

Trent CE Primary School Governing Body

Behaviour Policy

Inspired by Christ



Kindness Thankfulness Perseverance

“A new command I give you: love one another. As I have loved you, so you must love one another” Inspired by Jesus’ example, the Trent school community aims to serve one another in love.

We show **kindness** to others because God has shown us great kindness.

We live **thankful** lives, because every good thing comes from God.

We **persevere**, not giving up, because God is our helper.

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Introduction

Inspired by Jesus' example, the Trent School community aims to serve one another in love. This command emphasises the importance of showing kindness, care and compassion and it means we should strive to treat others with empathy, respect and understanding.

As we look to Jesus and how his justice and mercy meet at the cross; he restores sinners without ignoring evil. In fact, he defeats it. This example of restoration is one we long to hold to here at Trent. This example of restoration is the foundation to how we treat each other and also points to explicit investment in building healthy relationships through active listening, deliberate discourse, acceptance of our failings and a willingness to make amends. A community that invests in relationships fosters a culture of mutual trust and support, ultimately contributing to healthier and more fulfilling connections with others.

At our school, we believe excellent behaviour is key to creating a thriving, inclusive and supportive learning environment. In line with our vision, our approach focuses on fostering a community where every pupil feels safe, valued, and respected. We aim to build a culture of mutual respect, empathy and understanding, which supports both academic and personal growth and prepares children for life beyond school.

We set high expectations for behaviour and encourage pupils, staff and parents to be positive role models. Our behaviour management is rooted in restorative practices, which focus on repairing relationships, building relationships, and promoting personal responsibility. This helps pupils reflect on their actions, understand the impact of these and therefore make positive choices.

We value kindness, thankfulness and perseverance and believe these values help children develop social and emotional skills that will serve them throughout life. By promoting a positive behaviour culture, we aim to empower pupils to become confident, responsible and respectful individuals who make meaningful contributions to society.

Conflict is an inevitable part of life and we view conflict as a problem solving opportunity and a chance to experience personal growth.

Through consistency and support, we guide children towards becoming well-rounded individuals who can face future challenges with integrity and a sense of community.

2. Aims and Objectives of the Behaviour Policy

Our behaviour policy aims to set out how we create a positive, safe and supportive environment where all members of the school community can thrive. The specific objectives are:

1. Promote Excellent Behaviour and Self-Discipline

Actively modelling and celebrating pro-social behaviour that adds value to the community so that children can embody those behaviours.

2. Foster a Restorative Culture

Implement restorative practices to help pupils understand the impact of their actions, take responsibility and repair relationships, promoting empathy and reconciliation. Recognise the role of compromise, forgiveness and resilience in building robust relationships.

3. Develop Positive Relationships and Community Cohesion

Build robust, resilient relationships that can withstand and recover from challenge creating a sense of belonging and mutual support in the school community with a focus on forgiveness and restoring relationships and repairing relationships.

4. Encourage Personal Growth and Emotional Development

Support pupils in developing essential skills such as empathy, resilience, conflict resolution and effective communication.

5. Provide Clear Expectations and Consistent Support

Establish clear, fair and consistent expectations for behaviour that are understood and supported by everyone in the school community.

6. Prepare Pupils for Later Life

Equip pupils with the character and confidence needed to contribute positively to society by promoting values like respect, integrity and service.

7. Ensure a Safe and Orderly Learning Environment

Maintain a safe, orderly environment that supports high-quality teaching and learning, addressing behaviour issues promptly and effectively.

8. Involve All Stakeholders in Promoting Positive Behaviour

Actively involve pupils, staff, parents, carers and governors in the development and review of the behaviour policy to ensure it is meaningful and effective.

9. Support Pupils with Additional Needs

Provide tailored support for pupils with additional needs, applying the behaviour policy with equity and inclusively.

3. How Restorative Practices Align with the School's Vision and Values

Our school's vision, "Inspired by Christ, we serve one another in love," guides our approach to behaviour and relationships. Jesus is the ultimate example of restorative relationships. As such we focus on creating a compassionate, supportive and respectful environment modelled on Jesus' life. These practices help pupils take responsibility for their actions and seek reconciliation when harm occurs, reflecting our core values of kindness, thankfulness and perseverance.

We will support children in reflecting on conflict and harm, supporting them in their own efforts to repair relationships.

Inspired by Christ, We Serve One Another in Love:

We look to Jesus and how his death and resurrection are the ultimate example of sacrifice, love and restoration. Therefore, we encourage pupils to engage in dialogue, express their feelings and work towards healing relationships.

- **Promoting Kindness:** Because God has shown kindness to us.
Restorative practices encourage pupils to treat each other with respect and empathy, guiding them to repair harm in a way that fosters stronger, more caring relationships.
- **Cultivating Thankfulness:** Because every good thing comes from God.
Pupils are encouraged to reflect on positive experiences and express appreciation for the support they receive from peers and teachers, building a culture of gratitude.
- **Encouraging Perseverance:** Not giving up because Jesus is our helper.
Restorative practices teach pupils to reflect on their actions, learn from mistakes and work through difficulties constructively, helping them develop resilience and personal growth.

4. Key Principles and Philosophy Behind Restorative Approaches

We work to restore relationships because God's grace restores our relationship with Him first.

We operate within a framework of high challenge and high support; therefore, we prioritise the repair of relationships when a breakdown has occurred. As part of our high challenge response, we feel it is important to teach children about consequences. We guide children to reflect on consequences as part of a wider process of repairing relationships.

Restorative practices are built on the following core principles:

- **Repairing Relationships Over Punishment:**
Focus on repairing relationships rather than imposing punishment, encouraging pupils to take responsibility for their actions and find solutions that promote healing.
- **Building and Strengthening Relationships:**
Foster positive relationships through open communication, active listening, and mutual respect, helping to maintain a thriving school community.
- **Encouraging Empathy and Accountability:**
Guide pupils to understand the impact of their behaviour on others and take responsibility, fostering empathy and accountability.
- **Inclusive and Collaborative Problem Solving:**
Involve all those affected by an incident in finding a resolution, ensuring that everyone's voice is heard and empowering pupils to take an active role in resolving conflicts.
- **Creating a Safe and Supportive Environment:**
Promote open dialogue and understanding, creating a safe environment where pupils feel valued and supported in making positive changes.
- **Focus on Personal Growth and Learning:**
View conflicts as opportunities for growth, helping pupils develop a deeper understanding of themselves and others through reflection and dialogue.

5. Roles and Responsibilities

As a learning community we are focussed on supporting each child to grow their character and fulfil their academic potential. These aims are best achieved when we work in partnership. It is crucial, therefore, that we all understand our roles and responsibilities:

- **Staff:** Are responsible for modelling positive and pro-social behaviour to help children understand how to contribute to the formation and maintenance of a positive climate for learning. Engage in restorative processes taking responsibility for the repair of relationships when things go wrong.
- **Pupils:** Work with staff and peers to uphold the values, ethos and expectations of the school and wider community. Collaborate in meaningful ways with others to ensure everyone can achieve their goals and aspirations. Engage in restorative processes taking responsibility for the repair of relationships when things go wrong.
- **Parents and Carers:** Support and uphold the school's commitment to applying restorative and relational approaches by encouraging positive behaviour at home and reinforcing school values. Working with the school to engage in restorative processes, taking responsibility for the repair of relationships when things go wrong.

6. Restorative Approaches in Practice

Restorative practices help promote positive relationships and resolve conflicts. Here's how they work:

1. Daily Procedures:

- **Building Relationships:** Teachers hold regular check-ins where pupils express feelings and connect with one another to foster a sense of belonging.
- **Restorative Conversations:** Teachers use restorative questions to address minor conflicts, helping pupils understand the impact of their actions. This promotes honesty and integrity and helps create safety around challenge.
- **Restorative Circles:** Scheduled circles provide opportunities for relationship building, problem solving and reflection. They can also be used to address concerns and resolve conflict.
- **Clear Expectations:** Excellent relationships flourish in an environment that has boundaries and high expectations. Involving children in the design of these boundaries ensures buy-in. Classroom agreements are created and revisited regularly to reinforce positive behaviour.
- **Positive Behaviour Recognition:** At Trent we consider recognition and reward essential to engage and motivate learners. As such, we have systems for acknowledging individual and group effort, attainment, positive learning behaviour and for those who make good choices about their relational behaviour. We actively promote and reward positive behaviour, good choices and effort.

2. Examples of Restorative Practices



- **Community building** through modelling of pro-social behaviour and check-ins.
- **Restorative Conversations (One-on-One)**: A teacher deals privately with disruptive behaviour, using questions like "What happened?" and "How can we make it right?" to guide reflection and responsibility.
- **Restorative Circles (Group)**: For group conflicts, pupils share their feelings in a circle, promoting understanding and collaboration.
- **Restorative Meetings (Formal)**: A meeting is held with pupils, staff, and parents to reflect on the incident and agree on steps to repair harm.

7. Restorative Conversations and Meetings

Restorative conversations and meetings are essential tools for addressing conflicts, repairing harm, and rebuilding relationships in schools. These processes create structured opportunities for students to reflect on their actions, take responsibility, and work towards reconciliation. (Appendix 1)

Our role as educators is to prepare children to engage with society as responsible citizens and part of this responsibility is to conform to the rule of law. We believe that children need to understand that all behaviour has consequences and that sometimes, certain negative behaviour can result in sanctions. Sanctions within the framework of restorative practices focus not on punishment but on repairing harm and fostering accountability. Rather than imposing solely punitive measures, restorative sanctions aim to involve all stakeholders—those who caused harm and those affected—in a process that promotes healing and restitution. The goal is to restore relationships, rebuild trust, and ensure that those who cause harm understand the impact of their actions while offering them a chance to make amends. In line with this, any sanctions given will only be discussed with the child receiving them, ensuring privacy and protecting their dignity, while fostering personal growth and reflection. Restorative approaches prioritise the restoration of individual and social harmony over retribution. This limits resentment, fear and alienation, leading to faster reintegration to the school community and limiting the chance of the undesired behaviour from reoccurring.

8. Communication with parents

Our main priority with regards to communication is to share pupil's successes and positive behaviour achievements. This helps to build a positive community which pupils effort and achievements.

When an issue arises in school, communication with parents will follow a restorative practice approach, though contact may not always be necessary unless the situation calls for their involvement. The school will focus on addressing the issue internally by engaging the students in restorative conversations, encouraging them to reflect on their actions, understand the impact on others, and work toward repairing relationships. If the situation is resolved without requiring parental input, the school may not contact parents. However, if the issue requires further support, parents will be informed in a way that promotes collaboration and understanding. Importantly, any sanctions or consequences involving other children will not be discussed, as the focus remains on respecting confidentiality and addressing the needs of the students involved. The goal is to ensure accountability and positive change while maintaining a respectful and supportive school environment.

9. Reviewing and Updating the Behaviour Policy

Process for Reviewing the Policy:

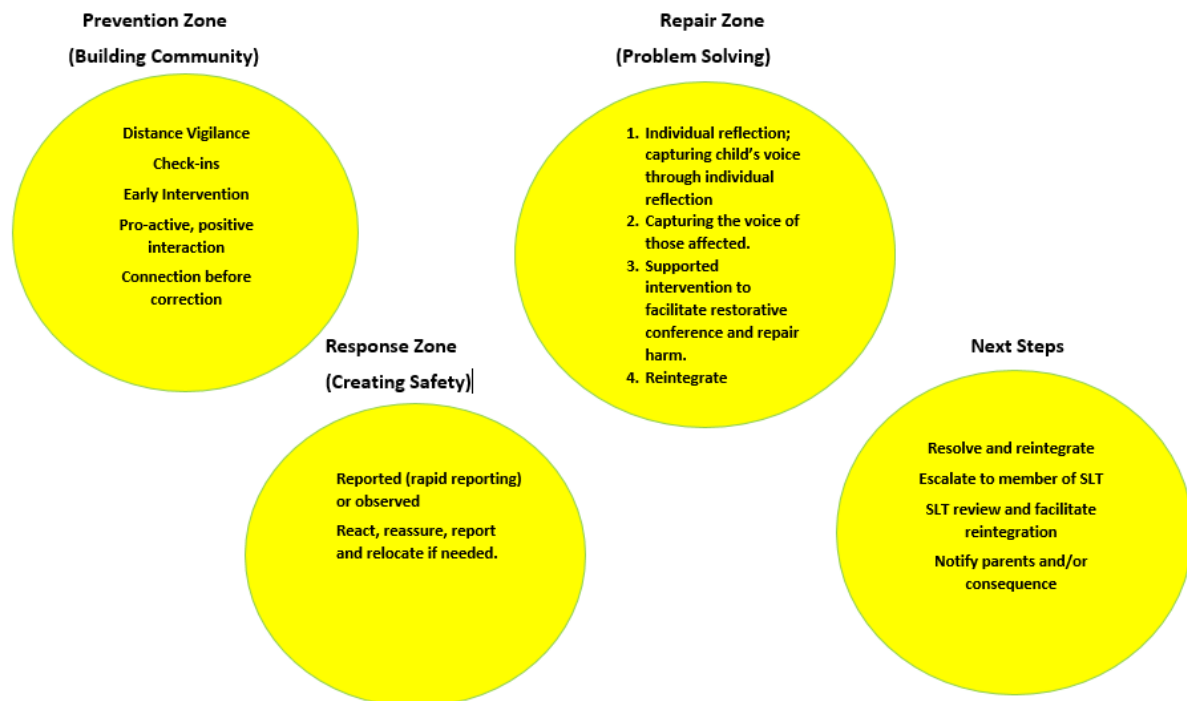
- The behaviour policy is regularly reviewed to ensure its relevance and effectiveness.
- Input is gathered from all stakeholders, including pupils, staff, parents, and governors, to reflect the evolving needs of the school community.

Timeline for Policy Review:

- The behaviour policy will be reviewed bi-annually or when significant changes in school practice or legislation occur. Stakeholder involvement is key to ensuring the policy remains fair and effective for all members of the school community.

Appendices

Staff Approach to Restoration



Structure and Process for Conducting Restorative Conversations

Restorative conversations are informal and quick interventions used to address minor incidents or conflicts. They aim to help pupils reflect on their actions, understand the impact, and repair harm. The process follows these simple steps:

Key Elements:

- **Environment:** A private, calm space where both parties can talk openly without distractions.
- **Timing:** Held soon after the incident, when emotions have settled enough for constructive conversation.
- **Tone:** Non-confrontational and empathetic, encouraging openness without assigning blame.

Steps to Conduct a Restorative Conversation:

1. **Initiate the Conversation:**
 - Set a non-judgmental tone and explain the purpose is to understand the situation and repair any harm.
 - Example: "Let's talk about what happened during class today. I want to understand your side of the story."
2. **Ask Open-Ended Restorative Questions:**
 - Help the pupil reflect on the incident and take responsibility. Questions may include:
 - What happened?
 - What were you thinking and feeling at the time?
 - Who has been affected by what happened?
 - What needs to happen to make things right?
3. **Listen Actively:**
 - Show genuine interest in their perspective, acknowledging their feelings without interrupting.
 - Paraphrase their responses to show understanding, e.g., "It sounds like you were feeling frustrated when that happened."
4. **Encourage Reflection and Accountability:**
 - Example: "How do you think your actions impacted the class?" or "How can we make sure this doesn't happen again?"
5. **Agree on Actions to Repair Relationships:**
 - Collaboratively develop a solution, such as an apology, change in behaviour, or another form of reparation.
 - Example: "What do you think you can do to make things right with your classmates?"
6. **Follow Up:**
 - Check in later to ensure the pupil is following through on their commitments and the situation has improved.

2. Steps for Setting Up and Facilitating Restorative Meetings

Restorative meetings are more formal and typically involve multiple participants (e.g., pupils, teachers, parents, or school staff) to address significant conflicts. The goal is to create a structured process for dialogue, accountability, and repair.

Steps for Setting Up a Restorative Meeting:

- 1. Prepare the Participants:**
 - Invite all relevant parties, including those involved in the conflict and support figures like parents or teachers.
 - Set expectations by explaining the purpose of the meeting is to restore relationships and repair harm, not to punish.
 - If emotions are high, allow a cooling-off period before the meeting.
- 2. Create a Safe Space:**
 - Choose a neutral, private location where participants feel comfortable speaking openly.
 - Set ground rules to ensure everyone listens respectfully and focuses on resolving the issue.

Steps for Facilitating a Restorative Meeting:

- 1. Opening the Meeting:**
 - Set a positive tone by explaining that the purpose is to understand what happened, how people were affected, and how to move forward.
 - Review the ground rules, ensuring everyone agrees to listen respectfully and remain constructive.
- 2. Allow Each Person to Share:**
 - Each participant shares their perspective without interruption, guided by restorative questions like:
 - What happened?
 - How did it affect you and others?
 - What needs to happen to repair the harm?
- 3. Facilitate Dialogue:**
 - Help participants focus on their feelings and needs, encouraging empathy by acknowledging how their actions impacted others.
- 4. Identify Actions to Repair Relationships:**
 - Collaboratively brainstorm ways to make amends, such as apologies, commitments to change behaviour, or other reparative actions (e.g., writing a letter, community service).
 - Ensure the actions are fair, achievable, and agreed upon by all participants.
- 5. Create an Agreement:**
 - Document the steps agreed upon to repair the harm, including specific actions, timelines, and responsibilities.
 - Example: "Both students agree to check in with each other before class and respect each other's space. They will also work together on a group project to rebuild trust."

- Ensure the affected have been fully heard by asking at the end of the conversation, 'Is that everything?' and 'Has the problem been solved?'

6. Follow Up and Monitor Progress:

- Set a follow-up meeting to assess progress and ensure commitments are being met.
- Example: "Let's meet again in two weeks to see how things are going and make sure everyone is following through."