

Central Primary School



Behaviour Policy

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Head Teacher

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Date Adopted

Mrs S. Amos
Chairperson

Annually or when necessary
Review Date

"Hand in hand we believe and achieve."

Our four school values

RESPECT • RESPONSIBILITY • RESILIENCE • RELATIONSHIPS

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1. Introduction and School Philosophy

At Central, our philosophy permeates the whole-school ethos and represents both the academic and emotional education of our pupils. We aim to enable children to become well-rounded members of society. Our approach is captured in our motto: "Hand in hand we believe and achieve." Positive Relationships at Central places relationships, emotional wellbeing, learning and personal responsibility at the heart of our approach to behaviour. We believe that positive and safe relationships are imperative between everyone in our school community.

2. Aims

- To provide a safe, happy and friendly environment in which every individual is encouraged to achieve their potential through challenging, active, creative and personalised learning.
- To develop positive behaviour for learning as a lifelong skill.
- To support children to understand and manage their own behaviour by providing appropriate strategies and support.
- To provide 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 support children to become intrinsically motivated to do the right thing.
- To help children understand the interconnected nature of feelings, thoughts and behaviour.

3. Our Four School Values

The four values that underpin behaviour and relationships at Central are:
Respect: We listen to and value others, respect differences, and recognise the contribution each person makes.

Responsibility: We take responsibility for our choices, actions and their impact on ourselves and others.

Resilience: We are supported to cope with challenges, learn from mistakes, regulate our emotions and keep moving forward.

Relationships: We build safe, healthy, positive and supportive relationships across our whole school community.

4. Responsibilities

4.1 Children

- Keep hands, feet, objects and unkind words to yourself.
- Respect differences and value the contributions of others.
- Move and behave in an orderly and calm manner.
- Do as asked by adults in school.
- Help to make the school a safe and pleasant place for everyone.

4.2 The School

- Treat everyone fairly, equally and respectfully.
- Value the contribution of every member of the school community.
- Provide a safe and pleasant environment.
- Provide an accessible and interesting curriculum.
- Recognise individual needs.
- Support every child to achieve their best.
- Use circle times to discuss behaviour and relationships.
- Address misbehaviour while supporting pupils to improve.

4.3 Parents and Carers

- Understand the importance of education and good behaviour.
- Discuss education with their child, listen, encourage and help with homework.
- Praise effort and achievement.
- Respect differences and refrain from abuse and discrimination.
- Resolve difficulties without hitting, fighting or swearing.
- Speak regularly with teachers and keep informed.
- Ensure good attendance and punctuality and contact school if their child is ill.
- Support staff in implementing this policy.

5. Principles

- Staff are Trauma Informed and follow Protective Behaviours.
- Positive and safe relationships are imperative between all members of the school community.
- Everyone has a sense of belonging and the right to feel safe, secure and valued.
- People can learn to cope with life with appropriate support.
- Social relationships and mutual engagement are important to wellbeing and learning.
- Everyone has responsibility and accountability for their own actions and the impact of those actions.
- We show respect for people, their views, feelings and circumstances.

- We develop empathy for others who may be affected by our actions.
- Processes should be equitable.
- Everyone should be actively involved in decisions about their own lives wherever appropriate.
- We are willing to create opportunities for reflective change.
- Our approach is not based simply on punishment, sanctions or isolation. We use enquiry, resolution and interactive repair, including restorative conversations.

6. Celebrating Achievements

We recognise that intrinsic rewards, self-motivation and pride in achievement are important. Praise supports self-esteem, confidence and motivation.

- Verbal and written praise.
- WOW moments
- Class Dojo points.
- Personalised reward and recognition systems for pupils with additional needs.
- Achievements are shared appropriately with children and families so that success is recognised and celebrated.

7. Supporting Pupils

We provide proactive support for emotional regulation and de-escalation. Expectations are clear, concise, described, modelled and encouraged. We use unconditional positive regard through PACE (Playfulness, Acceptance, Curiosity and Empathy).

- Praise and recognition are used to reinforce positive choices and achievements.
- Teachers share relevant behaviour information appropriately with parents/carers by telephone or face-to-face.
- Cross-curricular opportunities and story books are used to develop understanding and empathy.
- We recognise that all behaviour is communication and consider what a child may be trying to communicate.
- We recognise individual differences and seek to understand behaviour in context.

Support may include:

- Emotion Coaching.
- Protective interruptions, such as movement or sensory breaks, fiddle toys, access to a calm space or talking to someone. These may sometimes be pre-planned.
- Relationship Based Play.
- Zones of Regulation.
- Meet and Greet.

- Family Engagement Officer support.
- Individual Development Plans for additional intervention, written and reviewed by the class teacher with the ALNCo.
- Wellbeing Team support.
- Educational Psychologist support.
- Schools Based Counsellor/Play Therapist support.
- Emotional Health and Wellbeing Clinic.
- SPOC referrals, including Barnardos, Beyond the Blue, Winston's Wish, EIP and TAF where appropriate.

MyConcern logging and DSL response.

We support children through difficult periods and treat situations as teachable moments. A child is not defined by an event or by their behaviour. Children are allowed to make mistakes and are encouraged to learn from them. Once a situation has been dealt with, it is finished and this should be made clear. Restorative approaches are used to rebuild relationships.

8. Consequences

Children are taught about positive and negative consequences and supported to understand the effects of their choices on themselves and others. We use a range of strategies as consequences, with the younger children we find the 'Stop and Think' approach works well. This allows the child to have time away from what has happened and think about their actions. We help children to "put things right" as part of Step 5 of Emotion Coaching.

Our focus is on repair and moving forward, rather than blame.

We use natural and logical consequences, involving pupils wherever appropriate.

8.1 Natural Consequences

Natural consequences happen automatically and can enable children to recognise mistakes, learn from them, make choices and develop self-control. For example, if an item is broken it may not be available to use; if a child refuses to wear a coat, they may feel cold.

8.2 Logical Consequences

Logical consequences involve adult intervention and are non-threatening and directly linked to the behaviour. They are explored through sensitive conversations and, where appropriate, with suggestions from the child.

They are only used when the child is calm and able to rationalise.

A child may spend time with an appropriate member of staff reflecting on what has happened. Examples are provided in Appendix 5. The school follows a simple, effective and consistent consequences route.

9. Reasonable Adjustments

We recognise that some pupils and disadvantaged groups may require targeted provision, resources, additional support or bespoke provision. Positive action may be necessary to address disadvantage or disability. It is not unlawful to treat disabled pupils more favourably where appropriate, and positive action is expected when necessary to support equitable access and participation.

10. Exclusions

It is rare that school support will not positively affect behaviour and emotional regulation. However, the school may exclude a pupil for persistent abusive or violent behaviour and for escalating disruptive low-level behaviour where this is necessary.

The school will make every provision possible to support social and emotional achievement. Where behaviour remains unsafe or violent, or prevents education or safety after appropriate support has been exhausted, fixed-term or permanent exclusions may be applied. Any exclusion will follow current Welsh Government guidance and exclusions will be reported to the Local Authority as required.

11. Monitoring

- The Head Teacher, monitors the effectiveness of this policy regularly and reports to the Governing Body, recommending improvements where necessary.
- The Head Teacher records fixed-term suspensions and permanent exclusions.
- The Governing Body monitors the rate of suspensions and exclusions and the fair and consistent administration of the policy.

12. Review

The Governing Body reviews this policy regularly and may review it earlier where there are new government regulations, guidance or recommendations that require changes.

Appendix 1 – PACE

PACE is a way of thinking, feeling, communicating and behaving that helps children feel safe. It consists of Playfulness, Acceptance, Curiosity and Empathy.

Playfulness: Use a light and interesting tone rather than appearing irritated or lecturing. Playfulness is not about making jokes when a child is sad. It can help children remain open to communication, create positive experiences, use humour appropriately, encourage reflectiveness, diffuse tension and reduce anger or defensiveness.

Acceptance: Unconditional acceptance is central to safety. We accept feelings and emotions, but not unwanted or unsafe behaviour. We avoid judgement and evaluation. Harmful behaviour can be limited while the motives and feelings behind it are accepted. Criticising behaviour is not the same as criticising the child.

Curiosity: We use non-judgemental reflection to explore the reasons and meaning behind behaviour, using a quiet and accepting tone. Helpful prompts include "What do you think was going on?", "What do you think that was about?" and "I wonder what...?" rather than "Why did you do that?" Curiosity supports awareness of impact, remorse and reflection and can reduce unsafe behaviour.

Empathy: We show compassion and demonstrate that the child is important and supported. The adult acknowledges the child's distress and communicates that they are not alone.

PACE focuses on the whole child rather than simply the behaviour. It supports security and reflective skills and can reduce conflict, defensiveness and withdrawal following trauma. It also helps adults to recognise strengths and positives beneath challenging behaviour.

Appendix 2 – Emotion Coaching

Emotion Coaching supports children to understand, regulate and reflect on emotions. Parents are also encouraged to use this approach.

Reflect on the Zones of Regulation.

Step 1 - Be aware of emotions.

Step 2 - See emotion as an opportunity for connection and teaching.

Step 3 - Label emotions.

Step 4 - Show empathy and understanding.

Step 5 - Set limits and problem solve.

Restorative conversations form part of Step 5 and should only take place when the child is calm and ready.

Traditional questions compared with restorative questions

Traditional approach	Restorative approach
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 to put things right and ensure this does not happen again?

Helpful restorative questions include:

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

Sustained or repeated incidents may require a restorative conference. Consequences should be directly linked to the behaviour and agreed where appropriate. Parents may be given feedback if their child has been harmed. Staff use professional judgement about whether the parent of the child who caused harm should be informed. The situation is handled restoratively and resolved.

Appendix 3 – Zones of Regulation

The Zones of Regulation lessons and activities were developed by Leah Kuypers, a licensed occupational therapist, to support self-regulation. Self-regulation includes self-control, self-management and impulse control. It means achieving the best state of alertness for a particular situation. A higher level of alertness may be useful during a playground or competitive game, whereas a lower and calmer level may be more appropriate in a library.

Children learn to recognise the Zones and use strategies to change or stay in a Zone. This develops emotional vocabulary, recognition of facial expressions, perspective taking, awareness of triggers, calming and alerting strategies, and problem-solving skills.

All staff understand and use Zones language so that children experience a consistent and supportive environment and can transfer their skills more readily.

Staff support includes:

- Model and use Zones language.
- Make observations and validate the child's Zone.
- Think through expected self-regulation with the child.
- Share the impact of behaviour.
- Encourage communication.
- Learn children's triggers and helpful tools.
- Provide reminders and access to a Zones Folder.
- Use positive reinforcement for recognising and managing emotions, rather than focusing only on unexpected behaviour.

All Zones are expected. Being in the Red or Yellow Zone does not mean that a child is bad or naughty. The Zones are described neutrally and without judgement.

Zones glossary

Self-regulation: The ability to manage alertness and emotional state so that behaviour is appropriate to the situation.

Zones: A four-colour system used to support recognition and management of emotional states.

Blue Zone: Low alertness, such as sad, tired, sick or bored.

Green Zone: The ideal state for learning and interaction: calm, happy, focused and content, with internal control.

Yellow Zone: Heightened alertness, such as stress, frustration, anxiety, excitement, silliness or fear. Some control remains.

Red Zone: Extremely heightened alertness, such as anger, rage, explosive behaviour, panic, extreme grief, terror or elation, where control may be lost.

Trigger: An irritant or event that can reduce regulation and increase the likelihood of entering the Yellow or Red Zone.

Expected behaviours: Behaviours that create comfortable thoughts and feelings for the people around us.

Unexpected behaviours: Behaviours that create uncomfortable thoughts and feelings for the people around us.

Regulation station: A classroom or designated area for children who feel overwhelmed or dysregulated. It may contain emotion scales/faces, writing materials, calming resources, colouring, creative and sensory activities. Children may use it independently or with support to build awareness and independence.

Appendix 4 – Restorative Approaches

A restorative approach supports pupils and promotes positive relationships. It is based on "no blame and no shame", with a positive stance and a focus on satisfactory ways forward.

At Central, restorative approaches are used alongside PACE and Emotion Coaching. The policy is not primarily about rule enforcement; it focuses on our core values and promotes safe and healthy relationships and a common purpose for learning.

Punishment systems can create shame and contribute to further unsafe behaviour. A restorative approach supports children to cope and self-regulate rather than simply correcting behaviour.

RESPECT: Listen to and value opinions.

RESPONSIBILITY: Take ownership of our own actions.

REPAIR: Develop skills to identify solutions, repair harm and prevent the behaviour happening again.

RE-INTEGRATION: Use a structured and supportive process to solve problems while enabling the pupil to remain part of the mainstream school community.

Appendix 5 – Examples of Natural and Logical Consequences

Deliberately hurting another child during football: Explore what happened through restorative questions. A restorative conversation may take place in the child's own time. The child may remain inside for the remainder of the break, apologise where appropriate, and not play football at the next break.

Disrupting learning or refusing to work: Explore whether the work is difficult and what support is needed. The child may work in a quiet area and finish the work in their own time. A conversation can take place at break about the impact on others, with access to a quiet space where appropriate.

Making a mess: The area must be tidied before the next activity. The child may need to tidy during break and may not join the next activity until the area is safe and tidy.

Appendix 6 – Physical Restraint

The school follows the principles relating to the use of reasonable force set out in Welsh Government guidance, including the document "Safe and effective intervention - use of reasonable force and searching for weapons".

Central staff are Team Teach trained and have the power to use reasonable force where this is lawful, necessary and proportionate. The school will ensure that its practice reflects current Welsh Government guidance and training requirements.



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. I may be stopped from attending after school clubs.	If I still make wrong behaviour choices, my parents will be contacted by the Head Teacher or a senior teacher to chat about my behaviour.	My behaviour will be closely monitored by the Head teacher and senior teachers Depending on my personal needs, special support for me will be explored by the ALNCOs and the Head Teacher.	I may be excluded from school for a short time. I may have to leave Central Primary and attend another suitable school instead.
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