

Christ Church CofE Primary School

Promoting Positive Relationships and Supporting Behaviour Regulation Policy

Date Policy Approved:	June 2026
Review Date:	Summer 2027

Our philosophy and core beliefs on behaviour and relationships

At Christ Church C of E Primary School, our vision is that, "Together, we flourish." We believe that positive behaviour grows from positive relationships, a strong sense of belonging and a shared commitment to helping every child feel safe, valued and understood.

We recognise that all behaviour is communication. When children struggle to regulate, make safe choices or maintain positive relationships, we seek to understand what may be sitting beneath the behaviour. This may include unmet needs, anxiety, communication difficulties, previous trauma, adverse childhood experiences, attachment needs, sensory needs, low self-esteem, friendship difficulties or challenges at home. We know that some children face barriers that make self-regulation and relationships more difficult, and we are committed to supporting them with compassion, consistency and high expectations.

Our role is not simply to manage behaviour, but to educate children when things go wrong. Through strong PSHE and RSE teaching, restorative conversations, declarative language and clear adult modelling, we help children understand themselves, repair harm, build empathy and learn the skills they need to make positive choices in the future.

Staff at Christ Church have received training in declarative language and have worked with the Educational Psychology Service to deepen our understanding of trauma, relationships and behaviour. This policy reflects our belief that every interaction is an opportunity to teach, connect and help children flourish.

Aims of our policy

- to maintain a caring, positive community culture in which effective learning can take place and where there is mutual respect between members
- to recognise and praise good behaviour, as well as having clear consequences for negative behaviour
- to develop a sense of self-awareness and self-regulation
- to develop and accept responsibility for own actions and behaviour
- to support pupils when they are dysregulated or have shown unacceptable behaviour so that they can put things right
- to work with staff, parents and the wider support network (including outside agencies) so that our pupils and families can be best supported

Approach at Christ Church

At Christ Church CofE Primary School, we recognise that understanding our emotions is a key aspect of understanding and managing behaviour. We are following a relationship-based approach, which is built upon:

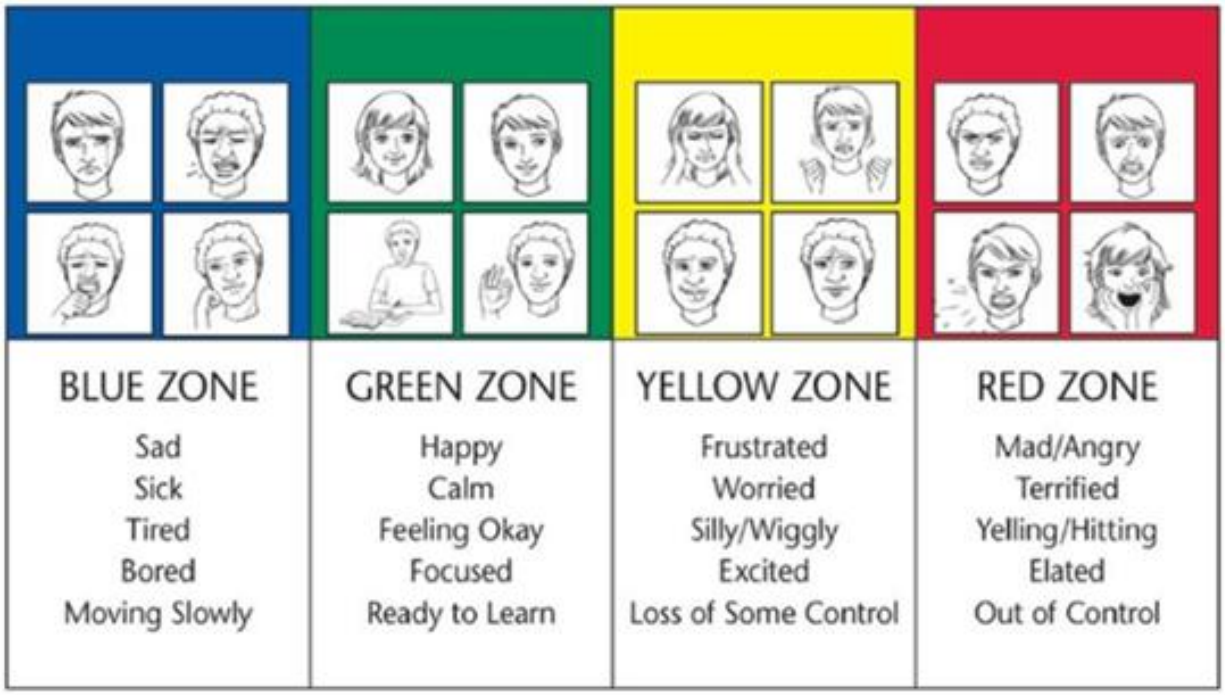
- Zones of Regulation
- Emotion Coaching
- PACE (playfulness, acceptance, curiosity, empathy)
- Restorative Practice

This is to support both children and adults to be given the tools to manage behaviour and to create an environment that is conducive to learning.

Zones of Regulation

The **Zones of Regulation** help children recognise and understand their emotions and levels of alertness. The four colour-coded zones give children a simple way to describe how they are feeling, whether they are calm and ready to learn, tired or low, worried or frustrated, or overwhelmed and out of control. Staff use the zones to support children to name their feelings, understand what may have caused them, and learn strategies to help them regulate and return to a state where they feel safe, calm and ready to learn.

Blue Zone: low level of arousal; not ready to learn; feels sad, sick, tired, bored, moving slowly.
Green Zone: calm state of alertness; optimal level to learn; feels happy, calm, feeling okay, focused.
Yellow Zone: heightened state of alertness; elevated emotions; has some control; feels frustrated, worried, silly/wiggly, excited, loss of some control.
Red Zone: heightened state of alertness and intense emotions; not an optimal level for learning; out of control; feels mad/angry, terrified, yelling/hitting, elated, out of control.



Emotion Coaching

- Emotion Coaching is an approach that focuses on the development of emotional regulation through supportive relationships. It can benefit not only pupils but also parents/carers and professionals to better understand and regulate their emotions in order to manage strong feelings and take ownership of behaviour.
- Emotion Coaching offers practical steps for responding to behaviour, and is linked to key attachment concepts, such as the importance of connection.
- Emotion Coaching is an evidence-based approach that provides an understanding of the neuroscience behind behaviour.

1. EMPATHY: Recognise the child's feelings and empathise with them	• Recognising, empathising, soothing to calm • e.g. 'I can see you are upset; I'm here'.
2. LABEL: Labelling feelings and validating them	• e.g. 'Sounds like you might be feeling angry about that'. 'I might be feeling angry if that had happened to me.'
3. LIMITS: Setting limits on behaviour	• If needed • e.g. 'I can see that you are angry, but we need to make sure we are being safe'.
4 PROBLEM-SOLVING	• With the young person. • e.g. 'We know this has happened; how can we repair this?'.

Find out more about Emotion Coaching via this link.

PACE (playfulness, acceptance, curiosity, empathy)

PLAYFULNESS	• is about creating an atmosphere of lightness and interest when you communicate. An open, ready, calm, relaxed and engaged attitude.
ACCEPTANCE	• is about actively communicating to the child that you accept the wishes, feelings, thoughts, urges, motives and perceptions that are underneath the outward behaviour. Unconditionally accepting a child makes them feel secure, safe and loved.
CURIOSITY	• is wondering about the meaning behind the behaviour for the child. Curiosity lets the child know that the adults understand. Without judgement, children become aware of their inner life.
EMPATHY	• is the adult demonstrating that he or she knows how difficult an experience is for the child. The adult is telling the child that she will not have to deal with the distress alone. Empathy gives a sense of compassion for the child and their feelings.

Find out more about PACE via this link

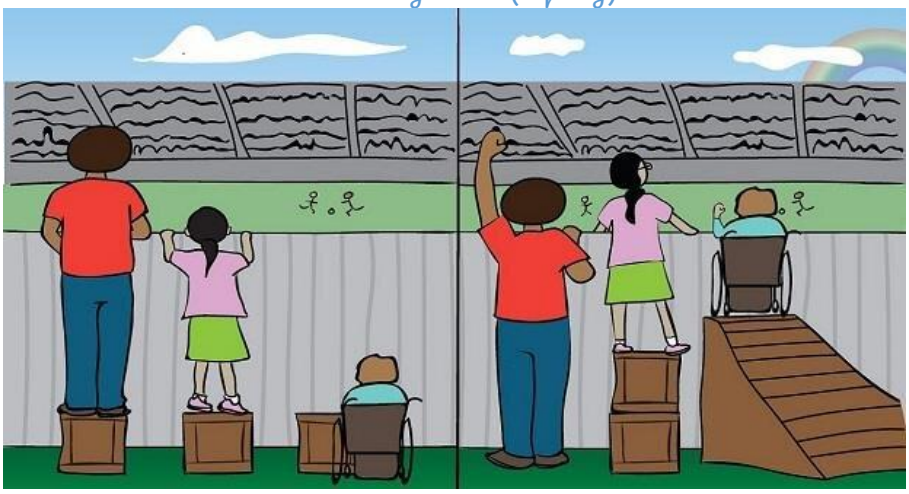
Restorative Practice

Restorative Practices in Schools is about:

- Changing behaviour not punishing
- Adults modelling restorative approaches
- Proactively teaching prosocial skills
- Finding ways to repair harm
- Supporting staff, students and families to use RP to build a community

A policy for all:

Being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity).



Behaviour is a form of communication

The terminology in the Code of Practice of Special Educational Needs helps to promote a shift towards viewing behaviour as a communication of an emotional need (whether conscious or unconscious), and responding accordingly. As a school we are aware that no children are the same and that there are often specific reasons for behaviour and our approach takes these factors into consideration. Below are some examples (please understand that these are not exhaustive lists):

Attachment

We understand that children need secure, trusting relationships in order to feel safe, learn well and flourish. Positive attachments with adults help children to develop confidence, self-regulation and a sense of belonging. Some children may find this more difficult because of previous experiences, changes in family circumstances, loss, trauma or unmet emotional needs. At Christ Church, we aim to provide consistent, caring relationships so that every child knows they are valued, understood and supported.

Trauma

We recognise that trauma and adverse childhood experiences can have a significant impact on how children feel, behave, learn and relate to others. Trauma may come from a single event or from repeated experiences such as bereavement, separation, illness, neglect, domestic difficulties or other significant life changes. We do not always know what a child has experienced, so we approach behaviour with curiosity, compassion and professional awareness. Staff have worked with the Educational Psychology Service to develop their understanding of trauma and its impact on behaviour and relationships.

Anxiety

We recognise that children who are experiencing high levels of stress or anxiety may find it difficult to think clearly, learn effectively or make safe choices. When a child is dysregulated, they may need support to feel calm and safe before they are ready to talk, reflect or repair. Adults use calm, consistent approaches, including declarative language, to notice what is happening, reduce pressure, support regulation and reconnect with the child. Once the child is calm, staff help them to understand what happened, repair relationships where needed and learn from the situation.

Rewards

At Christ Church C of E Primary School, we use ClassDojo as part of our positive behaviour approach to recognise, celebrate and encourage children who demonstrate our school values. Dojo points are awarded by staff for positive learning behaviours, excellent effort, kindness, helpfulness, good manners, following instructions, showing resilience and making positive choices around school. The system is designed to motivate children, celebrate success and reinforce the behaviours we want to see.
When a child earns **50 Dojo points**, they may choose a reward from the school Dojo Reward Menu. Rewards are deliberately chosen so that children remain engaged in learning and are not taken away from the point of learning. A reward slip will be sent home to share the child's achievement with parents and carers.
Please see the attached poster for examples.

Classes also work together towards a collective Dojo total. If a class earns **1000 Dojo points or more in a half-term**, they may earn a class reward of their choosing, such as a movie afternoon, extra play afternoon, mini disco afternoon or similar agreed reward. ClassDojo is used to promote positivity, encouragement and celebration.



Natural Consequences

It is our policy that any 'consequence' needs to be an opportunity for a child to further their understanding of emotions, to learn from choices made and to repair relationships. Natural consequences are used when possible (as used in Emotion Coaching). For example, if the pupil has made a mess then they will be asked to clean this up. If work is not finished and this is a consequence of poor behaviour, the pupil will complete the work at another time. We understand that all children make mistakes. Children need to be supported when they do and this is used to learn from, and we encourage the repair of relationships to be as discrete as possible in order to support all parties well-being. We use the following when it comes to identifying levels of behaviour and the consequences and support that follow:

Level	Examples of behaviour	Consequences and Support
1	Low level behaviours (e.g: calling out in class, not showing expected learning behaviours)	Pupil to be reminded discreetly eg non-verbal cues or private conversation. If persists, move to Level 2.
2	Repeated low level behaviours – if pupil has not put things right or continues	Discussion between staff and pupil. Encourage pupil to identify how to put things right. If behaviours persist, then this goes to Level 3.
3	Hurting others, swearing, persistent refusal, rudeness to adults	Reflection time needed. Depending on pupil needs and severity of incident – this may be time alongside an adult, or time for pupil to calm and self-regulate elsewhere. These behaviours will be recorded on CPOMS and tracked by SLT. Class teacher to report the behaviours to parents/carers.

- Depending on the levels of behaviour, children can sometimes go straight to level 3 should the behaviours warrant that level.

Prejudice-related incidents

At Christ Church, racist, homophobic, biphobic, transphobic and other discriminatory incidents are taken seriously and are recorded as prejudice-related incidents. These incidents are logged and monitored by type so that leaders can identify patterns, respond appropriately and provide further education and support where needed.

Prejudice-related incidents are reported to governors through anonymised behaviour and safeguarding monitoring. This helps governors fulfil their role in holding the school to account for promoting equality, preventing discrimination and ensuring that all children feel safe, respected and able to flourish.

After the incident – restorative practices

Then restorative time – either straight away, if the child is calm and able to listen and respond in an appropriate way. If the child is still angry, upset or unable to interact at an appropriate level for their SEMH development, this restorative time will be delayed until they are ready. This may be later in the day or even the next morning. During the restorative period, the following questions and prompts are used to scaffold the conversation. These must be tailored depending upon the age and need of the child. The purpose of each member of staff following the same questions and prompts is so that the child understands the routine and feels safe and connected. Questions all staff use during the restorative period:

Questions all staff use for the person **who has demonstrated the behaviours**:

1. What happened?
2. What were you thinking about at the time?
3. What have your thoughts been since?
4. Who has been affected by what you did?
5. In what way have they been affected?
6. What do you think needs to happen next?

Questions all staff use for the person **who is the victim** (where necessary):

1. What happened?
2. What were you thinking about at the time?
3. What have your thoughts been since?
4. How has this affected you and others?
5. What had been the hardest thing for you?
6. What do you think needs to happen next?

Playtimes/ lunchtimes/ assembly times:

The consequences remain the same during these periods. If staff who are not normally with the child issue a consequence, this is written in the communication book and passed to the class teaching team. Children who need thinking time at playtime remain with the staff member who has issued the consequence for the 2 minutes and then restorative time is completed before they continue their play. As lunchtime is a separate session, any consequences children may receive are not carried onto the afternoon session. Children may need some extra support at lunchtime and this may be an indicator of this.

Our procedures for managing behaviour expectations

For some pupils, additional support is needed. These pupils may have an identified Special Educational Need or Disability (SEND). For any pupils where additional support is needed, we may do the following:

- Meet with parents/carers to update on concerns
- If pupils are persistently demonstrating behaviours which fall short of school expectations, this could result in those pupils having behavioural support plans (these are short term, target-driven, proactive and reactive responses to support behaviour and promote consistency of approach. These plans are shared with parents/carers).
- Use additional tools such as reward charts or pupil choice time
- Liaise with outside agencies – for example the School Behaviour and Attendance Partnership (SBAP) or the Educational Psychologist
- Apply for funding through the Family of Schools to support a child in school
- Use resources, programmes and talk time sessions with a specific focus, for example to discuss how to stay safe or consequences of actions on others

Adults' wellbeing- staff, volunteers and parents

Self-care of the staff team/adults is crucial. When we are about to work with another adult or child in regards to behaviours, we first consider where our wellbeing is and work to bring ourselves in to a state that we will be able to bring about the best for all involved, in line with the policy and practice of relational working.

Fixed term and permanent suspensions

Suspension is a sanction used by the school only in cases deemed as serious breaches of the School Relational Policy. In most circumstances, a pupil would only be suspended for one of two reasons:

1. Because their behaviour on a specific occasion is so totally unacceptable that a clear demonstration of disapproval has to be made for the sake of the child concerned and other pupils in the school e.g. violent assault, physical and verbal abuse of staff, vandalism.
2. Because of persistent breaches of the school rules, vision and ethos, which threaten to undermine the calm, purposeful and harmonious school environment necessary for effective teaching and learning.

After any suspension, during the reintegration meeting there will be a restorative process that gives the child who has been suspended chance to move forward positively.

Permanent suspension: school will usually only permanently suspend a child as a last resort, after trying to improve the child's behaviour through other means. However, there are exceptional circumstances in which the Headteacher may decide to permanently suspend a pupil because of ongoing issues or even for a 'one-off' serious incident.

For further information on suspensions and exclusions, please see our Suspensions and Exclusions policy.

Policy Links

This Behaviour Regulation Policy links to the following other policies we hold in school.

- PSHE / RSE Education Policy
- Anti-bullying Policy
- Equality Policy
- Health and Safety Policy
- Whole-School Safeguarding Policy
- Restraint Policy
- E-safety policy

It also links to other Local Authority policies and guidance.