



The Trent-Rylands Federation



Trent Vale Infant and Nursery School and Beeston Rylands Junior School

A RELATIONAL APPROACH TO BEHAVIOUR

- **THIS DOCUMENT IS** a statement of the process of managing behaviour successfully at Trent Vale Infant School and Beeston Rylands Junior School.
- **IT WAS DEVELOPED** in 2022-23 through a process of consultation with teaching staff, support staff, governors and pupils
- **IT WILL BE** continuously reviewed, updated and approved by the Governing Body, Headteachers, Staff and Pupils
- This policy will be **REVIEWED ANNUALLY**

Date of review	Autumn 2025	Autumn 2026	Autumn 2026
Signed			

OUR JOURNEY TO PROMOTING A POSITIVE CULTURE OF TRUST AND SAFETY AT THE TRENT-RYLANDS FEDERATION

We believe that the most important aspect in children feeling valued, safe, and secure is the sense of connection and trust with a member (or more than one member) of staff. For most children this can be achieved by simple acknowledgement of the child and the child having the knowledge that you have them in your mind, care about them as a person and care about how they are feeling and what they are doing.

Strong relationships between staff and pupils are vital. Staff must be fair and consistent with children (taking into account individual needs) and children need to understand that the staff member is in control at all times enabling pupils to feel safe. Equally staff must be approachable, kind and be there to help and give consequences and children must understand and believe this. If a member of staff is having difficulties with an individual or group of children, they are expected to seek support in order to make a positive change.

This policy is developed to ensure guidance for staff (and information for parents and governors) to promote safe, kind and respectful behaviour in school. The procedures and guidance in this document provide a consistent approach across the schools and enables children, parents and staff to understand our approaches to the management of behaviour in school. It is also recognised that for some pupils, variance on these procedures will be made to meet any specific social, emotional, learning or other needs which require a personalised approach; guidance for this can be discussed with a member of SLT.

THE AIMS OF THIS POLICY ARE :

- To provide a safe, happy, friendly and respectful environment.
- To ensure that all children and adults have a sense of belonging, feeling safe, secure and valued.
- To maintain a calm and purposeful working atmosphere.
- To foster, nurture and value strong and healthy relationships.

- To enable staff to support children with their feelings and behaviour through providing students with knowledge about the brain and strategies to manage their own feelings and behaviour.
- To provide a clear, consistent approach to behaviour with fair and appropriate consequences where necessary.

THE ROLE OF PHSE

It is widely acknowledged that children's 'self-esteem' or view of their own value to a group is a major factor in determining behaviour patterns. Children who do not feel valued, valuable and fulfilled are more likely to under-achieve or to exhibit challenging modes of behaviour than those who are secure, settled and comfortable about themselves. This belief underpins all our work with the children. Through our work in PSHE we try to maintain positive relationships and communicate a clear set of expectations and values. In this way a child will begin to recognise that, they are a unique individual with valuable contributions to make. It is inevitable that some instances of inappropriate behaviour will occur - no positive feedback system will be effective with all children all of the time. However, the emphasis is always placed on discouraging the behaviour pattern rather than criticising the child as an individual. Children are given every possible opportunity to experience success in as many aspects of school life as possible - it is much easier to develop a positive self-image if this can be achieved.

As part of this, the Federation has adopted the My Happy Mind Programme as below:

MY HAPPY MIND

The Trent-Rylands Federation follows the My Happy Mind Programme. We believe that mental health and behaviour are interlinked.

This is an NHS-backed curriculum focused on building resilience, self-esteem, and happiness in children. It uses preventative strategies firmly rooted in science, research, and the fields of neuroscience and positive psychology.

Philosophy behind My Happy Mind:

1. Proactive not reactive. Mental health activity is often focused on supporting individuals when they face challenges. Whilst this is critical, we believe that it's also important to support individuals in building their resilience and self-esteem proactively.
2. Stigma reversing. Ensuring that individuals understand the science behind how their brains work and how to impact their self-esteem and resilience is at the heart of what we do. When people get the why, they take action.

The children will meet 5 modules taught over the academic year -

1. Meet your brain – Understanding emotions, Self-Regulation technique – Happy breathing.
2. Growth mindset – Identify character strengths to build self-esteem. The focus is on character, not competence.
3. Appreciate – Attitude of gratitude (experiences, others and ourselves)
4. Relate – Building positive relationships (active listening and understanding different people's perspectives)
5. Engage – Dreaming, aspiring, settling goals



THE TRENT-RYLANDS WAY

At the Trent-Rylands Federation we develop children's character through the 'Trent- Rylands Way'. In order to build character, we define the behaviours and habits that we expect students to demonstrate. We want to support our pupils to grow into adults who are polite, respectful, grateful and who put others before themselves. We believe that as pupils practise these behaviours, over time they become habits that positively shape how they feel about themselves and how other people perceive them. We are what we repeatedly do. Excellence, then, is not an act, but a habit.



We have developed 6 rules that we ask the children to follow. They have been designed to be simple for the children to remember and encompass the perfect example of good behaviour in school:

- **We are gentle;** we don't hurt others (tolerance/self-restraint)
- **We are kind and helpful;** we don't hurt anybody's feelings (empathy and compassion)
- **We listen;** we don't interrupt (respect)

- **We are honest**; we don't cover up the truth (integrity)
- **We work hard**; we don't waste our own or others' time (resilience and cooperation, determination)
- **We look after property**; we don't waste or damage things (responsibility)

REWARDS AND RECOGNITIONS

The staff here at the Trent-Rylands Federation ensure that we are all consistently focusing on rewarding positive behaviour praise. We do this in a variety of ways.

SUPERSTAR / STAR CERTIFICATES

- 2 children are awarded 'Star Certificates' each celebration assembly by the class teacher. These are for showing our school values or for personal character strengths.
- The class teacher brings their Star Certificates to the assembly.
- Certificates are sent home.

AFTERNOON TEA

- Each week one child from each class will be given an invite to afternoon tea with the Headteacher.
- This invite is explicitly given for following our rules and values.
- Every child should have the opportunity to have afternoon tea and teachers will aim them to achieve this. Children also have a responsibility to work towards this too.

WORK TAKEN TO SLT

Each teacher will choose x2 children per week to go to the Headteacher's office to show work where a high amount of effort has been put in. The children will be rewarded verbally and with a special SLT sticker.

STICKERS

Teachers award stickers.

CHANCE CARDS

If an adult sees a pupil following a Trent-Rylands school rule and behaving properly inside or outside of the classroom they can award the child a chance card. The child writes their name and class on the card and posts it into the chance card box in the classroom.

During Superstar Assembly each week the chance cards are collated in a big box and the Head teacher will draw out chance cards whereby winners can choose a small prize. The chance cards are then placed in to the Super Chance box for a ½ termly draw where the prizes are much bigger.

STAR CHART

Each class have a star chart within their classrooms with room for 30 stars (Trent Vale) and 50 stars (BRJS). These charts reward the children as a class for following the school rules and showing green behaviour. The aim of these stars is to show them that when they work together as a community and take whole class responsibility, they have numerous possibilities for class rewards.

The class can receive stars from their class teacher, from other members of staff and also from the Head Teacher. They will be given for showing green behaviour in assembly, in the corridor, lining up times, tidy up times etc. They can be given up to 3 stars at any one time.

The class can then trade the stars for a reward that they have communally agreed. They are traded against small rewards, for example extra play to larger rewards such as a non – uniform day. The number of stars traded will match the reward and will be decided by the children.

LET’S GET SESSION - BRJS

We run ‘Let’s Get’ Sessions at the end of every half term. Children are given options to choose the activity they wish to take part in. The activities provide enrichment opportunities for the children and include activities such as football, sewing, cooking, ICT with many more offers from the staff. The children have the opportunity to practise, enjoy and learn something new. Taking part in all of the session is linked to behaviour.

COLOURS OF BEHAVIOUR.

It is important for children to understand the difference between how they feel and how they behave. They need clear guidance on what behaviours are acceptable and unacceptable. To support this, we use a colour system to help children recognise and reflect on their actions.

- **Green behaviour** means following the school rules, making positive choices, and interacting respectfully with others.
- **Yellow behaviour** describes low-level behaviours that may signal a child is struggling with their feelings e.g. distracting their own and others learning. At this stage, children are encouraged to reflect on their emotions and think about how they can make more positive choices. Yellow behaviours are not unsafe but show that a change is needed.
- **Red behaviour** includes repeated negative behaviours, verbal aggression, or physical violence towards others. These behaviours are taken very seriously and require immediate intervention. Children will understand that these red actions have consequences.

NON-CO-OPERATIVE/ DISRUPTIVE BEHAVIOUR

Incidents of non-co-operative behaviour are relatively rare, but inevitably children sometimes struggle to follow the school's code of conduct for behaviour. Staff will follow a consistent approach to managing this.

STEPS TO SUPPORT BEHAVIOUR

	<u>Steps to support behaviour</u>	Actions
		Staff will use their professionalism to move to the correct step at any given point but generally this order is followed
1	Pre - Reminder	Positive praise to others. Distraction for the child.
2	Reminder	A reminder of the school rule or the requirement (I needed you to / We work hard....) delivered privately wherever possible. Repeat reminders if reasonable adjustments are necessary. Take the initiative to keep things at the reminder stage.
3	Warning Record made LET'S GET LINK – 2 mins BRJS	A clear verbal caution delivered privately wherever possible, making the child aware of their behaviour and clearly outlining the consequences if they continue. They are told that this is yellow behaviour. Reminder of the requirement. Use the phrase 'Think carefully about your next step.' BRJS - The class teacher should log incidents of this nature on the school behaviour log.
4	Time for reflection and repair Record made LET'S GET LINK – 5 mins BRJS	Child should have a short time for reflection in a 'safe place', using a sand timer as a visual where appropriate. It is a few minutes for the child to calm down, take a breather, look at the situation from a different perspective and compose themselves. They are told that this is red behaviour. After reflection time, the child will be spoken to by an adult to reset the boundaries, reflect on their next step and be reminded of previous good conduct. The class teacher should log incidents of this nature on the school behaviour log.
5	Time for further reflection and repair	Child should go to the allocated partner class for a further time for 'reflection'. They are told that this is a continuation of red behaviour. The class teacher should log incidents of this nature on the school behaviour log.
6	Escalation to SLT	If the above restorative practice is not effective, if the child's behaviour is persistent, or if a serious incident occurs, a time should be scheduled for the child to see a member of SLT. - Parents may be notified at this stage.
7	Pastoral support programme	A bespoke package for children who need support regulating their behaviour which is seen as consistently challenging and/ or deemed to be at risk of exclusion. The child will work with trained members of staff to address issues of concern. This stage may involve seeking the advice of other professionals along with: <ul style="list-style-type: none"> - A meeting with the child and SLT to discuss their behaviour and revised sanctions. - Communication with parent/carer to inform them of the behaviour and consequences. - A bespoke behaviour chart. This can be in consultation with the SENCO and, if necessary, relevant outside agencies aimed at modifying behaviour. - A home-school agreement/contract specific to the child's behaviour. - Short term incentives can be utilised. - Work can be set and completed in the Head teacher's office. - A Behaviour Support Plan.
8	Exclusion	Parents informed firstly by telephone and then confirmed by letter. Internal exclusion <ul style="list-style-type: none"> • Child has no contact with own class or classmates. • No access to playground with peers, lunch taken with other key stage. Fixed Short Term Exclusion (up to 5 days per term) <ul style="list-style-type: none"> • Followed by a reintegration meeting on the child's return.

		<p>Fixed Long Term Exclusion (up to 45 days per year).</p> <ul style="list-style-type: none"> • Followed by a reintegration meeting on the child's return. <p>Permanent Exclusion</p> <ul style="list-style-type: none"> • Child is removed from the school role
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OUR RESTORATIVE APPROACH TO CHALLENGING BEHAVIOUR.

We are aware that all behaviour happens for a reason and when we are dealing with children who are at crisis point, it is essential to take into consideration de-escalation strategies. At that moment in time, the child will not be at a point to reflection or discuss their behaviour. It is paramount that any interactions with the child does not escalate the situation – the child needs to be given time and space.

At The Trent-Rylands Federation, we promote the use of reasonable consequences – with the support of a trusted adult these can help children to change their behaviour. Some examples are: writing letters of apology; repairing damage to property; completing missed work in a playtime. It is however, recognised that sometimes a more structured and immediate approach is required to support the child. The intention behind this is that the child has time to reflect, away from the situation. The behaviour will always be assessed against The Trent- Rylands Way and this will be explained clearly to the child.

RESTORATIVE CONVERSATION

We aim to provide security, safety and acceptance allowing for recovery and repair. Following incidents of unacceptable, repeated or extreme behaviours, staff will engage in a restorative conversation with the children involved: -

1. What happened? (Neutral, dispassionate language.)
2. What were you thinking/ feeling at the time?
3. What have you thought/ felt since?
4. How did this make people feel?
5. Who has been affected?
6. What should we do to put things right?
7. How can we do things differently?

PLAY AND LUNCH TIMES

We expect children to have a high standard of behaviour at lunchtime.

TRENT VALE

- Children may be asked to accompany a midday supervisor for an appropriate length of time in order to de-escalate any low level/yellow behaviour.
- When concerning behaviour is reported by another child or witnessed by an adult, the adult will take the time to find the cause of the behaviour and understand the full story. Fairness and consistency are important to establish positive play and for children to understand the alternatives to their behaviour and the consequences of their behaviour. If the behaviour is established as being red – then the child will have time out on the playground. Restorative conversations will follow this.
- If the behaviour is extreme the child will go straight to red and this may be having a time out outside on the playground or to the Headteacher's office as appropriate.
- At the end of playtime, the class teacher will be informed if a child in their class has been on red and this will be recorded on the class behaviour record.

- At lunchtimes the MDSAs will record any children who go onto red on the lunchtime behaviour record. This will then be taken around all the appropriate classes so the teacher is aware of any incidents.
- If an identified child shows repetitive misbehaviour at lunchtime, then they will miss a proportionate amount of time from their lunch break and if necessary, the subsequent afternoon play. They will sit with the SLT during this time.

BRJS

- Middays give out weekly certificates picking one child per class who has shown a TRF value.
- Children may be asked to accompany a midday supervisor for an appropriate length of time in order to de-escalate any low level/yellow behaviour.
- When concerning behaviour is reported by another child or witnessed by an adult, the adult will take the time to find the cause of the behaviour and understand the full story. Fairness and consistency are important to establish positive play and for children to understand the alternatives to their behaviour and the consequences of their behaviour. If the behaviour is established as being red – then the child will have time out in the quad area of the playground. Restorative conversations will follow this.
- If the behaviour is extreme the child will go straight to red and this may be having a time out in the quad area of the playground or to the Headteacher's office as appropriate.
- At the end of **playtime**, the class teacher will be informed if a child in their class has been on red and this will be recorded on the class behaviour record.
- At **lunchtimes** MDSAs will record any children who go onto yellow or red on the lunchtime behaviour record. This will then be taken around all the appropriate classes so the teacher is aware of any incidents. This is monitored by the Headteacher and taken into consideration for the Let's Get Session.
- If an identified child shows repetitive misbehaviour at lunchtime, then they will miss a proportionate amount of time from their lunch break and if necessary, the subsequent one. They will sit with the SLT during this time.
- A school 'bio club,' which runs at dinner time, will be made available by invite only to children who may need support at dinner time with regulating behaviour or following school rules. Parents may be informed of the invite to bio club to support the school in their involvement. The aim of the club is to provide a smaller space with less children to explore the world and build relationships.

ADDITIONAL STRATEGIES FOR ON-GOING BEHAVIOUR CONCERNS

- A bespoke behaviour chart. This can be in consultation with the SENCO and, if necessary, relevant outside agencies aimed at modifying behaviour.
- A home-school agreement/contract specific to the child's behaviour.
- Short term incentives can be utilised.
- Work can be set and completed in the Head Teacher's office.
- A Behaviour Support Plan.

BEYOND CHALLENGING

At times a child's behaviour may escalate to a point where immediate action is needed to keep the child or others safe or the behaviour is deemed too serious for the steps above e.g., verbal/physical abuse, racism, bullying. In this case, the teacher or TA will request the support of the Head Teacher straight away. The Head Teacher will decide what action is needed depending on the circumstances. Wherever possible, the

action should be restorative in nature. These incidents will be added to CPOMS by the class teacher and SLT.

CHILDREN WITH SPECIAL NEEDS

We will make reasonable adjustments in the application of the policy where there are individual pupils with SEN or behavioural disabilities, and any other pupil at risk of disaffection and exclusion. The school will make special education provision for pupils whose behaviour related difficulties require it.

We will plan pro-actively how the school's disciplinary framework should be applied to each of these pupils and ensure that those in contact with the pupil know what has been agreed. There will be a named key person in school who knows the individual child well, has good links with home and can act as a reference point for staff when they are unsure about how to apply the disciplinary framework in the case of a particular child.

ONLINE ISSUES / MOBILE PHONES – SEE SEPARATE DETAILED POLICIES

Where it is suspected that an electronic device is in school and that the use of the device poses a risk to staff or pupils; is a device which uses the internet such as a mobile phone/smart watch and is related to poor behaviour online, staff will search, confiscate and contact parents/carers to examine the phone. Pupils are not allowed to bring mobile phones onto the school site, unless they are in Years 5 / 6 and have permission from the Head Teacher. Any year 5 / 6 with permission to bring their mobile phone onto site must leave it with their class teacher. Any use of a mobile phone on the school site will result in the phone being confiscated and only returned to a parent/carer who can collect it at the end of the school day. For further information, please refer to related policies at the end of this policy.

THE ROLE OF THE TEACHER/TEACHING ASSISTANT/CARER

Staff are key in supporting children with their behaviour. Building trusted relationships with children is vital to understand and support them.

Staff will be consistent and calm in their approach, engaging with learners, helping them understand their behaviour. They will make sure they understand where personalised provision is in place and how to support this.

Communication with the senior leadership team about behaviour is key via conversations and well documented incidents on the behaviour record.

THE ROLE OF THE HEADTEACHER

The Headteacher will support all children with their behaviour being a positive visible presence around school.

The headteacher will support adults working with children who find it difficult to behave through collaborative problem-solving, ensuring that coaching and guidance, emotional support, and access to external support (where appropriate) are provided.

The headteacher will be up to date with all behaviour in school. The weekly collection of behaviour records from the classes and MDSA's, alongside regular conversations with staff, will ensure that children who regularly appear on the record will be supported. Work will take place to ascertain the reason why the pupil is finding it difficult to behave and support given to unpick and overcome this. Regular communication with parents/carers is key with a joined-up approach working best.

THE ROLE OF PARENTS AND CARERS

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school. We explain the school rules on the school website, and we expect parents to read these and support them.

To support the school, parents should be encouraged to get to know the school's behaviour policy and, where possible, take part in the life of the school and its culture. We expect parents to support their child's learning, and to work with the school to support their child.

We try to build a supportive dialogue between the home and the school. We inform parents immediately if we have concerns about their child's welfare or behaviour. If the school has to use sanctions or logical consequences with a child, parents should support the actions of the school.

If parents are concerned about the behaviour of another child within school, they should speak with school about this and allow school to follow this up appropriately. It is not acceptable for parents to talk to a child that is not their own about their behaviour.

If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the headteacher. If the concern remains, parents should follow the school complaints policy.

PRINCIPLES AND PROCEDURES FOR EXCLUSION

- At The Trent- Rylands Federation exclusion is considered to be the last resort. Exclusion can be Fixed-Term or Permanent.
- DfE guidelines detailed in the publication 'Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England August 2024' and L.A guidelines are followed absolutely.
- Only the headteacher of a school can suspend or permanently exclude a pupil on disciplinary grounds. A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently excluded.

The Trent-Rylands Federation

Record of Behaviour Class _____

Date	Time	Name and class	Where	Behaviour	Context / trigger/ why?	Consequence	Adult Initials

Links with other policies:

You may find it helpful to read this behaviour policy alongside the other following school policies:

Policy	How it may link
Safeguarding Policy	Includes information about child protection procedures and contextualised safeguarding
Physical Intervention and Restrictive Practice Policy	Provides guidelines for supporting pupils who have reached crisis point and are displaying behaviours that may put themselves or others in physical danger.
Child on child abuse policy	Includes information on what qualifies as child-on-child abuse and the support for children who may become a victim to it.
Anti-Bullying policy	Includes information about bullying behaviours and vulnerable groups
Online Safety / E-Safety / Acceptable Use Policies	Includes information about children's online behaviour and details about online bullying/cyberbullying
Equalities Policy	Includes information about our school's approach to tackling prejudice and celebrating differences. Links to prejudice-related language and crime and the protected characteristics
RSHE Policy	Includes information about our school's RSHE programme and how we teach about healthy relationships, friendships, and bullying
Walking to and from school Policy Including acceptable use of mobile phones on school site	Includes information about sensible behaviour when walking to and from school. A form is included for those that have this permission requesting a mobile phone on school site.
Complaints Policy	Includes information about how to make a complaint if you are not satisfied with the school's response