

# Positive Behaviour Policy

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Session 1: Our approach and rationale for change

# Why did we change?

"I like the change of behaviour policy because when we had the C system sometimes we wouldn't have the opportunity to talk through what had happened."

"If you got on a C4 in the morning, this would make me feel bad all day. Now it feels much more kind and less shameful."

"There is no longer a 'fear' of being on a C. I like how my teacher comes in to check in on me and how I am feeling."

"It feels better for me and I feel more valued because the teachers help me to understand how I feel"

"It's more fair than the old system. You don't feel like you are actually in trouble."

"With this policy you do not miss the learning"

What  
should a  
behavior  
policy be  
like?

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We believe that all children have the right to a calm, safe and supportive learning environment and recognise the importance of an approach which enables all to flourish and to have dignity

We recognise the importance of a proactive approach to providing a culture where all feel physiologically, as well as physically safe and that this needs continual investment.

- Based upon Trauma Informed Schools (TIS), our approach recognises that there are many factors, including Adverse Childhood Experiences, which impact upon a child's perception of themselves, others and their environment and impact upon their learning and wellbeing.
- For example, we know and understand that children who have experienced 3 or more ACEs are 6x more likely to have 'behavioural difficulties'.

This Positive Behaviour Policy works in conjunction with the high expectations of all in our schools so that it is:  
*'Firm on expectations, gentle on the child' TIS*

Because of this, it is important to build children's skills in self-regulation so they are aware of their triggers, their reactions and strategies they have in their toolkit to use independently.

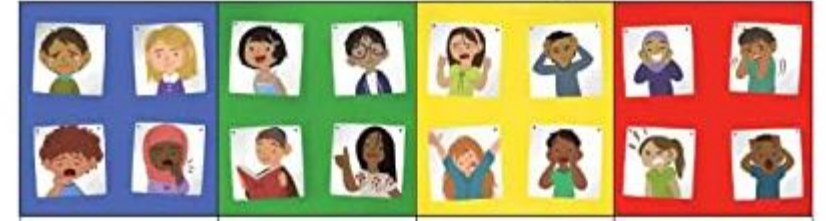
# PACE development

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## PACE in Action

“An attitude of stance of Playfulness, Acceptance, Curiosity and Empathy: qualities that are helpful when creating emotional safety and when trying to stay open and engaged with another person. This, in turn, helps the other person stay open and engaged with you. These traits are similar to the attitude that parents routinely show when communicating with infants.”

Dan Hughes 2017



# PACE development

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## Examples:

**Playfulness:** 'I like the way you're building that tower... you seem to really enjoy using the different materials...'

"I am following you and you're showing me how to do this, thank you..."

"This is so much fun, I am enjoying time with you..."

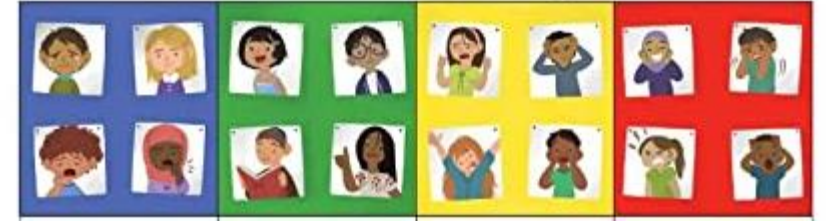
## Acceptance:

"I can see you're finding it tricky, I will sit with you for now, it's going to be OK."

"I can see you're not feeling so good right now and that it's really hard for you to feel calm..."

"I will keep you and the other children safe."





# PACE development

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## Examples

**Curiosity:** Wondering: “You say you are fine but it looks as you have been crying - I wonder what has happened”, “I notice when you...” “I’m wondering if...”

Describe what you are seeing, “You are shivering but you don’t seem to realise you are cold!”

## **Empathy:**

“Your choice has made you feel so sad right now.”

“You really wanted to see the play and you’re angry with me because I said you could not go yet. I understand your anger since you want to see the play so badly! It must be so disappointing that you can’t go with your class right now.”

“I can see that it’s tough because you don’t trust grown-ups, but we’ll work on that together.”

# What does Self regulation mean?

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*What do we use in  
school to help develop  
self regulation?*

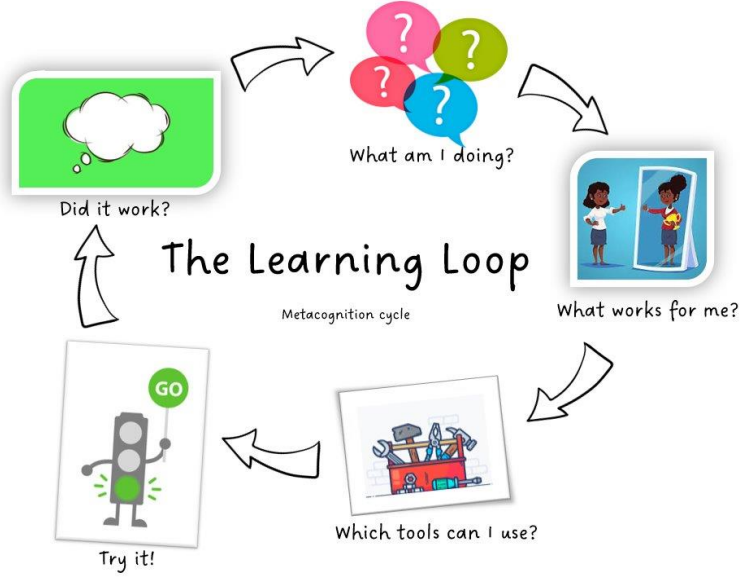
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# Our School Vision and Values

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- Together we grow, together we flourish *"It takes a village to raise a child"*
- Shared language of Trust, Peace, Compassion, Wisdom, Creation and Creativity – Love

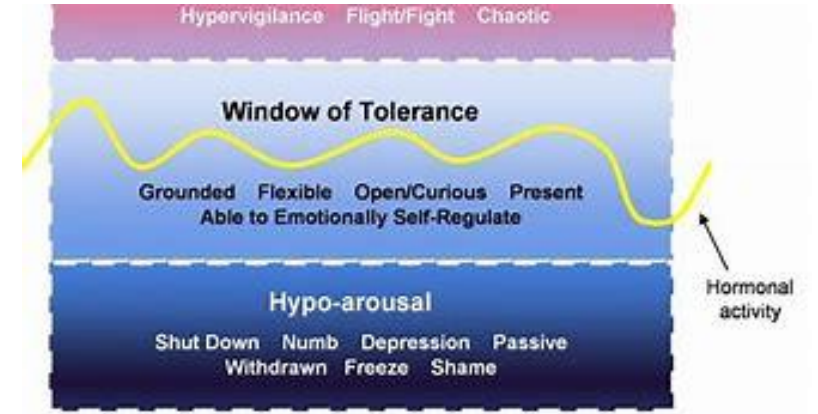


Supplementary Reproduction 1 for Elementary Ages

**The ZONES of Regulation**

 <b>Blue Zone</b> Sad Bored Tired Sick	 <b>Green Zone</b> Happy Focused Calm Proud	 <b>Yellow Zone</b> Worried Frustrated Silly Excited	 <b>Red Zone</b> Overjoyed/Elated Panicked Angry Terrified
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Adapted from The Zones of Regulation 2 (see page 49) for availability at www.zonesofregulation.com.



# Self regulation toolkit



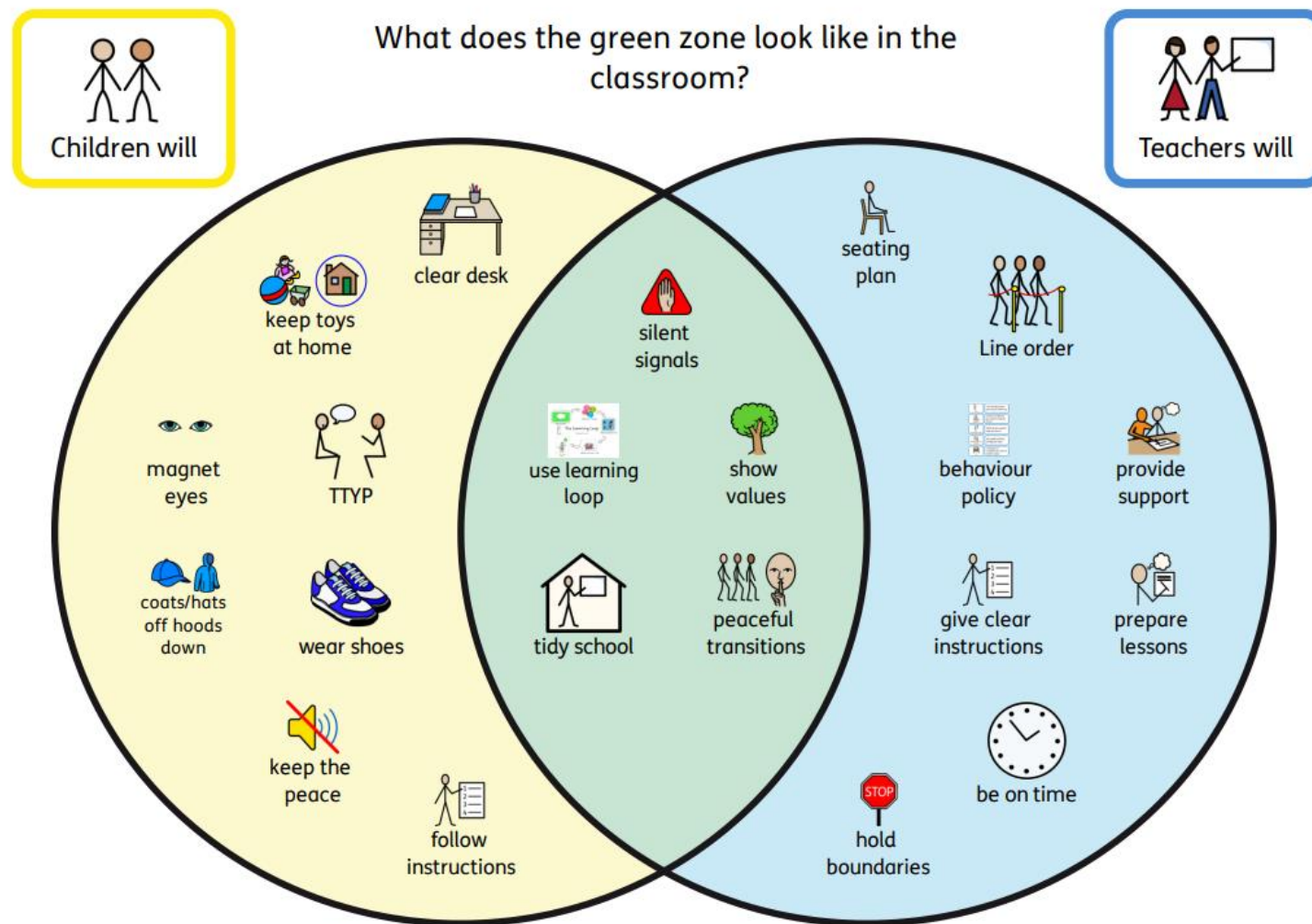
*What are the  
standards that we  
should accept in  
school?*

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# Clear visual of the standards we accept in our school

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# What did the children tell us?

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- "Some children now think that there aren't consequences for their actions because there are no Cs"
- I feel it has taken away the boundaries and some children now don't understand what they can't do. They used to know when to stop and now they don't. It is only one child in my class but it is all day every day and it is tiring for me let alone the teacher.
- I think it works and it is fairer but some children are coming into our class every day, sometimes twice a day so it's not working for them
- These are helpful when they happen because you feel listened to and like they understand how you are feeling. They are no use when nothing is changed to help the child. If the teacher does not change anything to help them to be more focussed on learning, they are wasted.
- I think something needs to happen to support children before they are asked to move. It is hard to know what can change to help them.
- Reflection spaces in the classroom would be helpful. Not a consequence but a help.



# Next Session

02 July 2025

- What is a serious breach?
- What do consequences look like?
- What are the self regulation menus and how are children supported to use these?