Langrish Primary School

Behaviour Policy

A Trauma-Informed and Relational Approach to Behaviour

Our Vision and Ethos

At Langrish Primary School, we believe that behaviour is a form of communication, and that positive behaviour flourishes in a safe, respectful, and nurturing environment where relationships come first. Our trauma-informed and relational approach is rooted in the belief that every child is capable of success when they feel **safe**, **valued**, and **connected**.

We are committed to fostering a school culture that reflects our core values of:

- **Ambition**: Supporting every child to grow into a confident, resilient learner who embraces challenge and strives to be their best.
- **Belonging**: Building a community where every individual feels included, heard, and respected—no matter their background or personal story.
- **Curiosity**: Encouraging children to explore their world, ask questions, and take ownership of their learning journey.

Our approach to behaviour is consistent, fair, compassionate, and developmentally appropriate. We aim to support children in understanding their own needs and emotions, while empowering them to make choices that contribute positively to themselves, others, and our school community.

A Rights-Respecting and Relationship-Based Approach

As a Rights Respecting School, our behaviour policy is grounded in the UN Convention on the Rights of the Child (UNCRC). Children are taught to understand and uphold their own rights and the rights of others, which underpin the way we work, learn, and play together.

Our practice is built on the following principles:

- Every child has the right to feel **safe**, **seen**, and **heard**.
- Emotional wellbeing is as important as academic success.
- Connection and **strong relationships** are the foundation of learning and behaviour.
- We prioritise **restoration**, not punishment.

- Behaviour is understood in the context of each child's unique experiences, including trauma or additional needs.

What Children Can Expect from Adults

All adults at Langrish are committed to creating warm, trusting, and consistent relationships with children. Through relational practice, we support children to manage their behaviour, reflect on their choices, and grow in self-awareness.

Children can expect adults to:

- Set and model ambitious behaviours standards throughout the school community.
- Treat them with **unconditional positive regard**, fairness and compassion—even when behaviour is challenging.
- Understand that **behaviour is communication**, and respond with curiosity, not judgement.
- Listen carefully and **validate feelings**, supporting emotional regulation through co-regulation and modelling.
- Provide **predictable routines** and clear expectations that promote safety and security.
- Acknowledge and celebrate positive contributions, both big and small.
- Teach and model self-regulation strategies, social-emotional skills, and restorative problem-solving.
- Create opportunities for **connection** and dialogue, including structured and unstructured time (e.g., circle time, check-ins).
- Respond appropriately and promptly to any incidents of harm, including bullying, using trauma-informed, restorative practices.
- To apply this behaviour policy fairly and consistently.

What We Expect from Children

We recognise that expectations must be tailored to the developmental stage and individual needs of each child. Our focus is on building internal motivation, empathy, and understanding.

Early Years Foundation Stage (EYFS)

Children are supported to:

- Understand and begin to respond to boundaries through modelling, repetition, and reassurance.
- Learn about their emotions and how to safely express them.
- Begin to think about others' feelings and needs.
- Build relationships with adults and peers based on trust and shared experiences.

Key Stage 1 and Key Stage 2

Children are expected and supported to:

- Demonstrate respect for the rights of others and uphold our shared values.
- Take increasing responsibility for their own behaviour and choices, with guidance.
- Show kindness, empathy, and inclusivity in their interactions.
- Contribute positively to our learning community, both online and offline.
- Seek help when they need it and offer help when they can.

Working in Partnership with Families

We value strong partnerships with parents and carers. Together, we form a team around the child. We ask families to:

- Support the school's trauma-informed and relational behaviour approach.
- Maintain open, honest communication with us about their child's wellbeing.
- Celebrate their child's successes and work with us when support is needed.
- Share any changes at home or concerns that may impact behaviour, so we can respond with care.
- Encourage daily attendance, punctuality, and readiness for learning.

Support for Children with Additional Needs

Some children may require more tailored support due to social, emotional, communication, or neurodevelopmental needs. Their behaviour may reflect difficulties with self-regulation or sensory processing rather than wilful defiance.

Support may include:

- **Individual Education Plans (IEPs)** co-created with the child, family, and professionals.

- **Therapeutic interventions**, such as ELSA sessions, sensory breaks, or access to *The Burrow*.
- Adult support at key times to scaffold positive behaviour.
- Safe, calm spaces for regulation and reflection.
- Regular review of support strategies to ensure effectiveness and dignity.

Children with SEND are supported to follow the behaviour policy, with appropriate adjustments and high expectations for growth and progress.

Responding to Behaviour That Challenges

All behaviour is met with calm, consistent responses aimed at **understanding**, **de-escalating**, and **restoring** relationships.

Staff will:

1. Use proactive and preventative strategies, including relational connection and classroom adjustments.
2. Offer **reminders and redirection** using the language of rights and respect.
3. Provide opportunities for time away or self-regulation.
4. Facilitate **restorative conversations** once the child is regulated and ready.
5. Involve parents early and work collaboratively on solutions.

Reflection tools (e.g., sheets, conversations) are used **as learning opportunities**, never to shame. These are followed up with positive re-engagement and support.

Rewards and Recognition

We celebrate all children's efforts, growth, and positive behaviour. We aim to foster **intrinsic motivation** and reinforce our core values.

Examples include:

- Verbal praise and encouragement.
- Stickers, house points, or positive notes home.
- Recognition in Celebration Assemblies.
- Involvement in leadership roles or class responsibilities.
- Class-based systems that promote teamwork and shared success.

When Serious Incidents Occur

In rare cases where behaviour presents significant risk or harm, we respond swiftly to ensure everyone's safety and wellbeing.

This may involve:

- Immediate support and safety planning.
- Contact with parents/carers.
- Involvement of external professionals (e.g., Social Care, Police) if necessary.
- Use of our **Exclusion Policy** as a last resort, with full reintegration support and mentoring in place.

Our goal in every case is to **repair, restore, and support positive change**.

Monitoring, Review, and Co-Creation

This policy is reviewed annually and shaped by the voices of:

- Children (via School Parliament and pupil voice).
- Staff and leadership teams.
- Parents, carers, and governors.

We believe that our behaviour policy is not just a document but a **living practice** that evolves as our community grows.

This policy should be read in conjunction with:

- Anti-Bullying Policy (child and parent versions)
- SEND Information Report
- Exclusion Policy
- Internet Usage Policy
- Use of Physical Restraint Policy

All are available on the school website.

Policy adopted by FGB: September 2026

Due for renewal: September 2027

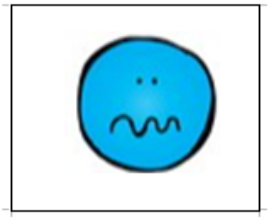
Appendix

Reflect and Reset

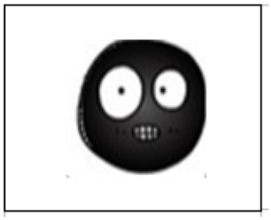
What happened?

How were you feeling?

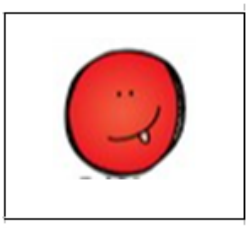
angry



confused

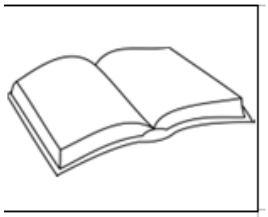


scared

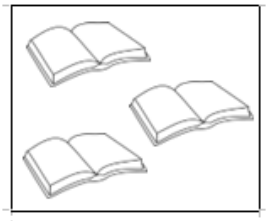


silly

How did my behaviour affect others or myself?

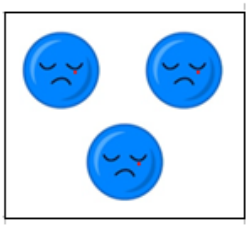


I stopped myself from learning



I stopped others from learning

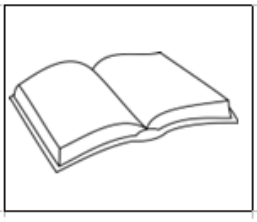
I felt sad



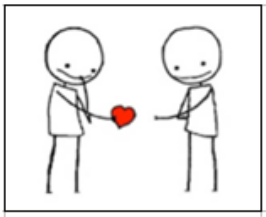
I made others sad

What can you do to make it right?

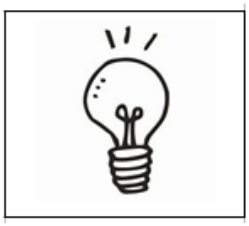
Say sorry



Complete my work



Do something kind



I have an idea

Reflect & Reset

Name: _____ Date: _____

What happened?

_____

_____

_____

What were you feeling?

_____

Who was affected?

☐ me ☐ my friends ☐ my teacher ☐ other:_____

They might have felt... _____

How can I change my red behaviour to a green behaviour?

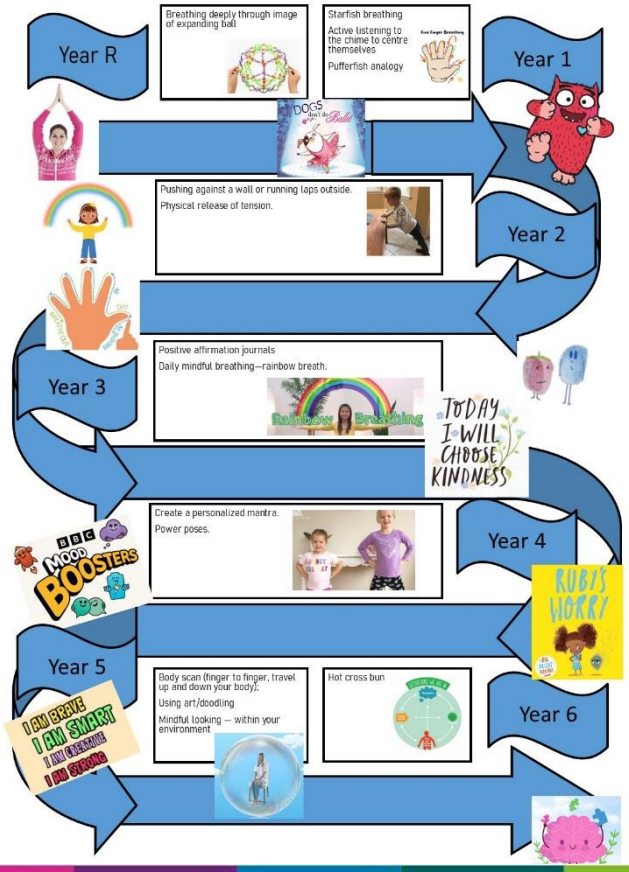
_____

_____

Next time I will... (link to self-regulation road map if possible)

_____

Who can help me? _____

Completed with: _____

Self-Regulation Roadmap