

# GEORGE STREET PRIMARY SCHOOL

## Behaviour Policy



*Every Child Matters, Every Day Counts*

**Date: March 2025**

**Agreed by GB – 20.03.25**

## **POLICY ON DISCIPLINE AND BEHAVIOUR**

### **SCHOOL PHILOSOPHY**

Our school believes that good behaviour and discipline are essential to achieving success. It is essential to maintain a well-ordered and safe environment for all our learners which is supported by everyone's commitment to ensuring the good behaviour of all.

Pupils are expected to always behave in a sensible and responsible manner. They are expected to achieve this by showing due consideration, courtesy and respect for all members of the school community, as well as personal and public property.

We maintain that developing an ethos of self discipline and self respect is one which is central to pupils meeting the high expectations we set, and these values will form a core part of the school's discipline strategy.

### **SCHOOL STRATEGY**

Our school strategy for supporting good behaviour is based on taking a positive approach to behaviour management.

This means:-

- Implementing an agreed set of school rules, rewards and consequences which are consistently applied throughout the school.
- Emphasising the child's own responsibility for their behaviour - we believe and teach that behaviours are chosen for the majority of children – both acceptable and unacceptable.
- Forming a partnership ethos with parents/carers to promote good behaviour and to provide networks of support whenever necessary.
- To promote good behaviour using a positive and constructive approach and by treating all pupils equally and fairly.

### **THE IMPLEMENTATION OF OUR STRATEGY**

Our behaviour strategy relies on implementing a consistent set of rules, rewards and consequences.

## **EXPECTATIONS**

Children are expected to follow the five school rules which underpin our strategy. (**Appendix I**)

These are:

- **Follow instructions appropriately**
- **Keep hands, feet, objects and unkind words to yourself**
- **Always ask adult permission if you need to leave your classroom area**
- **When walking around school and going into assembly, use a quiet voice**
- **Treat everybody in a respectful way**

These rules apply in all aspects of school life, including break time, lunch time and during offsite visits. They should be used and applied consistently by all staff in school whatever their role.

These behaviours need to be taught and modelled to pupils e.g. when they first enter a new class and at such times as deemed necessary.

Activities such as class circle time, PSE/Jigsaw lessons and class/school assemblies provide valuable opportunities to discuss and reinforce important messages and expectations. Pupils' self-control, self-esteem and acts of self-discipline will constantly be encouraged and promoted.

Staff and children work together to co-construct learning rules at the beginning of each academic year.

## **REWARDS**

To promote behaviour in a positive way the school has adopted a system of rewards which includes:-

- Verbal praise for every child

- Use of 'Class Dojo' interactive website where each child accumulates points throughout the week. Child with the highest amount of 'dojos' at the end of each week receives a 'reward' (this is to be decided by the class teacher, to be voted for by the children at the beginning of the year. e.g. extra 10 minutes golden time, time doing a favourite activity, being selected as a class monitor the following week, dip in the box). **(Appendix 2 - Instructions for ClassDojo)**
- Stickers/certificates
- Weekly Seren Yr Wythnos assembly and Star Table (Friday)
- Certificates and praise from Headteacher / Deputy Headteacher
- Positive messages to parents, including phone calls, text messages home and positive notes/postcards home
- Midday staff select daily Midday Marvels who receive text messages from school as well as being celebrated in assembly

## **CONSEQUENCES**

Children need to understand the consequences they could face if they choose not to follow school rules. Sanctions/consequences should be displayed in every class.

A hierarchy of steps that must be followed:

1. 1<sup>st</sup> verbal warning
2. 2<sup>nd</sup> verbal warning = 5 minutes away from group
3. Continuing to not comply with rules = time in partner class (5 to 10 minutes). This excludes Nursery children.
4. Further failure to comply = time with Deputy Head or Headteacher. In the absence of the DHT and HT, time spent with Senior Support Officer.

Partner Classes Children to be escorted to the partner class
Reception go to Year 1
Year 1 go to Year 2
Year 2 go to Reception
Year 3 go to Year 5
Year 4 go to Year 6
Year 5 go to Year 3
Year 6 go to Year 4

For serious incidents such as bullying, physically hurting another child or adult, purposefully damaging school property, trying to leave the school grounds etc, a pupil can be fast-tracked to Level 4, but this will down to the discretion of staff Headteacher/Deputy Headteacher will make the decision to do the following –

- Parents/carers to be contacted, informing them of the rule breaking
- Parents and carers can be invited to attend a meeting with the Headteacher, Deputy Headteacher, or class teacher to address the current issue
- There may be an internal or even an external exclusion. All internal exclusions must be discussed with Headteacher and/or Deputy Headteacher. The Headteacher, or in her absence, the Deputy Headteacher are the only members of staff who can make a decision to exclude a child from school. (Permanent exclusion may need to be a consideration - see exclusions policy).

## **RECORDING/REPORTING OF INCIDENTS**

Incidents, such as verbal abuse, physical threats, physical harm or damage to school or personal property should be recorded on My Concern.

Incidents of bullying or racial discrimination must also be recorded on My Concern. These are reported to the local authority on a termly basis.

## **INDIVIDUAL BEHAVIOUR PLANS**

All children deemed to have challenging behaviour will need to have a Behaviour Risk Assessment as well as a Behaviour Support and Intervention Plan. A Positive Handling Plan (PHP) will also be put in place if appropriate. Pupils will also have a One Page Profile (OPP) that lists appropriate distraction techniques. Pupils with significant behavioural difficulties may also have an Individual Development Plan (IDP). These plans will clearly set out the child's strengths and areas for development, long term targets and Additional Learning Provision (ALP). All paperwork is shared with parents, with signed copies stored in individual pupil files.

Behaviour that gives extreme cause for concern should be reported to the LA and support from external agencies requested (such as the Educational Psychologist, Torfaen Outreach or CAMHS In-Reach).

Physical restraint is only used as a last resort when dealing with very challenging behaviour and only if there is deemed to be a significant risk to the pupil, other pupils, staff or property and only when a child has a risk assessment and positive handling plan. De-escalation techniques should be used in the first instance, which are individual to the child and are listed on each child's RA, PHP, Behaviour Support and Intervention Plan and OPP.

However, if a child is putting themselves or others at risk, physical restraint may be used if absolutely necessary without the necessary paperwork in place. Parents/carers will be made aware of the incident and subsequent plans put into place immediately.

## **WINDOW OF TOLERANCE**

The 'window of tolerance' refers to a zone of emotional arousal that is optimal for well-being and effective functioning. When we are within our 'window of tolerance' we are able to respond appropriately to all that comes our way without being thrown 'off course'. When we are outside of our 'window of tolerance' our nervous system responds by going into survival mode – 'fight or flight'.

Understanding of this concept will help staff to deal with challenging behaviour more effectively. **(Appendix 3 – The Window of Tolerance)**

## **OTHER STRATEGIES**

### **Use of social stories –**

Social stories are short descriptions of a particular situation, event or activity, which include specific information about what to expect in that situation and why.

Social stories are used for a huge range of applications, including:

- to develop self-care skills (e.g. how to clean teeth, wash hands or get dressed), social skills (e.g. sharing, asking for help, saying thank you, interrupting) and academic abilities
- to help a person with autism to understand how others might behave or respond in a particular situation, and therefore how they might be expected to behave
- to help others understand the perspective of a person with additional needs and why they may respond or behave in a particular way
- to help a person to cope with changes to routine and unexpected or distressing events (e.g. absence of teacher, moving house, thunderstorms)
- to provide positive feedback to a person about an area of strength or achievement in order to develop self-esteem
- as a behavioural strategy (e.g. what to do when angry, how to cope with obsessions).



# Our 5 School Rules



1

Follow instructions first time



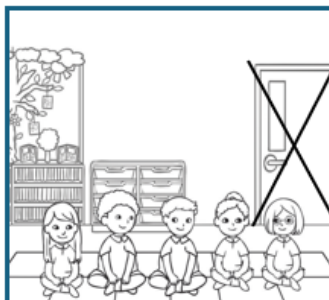
2

Keep hands, feet, objects and unkind words to yourself



3

Always ask adult permission if you need to leave your classroom area



4

When walking around school and going into assembly, use a quiet voice



5

Treat everybody in a respectful way



## Appendix 2

### Class Dojos - Instructions

**Class Dojo** is a behaviour management tool for the classroom. Each learner has a profile - complete with their own 'monster' - to which teachers can assign positive and negative points (or 'dojos').



- Each teacher will need to register for their own ClassDojo account (email and password required)
- Each child to be assigned with their own 'monster'
- Teacher, with learners, to personalise the rewards/consequence and the value of each one e.g. responding first time = 2 dojo points. These should link to your learning rules.
- Decide as a class how reward system will work e.g. learner with highest dojo receives reward at end of week / half term
- Class Dojo can be downloaded as an app on ipads to enable teachers/TAs to award points when working with groups of learners in other areas of the classroom



## Appendix 3

# The Window of Tolerance – Information sheet

We all have a window of tolerance which represents the extent to which we can tolerate stress before entering 'fight or flight' mode (hyper-arousal) or shutting down (hypo-arousal/dissociation). While within our window of tolerance (WOT) our physiological state is normal (our heart rate is average and our muscles relaxed) and our brain is working in its optimum state for learning.

There are three parts of the brain:

- **Primitive brain (Brainstem or reptilian):** this controls temperature, heart rate, blood pressure, fight or flight
- **Emotional brain (Limbic or mammalian):** : This controls emotional arousal and reactivity
- **Rational brain (Cortex or Neo-Cortex):** concrete thought; reasoning, (the pre-frontal cortex – the parts at the forefront) control empathy, abstract concepts and impulse control, delayed gratification and our understanding of consequence.

When we are within our WOT all three parts are working in harmony, resulting in behaviour in which impulses (from the limbic system) are moderated by notions of consequence and empathy from others (functions of the pre-frontal cortex).

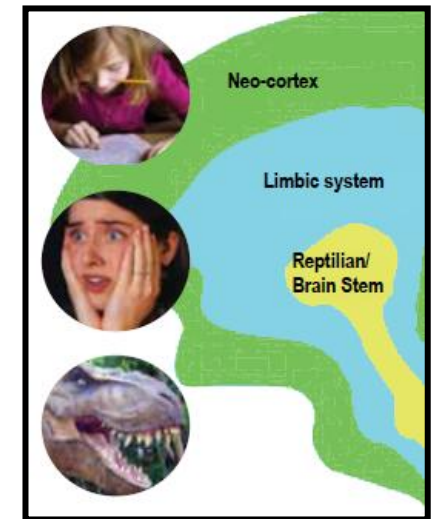
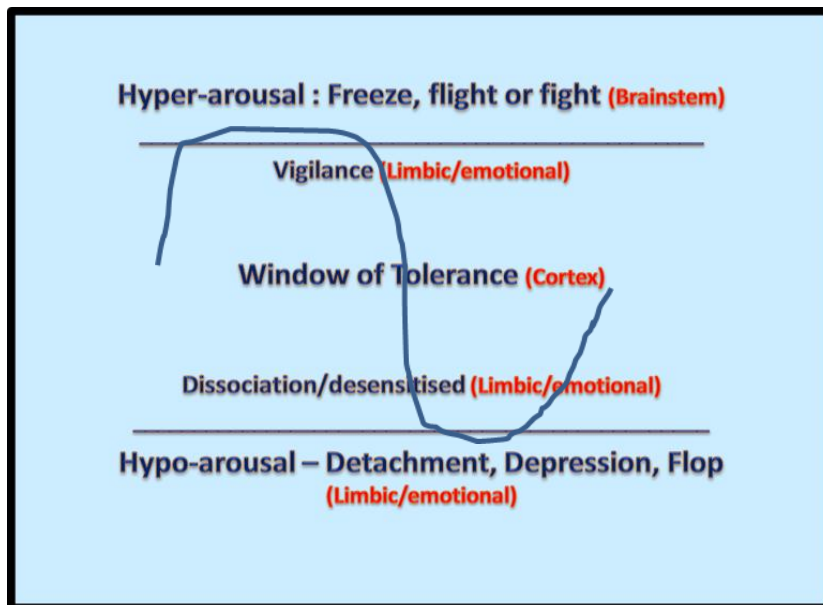


Fig. 1 The Window of Tolerance Model



Recent insights in neuroscience, made possible through fMRI (functional magnetic resonance imaging, which is a form of brain scanning that shows what is happening in the brain in real time) have shown us exactly what happens in the brain and in the body as our stress levels propel us out of our WOT, and offer us a crucial insight into what is happening when we, or our students, experience 'the red mist'. This has important implications for our responses to students (or staff!) at different stages of the process. The model is shown above in Fig.1 and each stage explained and explored below.

## Vigilance



As our stress rises (either through a real threat or as a result of cumulative events which we perceive as stressful), we move through our WOT towards 'vigilance' and the brain begins to work differently. The emotional (limbic) system becomes more reactive, and our senses become more alert. The cortex begins to switch off, starting with the pre-frontal lobes (the part that deals with dampening impulse control, empathy for others and abstract notions of fairness, justice etc.). Some activity in the cortex can be discerned in this state, meaning that we can still process concrete and immediate activities or directions.

We may recognise this state from when we arrive at a party and scan the room, finding it difficult to concentrate fully, forgetting people's names as soon as we are told them, and hearing with great clarity our name mentioned from across the room! We will probably want to be standing rather than sitting at this point, and in a position from which we can easily view what is going on. This response is normal – we are hard wired to respond to unfamiliar and therefore potentially threatening situations in this way. In evolutionary terms, at times of threat, we need our energy to be focused on our senses and our danger-sensors (located in the emotional centre) rather than being occupied by the thinking cortex.

**VIGILANCE:** The limbic system is highly aroused at this point, making emotional reactivity likely. The pre-frontal cortex is now off-line. Some neural energy remains in the cortex.

There is no point appealing to abstract concepts of fairness, justice, and the rights of others to learn etc. at this point. Students might cope with concrete directions and respond to de-escalating actions.

Our aim with children in a vigilant state is to spot the signs, avoid escalation and bring them back into their WOT.

## Hyper-arousal

If our stress continues to be triggered (or we experience a sudden and great shock) we may enter 'hyper-arousal' or 'fight or flight' mode. This happens when our danger-sensor is tripped and our emotional centre sends messages to the brain and body. At this point big changes happen in both.

Our body prepares for fight or flight (the heart starts to pump blood more quickly to give strength to the muscles of the large limbs so our heart rate increases, our breathing becomes shallower, our muscles tense, and all non-essential processes such as digestion are placed on pause). All activity in the thinking brain (cortex) is shut down, and the reptilian brain is driving our behaviour. This is the stage at which children are likely to present the most challenging, and potentially dangerous behaviours – swearing, throwing, fighting, threatening, running out of the classroom etc.

As the aim is safety, it is at this point that support may be requested from other staff, or physical intervention necessary (see Section X). In both of these cases, it is important to avoid further escalating the situation. For children with attachment difficulties it is important that the adult called to support is one with whom the child has a good relationship, and any physical intervention has been discussed and agreed in advance, except where the professional's duty of care overrides all other considerations. The child's individual plan should specify any physical interventions to be used.

**HYPER-AROUSAL:** At this point the whole cortex is off-line, and the reptilian brain is in charge, driving behaviour.

Now even direct concrete directions will not be processed. There may be some response to more primitive forms of communication such as tone of voice and body language.

Our aim with children in a state of hyperarousal is safety – of the child, others and property and to avoid prolonging the state.

## Descent through WOT into Hypo-arousal

There are a number of ways in which we might be brought back from hyper-arousal, but the body and the brain take time to re-establish normal patterns (this varies with individuals and age – in general the smaller the body the more quickly the stress chemicals drain), and during this time, flare-ups are highly likely to reoccur. This stage therefore requires time, knowledge of the child, and a clear plan!

The aim is to re-engage the cortex, and the crucial considerations are therefore to ensure that the conditions are optimal for the child to calm-down. For a child with attachment difficulties, these conditions are likely to include being with someone calm who they trust (preferably the key adult), a private space where interruptions are minimised, and an activity known to calm them down. Activities that have been demonstrated to calm us down and re-engage the cortex are:

- ☐ Music (probably not death metal!)
- ☐ Oxygen – some form of exercise or outdoor activity
- ☐ Laughter (but be careful!)
- ☐ Sorting tasks (red buttons from green/ lego/ felt-pens)

The child may appear to have re-entered the WOT at this stage, but there is a final stage before any meaningful dialogue can take place. This is the stage of 'hypo-arousal'.



It seems that following the spike of energy produced in hyper-arousal, humans experience a physiological and emotional 'dip' in which the system shuts down (it is thought that this has evolved as a way to allow the body to regain energy). During this phase, we experience a short depression. Just as vigilance is the clue that hyper-arousal is imminent, the clue that a person is about to enter hypo-arousal is detachment and dissociation (e.g. staring out of the window, head on hands or desk, non-responsiveness).

**HYPO-AROUSAL:** At this point the cortex is only partially re-established and negative emotions are holding sway. Any attempt to discuss 'the issue' at this stage is likely to result in a shrug ('whatever') or tears. Our aim with children in a state of hypo-arousal is to enable them to complete their re-entry into the WOT.

### What does this all mean for teachers and schools?

What this means is that as adults working with young people; we need to match our responses to students' behaviour according to which bit of the brain is driving it!

If a student is within their WOT, we can usefully appeal to reason, to notions of justice and fairness, we can assume they can control their impulses and recognize consequences.

If a student is in a vigilant state we're better off sticking to short, concrete sentences or directions and we need to be aware that they will be super-sensitive to perceived challenges or threats – they're getting ready for fight or flight, and the situation is emotionally volatile. This may not be the best time to issue a warning!

Once in hyperarousal we can do nothing but keep things safe and do what we can to re-engage the cortex - provide the conditions in which they are able to calm down.

In hypoarousal (depression) there is equally no chance of learning occurring by talking through the incident, so we must allow this stage of the process to pass, before the student stably re-enters their WOT, and all three parts of the brain are working together.

**THERE IS NO POINT IN TRYING TO SORT OUT THE ISSUE UNTIL THE STUDENT IS STABLY BACK WITHIN THEIR WOT!**

QUICK REFERENCE GUIDE: DEALING WITH CHALLENGING BEHAVIOUR AND DE-ESCALATION – THE WINDOW OF TOLERANCE MODEL						
	STAGE (	Area of brain controls behaviour	Behaviour	Main adult goal	Helpful adult responses	Unhelpful responses
1	Trigger occurs (AROUSAL – Upward trajectory through WOT)	CORTEX (thinking brain)	Beginning to be agitated	Remain calm Reverse arousal and keep student within WOT	<ul style="list-style-type: none"> <li>• Scan to ensure early signs of agitation or vigilance are picked up</li> <li>• Offer timely support</li> <li>• Deliver words privately and quietly</li> <li>• Validate feelings ‘(I know this is hard. I can see you’re frustrated... I will help you..’)</li> <li>• Respect personal space</li> <li>• Use non-confrontational words body language and tone</li> <li>• Remove or minimise triggers</li> <li>• Divert/ distract (humour, talk about interests or something positive)</li> <li>• Offer a choice</li> <li>• Remind of rewards</li> </ul>	<ul style="list-style-type: none"> <li>• Ignore student</li> <li>• Confront directly</li> <li>• Get into a power struggle</li> </ul>

2	Vigilance (ESCALATION)	SOME CORTEX- concrete thought and actions  LIMBIC/ EMOTIONAL	Agitation  Anxiety Frustration  Reactivity/ Quick Escalation of minor issues	Remain calm  Bring student back into WOT  De-escalation	All above plus: <ul style="list-style-type: none"> <li>• Ensure you are calm and</li> <li>• Present confidently (know your plan!)</li> <li>• Use clear simple directives – state desired behaviour</li> <li>• Use low-level strategies rather than jump to a warning</li> <li>• Offer take up time and/or ‘get out with dignity’</li> <li>• Remove or minimise triggers</li> <li>• Offer cooling-off time (remind about using time-out card)</li> </ul>	<ul style="list-style-type: none"> <li>• Appeals to higher / abstract cognitive understanding (fairness etc.)</li> <li>• Showing frustration, anxiety</li> <li>• Communicating at distance without eye contact</li> <li>• Complex, compound directives</li> <li>• Confrontation: Threats/Ultimatums</li> <li>• Raised voice</li> <li>• Threatening body language/challenges</li> </ul>
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3	Hyperarousal (CRISIS)	BRAIN STEM (Cortex cut off – flight or flight mode)	Confront- ational	Safety	<ul style="list-style-type: none"> <li>• Calm presence and relaxed body language</li> <li>• Quiet confidence</li> <li>• Disengagement</li> <li>• Use of script</li> <li>• Alert back-up support</li> </ul>	<ul style="list-style-type: none"> <li>• Increased or continued frustration or anger</li> <li>• Sense of fear</li> <li>• Loud voice – rising to bait</li> <li>• Threat of sanctions/ instructions</li> <li>• Close physical proximity</li> <li>• Sense of Chaos or adult out of control</li> </ul>
			Dangerous	Safety Maintain safety of all with as much dignity as possible	<ul style="list-style-type: none"> <li>• Calm presence, scripts, low confident communication</li> <li>• Activate systems for gaining back-up (key-worker/duty team)</li> <li>• Remove potentially unsafe environmental variables</li> <li>• Escort to private, safe location (pre-agreed) <i>Or</i> remove the audience (according to plan)</li> <li>• Use guides as appropriate</li> <li>• Physical intervention as last resort detailed on individual plan/duty of care</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion/ threats/ talk of consequences (Rational brain de-activated)</li> <li>• Avoid Embarrassing/ humiliating student</li> <li>• Inappropriate/unplanned physical contact or restraint</li> </ul>
4	Descent into Hypo-arousal (RECOVERY/ DEPRESSION)	LIMBIC/ SOME CORTEX	Dissociated Desensitise d Depressed	Return to complete calm	<ul style="list-style-type: none"> <li>• Ensure in safe space with trusted adult</li> <li>• Enable preferred calming activity: Sorting, music, physical activity, familiar non-challenging distracting activity</li> <li>• Tactical ignoring of secondary behaviours</li> <li>• Encouragement and understanding ‘You’ve had an upsetting time’, ‘what you need right now is...’</li> <li>• Use of agreed scripts – ‘we’ll talk about that later. For</li> </ul>	<ul style="list-style-type: none"> <li>• Being with unknown/untrusted adult</li> <li>• Discussion of or administering consequences (‘whatever..’)</li> <li>• Opportunities for further challenges from staff or other students</li> <li>• Shame-inducing conversation</li> <li>• Tackling debriefing too early</li> </ul>

					<p>the moment lets...'</p> <ul style="list-style-type: none"> <li>• Maintain non-anxious presence giving message 'It's OK, we can get back on track'</li> </ul>	
5	Back within WOT (FOLLOW UP)	CORTEX	Calm Debriefing	<p>Problem solving for the future The learning takes place here!</p>	<ul style="list-style-type: none"> <li>• Ensure most appropriate person has the discussion</li> <li>• Ensure the timing is right and the student is really calm (back in WOT) and ready</li> <li>• Ensure it takes place in the right place</li> <li>• Use debriefing strategy - HELP (separate from sanction)</li> <li>• Include restorative actions where appropriate – how will amends be made?</li> </ul> <p><i>Note Consequence may be given separately after debriefing.</i></p>	<ul style="list-style-type: none"> <li>• Not waiting until student is calm</li> <li>• Not listening to student/ 'talking at'/moralising/ threatening/inducing shame or fear</li> <li>• Giving consequence before debriefing</li> </ul>

6	School Follow up to a serious incident	Helpful responses	Unhelpful responses
	<p><b>Goals:</b></p> <p><i>Damage repair</i>  <i>Learning for student</i>  <i>Learning for school</i>  <i>Procedures adhered to</i></p>	<ul style="list-style-type: none"> <li>• Consequence to be agreed and carried out</li> <li>• Ensure restorative meeting with teacher/students affected before return to lesson/group.</li> <li>• Adults to accept movement towards restorative action/wipe slate clean.</li> <li>• Ensure staff affected aware of actions taken</li> <li>• Review support arrangements for student if necessary e.g. appropriate support for social/ emotional skills and safe-space /key adult.</li> <li>• Staff review of incident – what could we have done differently?</li> <li>• Follow up procedures if PI used.</li> </ul>	<ul style="list-style-type: none"> <li>• Student returning to group/affected teacher's lesson without restorative conversation</li> <li>• Adults involved refusing to accept apology/ threatening further consequences</li> <li>• Not feeding back to adults concerned</li> <li>• Disregarding impact on student behaviour of: <ul style="list-style-type: none"> <li>- Relationships</li> <li>- Context</li> <li>- Adult behaviour</li> </ul> </li> </ul>

Also refer to Anti- Bullying Policy

Policy consulted with all staff.  
March 2025

Agreed By Governors on \_\_\_\_\_