults
 damaged something
 ignored adults
 hurt someone
 threw something
 took something

What were you feeling?
 BLUE ZONE (Calm, Focused, Happy)
 YELLOW ZONE (Calm, Focused, Happy)
 RED ZONE (Calm, Focused, Happy)

How can you repair and make things better?
 say sorry
 help clean or fix
 write a note

What tools could you use to manage your zone safely next time? (Use toolbox)
 I could _____ instead.
 Adults could help me regulate by...

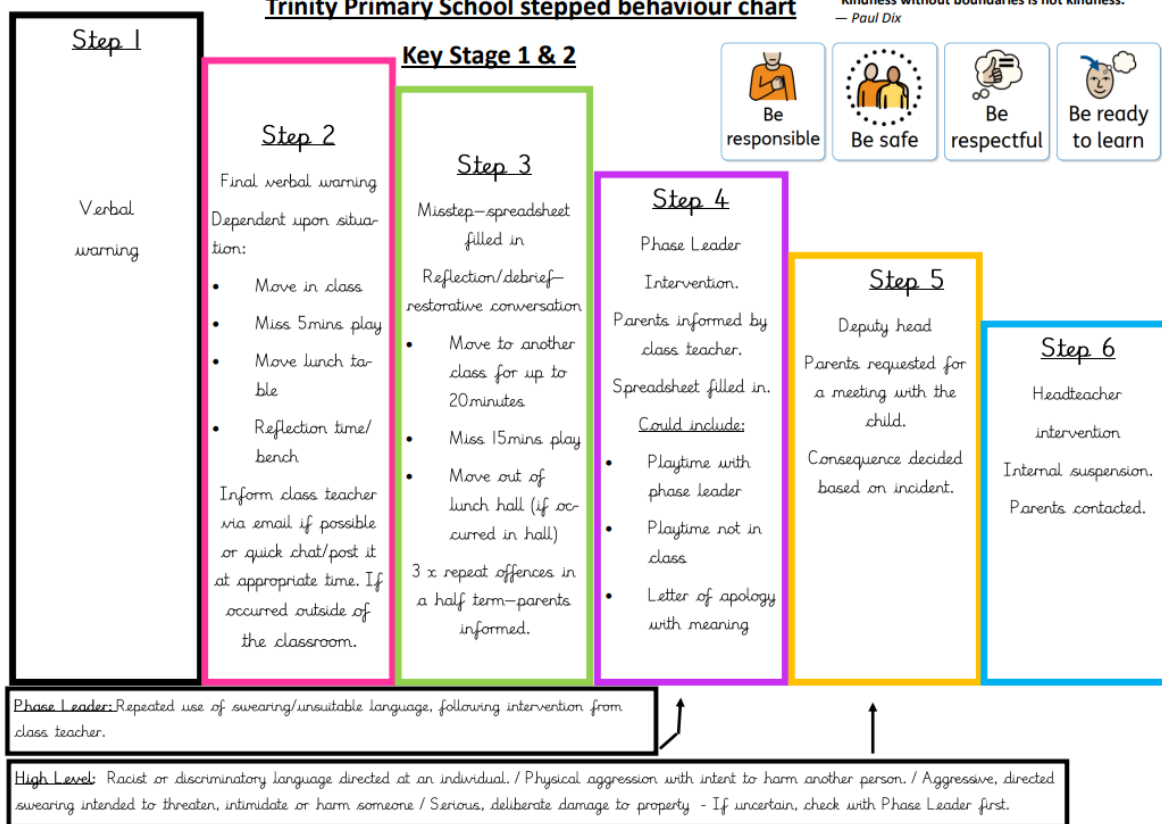


Appendix 3:

Appendix 4

Trinity Primary School stepped behaviour chart

"Kindness without boundaries is not kindness."
— Paul Dix



Trinity Primary School stepped behaviour chart

Early Years

