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## 1. Policy Statement

At Ingleton Primary School, we believe that positive relationships are the foundation of a successful learning environment. Children flourish when they feel safe, valued, and understood, and when adults respond to them with warmth, consistency, and respect. Our approach to behaviour is rooted in attachment-aware and trauma-informed practice, recognising that behaviour is a form of communication and that emotional wellbeing is inseparable from academic success.

We maintain high expectations for conduct, kindness, and responsibility. These expectations are taught explicitly and reinforced through predictable routines, relational practice, and restorative approaches. We use the PACE approach—Playfulness, Acceptance, Curiosity, and Empathy—alongside Emotion Coaching to help children understand their feelings, regulate their emotions, and repair relationships when difficulties arise.

Our policy is inclusive and flexible. We recognise that children with SEND or SEMH needs may require adapted responses, differentiated expectations, or personalised support. Equity, rather than uniformity, guides our practice. All staff share responsibility for creating a calm, respectful, and nurturing school culture where every child can thrive.

## 2. Aims

This policy aims to create a school environment where strong relationships underpin positive behaviour. We want children to develop emotional literacy, resilience, and self-regulation, and to understand how their actions affect themselves and others. We aim to ensure that behaviour is always interpreted through a developmental and relational lens, and that staff respond with curiosity rather than judgement. We also aim to maintain high expectations for behaviour across the school, ensuring that routines are consistent and boundaries are clear. Restorative approaches are used to repair harm and strengthen relationships, and targeted support is available for children who need additional help. Above all, we aim to uphold children's rights to safety, dignity, and play.

## 3. Principles Underpinning Our Approach

### 3.1 Relationships First

Relationships are at the heart of everything we do. Staff prioritise connection and emotional availability, recognising that children learn and behave best when they feel secure. Every child is treated with unconditional positive regard, and adults work to build trust through consistent, respectful interactions.

### 3.2 Behaviour as Communication

We understand that all behaviour has meaning. Children express their needs, emotions, and experiences through their actions, especially when they lack the language or regulation skills to express themselves verbally. Staff respond with curiosity, seeking to understand what lies beneath the behaviour rather than focusing solely on the behaviour itself. We ask, "What is the child trying to tell us?" rather than "What is wrong with the child?"

### **3.3 The PACE Approach**

PACE—Playfulness, Acceptance, Curiosity, and Empathy—guides our daily interactions. Playfulness helps reduce tension and build connection. Acceptance communicates that all feelings are valid, even when behaviours need to change. Curiosity helps adults explore the meaning behind behaviour without blame. Empathy supports regulation and strengthens relationships.

### **3.4 Emotion Coaching**

Emotion Coaching is used consistently across the school. Adults recognise and name children's emotions, validate their feelings, set appropriate limits, and guide them towards more helpful responses. This approach helps children develop long-term emotional resilience and supports them in understanding their internal world.

### **3.5 High Expectations**

We maintain clear, consistent expectations for behaviour. Children are taught what respectful, responsible behaviour looks like, and staff model these behaviours throughout the day. Boundaries are firm but fair, and consequences are logical, respectful, and restorative rather than punitive.

### **3.6 Inclusive Practice**

Our approach is adapted for children with SEND or SEMH needs. Staff consider developmental stage, communication needs, sensory processing, attachment history, and individual triggers. Individual Provision Maps and behaviour plans are used where appropriate, ensuring that support is tailored and responsive.

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## **4. Whole-School Universal Provision**

### **4.1 Teaching Social and Emotional Skills**

Social and emotional learning is woven throughout the curriculum. Children take part in daily emotional check-ins, learn emotional vocabulary, and practise empathy, turn-taking, and conflict resolution. Staff model calm, respectful communication and help children understand how their actions affect others.

### **4.2 Everyday Interactions**

Adults use co-regulation, Emotion Coaching, and PACE-informed responses as part of everyday practice. Positive reinforcement is used to highlight prosocial behaviour, and routines are predictable to help children feel secure. When difficulties arise, restorative conversations help children reflect and repair.

### **4.3 Restorative Practice**

Restorative conversations take place once a child is calm and regulated. These conversations help children understand what happened, how others were affected, and what they can do to repair the situation. The focus is on learning and relationship-building rather than blame.

### **4.4 Natural and Logical Consequences**

Consequences are designed to support learning rather than punish. They are respectful, relevant, and proportionate. A child who disrupts an area may help tidy it; a child who struggles with a routine may practise it again with adult support.

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## **5. EYFS: Positive Relationships and Behaviour**

The Early Years Foundation Stage is a unique developmental period, and our approach reflects this. Young children are still developing emotional literacy, self-regulation, and social understanding. Their behaviour is rarely intentional or manipulative; instead, it communicates needs such as hunger, tiredness, sensory overwhelm, or a desire for connection.

In EYFS, co-regulation always comes before self-regulation. Staff use simple language, visual cues, and warm, attuned interactions to support children. Emotion Coaching and PACE are used throughout the day, and play is recognised as essential for emotional regulation and wellbeing. For this reason, children in EYFS do not routinely miss playtime as a consequence.

When a child becomes dysregulated, staff remain calm and avoid crowding the child. Sometimes a change of adult ("changing faces") helps reduce emotional intensity. Physical intervention is used only to prevent harm and always follows school policy.

Where additional support is needed, children may access ELSA sessions, Time to Talk, or individualised regulation plans. All interventions follow the Assess–Plan–Do–Review cycle and are developed in partnership with parents and the SENDCO.

## 6. Responding to Behaviour Across School

Most behaviour is managed through relational practice, reminders, and supportive language. When behaviour continues despite support, staff follow a stepped approach. A first reminder may involve moving to a different seat or spot. If behaviour continues, a brief time-out in the classroom may be used. If difficulties persist, a restorative conversation takes place and the child may lose part or all of a playtime, depending on age and need.

Serious incidents—such as fighting, racism, bullying, deliberate damage, or swearing—are dealt with promptly. These incidents are recorded on CPOMs, parents are contacted the same day, and restorative work takes place. Racist incidents are also reported to the Local Authority. In rare cases, very serious incidents may bypass the stepped system and follow local authority exclusion guidance.

| Behaviour                                                                                                                                                                     | Responsibility                                     | Consequence                                                                             | Outcome                                                                                                 |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------|-----------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|
| It is important to understand the ‘inside’ consequence is the child’s time to reflect on the restorative conversation that has occurred between them and the adult in school. |                                                    |                                                                                         |                                                                                                         |
| Disrespect to adults or each other                                                                                                                                            | Class teacher & adult involved                     | 1 playtime inside                                                                       | Record on CPOMs under ‘Behaviour’                                                                       |
| Lying to an adult                                                                                                                                                             | Class teacher + adult involved                     | 1 playtime inside                                                                       |                                                                                                         |
| Swearing                                                                                                                                                                      | Class teacher + adult involved. If persistently HT | 1 playtime inside                                                                       | Record on CPOMs under ‘Behaviour’ and Contact Parents / Carers that day.                                |
| Fighting                                                                                                                                                                      | Class teacher & Headteacher                        | 2 playtimes inside                                                                      |                                                                                                         |
| Racism                                                                                                                                                                        | Class teacher & Headteacher                        | Action will be taken at the Headteacher’s discretion, considering all relevant factors. | Record on CPOMs under ‘Behaviour’ and Contact Parents / Carers that day. <b>Notify Local Authority.</b> |
| Bullying                                                                                                                                                                      | Class teacher & Headteacher                        | Action will be taken at the Headteacher’s discretion, considering all relevant factors. |                                                                                                         |
| Deliberately damaging another person’s property                                                                                                                               | Class teacher & Headteacher                        | Action will be taken at the Headteacher’s discretion, considering all relevant factors. | Record on CPOMs under ‘Behaviour’ and Contact Parents / Carers that day.                                |
| Stealing                                                                                                                                                                      | Class teacher & Headteacher                        | Action will be taken at the Headteacher’s discretion, considering all relevant factors. |                                                                                                         |

## 7. SEND, SEMH and Vulnerable Pupils

Children with SEND or SEMH needs may require adapted responses. Staff consider sensory needs, communication difficulties, trauma history, and developmental stage when interpreting behaviour. Some children may need alternative regulation strategies, reduced verbal language, visual supports, or differentiated consequences. Individual Provision Maps and behaviour plans ensure that support is

consistent and tailored.

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### **8. Recording, Monitoring and Review**

Significant incidents are recorded on CPOMs, and patterns are monitored termly by the Headteacher. Behaviour is discussed weekly in staff meetings to ensure a shared understanding and consistent approach. Parents are involved early and collaboratively. The policy is reviewed annually or sooner if needed.

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### **9. Partnership with Parents and Carers**

We work closely with parents and carers, recognising that strong home–school relationships are essential for positive behaviour. Staff share concerns promptly, celebrate progress, and offer strategies to support emotional development at home. Parents are valued as partners in their child’s development.

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### **10. Safeguarding and Inclusion**

All behaviour support is delivered within the framework of the school’s Safeguarding and Child Protection Policy. Emotional wellbeing is considered a core safeguarding priority, and all interventions are inclusive and accessible.

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