



Trevelyan Middle School Culture & Behaviour Policy

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1. Vision, Purpose & Scope

1.1 Vision and Purpose

At Trevelyan Middle School, we believe that positive behaviour is the outcome of a strong culture built on relationships, belonging, high expectations and consistent support.

- Our aim is to create a school where every pupil:
- Feels safe and valued
- Is known as an individual
- Experiences a sense of belonging
- Develops positive relationships
- Is supported to achieve their best
- Takes pride in being part of the Trevelyan community

We recognise that behaviour is not something that simply happens; it is taught, modelled, practised and reinforced every day. Our approach is rooted in three simple school rules:



Ready - I am prepared to learn and do my best.

Respectful - I treat people and our community with kindness and consideration.

Safe - I make choices that keep myself and others physically and emotionally safe.

1.2 Scope

These expectations apply in lessons, tutor time, social spaces, educational visits, extracurricular activities and whenever pupils represent Trevelyan Middle School. The school may also respond to behaviour that occurs outside school, including online or through social media, where there is a clear link to the school or where the behaviour affects the safety, wellbeing, learning or reputation of members of the school community.

This includes behaviour on the journey to and from school, cyberbullying, misuse of technology, and incidents involving pupils outside school hours. Such matters will be addressed in accordance with Department for Education guidance.

2. Our Culture Framework

Everything we do is built around five key principles:

Relationships

Strong relationships between pupils, staff and families are at the heart of successful schools.

Belonging

Every pupil should feel welcomed, included and proud to be part of our community.

High Expectations

All pupils can succeed when expectations are clear, consistent and fair.

Recognition

Positive behaviour, effort and contribution should be noticed and celebrated.

Restoration

When mistakes occur, we focus on repairing relationships, restoring learning and helping pupils make better choices in the future.

3. Ready, Respectful, Safe

 READY	 RESPECTFUL	 SAFE
Pupils are expected to: • Arrive on time • Bring the correct equipment • Wear uniform correctly • Complete homework • Engage positively in learning • Try their best, even when learning is challenging	Pupils are expected to: • Use kind language • Listen when others are speaking • Follow staff instructions first time • Allow others to learn • Respect school property • Include others and value differences	Pupils are expected to: • Keep hands, feet and objects to themselves • Move calmly around school • Use appropriate language • Make safe choices during lessons and social times • Report concerns to trusted adults • Stay in supervised areas

These expectations are explicitly taught through tutor time, assemblies, PSHE, classroom practice and restorative conversations. The Home / School Agreement can be found in Appendix 2.

4. Building a Culture of Belonging

4.1 Relationships First

We believe that pupils are more likely to succeed when they feel known and connected. Staff will:

- Greet pupils positively
- Invest time in building relationships
- Notice and celebrate success
- Maintain high expectations
- Demonstrate unconditional positive regard
- Work actively to understand individual needs

Tutor time plays a central role in building relationships and ensuring every pupil feels connected to the school community.

4.2 Pupil Voice

Pupils will have opportunities to influence and shape school culture through a variety of pupil leadership opportunities and pupil voice throughout a variety of mediums. We believe pupils should be active participants in creating the school they want to attend.

4.3 House System

The House System is designed to strengthen belonging, teamwork and pride. Through houses, pupils will:

- Build relationships across year groups
- Participate in competitions
- Develop leadership skills
- Contribute to collective achievements
- Celebrate success together

House points may be awarded for demonstrating Ready, Respectful and Safe behaviours and for contributing positively to school life.

5. Teaching Behaviour

Exceptional behaviour is taught explicitly. We do not assume that all pupils automatically know:

- What successful behaviour looks like
- How to regulate emotions
- How to resolve disagreements
- How to organise themselves
- How to transition effectively
- How to learn collaboratively

Therefore, behaviour expectations will be:

- Taught
- Modelled
- Practised
- Rehearsed
- Reinforced
- Revisited regularly

Behaviour education forms part of:

- Tutor programmes
- PSHE
- Assemblies
- Classroom routines
- Restorative discussions

This approach is supported by the school's behaviour guidance which emphasises explicit teaching, modelling and reinforcement of expectations.

6. Recognition and Celebration

6.1 Celebration

We believe that recognising positive choices strengthens our culture. Success will be celebrated through:

- Verbal and / or non-verbal praise and recognition
- House points
- Certificates

- Positive phone calls home
- Postcards
- Tutor awards
- Celebration assemblies
- Values awards
- End-of-term recognition events

6.2 Recognition

Recognition may be awarded for:

- Demonstrating school values
- Effort
- Academic success
- Attendance
- Improvement
- Leadership
- Citizenship
- Kindness

6.3 Assemblies

Assemblies are used to teach and reinforce the school's behaviour expectations, values and culture. They are also opportunities for students to receive certificates and awards, celebrate House achievements, receive attendance recognition and to share pupil work and success stories.

The headteacher and other senior staff will lead assemblies.

7. Adult Behaviour and Professional Expectations

The culture of the school is created by the adults within it. The expectations set out in this section are consistent with the Teachers' Standards and reflect our collective commitment to creating a calm, respectful and inclusive learning environment in which all pupils can thrive. All staff will:

- Remain calm and regulated
- Use respectful language
- Follow agreed systems consistently
- Protect pupil dignity
- Build positive relationships
- Avoid public confrontation
- Model Ready, Respectful and Safe behaviours

When responding to challenge, staff will:

- Lower the emotional temperature
- Use calm and neutral language
- Give clear instructions
- Allow processing time
- Avoid arguments
- Separate behaviour from identity
- Follow through consistently

Children often mirror the emotional state of adults and therefore calm, predictable responses are essential.

8. Proactive Behaviour Management

The most effective behaviour management happens before disruption occurs. Staff should prioritise:

- Positive greetings
- Predictable routines
- Clear expectations
- Strong classroom organisation
- Active supervision
- Positive reinforcement
- Relationship building

Every classroom should provide:

- Consistent routines
- Clear visual expectations
- Calm learning environments
- Opportunities for success

9. Restore, Repair and Learn

When behaviour falls below expectations, our goal is to:

- Learn from the incident
- Restore relationships
- Repair harm caused
- Return pupils to learning successfully

Consequences are intended to be:

- Calm
- Consistent
- Predictable
- Proportionate
- Educational

10. Graduated Response Pathway

Universal

All pupils always receive:

- Explicit teaching of expectations
- Positive reinforcement
- Clear routines
- Positive relationships

Reminder

A calm reminder of expectations designed to redirect behaviour and support pupils to make a positive choice. Teachers may choose to give more than one reminder. Examples:

- Non-verbal cues (proximity, gesture, pointing to work, visual prompt)

- Quiet use of the pupil's name
- "Ready, thank you."
- "Show me you're ready to learn."
- "Remember our expectation about listening when someone is speaking."
- "We are being respectful by allowing others to learn."
- "Let's reset and start again."
- Brief private conversation at the desk
- Restating the task or instruction
- Allowing take-up time after an instruction

Warning

A warning is the **final** opportunity for a pupil to correct their behaviour before a consequence is issued. The pupil is informed that a consequence will follow if the behaviour continues. Behaviour that may receive a warning includes:

- Continuing to talk after a reminder
- Repeatedly disrupting learning
- Choosing not to follow a reasonable instruction
- Repeating unsafe behaviour after a reminder
- Continuing off-task behaviour after redirection

Warnings can be issued by any member of staff.

Warnings are not recorded on MCAS.

Consequence 1 (C1) – Classroom / Social Time Consequence

A C1 is a teacher / support staff led consequence used when a pupil has not responded to a reminder and warning. The aim is to restore positive behaviour and enable the pupil to re-engage successfully with learning. Examples of a C1 consequence are:

- Change of seat
- Reflection time
- Re-teaching the expectation
- Supported restart
- Brief time out
- Working outside the classroom
- Time in a partner classroom
- Tidying up mess / making amends
- Written apology
- Brief removal from peers / activity during social time
- Restorative conversation
- Completion of missed work

C1s can be issued by any member of staff.

C1s are recorded on MCAS.

Consequence 2 (C2) – 30 Minute Lunchtime Detention

A C2 may be issued where behaviour is persistent, has a significant impact on others, or where previous interventions have not led to improvement. The aim is to restore positive behaviour, protect learning and wellbeing, and provide a clear opportunity for pupils to reflect, repair and make a successful fresh start.

A C2 may follow repeated C1 responses where behaviour is not improving or be used immediately for more serious incidents. Examples include:

- Persistent disruption across one or more lessons
- Repeated refusal to follow reasonable staff instructions
- Repeated inappropriate language
- Repeated breaches of the Ready, Respectful, Safe expectations despite previous interventions

In addition, a C2 being issued may also result in the pupil being put on report.

A C2 is typically issued by a Head of Key Stage, Head of Faculty or other designated school leader in consultation with the teacher.

C2s are recorded on MCAS, and a Tutor or Head of Key Stage may contact parents.

Consequence 3 (C3) – 50 Minute After School Detention

A C3 is used when previous responses have not improved behaviour, or when the seriousness of an incident requires escalation beyond a school response. The aim is to provide a significant opportunity for reflection, repair and reset whilst maintaining pupils within the mainstream school environment.

A C3 may follow repeated C2 responses or be issued immediately for more serious incidents. Examples include:

- Failure to attend a previous detention
- Repeated C3 sanctions with limited improvement
- Significant disruption to learning or the school environment
- Deliberate damage to property
- Physical intimidation or threatening behaviour
- Behaviour requiring Head of Key Stage or Senior Leadership Team involvement

In addition, a C3 being issued may result in the pupil being put on report.

A C3 will typically be issued by a Head of Key Stage or the Assistant Headteacher for Culture in consultation with a Head of Faculty or teacher as appropriate.

C3s are recorded on MCAS and the Head of Key Stage will contact parents.

Consequence 4 (C4) – Internal Suspension

A C4 is used when the school believes a pupil can successfully remain on site but needs temporary removal from mainstream lessons for a defined period. The aim is to maintain safety, protect the learning environment, provide structured reflection and enable a successful reintegration into school.

A C4 may follow repeated C3 responses or be used immediately for serious incidents. Examples include:

- Fighting
- Bullying or harassment
- Discriminatory behaviour
- Significant verbal abuse
- Serious damage to property
- Behaviour creating a significant risk to the safety of others
- Repeated refusal to engage with support and / or sanctions

In addition, a C4 being issued may also result in the pupil being put on report and them being temporarily removed from certain non-curriculum activities or leadership roles, pending a substantial and sustained improvement in behaviour. Where appropriate, pastoral and / or SEND support will be considered.

A C4 will typically be issued by the Assistant Headteacher for Culture and other members of the Senior Leadership Team.

C4s are recorded on MCAS. Parents will receive a formal letter and a phone call from the Assistant Headteacher for Culture or another senior leader.

The pupil will attend a reintegration meeting with the Assistant Headteacher for Culture or Head of Key Stage after the suspension.

Consequence 5 (C5) – Trust Suspension (Offsite Direction)

A C5 is used when a pupil's behaviour is so serious, or repeated, that temporary education at another Trust school is required. The aim is to maintain safety, protect the learning environment, provide a significant opportunity for reflection and intervention, and support a successful return to Trevelyan. Pupils remain supervised throughout the school day.

A C5 may follow repeated C4 interventions where behaviour has not improved or may be issued immediately for serious incidents. Examples include:

- Repeated internal suspensions with limited improvement
- Serious physical aggression
- Assault
- Serious bullying or harassment
- Serious discriminatory incidents
- Behaviour presenting a significant risk to the safety or wellbeing of others

In addition, a C5 being issued may also result in the pupil being put on report and them being temporarily removed from certain non-curriculum activities or leadership roles, pending a substantial and sustained improvement in behaviour. Pastoral and / or SEND support will be considered.

A C5 will typically be issued by the Assistant Headteacher for Culture in consultation with the Headteacher.

C5s are recorded on MCAS. Parents will receive a formal letter and a phone call from the Assistant Headteacher for Culture, Headteacher or another senior leader.

The pupil and their parents will attend a reintegration meeting with the Headteacher, Assistant Headteacher for Culture and, where appropriate, Assistant Headteacher for Inclusion.

Suspension and Permanent Exclusion

In the most serious circumstances, the Headteacher may consider a suspension or permanent exclusion in accordance with [Department for Education guidance](#). A suspension may be issued by the Headteacher when a pupil's behaviour is sufficiently serious that a temporary removal from school is necessary. The aim is to maintain the safety and wellbeing of the school community, provide time for reflection and intervention, and support a successful reintegration back into school.

A suspension may be for a fixed period and will be used in accordance with Department for Education guidance and Pioneer Educational Trust procedures.

A suspension may also result in a pupil being placed on report and/or being removed from certain non-curricular activities or leadership roles. Pastoral and/or SEND support will be considered where appropriate. Suspensions are recorded on MCAS. Parents will receive a formal letter and a phone call from the Headteacher or another senior leader. Suspensions are also reported to the Local Authority and form part of a pupil's educational record.

Following a suspension, the pupil and their parents/carers will attend a reintegration meeting with the Headteacher, Assistant Headteacher for Culture and, where appropriate, the Assistant Headteacher for Inclusion.

In exceptional circumstances, where a pupil has committed a serious breach of the school's behaviour policy, or where allowing the pupil to remain in school would seriously harm the education, safety or welfare of others, the Headteacher may consider Permanent Exclusion in accordance with Department for Education guidance. Permanent Exclusion is a statutory process and will only be considered after careful consideration of all relevant circumstances, evidence and available alternatives. Parents will receive a formal letter and a phone call from the Headteacher or another senior leader. Permanent Exclusions are reported to the Local Authority and form part of a pupil's educational record.

See Appendix 1.

11. Restorative Practice

Restorative conversations and / or reflection form the foundation of our response to conflict and poor choices. Staff may use the following questions:

- What happened?
- What were you thinking at the time?
- Who has been affected?
- What have you thought since?
- What needs to happen now?
- How can we make things right?
- How can we do things differently next time?

Every day is a fresh start, and every pupil deserves opportunities to repair, reconnect and succeed.

12. Detentions & Other Consequences

12.1 Detentions

Detentions are held (a) each lunchtime for 30 minutes and (b) after school on a Thursday for 50 minutes. Pupil are expected to attend on-time and stay until dismissed. Pupils are expected to sit in silence during detentions, only speaking to answer the register and in response to questions from the member of staff on duty. Failure to comply with these expectations will result in a further consequence or an escalation in consequences.

During detentions, pupils will be asked to reflect on their behaviour and fill in a 'Detention Reflection Sheet'. In addition, they may be asked to read their reading book, to complete missed work or write a letter of apology as appropriate.

12.2 Other Consequences

The school may issue other consequences in-line with this policy, such as:

- Being put on report

- Confiscation of a mobile phone or other personal communication device (returned to a parent at the end of the day)
- Confiscation of other inappropriate items (these will be returned at the end of the day or returned to parents as appropriate)
- Ban from playground / field / other places
- Ban from social time activities (e.g. football, table tennis)
- Temporary or permanent removal from leadership roles
- Temporary or permanent removal from non-curricular enrichment activities

The application of other consequences will be fair, proportionate and consistently applied.

13. Mobile Phones and Personal Communication Devices

Trevelyan Middle School is committed to providing a calm, focused and distraction-free learning environment. In line with Department for Education guidance, the school operates an "off and out of sight" approach to mobile phones and other personal communication devices, including smart watches where these have communication, recording or internet-enabled functions. All schools are expected to be mobile phone-free environments throughout the school day.

Pupils may bring a mobile phone to school for use before and after the school day; however, once on the school site, the device must be switched off and kept out of sight at all times. Mobile phones and personal communication devices must not be used during lessons, tutor time, social times, movement around the school, educational visits or extracurricular activities unless specifically authorised by a member of staff.

Any pupil who uses, displays or has visible a mobile phone or personal communication device during the school day will have the device confiscated. The device will be taken to the school office and must be collected by a parent or carer. In addition, the pupil will normally receive a minimum C3 (50-minute After-School Detention). Repeated breaches of this expectation may result in further sanctions.

The school reserves the right to search for and confiscate mobile phones and electronic devices in accordance with relevant legislation and Department for Education guidance where appropriate.

Reasonable adjustments may be made where a pupil requires a device for medical, safeguarding, SEND or other exceptional circumstances. These arrangements must be agreed in advance with the school.

14. Investigations & Searches

14.1 Investigations

The school is committed to conducting investigations that are fair, proportionate and evidence-based. Investigations will vary according to the seriousness of the incident; minor concerns may be resolved through staff discussion and professional judgement, whilst more serious matters may require formal evidence gathering and leadership involvement. Our principles of investigation are:

- Investigations will be conducted fairly and without predetermined outcomes.
- Decisions will be made using the civil standard of proof: on the balance of probabilities (i.e. what is more likely than not to have happened).
- Decisions will be based on the quality and reliability of evidence, not the number of people supporting a particular account.
- Staff will seek positive evidence to support or contradict accounts wherever possible, including direct observations, CCTV, physical evidence, written statements and electronic records.

- Adult and pupil witness accounts will be considered carefully and evaluated against the available evidence. No account will be accepted or dismissed solely because it was provided by an adult or a pupil.
- Reasonable adjustments will be made to ensure pupils with SEND or additional needs are able to participate fairly in the process.

Following an investigation, the school will determine whether, **on the balance of probabilities**, a breach of the Culture & Behaviour Policy has occurred and decide upon any response that is fair, reasonable and proportionate.

14.2 Searches

It may be necessary to conduct a search of a pupil.

Only the Headteacher or the most senior leader who is on site that day can authorise a search and they must always have 'reasonable grounds' to do this. They will only authorise members of the senior leadership team or safeguarding team to conduct searches. The search should be done in pairs.

Such searches, when on a non-voluntary basis, must be for one of the following items:

- Phones that have been used during the day
- Weapons
- Alcohol
- Illegal drugs
- Stolen items
- Any item that may have been used or could be used to commit an offence.
- Any item that may have been used or could be used to cause injury to any person (including the pupil themselves) or damage property
- Fireworks
- Pornographic images
- Vapes
- Electronic devices believed to have been involved in breaches of our behaviour policy*

The pupil will be given the reason for the search.

In the first instance, the pupil will be given the opportunity to produce the items they are suspected to possess of their own accord. In the second instance, the pupil will be given the opportunity to comply with a search. If a pupil refuses to comply with a search, they may receive a further sanction for refusing a reasonable instruction from staff. However, the staff conducting the search will keep the pupil separate from the pupil population during this time and consult the Headteacher.

We will follow Department for Education guidance when conducting any search [Searching, Screening and Confiscation](#).

15. Supporting Pupils with Additional Needs

Trevelyan Middle School is committed to maintaining high expectations for all pupils, including those with Special Educational Needs and Disabilities (SEND). We recognise that pupils with SEND have the same entitlement to a safe, orderly and positive learning environment as their peers.

The school will make reasonable adjustments where appropriate to ensure that behaviour expectations and responses are applied fairly and equitably. Staff will consider whether a pupil's SEND, communication needs, social, emotional or mental health needs, or other vulnerabilities may have contributed to the behaviour

being displayed. Behaviour that appears disruptive, defiant or inappropriate may sometimes be a manifestation of unmet needs, anxiety, distress or difficulties with self-regulation.

This does not mean that pupils with SEND are exempt from consequences or school expectations. Rather, it means that staff will use professional judgement to ensure that responses are reasonable, proportionate and, where necessary, adapted to meet individual needs. The school will seek to balance accountability with support, maintaining high expectations whilst providing adjustments that enable pupils to be successful.

Where appropriate, additional strategies may include reasonable adjustments, pastoral support, co-regulation approaches, behaviour support plans, SEND interventions or involvement from external agencies. The aim is always to help pupils understand expectations, develop self-regulation and participate successfully in school life.

16. Working with Families

Strong partnerships between home and school are essential to ensuring pupils thrive both academically and socially. We believe that pupils achieve the greatest success when parents, carers and staff work together with mutual trust, respect and a shared commitment to the school's values and expectations. We will:

- Communicate successes regularly.
- Address concerns early.
- Seek parental views.
- Work collaboratively to support pupils.
- Provide clear information about expectations and school procedures.
- Engage positively and professionally with families.
- Work to ensure all pupils feel a sense of belonging within our school community.

By choosing Trevelyan Middle School, parents and carers are accepting the school's expectations, systems and behaviour procedures. We ask families to support the professional decisions made by staff and leaders when responding to pupil behaviour. Whilst we welcome questions, discussion and constructive challenge, we expect concerns to be raised respectfully and through appropriate channels. Publicly undermining school staff, behaviour decisions or school procedures can make it more difficult for pupils to accept responsibility for their actions and move forward positively.

Staff do not issue consequences lightly. Decisions are made carefully, proportionately and in line with this policy, taking account of the individual circumstances of each case. Our goal is not to punish unnecessarily, but to maintain a calm, safe and respectful environment where all pupils can learn and succeed.

For new pupils, tutors and pastoral staff will make proactive contact to support successful transition, belonging and the development of strong home-school relationships.

17. Monitoring and Review

School leaders will regularly monitor:

- Behaviour data
- Exclusions and suspensions
- Pupil voice
- Parent feedback
- Staff feedback
- Recognition and celebration

This policy will be reviewed annually by school leaders and governors to ensure it continues to meet the needs of the Trevelyan Middle School community.

18. Anti-Bullying

This policy sits alongside our Anti-Bullying Policy. Pupils can report bullying to any member of staff. If they do not want to report it face to face, they can email the pastoral team: pupilconcern@trevelyan.org.uk.

Our Anti-bullying Policy is reproduced in Appendix 6.

19. Evidence Informed Practice

This policy is informed by national guidance and educational research. We have used evidence to help ensure that our approach promotes positive behaviour, strong relationships, a sense of belonging, high expectations and successful outcomes for all pupils. We will continue to review emerging evidence and guidance to ensure our practice reflects what is known to be most effective.

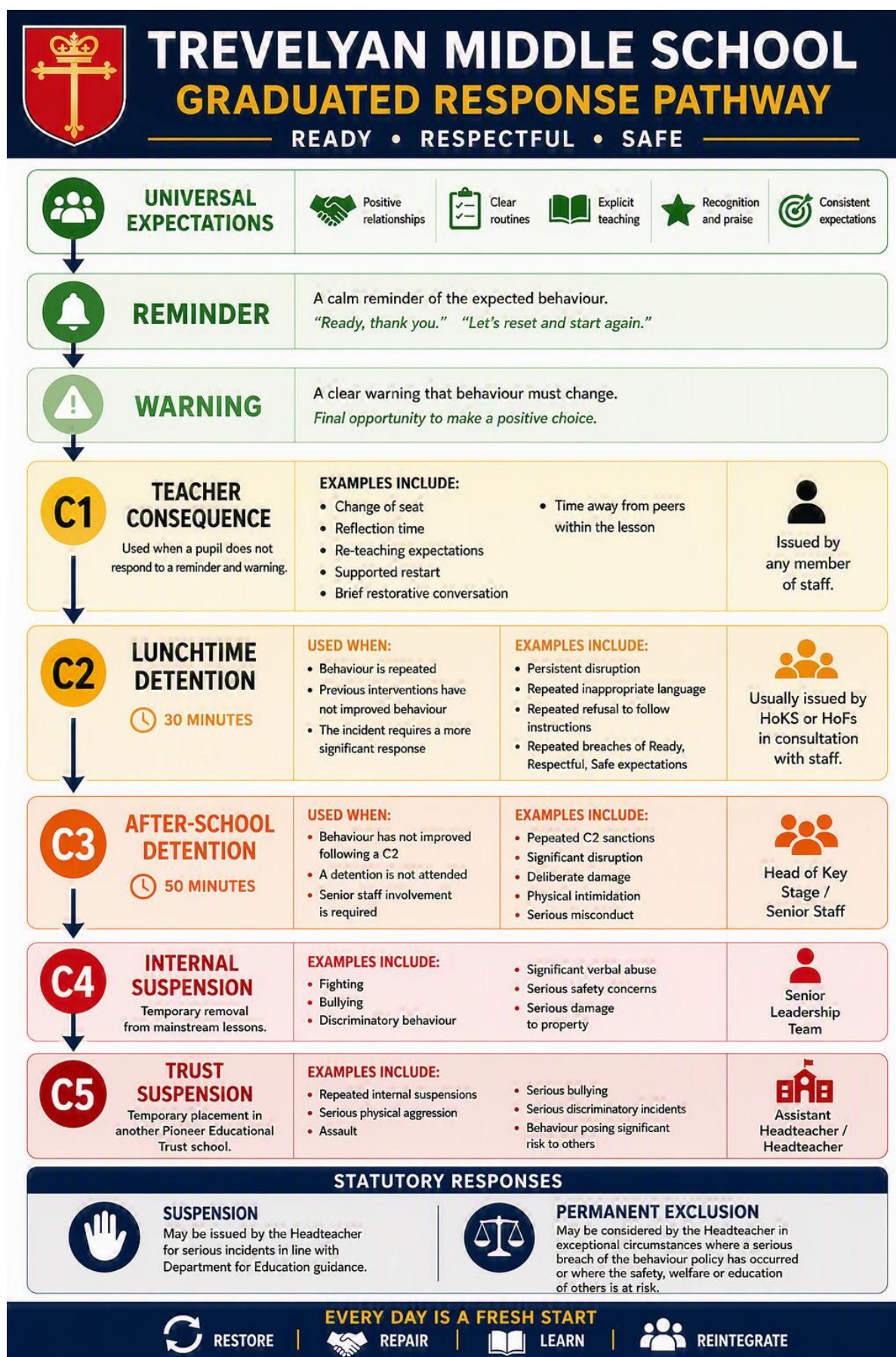
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20. Linked Policies

This policy exists to set out our guiding principles and practice with regard to culture and pupil behaviour. However, it has important links and synthesis with the following Pioneer Educational Trust and Trevelyan Policies:

- Trevelyan Middle School Anti-bullying Policy
- Trevelyan Middle School Attendance Policy
- Pioneer Educational Trust Child Protection and Safeguarding Policy
- Trevelyan Middle School Relationship, Sex and Health Education Policy
- Trevelyan Middle School Anti-Bullying Policy
- Pioneer Educational Trust SEND and Inclusion Policy
- Pioneer Educational Trust Complaints Policy
- Pioneer Educational Trust Equality Information and Objectives

Appendix 1: Graduated Response Pathway



Appendix 2: Home-School Agreement / What does Ready, Respectful, Safe mean?

Pupils – being ready, respectful, safe

	As a pupil I will...
Be Ready	• Be well-rested – Get a good night's sleep so my brain and body are ready to focus and participate. • Eat healthily – Fuel my body and mind with food to stay alert and energised. • Pack the right equipment– Bring everything I need, like books, homework, pencils, and lunch. • Dress appropriately – I will wear the school uniform with pride. • Arrive on time – By being punctual which will help me settle in and not miss important instructions or learning. • Have a positive attitude – I will be open to learning, trying new things, and making mistakes—it's how we grow. • Be organised – By knowing my timetable and following it. • Listen and follow directions – By paying attention to school staff and classmates to stay on track.
Be Respectful	• Listen when someone is speaking – I will give my full attention to teachers, classmates, visitors. • Use kind words – I will speak politely and avoid hurtful language. • Wait your turn – By being patient when lining up, asking questions, or joining in activities. • Follow the rules – Whether I in class, the corridors, play areas or on a trip. I understand that rules help keep everyone safe and happy. • Take care of things – I will respect school property and the places we visit. • Say “please” and “thank you” – By showing good manners and respect to others. • Stay with your group – On trips, I will stay close to adult in charge and I will not wander off. • Help others – I will be kind if someone needs help or is feeling left out. • Be a good listener and learner – I will show respect by being curious and ready to learn new things.
Be Safe	• Keep your hands and feet to yourself • I will play safely and avoid causing harm. • Stay calm and walk in the corridors, play areas and lunch queue – I will not rush or run as this can cause accidents. • Use kind words, not hurtful ones – Words can hurt just like actions, so I will choose them carefully. I will never use derogatory or harmful words which are racist, sexist, homophobic or ableist. • Tell an adult if someone is being mean or bullying – I know I have the right to feel safe and supported. • Speak up if you feel scared, sad, or confused – I will talk to a trusted adult to help me feel better. • Include others and don't leave anyone out – Being kind makes school feel safe for everyone. • Be a friend to yourself – Say kind things to myself and ask for help when you need it. • Use technology safely – if I have a mobile phone, I will not use it in school. I know it has to be turned off and out of sight. When I use my phone outside of school, I will not create large group chats or group chats where people feel excluded. I will not write or post anything online that could cause upset.

Parents/Carers – Ready, Respectful, Safe

	As a parent/carers, I will...
Be Ready	• Make sure our child gets enough sleep – So they are well-rested and ready to learn. • Provide a healthy breakfast – Giving them the energy they need to start the day. • Help our child arrive at school on time – Supporting good routines and punctuality. • Ensure our child wears the correct uniform or suitable clothing – So they feel comfortable and prepared. • Check that our child has everything they need – Including homework, lunch, and school supplies. • Talk positively about school and learning – Helping our child feel motivated and confident. • Support good attendance – Making sure our child comes to school unless they are genuinely unwell. • Encourage respectful behaviour at home and in school – Teaching kindness, responsibility, and care. • Building a partnership to support our child's progress. • Take an interest in our child's learning and wellbeing – Listening, helping, and celebrating their efforts.
Be Respectful	• Speak to school staff with kindness and courtesy – Even when discussing concerns or difficult issues and avoid social media gossip or spreading of misinformation– • Model respectful behaviour for your children – Showing them how to treat others with dignity and care. • Avoid speaking negatively about staff or other pupils in front of your child or on social media – Promoting a positive attitude toward school. • Listen calmly and openly to school staff – Valuing their experience and efforts to support our child. • Treat all pupils and families with respect – Encouraging empathy and kindness toward other children. • Show respect for school rules and policies – Supporting a safe and fair learning environment. • Support your child in resolving conflicts peacefully – Encouraging communication, not aggression. • Respect staff members' time, role and be patient – Using appropriate ways to communicate, such as scheduled meetings, remembering that staff teach 90% of the time. Staff are unable to see parents who arrive at school without an appointment. • Work in partnership with the school – Trusting staff to act in the best interests of our child.
Be Safe	• Ensure my child travels safely to and from school – Using seatbelts, driving and parking safely, walking with them, ensuring bikes and scooters have lights and your children have helmets. • Keep emergency contact information up to date with the school – So staff can reach us quickly if needed. • Teach my child about personal safety – Including how to say no, stay close to trusted adults, avoid strangers. • Make sure my child gets enough rest and eats well – To keep their body strong and healthy. • Inform the school about any health issues or allergies – So staff can take necessary precautions. • Encourage your child to speak up if they feel unsafe or worried – Supporting open communication. • Supervise my child's use of technology and social media – Helping them stay safe online. If they use technology (including a phone) ow to use it safely. We understand that we are responsible for your child's phone use outside of school. We will check their phone regularly. • Follow school policies and guidelines – Including pick-up and drop-off routines to keep all children safe. • Model safe behaviour ourselves – Showing your child how to act safely in different situations. • Work with the school to address any safety concerns promptly – Collaborating to keep your child protected

Staff - Ready, Respectful, Safe

	As a member of staff, I will...
Be Ready	• Know and understand school policies and ways of working including the Staff Code of Conduct. • Be punctual and prepared – Arriving on time with lessons, sessions, have the right resources ready, and have a clear plan for the day. • Create a safe and welcoming environment – Ensuring all children feel secure, included, and valued. • Get to know our students – Understanding each child's needs, background, strengths, and challenges. • Model respectful and kind behaviour – Demonstrating the conduct we expect from our pupils. • Maintain clear routines and expectations – Providing structure to help children feel calm and confident. • Support positive behaviour consistently – Using fair and calm strategies to guide behaviour. • Alert to signs of distress or safeguarding concerns – Responding appropriately and following school policies. • Stay up to date with training and best practices – Continuously learning to support every child effectively.
Be Respectful	• Speak to everyone with kindness, patience, and courtesy. • Treat all individuals fairly and without judgment – Showing respect for different backgrounds, needs, and perspectives. • Use calm and professional language at all times – Especially in challenging situations and, address concerns or conflicts directly in a professional way. • Respect each other's time and responsibilities – Being punctual, prepared, and considerate. • Welcome and involve families as partners in their child's learning – Building trust through honest and open communication. • Work collaboratively, supportively in a transparent way with colleagues – Creating a respectful and positive school culture and we will not avoid challenging messages. • Model respectful behaviour for pupils – Demonstrating what it looks like to treat others well. • Protect confidentiality and speak respectfully about others – Whether they are present or not. • Listen to concerns and respond constructively – Aiming to resolve issues with empathy and care.
Be Safe	• Create a calm, structured environment – So children feel secure, supported, and ready to learn. • Supervise children attentively – Always being aware of their whereabouts and safety needs. • Follow safeguarding policies and report concerns promptly – Putting children's safety first, always. • Build trusting relationships – So children and families feel safe to share their worries, thoughts, and feelings. • Use positive behaviour strategies – Managing behaviour with fairness, empathy, and consistency. • Teach and model respectful, non-violent behaviour – Showing that everyone deserves kindness and care. • Create inclusive spaces – Where every child feels seen, heard, and valued for who they are. • Support children through challenges – Helping them name their feelings and develop coping skills. • Look after our own wellbeing – So we are emotionally present and able to support the children in our care.

Appendix 3: Behaviour Poster



Ready - Respectful - Safe



✓ Be READY - *I am prepared to learn and do my best*

- ✓ I arrive **on time** to school and lessons
- ✓ I bring the **right equipment** and complete my homework
- ✓ I wear my uniform with pride
- ✓ I stay focused and try—even when learning is challenging



READY

👉 **Why it matters:** If I am not ready, I miss learning and fall behind.

💡 Be RESPECTFUL - *I treat people and our school with kindness*

- ✓ I use **kind words** and good manners
- ✓ I listen when others are speaking
- ✓ I listen carefully and follow staff instructions first time
- ✓ I allow others to learn without disruption
- ✓ I look after school property and other people's belongings
- ✓ I include others and treat everyone fairly



RESPECTFUL

👉 **Why it matters:** If I am not respectful, I affect other people's learning and feelings.

🛡️ Be SAFE - *I make choices that keep myself and others safe*

- ✓ I keep **hands and feet to myself**
- ✓ I move calmly around school
- ✓ I make safe choices in lessons and social times
- ✓ I use kind and appropriate language
- ✓ I tell an adult if something is wrong
- ✓ I stay where I am meant to be



SAFE

👉 **Why it matters:** If I am not safe, someone could get hurt—physically or emotionally.

✨ **Be the best version of yourself** ✨

Appendix 4: Mobile Phones / Earphones Rules



MOBILE PHONES / EARPHONES RULES

On Arrival – before you enter the school grounds

- Mobile phones OFF and in your bag and out of sight
- Earbuds/headphones OFF, out of ears and in your bag

What is NOT Allowed

- Smart watches
- Tablets
- Any other smart devices

During the School Day

- Devices must stay OFF and OUT OF SIGHT at all times
- This includes break, lunchtime and between lessons

No Using Devices For:

- Calls or messages
- Social media
- Photos or videos
- Music or games

End of the Day

- You can use your devices after you leave the school grounds

If You Break the Rules

- Device will be confiscated
- May need a parent/carer to collect it
- Repeated issues = ban from bringing devices

Need to Contact Home?

- Go to the school office — do not use your phone
-

✓ Keep devices OFF and out of sight

✓ Focus on learning

Appendix 5 - Restorative Practice at Trevelyan Middle School

Restorative Practice: Repairing Relationships Whilst Maintaining High Expectations

At Trevelyan Middle School, restorative practice is a key part of our culture. It complements—not replaces—our behaviour expectations of being **Ready, Respectful and Safe**. We believe that young people learn best when they experience positive relationships, clear boundaries and consistent consequences alongside opportunities to repair harm and rebuild trust.

Restorative practice enables pupils to understand the impact of their behaviour, take responsibility for their actions and make positive changes for the future. It supports emotional development, strengthens relationships and contributes to a calm, safe and inclusive learning environment.

Our Restorative Principles

- Relationships are at the heart of successful learning.
- Every interaction is an opportunity to teach and model positive behaviour.
- Behaviour has consequences, but every pupil deserves the opportunity to repair harm.
- Accountability is more effective than blame.
- Repairing relationships benefits the individual, those affected and the wider school community.

The Restorative Process

Regulate

Allow emotions to settle before holding restorative conversations. This may involve a short period of reflection, emotional regulation strategies or time with a trusted adult.

Reflect

Support pupils in understanding:

- What happened?
- What were they thinking and feeling?
- What choices did they make?

Recognise Impact

Help pupils consider:

- Who has been affected?
- How have others been impacted?
- Why does this matter?
- Developing empathy is central to lasting behaviour change.

Repair

Agree practical actions to repair relationships where appropriate. This may include:

- A genuine apology
- Replacing or repairing damaged property
- Completing missed learning
- Positive contributions to the school community
- Rebuilding trust through improved behaviour over time

Reintegrate

Support pupils to return successfully to learning with clear expectations and a positive fresh start. Staff continue to monitor and reinforce positive behaviours through encouragement, recognition and strong relationships.

Restorative Questions

For the pupil whose behaviour caused harm

- What happened?
- What were you thinking at the time?
- What have you thought about since?
- Who has been affected?
- What could you do differently next time?
- How can you put things right?

For the person affected

What happened from your perspective?

- How has this affected you?
- What has been the hardest part?
- What needs to happen to move forward?

Evidence Base

Research consistently demonstrates that restorative approaches improve school climate, strengthen relationships and reduce repeated incidents when implemented alongside clear behaviour expectations.

The evidence indicates that effective restorative practice:

- improves relationships between pupils and staff;
- increases pupils' sense of belonging and safety;
- reduces repeat behavioural incidents;
- develops empathy, responsibility and emotional regulation;
- supports improved attendance, engagement and readiness to learn.

Restorative practice is most effective when embedded within a consistent whole-school behaviour culture, where expectations, routines, praise and appropriate sanctions remain clear and consistently applied. It is **not** an alternative to consequences, but a structured approach to ensuring that consequences lead to learning, accountability and positive change.

Appendix 6 - Anti-Bullying Policy

Introduction and aims

We are committed to creating and maintaining a bully-free environment at Trevelyan Middle School. We hope to provide a caring, friendly and safe environment for all pupils and staff where they can learn and teach in a supportive and secure atmosphere.

Bullying of any kind is unacceptable at our school. Within our school community:

- everyone has the right to be treated with respect and to feel happy and safe
- no one deserves to be the target of bullying
- pupils who bully need to learn different ways of behaving and expressing themselves
- recognise national research that some groups of pupils are particularly vulnerable to bullying these include pupils with SEND, Looked after Children, and pupils with protected characteristics.

It is our aim that if bullying does occur that:

- every child will feel able to tell an adult
- know that incidents will be dealt with promptly and effectively
- the child who is the alleged victim or victim of bullying will be dealt with in a sympathetic manner
- a clear account of the incident will be recorded
- parents/carers will be informed.

Why is it important to respond to bullying?

There is considerable evidence to show that bullying has both short-term and longer-term impact on pupils. Bullying impacts pupils wellbeing, attendance, and learning.

What is bullying?

We recognise that many children and young people will experience conflict in their relationships with other children and as a school we are committed to developing empathy and skills to manage relationships in a way that does not harm others.

The Department of Education defines bullying as behaviour that is:

- repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups because of race, religion, gender or sexual orientation.

It can take many forms and may include:

- cyberbullying – via a mobile phone or online eg through social media or email
- emotional – excluding, tormenting, threatening behaviour
- verbal – name calling, spreading rumours, using derogatory language
- physical – pushing, kicking, punching, touching inappropriately or any use of violence
- extortion – demanding money/goods
- degrading pupils/staff with protected characteristics – gestures, graffiti, or racist, sexist, homophobic, transphobic language
- sexual – unwanted physical contact, sexually abusive comments

Preventing bullying

We may use some of the following to try and prevent bullying within our school:

- creating a safe and happy environment by promoting good relationships
- having a clearly understood behaviour policy in which pupils know what 'ready, respectful, safe' means
- educating pupils through the PSHE programme

- training staff and pupils about our antibullying strategy including the 'Ouch, Whoops, Whoa' programme
- ensuring pupil reflection and re-education – a programme based on creating empathy and ensuring the perpetrator understands the impact of their actions on the victim
- providing safe spaces and creating a range of spaces at break and lunchtime
- promoting leadership programmes for pupils
- work with multi agencies if appropriate
- using a variety of forms to enable pupils to report bullying
- reporting safeguarding concerns to the Designated Safeguarding Lead and noting it on CPOMs
- sending clear messages that bullying must stop
- educate pupils about how to keep themselves safe online. It is not reasonable to expect school staff to investigate that online bullying that takes place outside of the school day. Parents and carers must take a proactive role in preventing this by either removing phones, blocking or reporting bullies, or contacting the police.

Reporting bullying

In our school pupils are encouraged to talk to staff when they are unhappy or have concerns. pupils are encouraged to report bullying to:

- a trusted adult
- their form tutor
- the pastoral team

Pupils can report bullying to any member of staff. If they do not want to report it face to face, they can email the pastoral team: pupilconcern@trevelyan.org.uk

Our approach is that the trusted adult will listen and believe. Any allegation of bullying will be:

- investigated by staff
- any safeguarding concerns, including physical harm or derogatory behaviour against protected characteristics will be recorded on cpoms.
- parents and carers will be informed as soon as possible
- if necessary and appropriate, police will be consulted.

Possible outcomes

If an allegation is found to be true based on the 'balance of probability' the following outcomes may be put into place:

- the bully may be asked to genuinely apologise
- make recompense for damage to property
- serve the responses/consequences as outlined in the behaviour policy
- if feasible, then a restorative meeting may take place between the victim and perpetrator
- bullying incidents will be monitored
- for serious and/or repeated incidents suspension or permanent exclusion may be considered.

Monitoring the impact of policy

We will evaluate the impact of this policy by monitoring the number of incidents, gathering information from pupil surveys and pupil voice, and reviewing the PSHE programme.