

Pirbright Village Primary School



Behaviour Policy

A guide to school ethos, approach and practice

Reviewed

Annually

Next Review Date

Spring 2027

1. Purpose and Aims

At Pirbright Village Primary School, we are committed to creating a safe, inclusive, caring and purposeful environment in which every child can thrive academically, socially and emotionally. Our behaviour policy reflects our belief that strong relationships, emotional safety and high expectations are the foundation for positive behaviour and lifelong learning. This Behaviour policy is for children, staff, governors, visitors and contractors of Pirbright Village Primary School.

This policy aims to:

- Promote a caring, positive and purposeful school atmosphere where every child can develop their full potential
- Uphold high expectations through the Pirbright Pyramid, Super 6, School Values and British Values
- Ensure behaviour expectations are clear, consistent and accessible to all
- Support children to understand the impact of their behaviour and learn positive alternatives
- Prioritise restorative, relational and trauma-informed approaches over punitive responses
- Ensure consistency of practice for all staff, pupils, parents and visitors

2. Our Ethos: The Pirbright Way

At Pirbright, we believe that **behaviour is communication** and that children are most successful when they feel safe, connected and valued. We provide a stimulating and nurturing environment where effort, achievement and positive behaviours are recognised and celebrated.

Understanding each child as an individual, including their needs, experiences and developmental stage, is central to our approach. Through strong role modelling, proactive communication and explicit teaching of expectations, we help children develop emotional literacy, self-regulation and respectful relationships.

Relationships sit at the heart of our Pirbright Pyramid. We recognise that children learn best when they feel a sense of belonging and trust. Our pastoral care, restorative approach and collaboration with families, SENCo, Home School Link Worker, PEDALS team and external agencies ensure children are supported holistically.



3. Our Core Behaviour Expectations

Across the whole school community, behaviour expectations are framed through shared, consistent language, using the 5 school values to model and inspire others to embody.

These expectations are:

- Explicitly taught and revisited regularly
- Modelled by adults
- Embedded in routines, class agreements and daily interactions
- Adapted through reasonable adjustments to ensure accessibility for all learners

By grounding behaviour in shared expectations rather than individual reactions, we provide clarity, predictability and emotional safety.

4. Teaching, Accessibility and Support

We hold high standards while ensuring children have the support needed to meet them. We do this by:

- Teaching behaviour expectations explicitly and revisiting them regularly
- Using consistent language and routines across all settings
- Providing reasonable adjustments, including sensory tools, movement breaks and quiet spaces
- Supporting regulation through co-regulation, check-ins and calm transitions
- Recognising neurodiversity and individual needs
- Working closely with families and professionals when additional support is required

5. Promoting Positive Behaviour

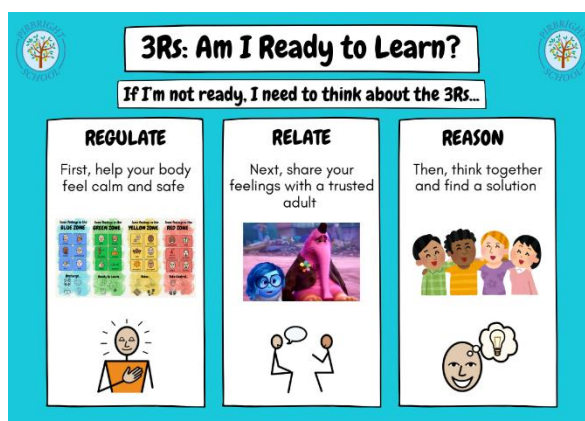
Positive behaviour is recognised and reinforced through praise, feedback and meaningful celebration linked to our values and expectations.

Examples include:

- Verbal praise linked to Super 6 and School Values
- Sharing achievements with peers, staff and parents
- Classroom rewards (e.g. marble jar, values tokens)
- Headteacher Awards
- House tokens and class rewards
- Displaying work and sharing success
- Responsibilities and leadership roles

Recognition focuses on **effort, progress and positive choices**, supporting all children to be successful learners.

Regulate	Relate	Reason
Zones of Regulation	Emotion Coaching	Restorative Approach



Regulate

Preventative and Relational Practice

Preventing behaviour difficulties is central to our approach. Adults at Pirbright use **calm, predictable and emotionally safe language** that holds boundaries while protecting dignity and a sense of belonging.

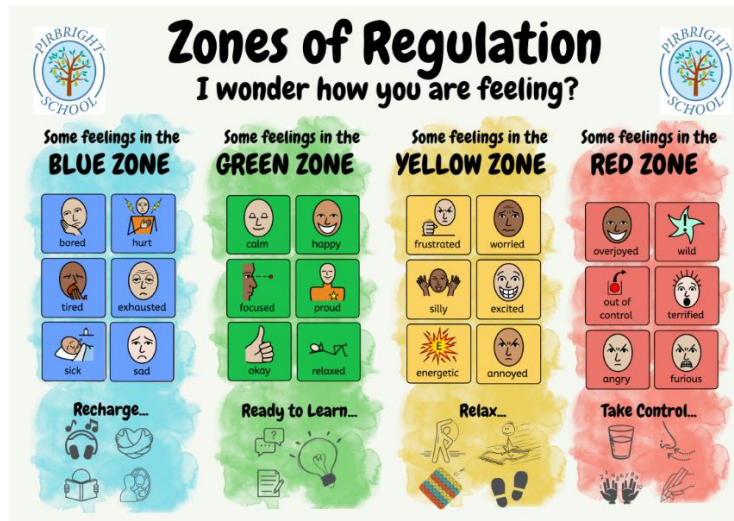
How we speak to children matters.

Staff:

- Use de-escalating, respectful language that reduces threat and supports regulation
- Avoid shouting, sarcasm, public calling-out or emotionally charged responses
- Separate the behaviour from the child, making it clear that the child is valued even when behaviour needs correcting
- Allow processing time and space where needed

Zones of Regulation

Pirbright Village Primary School uses the Zones of Regulation programme as a whole-school approach to promote positive behaviour, emotional wellbeing, and self-regulation among pupils. The programme provides children with a shared language to identify and understand their emotions, grouping feelings into four colour-coded zones (Blue, Green, Yellow and Red). Staff explicitly teach pupils how to recognise which zone they are in and equip them with practical strategies to regulate their emotions, such as breathing techniques, movement breaks, and problem-solving tools. Visual prompts and consistent language are used across classrooms to reinforce understanding and ensure a calm, supportive environment. By embedding The Zones of Regulation into daily routines, Pirbright Village Primary School helps pupils develop self-awareness, resilience, and independence, enabling them to manage their feelings effectively and engage positively in learning.



Responding to Behaviour

Behaviour responses at Pirbright are predictable, emotionally safe and proportionate. Adults focus on what needs to happen next, rather than re-living what has gone wrong.

When responding to behaviour, adults:

- Stay calm and regulated
- Use agreed scripted language where helpful
- Avoid power struggles and public confrontation
- Prioritise safety, dignity and belonging

Relate

Emotion Coaching

Emotion coaching is an approach to behaviour management that helps children recognise, understand, and regulate their emotions. Rooted in evidence-based research, it focuses on teaching children that all emotions are acceptable, even if certain behaviours are not. Within Pirbright Village Primary School's behaviour policy, emotion coaching is used to support pupils in moments of distress or conflict by guiding them through four key steps: recognising the child's feelings, validating the emotion, setting clear behavioural boundaries, and problem-solving together. This approach helps children develop emotional literacy, resilience, and self-regulation skills, while promoting a calm, consistent, and relational school environment.

Reason

Consequences and Repair

Consequences are used to support learning, not to punish. They are:

- Logical and proportionate
- Forward-facing – focusing on the future more than the past
- Time-limited

- Emotionally safe and shame-free

Examples include:

- Time to reset in a calm space
- Making amends or repairing damage
- Catching up on missed learning
- Loss of privileges linked directly to behaviour
- Supported reflection and planning

Behaviour is understood within three broad categories (Distracted, Disruptive and Confrontational). These guide responses but **do not label children**.

	Adult responses:
<p>1. Low-Level / Distracted Behaviour Examples include chatting, fidgeting, loss of focus or minor disruption.</p>	<ul style="list-style-type: none"> • Gentle reminders linked to expectations - E.g. "Remember our value of respect..." • Non-verbal cues • Positive redirection – E.g. "You are brilliant at this, let's focus on learning now." • Reasonable adjustments or movement support – time bonded, monitored and scheduled, E.g. "You can have your focus tool during the input but then it goes away when at the table."
<p>2. Moderate / Disruptive Behaviour Examples include persistent disruption, refusal to engage, unsafe movement or unkind behaviour.</p>	<ul style="list-style-type: none"> • Clear, calm reminders, referencing the value • Bounded choices E.g. "It's time for learning now; we can start with the time or the date." • Time to reset, making it clear where they go, how long for and what they do when they return • Restorative conversations • Proportionate consequences linked to learning and repair, E.g. Missing 10 minutes of play to complete work or rehearse expected behaviour • Communication with parents where appropriate
<p>3. Severe / Confrontational Behaviour Examples include aggression, discriminatory language, serious defiance or unsafe actions.</p>	<ul style="list-style-type: none"> • Immediate prioritisation of safety • Involvement of senior staff • Time away from peers if required • Restorative work once regulated • Behaviour plans and additional support • Parents must be informed

All responses are **calm, consistent, proportionate and restorative**, focusing on what happens next. Children are actively welcomed back into learning following any consequence.

Annexe A identifies how each category of behaviour is supported through each of our values.

Restorative Approach

Restorative practice underpins all behaviour management at Pirbright. It focuses on repairing harm, rebuilding relationships and supporting learning.

Key restorative questions include:

- "What happened from your point of view?"
- "Who has been affected, and how can we repair that?"
- "What will you try next time when you feel like this?"

Restorative conversations take place once children are calm and are conducted privately wherever possible. Some children may complete a restorative incident form or take part in a supported restorative activity to aid regulation and reflection.

6. Proactive Plans

A few children may need more explicit plans that adults follow to best support behaviours. These Proactive Plans will be shared with all relevant staff members as well as the parents or carers.

7. Restraint

In very rare and extreme circumstances, where a child's behaviour presents a significant risk of harm to themselves or to others, reasonable and proportionate physical restraint may be used as a last resort to ensure the safety of everyone involved. Any intervention would always be carried out by staff members, using the minimum force necessary and for the shortest possible time.

The safety, dignity and wellbeing of the child remain paramount at all times. Following any incident of restraint, a full and accurate record must be completed using the Reporting Restraint form, uploaded to CPOMS and parents or carers must be informed within 24 hours of the incident. Where appropriate, after the incident, the child involved should be spoken with by the person who restrained them – asking them how they felt during it and how they feel now. This ensures transparency, accountability and appropriate follow-up support for the child.

8. Recording, Monitoring and Support

- Behaviour concerns are recorded on CPOMS
- Patterns are monitored to inform support
- Behaviour logs and proactive behaviour plans may be implemented
- Parents are kept informed and involved
- External agencies are engaged where appropriate

9. Bullying

Bullying is defined as repeated, intentional behaviour that causes harm and involves a power imbalance.

All bullying incidents are taken seriously, recorded and followed up. Our response supports both the child who has been harmed and the child who has caused harm, focusing on safety, accountability, learning and repair.

10. Harmful Sexual Behaviour

Pirbright uses the Brook Sexual Behaviours Traffic Light Tool to identify and respond appropriately to sexual behaviours. All incidents are managed in line with safeguarding procedures, prioritising safety, support and appropriate intervention.

11. Exclusion

Fixed-term suspension or permanent exclusion is used only as a last resort, in line with DfE and Surrey Local Authority guidance, where behaviour presents a serious risk and other strategies have not been successful.

Reintegration following fixed-term suspension is restorative and forward-facing, with clear planning and support.

12. Training and Review

All staff receive ongoing training in restorative practice, trauma-informed approaches and behaviour support. This policy is reviewed annually in consultation with staff, pupils and governors.

At Pirbright Village Primary School, behaviour is about learning, relationships and growth — not punishment.

Annexe A

Respect

Respect means recognising that people, property and learning matter. It is shown in how we speak, listen, act and care for our environment.

We show respect when we:

- Listen without interrupting
- Use polite language (please, thank you, excuse me)
- Speak kindly, even when we disagree
- Keep hands and feet to ourselves
- Look after books, equipment and displays
- Use a calm voice indoors

Distracted	<ul style="list-style-type: none"> • We ignore instructions (Distracted) • We distract others from learning (Distracted)
Disruptive	<ul style="list-style-type: none"> • We shout out or interrupt (Disruptive) • We speak unkindly to or about others (Disruptive)
Confrontational	<ul style="list-style-type: none"> • We damage property (Confrontational)
Adult Language	<ul style="list-style-type: none"> • “That behaviour really shows our value of respect - thank you.” • “That behaviour wasn’t respectful.” • “I need you to show our value of respect - that means you can do X or Y.” • “You were really respectful this morning, Alice - that’s what I need to see now”

Nurturing

Nurturing means caring for ourselves and others so everyone feels safe, valued and included.

We are nurturing when we:

- Use kind words
- Notice when someone needs help
- Celebrate differences
- Help someone who is stuck
- Offer encouragement
- Use gentle hands and calm voices
- Forgive and move forward

Distracted	<ul style="list-style-type: none"> • We ignore someone who needs help (distracted)
Disruptive	<ul style="list-style-type: none"> • We exclude others (disruptive) • We laugh at others mistakes (disruptive) • We use hurtful words (disruptive)
Confrontational	<ul style="list-style-type: none"> • We physically hurt others (confrontational) • We swear at others (confrontational)
Adult Language	<ul style="list-style-type: none"> • “Alice, do you remember when you lived our value of nurture by doing XYZ? That’s what I need to see from you now, thank you”. • “In this classroom, we are nurturing. That means we need to X now, thank you” • “Beautiful behaviour, Alice – looking after Sophie is really nurturing. Well done!”

Pride

Pride means caring about who we are, what we do and how we represent our school. It is about effort, presentation and ownership.

We show pride when we:

- Wear our uniform correctly
- Present our work neatly and carefully
- Try our best, even when work feels challenging
- Put resources away properly
- Keep classrooms and playground tidy
- Walk smartly and safely around school
- Celebrate progress

Distracted	<ul style="list-style-type: none">• We rush work carelessly (Distracted)• We leave mess for others (Distracted)
Disruptive	<ul style="list-style-type: none">• We run or move unsafely around the school (Disruptive)
Confrontational	<ul style="list-style-type: none">• We damage our environment (Confrontational)
Adult Language	<ul style="list-style-type: none">• “You are really good at showing pride. What could we do to show pride now?”• “I am so proud to be your teacher, Alice but this behaviour isn’t showing our value of Pride. I need you to...”• “That’s a great effort, well done. Keep going to show our value of pride, Alice!”

Trust

Trust means being reliable, honest and safe. It is built when our words and actions match.

We show trust when we:

- Be as truthful as we can
- Take turns fairly
- Share resources
- Live our values, even when no one is watching
- Use equipment safely
- Admit when we have made a mistake

Distracted	<ul style="list-style-type: none">• We break agreements (Distracted)
Disruptive	<ul style="list-style-type: none">• We blame others unfairly (Disruptive)
Confrontational	<ul style="list-style-type: none">• We use equipment unsafely (Confrontational)
Adult Language	<ul style="list-style-type: none">• “Alice, I really trust you and I need you to talk to live our value of trust in this conversation.”• “Thank you so much for living our value of trust, Alice.”• “That’s really nice turn taking, Alice - it really builds our value of trust.”• “Alice, you are such a wonderful friend. I need you to live our value of trust now and give Lewis a turn with the Lego, thank you”.

Resilience

Resilience means keeping going when things feel difficult, learning from mistakes and finding better ways forward.

We show resilience when we:

- Try again after getting something wrong
- Ask for help appropriately
- Practise until we improve
- Use strategies to manage big feelings
- Work with an adult to build new skills

Distracted	<ul style="list-style-type: none">• We give up immediately (Distracted)
Disruptive	<ul style="list-style-type: none">• We blame others for our mistakes (Disruptive)• We don't work with adults to learn from our mistakes (Disruptive)
Confrontational	<ul style="list-style-type: none">• We hurt others rather than asking for help (Confrontational)
Adult Language	<ul style="list-style-type: none">• "I can see you are finding this really hard. Let's work together to show our value of resilience."• "Alice, you are really good at showing resilience. I know you have learnt from mistakes before. What do you need from me, today?"• "Living our value of resilience is important for us. Let's learn some ways we can do that, today"• 'Great effort there, Alice. That was a great attempt - really resilient behaviour - thank you'