

Central Primary School



Positive Behaviours at Central Policy

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To be reviewed

when appropriate



Positive Relationships at Central



School Values

Our school motto 'Hand in hand we believe and achieve' is embedded in our philosophy and permeates our whole school ethos on a daily basis. This represents both the academic and emotional side of education, which enable pupils to become well-rounded members of society.

Aims

At Central Primary School we aim:

- To provide a safe, happy and friendly environment which encourages each individual to achieve their own potential, using challenging, active and creative personalised learning.
- To encourage pupils to develop positive behaviour for learning in recognition of its importance as a lifelong skill.
- To enable staff to support children with their behaviour through providing pupils with strategies to manage their own behaviour.
- To maintain a calm and purposeful working atmosphere.
- To ensure that all children and adults have a sense of belonging and feel safe and valued.
- To provide a clear, fair and consistent approach to behaviour.
- To foster, nurture and value strong and healthy relationships.
- To ensure that our children are intrinsically motivated to do the right thing.
- To seek to understand how feelings, thoughts and behaviours are interconnected. Principles

Responsibilities

The Children's responsibilities are:

- To Keep hands, feet, objects and unkind words to yourself
- To respect differences and value everyone's contribution
- To behave in an orderly and calm manner



- To do as asked by adults in the school
- To help in making the school a safe and pleasant environment

The School's responsibilities are:

- To treat all children fairly, equally and with respect
- To value each child's contribution to the school
- To create a safe and pleasant environment for learning
- To provide a curriculum which is accessible and interesting
- To recognize that each child has individual needs
- To help each child to achieve his or her best
- To have a weekly circle time and discuss behaviour regularly
- To address incidents of misbehaviour and support children to improve their behaviour.

The Parents' responsibilities are:

- To ensure that our children understand the importance of their education and of good behaviour
- To discuss their education: ask what they have learnt, listen to what they have to say, encourage and help with homework
- To praise them for their efforts and achievements
- To ensure that our children respect differences and do not abuse or discriminate against people different to themselves
- To encourage our children to sort out difficulties without hitting, fighting or swearing, at home and at school
- To speak regularly with our children's teachers and keep informed about our children's behaviour
- To make sure our children come to school every day and arrive on time - to ring the school if our child is ill
- To support the school staff in implementing this policy

Principles

School staff are Trauma Informed and follow the ethos of Protective Behaviours. With this understanding, we have the following underpinning principles:

- Positive and safe relationships are imperative to our practice between all members of our school community.
- Children and adults have a sense of belonging, the right to feel safe, secure and valued.
- People learn to cope with all aspects of their lives with support from others.
- The importance of fostering social relationships in a school community of mutual engagement.



- Responsibility and accountability for our own actions and their impact on others.
- Respect for other people, their views and feelings and circumstances.
- Empathy with the feelings of others affected by our own actions.
- Commitment to an equitable process.
- Active involvement of everyone in school with decisions about their own lives.
- A willingness to create opportunities for reflective change in pupils and staff.
- A behaviour policy, that incorporates not just punishment, sanctions and isolation, but one that models enquiry, resolution and interactive repair e.g. restorative conversations (see Appendix 4).

Celebrating Achievements

We believe that pupils feel the greatest sense of achievement through intrinsic rewards where they are self-motivated and feel a sense of pride. We also recognise the importance of praise and the positive effect it has on children's self-esteem, confidence and motivation. At Central, successes are celebrated in many ways.

These include:

- Verbal and written praise
- Class Dojo points
- Weekly 'Star of the Week' awards
- Personalised systems for pupils with additional needs

Supporting Pupils

Our aim is to be proactive in helping children to regulate their emotions and de-escalate situations in a supportive manner. We use a range of strategies to support all pupils:

- We have clear and concise expectations of behaviour which are described, modelled and encouraged to ensure that all children understand what is expected.
- We have unconditional positive regard for pupils, which is achieved through the PACE approach (Playful, Acceptance, Curiosity, Empathy) see appendix 1
- Verbal and written praise is given from the class teacher or other adult in school
- Achievements are celebrated and shared.
- Teachers share information about a child's behaviour as appropriate, with parents/carers – either by phone or face-to-face.
- We identify cross-curricular links, such as the use of story books, in which children can learn to understand others and know how to empathise with characters.
- Through our training we understand that all behaviour is communication and consider what the child is trying to communicate, rather than focusing on the behaviour. We realise that sometimes this can be different for every child and so we may need to address each individual case differently.



- Emotion coaching strategies (see appendix 2)
- Protective interruptions – providing children with a movement break, sensory break, fiddle toys, use of a calm space, or an opportunity to talk to someone (sometimes this will be pre-planned)
- Drawing and Talking
- Lego Sessions
- Relationship Based Play
- Zones of Regulation (see appendix 3)
- 'Meet and Greet' by a designated member of staff
- Family Liaison Officer
- Individual Development Plans for children who require extra intervention. These plans are written and reviewed by the child's class teacher in conjunction with the ALNCo.
- Support from Wellbeing Team
- Support from Educational Psychologist
- Support from Schools Based Counsellor/Play Therapist
- Support from the Emotional Health and Wellbeing Clinic
- Support from Single Point Of Contact (SPOC) referral (to access Barnardos, Beyond the Blue, Winston's Wish, EIP, TAF etc.)
- Staff log incidents and actions using MyConcern and Designated Safeguarding Leads respond as appropriate.
- Children are supported through a difficult period by the adults in school and the situation should be viewed as a teachable moment. Children should know that they are not defined by an event or behaviour. They are allowed to make mistakes and are encouraged to learn from them. Once a situation is dealt with, it is finished and this needs to be clear to the child.
- Staff familiar with restorative approaches to rebuild relationships (see appendix 4).

Consequences

We teach pupils about the consequences of their actions – both positive and negative. We believe that pupils need to understand the possible effects of their actions for themselves and others and work with them to help 'put things right' as part of step 5 in the Emotion Coaching process. Instead of focusing on who is to blame, we focus on what can be done to repair the situation and move forward. We do not use punishments or sanctions where the goal is to bring shame, guilt or impose authority or harm as this can be damaging. Instead, we focus on natural and logical consequences which involve pupils. This forms part of the final step in the emotion coaching process.

Natural consequences are those which happen automatically without anyone taking action. Natural consequences enable children to make mistakes, learn for themselves and promote choice and self-control. For example, if you break something, you will no longer be able to use it or if you refuse to wear a coat, you will probably be cold.



Logical consequences may be used where adult intervention is necessary. Any consequences that are initiated by an adult are explained in a non-threatening manner and are linked directly to the incident. Adults have sensitive conversations with pupils about what can be done to put things right and take suggestions from the child about what will happen next. These conversations will only happen once a child is calm and able to rationalise, which may not be immediately after the incident. In certain circumstances this may mean spending time with an appropriate member of staff to reflect on what has happened. For examples see appendix 5.

We follow a consequences route which is simple, effective and followed consistently across our whole school. Please see appendix 7.

Reasonable Adjustments

We recognise the value of making reasonable adjustments for specific pupils, including targeted provision, resources or putting in place additional or bespoke provision to benefit a particular disadvantaged pupil group. We use positive action as a measure to provide additional benefits to some pupils to address any disadvantage or disability.

It is *never* unlawful to treat disabled pupils more favourably than non-disabled pupils and positive action used in favour of disabled pupils is expected when necessary.

Exclusions

In our school, it is rare that school support will not have a positive effect on pupil behaviour and emotional regulation. However, the school does and will exclude pupils for persistent abusive or violent behaviour and escalating disruptive low-level behaviour if necessary. It is our ethos that we will make every provision for a child to achieve socially and emotionally. However, if behaviours remain unsafe, violent or prevent the education and safety others after all support strategies have been exhausted, fixed term or permanent exclusions may be applied. We follow the WAG guidance on this and report any exclusions to the local authority.

Monitoring

Mrs Hopkins, our Head Teacher, monitors the effectiveness of this policy on a regular basis. She also reports to the Governing Body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

Mrs Hopkins keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the Governing Body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.



Review

The Governing Body reviews this policy on a regular basis. They governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the Governing Body receives recommendations on how the policy might be improved.



Appendix 1

PACE

PACE is a way of thinking, feeling, communicating and behaving that aims to help children feel safe. It focuses on Playfulness, Curiously, Empathy and Acceptance. It is based upon how parents connect with their very young infants and we continue to build on these fundamental principles as the children grow and develop healthy positive relationships. When supporting children, adults use these four areas to communicate with pupils in a way that is nonthreatening and understanding.

Playfulness

This is about creating an atmosphere of lightness and interest when communicating. It means learning how to use a light tone, rather than an irritated or lecturing tone. It's about having fun and nobody feeling judged or criticised. Having a playful stance isn't about being funny all the time or making jokes when a child is sad, it is about helping children be more open to and experience what is positive in their life. Playfulness allows children to cope with positive feelings. If a child can discover their own sense of humour, this can help them wonder a little more about their life and why they behave a certain way. When children laugh, they become less defensive or withdrawn and more reflective. A playful stance adds elements of fun and enjoyment in day-to-day life and can also diffuse a difficult or tense situation. The child is less likely to respond with anger and defensiveness when the adult has a touch of playfulness in their communication.

Acceptance

Unconditional acceptance is at the core of the child's sense of safety. Acceptance is about actively communicating to the child that you accept the feelings and emotions but not the unwanted behaviour. It is about accepting, without judgment or evaluation. Accepting the child's intentions does not imply accepting behaviour, which may be hurtful or harmful to another person or to self. You can be very firm in limiting behaviour while at the same time accepting the motives for the behaviour. One hopes that the child learns that while behaviour may be criticised and limited, this is not the same as criticising the child's self.

Curiosity

Curiosity, without judgment, is how we help children reflect upon the reasons for their behaviour, and then communicate it. Curiosity is wondering about the meaning behind the behaviour for the child... With curiosity the adults are conveying their intention to simply understand why and to help the child with understanding their own behaviour. Curiosity involves a quiet, accepting tone that conveys a simple desire to understand the child: "What do you think was going on? What do you think that was about?" or "I wonder what...?" This is different from asking the child, "Why did you do that?" Curiosity must be communicated without annoyance about the behaviour. Being curious can include an attitude of feeling sad rather than angry when the child makes a mistake. A light curious tone and stance can get through to a child in a way that



anger cannot. As the child communicates their feelings with an adult and reflects on what has happened, they become more aware of the effects of their behaviour on themselves and others. This can lead to feelings of remorse and guilt, which in turn leads to a reduction in the occurrence of unsafe behaviours.

Empathy

Empathy lets the child feel the adult's compassion for them. Being empathic means actively showing the child that they are important to the adult and they want to support the child through their hard times. With empathy, when the child is sad or in distress the adult is feeling it with them and lets the child know that. The adult is demonstrating that they know how difficult an experience is for the child and they will not have to deal with the distress alone.

The impact of PACE

PACE focuses on the whole child, not simply the behaviour. It helps children be more secure with the adults and reflect upon themselves, their thoughts and their feelings. For adults, using PACE most of the time, they can reduce the level of conflict, defensiveness and withdrawal that tends to be ever present in the lives of children who have experienced trauma. Using PACE enables the adult to see the strengths and positives that lie underneath behaviours that are less safe and more challenging to others.



Appendix 2

Emotion Coaching

We use emotion coaching to support children to understand, regulate, and reflect on their behaviour. We encourage our parents use this approach too. To help children learn how their feelings relate to an emotion, children are encouraged to reflect on which 'Zone of Regulation'

Emotion coaching teaches children about the world of emotions 'in the moment' and uses unsafe behaviour as an opportunity for reflection and learning. We use the five steps of Emotion Coaching as a guide for these conversations. Steps of emotion coaching:

1. Be aware of the child's emotions
2. Recognise emotion as an opportunity for connection or teaching
3. Help the child label their emotions
4. Communicate empathy and understanding
5. Set limits and problem solve Restorative Conversations As part of step 5 of the emotion coaching process, restorative conversations will be used to solve problems.

These conversations will only be successful when children are calm and ready to talk.

Traditional	Restorative
What did you do?	What do you think has happened?
Who's to blame?	Who's been harmed and in what way?
How should we punish them?	What needs to happen in order to put things right and ensure that this does not happen again?

When using restorative questioning the following questions may be used and will always be asked in a quiet and appropriate area of the learning space by the relevant adult. Questions will be first asked to the person who has been harmed and then to the harmer.

- Tell me what you think happened.
- How did you feel? How do you feel now?
- I'm wondering if you're feeling...?
- What were you thinking? And now?
- Who else has been affected and how?
- What could you do now to help fix this?

If incidents are sustained or reoccur a restorative conference may need to take place with all the appropriate affected people. Any consequences are linked directly to the



incident and will be agreed between all participants involved. Feedback to parents may be given when a child has been harmed. Staff use their professional judgement as to whether the parent of the harmer should be informed of the incident. It is made clear to the parent that the situation has been dealt with in a restorative manner and all parties involved should leave feeling the situation had been resolved.

Helpful Scripts for Emotion Coaching

- “I wonder whether you are feeling ... right now?”
- “I wonder what was going on there for you ... I think you were feeling ...?”
- “If I was to make a best guess I would say that you were feeling ...”
- “I wonder if you were feeling really anxious about ... so you ...”
- “It sounds as though you were feeling really angry with ...?”
- “Something seems not ok with you”
- If in doubt refer to: joy, sadness, fear, anger, disgust. Empathising and validating – “Fuel connection”
- “I’m sorry that happened to you, you must feel very ...”
- “I would feel sad/angry too if that had happened to me”
- “I would feel.... About that”
- “It is normal to feel sad/angry about that”
- “It is ok to feel...”
- “I might feel angry too if I felt I had been treated unfairly” Limit setting (if needed) and problem solving – “Find Solutions”
- Help the child to calm before problem solving.
- Separate the feeling from the behaviour – “It is not ok to behave like that because ...” “These are the rules we have to follow to keep safe”
- “Next time you are feeling like this, what could you do?”
- “Let’s think of what you could have done instead”
- “Have you thought about doing this instead?”
- “Let’s decide what you can do next time you feel like this”



Appendix 3

Zones of Regulation

The Zones of Regulation or “The Zones”, are lessons and activities designed by Leah Kuypers, licensed occupational therapist, to help them gain skills in the area of self-regulation.

Self-regulation can go by many names, such as self-control, self-management, and impulse control. It is defined as the best state of alertness of both the body and emotions for the specific situation.

For example, when a student plays on the playground or in a competitive game, it is beneficial to have a higher state of alertness. However, that same state would not be appropriate in the library.

The lessons and learning activities are designed to help the students recognize when they are in the different Zones as well as learn how to use strategies to change or stay in the Zone they are in.

In addition to addressing self-regulation, the students will gain an increased vocabulary of emotional terms, skills in reading other people’s facial expressions, perspective about how others see and react to their behaviour, insight into events that trigger their behaviour, calming and alerting strategies, and problem solving skills.

A critical aspect of this curriculum is that all staff members know and understand The Zones language. This creates a comfortable and supportive environment for the student to practice his or her self-regulation skills. It also helps the pupil learn the skills more quickly and be more likely to apply them in many situations.

Staff members can support the student during this process by doing the following:

- Use the language and talk about the concepts of The Zones as they apply to you in a variety of environments. Make comments aloud so the student understands it is natural that we all experience the different Zones and use strategies to control (or regulate) ourselves. For example, “This is really frustrating me and making me go into the Yellow Zone. I need to use a tool to calm down. I will take some deep breaths.”
- Help the student gain awareness of his or her Zones and feelings by pointing out your observations.
- Validate what Zone your students are in and help them thought shower expected ways to self-regulate so their behaviour is expected for the context.
- Share with the student how his or her behaviour is affecting the Zone you are in and how you feel.
- Help the student become comfortable using the language to communicate his or her feelings and needs by encouraging the student to share his or her Zone with you.



- Show interest in learning about the student's triggers and Zones tools. Ask the student if he or she wants reminders to use these tools and how you should present these reminders.
- Ask the student to frequently share his or her Zones Folder with you and talk about what he or she has learned.
- Make sure to positively reinforce students for recognizing their Zone and managing their behaviours while in it, rather than only pointing out when students are demonstrating unexpected behaviours while in a Zone.

It is important to note that everyone experiences all of the Zones—the Red and Yellow Zones are not the “bad” or “naughty” Zones. All of the Zones are expected at one time or another. The Zones of Regulation is intended to be neutral and not communicate judgment.

Zones Glossary of Terms

Self-regulation: The ability to achieve the preferred state of alertness for the given situation. This includes regulating one's body's needs as well as one's emotions.

The Zones: A concept used to help students learn how to self-regulate. The Zones of Regulation creates a system to categorize how the body feels and emotions into four coloured Zones with which the students can easily identify.

Blue Zone: Used to describe a low state of alertness. The Blue Zone is used to describe when one feels sad, tired, sick, or bored.

Green Zone: Used to describe the ideal state of alertness. A person may be described as calm, happy, focused, or content when he or she is in the Green Zone. The student feels a strong sense of internal control when in the Green Zone.

Yellow Zone: Used to describe a heightened state of alertness. A person may be experiencing stress, frustration, anxiety, excitement, silliness, or fear when in the Yellow Zone. The student's energy is elevated yet he or she feels some sense of internal control in the Yellow Zone.

Red Zone: Used to describe an extremely heightened state of alertness. A person may be experiencing anger, rage, explosive behaviour, panic, extreme grief, terror, or elation when in the Red Zone and feels a loss of control.

Trigger: An irritant that causes a student to become less regulated and increases the likelihood of going into the Yellow or Red Zone.

Expected behaviours: Behaviours that give people around you good or comfortable thoughts about you.

Unexpected behaviours: Behaviours that give people uncomfortable thoughts about you.

Regulation station: is a base within the classroom/area of school that children can access when they become overwhelmed and dysregulated, to help them to calm. The station should contain resources and materials to support the pupils to identify and



describe their feelings – emotion scales/faces and writing materials, as well as resources for calming e.g. colouring, creative activities, sensory tools. The children can access these areas independently, or with someone else for support. Use of the station should help raise awareness of the need to self-regulate and promote the development of independence in identifying and using coping strategies.



Appendix 4

Restorative Approaches

We believe in a restorative approach to supporting pupils and maintaining positive relationships. We believe in a 'no blame and no shame' approach that focusses on supporting pupils and adopts a positive stance in which energy is directed towards finding satisfactory ways forward rather than focusing on what is going wrong in a situation. This is achieved through a combination of the PACE approach, emotion coaching and restorative conversations. Our policy is not primarily concerned with rule enforcement and instead focuses on the school's core values. It is a tool used to promote safe and healthy relationships, so that people can work together with the common purpose of helping everyone learn. We believe that systems of punishment create a culture of shame which then often generate further unsafe behaviours. The restorative approach is not about correcting behaviour but supporting children to learn to cope with their feelings and self-regulate their emotions. Restorative approaches are based on four key features: RESPECT – for everyone by listening to other opinions and learning to value them RESPONSIBILITY - taking responsibility for your own actions REPAIR – developing the skills within our school community so that its individual members have the necessary skills to identify solutions that repair harm and ensure behaviours are not repeated RE-INTEGRATION - working through a structured, supportive process that aims to solve the problem and allows young people to remain in mainstream education We use restorative approaches to encourage everyone to take responsibility for their own actions. All staff have been trained in restorative approaches and apply them to resolving situations in the school.



Appendix 5

Examples of logical/natural consequences:

Deliberately hurting another child during football - What happened? - Who has been harmed? - How can we put this right? - How do you think they feel? - What could you have done instead? - Have a restorative conversation about the incident in own time to reflect on what happened - Spend remaining break time inside to calm down/discuss - Apologise - Not play football next break time

Disrupting learning for others and not doing own work - When we shout out, we stop others from learning - Are you finding something tricky? How can I help? - Would you be able to concentrate more in this quiet area on your own? - Finish work in own time - Conversation at break time about impact on other pupils - Work in a quiet space away from others

Making a mess - When we make a mess, it takes a long time to clean up - This area will need to be tidy before we can start the next activity - Tidy up at break time - Unable to join in next activity until area is tidy.



Appendix 6

Physical Restraint

Use of Reasonable Force Principles advised from Safe and effective intervention-use of reasonable force and searching for weapons document (WAG 2014)

<https://gov.wales/sites/default/files/publications/2018-03/safe-and-effective-intervention-use-of-reasonable-force-and-searching-for-weapons.pdf>

The staff of Central Primary School are Team Teach trained and have the power the use reasonable force. (valid until 3rd September 2024)





Consequences at Central Primary School



Our agreed rules are

1. I will use kind hands, kind feet and kind words.
2. I will act respectfully towards myself and others.
3. I will follow instructions respectfully.

What happens if break the rules ?

I have a first warning, with a reminder of the rules.	I will use 5 minutes of my playtime to reflect upon my actions and their impact on myself and others.	My playtime/s that day will be used to reflect upon my actions and their impact on myself and others.	If I have 3 days of 'playtime reflection' sessions in a week, my parents/carers will be invited to speak with my class teacher.	If I still make wrong behaviour choices, my parents will be contacted by Mrs Hopkins or a senior teacher to chat about my behaviour.	My behaviour will be closely monitored by Mrs Hopkins and senior teachers	I may be excluded from school for a short time.
			I may be stopped from doing my favourite 'golden time' activities and attending after school clubs.		Depending on my personal needs, special support for me will be explored by the ALNCOs and Mrs Hopkins.	I may have to leave Central Primary and attend another suitable school instead.

