

Behaviour Values

The St. Teresa Catholic Primary School



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BEHAVIOUR VALUES

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Behaviour at St Teresa's

(OFSTED, Sept 2024) *"High expectations are central to the school's ethos. In response, pupils learn well, and this is reflected in very strong outcomes for English and mathematics. Pupils behave extremely well. Pupils understand the school's behaviour expectations. They feel confident turning to trusted adults for support, which enhances their sense of security. The school's inclusive approach ensures that pupils, including those with special educational needs and/or disabilities (SEND), are supported to succeed."*

Our Approach

Our approach recognises that behaviour is a form of communication and that lasting change happens through relationships, consistency and compassion rather than public comparison. This commitment is rooted in our Catholic understanding of the dignity of every person; Jesus consistently met individuals with mercy rather than judgement, restoring them privately and relationally (John 8:10–11), seeking out the one who was struggling rather than singling them out (Luke 15:4–7), and speaking words that built people up rather than tearing them down (Ephesians 4:29).

By avoiding public behaviour systems, we ensure that all children are treated with respect, are supported to belong, and are given the opportunity to learn and grow within a culture of grace, fairness and restoration. We describe our approach as a relational behaviour approach that places relationships at the heart of everything we do. Our behaviour model is rooted in the belief that behaviour is about belonging, ensuring all children feel safe, valued, and included within our school community. This approach is trauma-informed and underpinned by restorative practice, recognising the impact of experiences on behaviour and prioritising understanding, repair, and positive relationships over punishment.

Research and Background

Our behaviour approach is underpinned by the [PACE model](#) (Playfulness, Acceptance, Curiosity and Empathy), a relational and trauma-informed framework developed by clinical psychologist Dr Dan Hughes. Research in attachment theory and neuroscience shows that children learn, regulate behaviour and develop resilience through safe, attuned relationships with trusted adults. PACE promotes emotional safety by prioritising connection before correction, helping adults remain calm and regulated while supporting children to understand and manage their behaviour. This approach

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recognises behaviour as communication and ensures responses are rooted in dignity, belonging and restoration rather than compliance or control.

- **Playfulness** reduces fear and defensiveness, helping children feel emotionally safe and engaged without minimising expectations.
- **Acceptance** communicates unconditional positive regard for the child while still holding boundaries around behaviour.
- **Curiosity** replaces judgement with a genuine desire to understand what lies beneath behaviour, supporting reflection and insight.
- **Empathy** validates feelings and supports emotional containment, helping children feel seen, understood and supported.

Appendix 1 outlines some of the methods which can be used, and staff will be trained to use.

Core Values

Our behaviour values are rooted in Catholic Social Teaching. They help pupils understand that their choices affect themselves, others and the wider community, and that we are called to act with dignity, compassion and responsibility.

Our core values and linked CST Principles are:

Value	Linked CST Principles
Be Kind	Human Dignity, Solidarity, Subsidiarity, Option for the Poor
Be Respectful	Human Dignity, Participation, Solidarity, The Common Good
Be safe	Human Dignity, Common Good, Stewardship
Be ready to learn	Stewardship, Participation

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Following all of the above will lead onto Promoting Peace. When these values are not followed, we will endeavour to ensure the principle of Distributive Justice is adhered to.

Zones of Regulation

The Zones of Regulation is a whole-school strategy, which enables children to be able to identify their own emotions, whilst supporting them with strategies to self-regulate. These include: use of language / application of colours to feelings / considering their response to these feelings and calming and regulating activities. It is delivered through regular whole-class teaching sessions, as well as through more bespoke interventions - in response to individual need. (See Appendix 2)

This approach helps children to:

- understand themselves better
- rationalise their worries and/or concerns
- learn to co-regulate, through adult modelling techniques and strategies and consequently,
- become better able to manage their own emotions independently – self-regulation

Each classroom will have a Zones of Regulation display. This will be used by the children to demonstrate how they are feeling at points throughout the day. This will also be used by adults in the room to share their emotions with the class.

Promoting Positive Behaviour

Our emphasis is to reinforce our school values to promote positive, social behaviour. We believe the ideal rewards are the intrinsic rewards offered by: good relationships, a stimulating and engaging curriculum and positive role models. It is important to have a reward system in place which celebrates all forms of social and academic achievement and effort. We wish to ensure that each child has the opportunity to experience success.

How do we consistently promote positive behaviour?

Non-verbal praise: This includes: a smile, thumbs up, applause.

Verbal praise: This is an important factor in creating a positive atmosphere which will promote good behaviour.

House points: Each child from year 1 to year 6 is a member of one of four house teams and points are accrued weekly. These points are highlighted in weekly newsletters and also in Headteacher Celebrations of The Word. House points can be given by any member of the school staff, including TAs, Lunchtime Supervisors and Office Staff for any good work or behaviour.

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Sharing success: In recognition of a particular task or behaviour, children may share their success with others: the class; the neighbouring class or teacher; an adult chosen by the child; a member of SLT or the wider community via our newsletter.

Children from each class are identified weekly as 'Stars of the Week' who have achieved particular success or demonstrated positive attitudes or behaviour. The children are awarded with a certificate. Their name and the reason for recognition is also published in the weekly newsletters.

Catholic Social Teaching

Each half term we focus on one Catholic Social Teaching Principle. These are launched through a Weekly worship session and an optional homework task is also launched at the same time.

2026/27

Autumn Term 1	Participation
Autumn Term 2	Option for the Poor
Spring Term 1	Subsidiarity
Spring Term 2	Stewardship
Summer Term 1	Solidarity
Summer Term 2	The common Good

Rewards

Individual

Each adult is asked to nominate a child each half term for an award linked to the CST Principle shown, and behaviour value. Children will receive a certificate, a sticker and a mention in the newsletter for this achievement.

Whole Class Achievement

Each month, one class is chosen in recognition of their way of showing each of the behaviour values. This is something which is seen through their 'Little Ways of Kindness' around the school.

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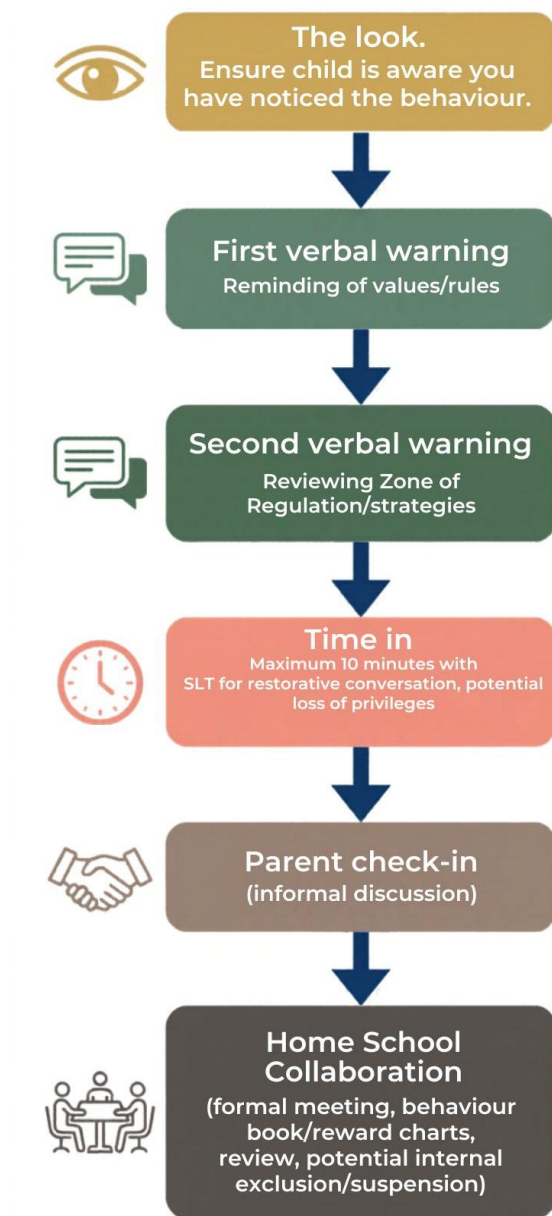
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Discouraging unacceptable behaviour

It is important to remember, before we resort to our consequences, that we ensure a child who has misbehaved, is given the opportunity to make amends. The process should include: understanding what went wrong, the feelings of others, feeling sorry, problem solving to put things right and learning for the future.

SCHOOL BEHAVIOUR MANAGEMENT PROCESS



*Focus on critiquing
behaviour, not the child.*

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Break time & Lunch times

The school behaviour values apply to all times in school, including Break and Lunch times. Staff on duty will circulate the playground/field/dining hall to monitor behaviour, providing positive reminders of the shared rules and values.

Disagreements between children will be dealt with through restorative conversations. This should take place during the break or lunch time and not disrupt curriculum time. Where necessary this will be shared with class teachers so that they can continue to monitor the behaviour/relationships between peers. Further restorative conversations may be required if the behaviour continues.

Any incident deemed to fall under the category of "[Serious Incident](#)" should be referred to SLT (HT, DHT, Phase Leaders)

Restorative Conversations

When children fail to follow the expectations of our behaviour values, a restorative and proportionate conversation takes place with an adult.

These conversations aim to answer three things:

1. What happened?
2. Who has been affected?
3. What needs to happen to make things right?

We use Restorative Conversations to help pupils reflect on behaviour, repair relationships and make better choices. These conversations focus on understanding impact, taking responsibility and moving forward positively, alongside appropriate sanctions.

Key Questions (KS1–KS2)

1. What happened?
2. What were you thinking at the time?
3. How were you feeling?
4. Who has been affected and how?
5. What do you think needs to happen now?
6. What will you do differently next time?

These conversations can lead to a variety of resolutions which can include:

- Repairing harm (tidying, fixing, helping)
- Calm time out *with an adult*, not isolation
- Reflection sheet completed, with support from an adult or an older peer

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SEND & Adaptations

This approach is not always suitable for all children within our school. Those with SEND or additional needs may require adaptations to both expectations and adult responses. This may include changes to how strategies are delivered rather than whether they are used. Adaptations may involve additional structure, clear routines, visual timetables, sensory regulation strategies, reduced verbal interaction, or alternative ways for children to communicate needs and emotions. For some pupils, regulation and reflection may take place at a later point, with adults prioritising safety and emotional containment in the moment. All adaptations are made in line with individual needs, Education, Health and Care Plans (EHCPs), and professional advice, ensuring that responses remain inclusive, relational and fair.

EYFS

In the Early Years Foundation Stage (EYFS), this approach is adapted to reflect children's developmental stage, communication skills and emotional needs. Adults prioritise co-regulation, consistent routines and warm, responsive interactions, recognising that young children are still learning to identify, express and manage emotions. Playfulness is used intentionally through language, gesture, tone and play-based interaction, while expectations are simple, clear and supported by visual cues, modelling and repetition. Reflection and repair are age-appropriate, with adults often narrating feelings and behaviour for children and supporting repair in the moment. Boundaries are held calmly and consistently, ensuring that children feel safe, secure and supported to develop self-regulation over time.

Training & Resources

This is a new approach to behaviour for us as a school. Therefore, it is imperative to ensure that training for all staff is completed and re-visited in a timely fashion.

Initial training will take place in July 2026 with a view of full implementation for September 2026.

The training will include:

- Awareness of the whole child (Homelife, family background, academic ability etc),
- PACE and its place within our classrooms.
- Use of body language and oral communication including language prompts.
- Language Prompts for staff (consistency without confrontation)
 - *"I can see you're upset. Let's pause and breathe."*
 - *"That choice isn't safe. I'm here to help you fix it."*

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- “We’ll talk about this when you’re calm.”
- “I care about you too much to let you act this way.”
- How to highlight positive behaviour in the classroom and around the school.
 - Celebrating values, not individuals
 - Specific verbal recognition
 - Private or low-key acknowledgement
 - Sharing positives with families
 - Whole-school recognition of contribution
 - Modelling and naming positive behaviour
- How to regulate situations and avoid confrontation. This will include:
 - regulation spaces
 - Breathing techniques taught to all children
 - Use of visual prompts (zones, emotions wheels)
 - Time with trusted adult when needed

Serious incidents

Incidents which are deemed by a staff member to be repetitive or serious will be dealt with by a member of the Senior Leadership team (Headteacher, Deputy Headteacher, Phase Leaders). These incidents will be; managed discreetly, logged and followed up – not broadcast. When deemed necessary, parents will be informed and children will spend time with a member of the Leadership Team carrying out duties.

These could include (and are not limited to):

- throwing small objects with intention of breaking them,
- harming someone,
- damaging school/pupils’ property,
- leaving classroom without permission,
- repeated refusal to do set tasks,
- continued challenge to authority,
- harmful, offensive name calling, and swearing.
- Fighting and intentional physical harm to others;
- serious challenge to authority,
- verbal abuse towards any person,

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- vandalism,
- stealing,
- persistent bullying;
- extreme danger or violence.

Effectiveness

The effectiveness of the strategy depends on strong, positive relationships being at its core. Adults consistently build trust by greeting children by name, ensuring that pupils feel recognised and valued. When difficulties or conflict arise, repair is prioritised and addressed promptly, modelling respect and accountability. Through these actions, children are confident that adults are on their side, supportive of them, and committed to their wellbeing and success.

As a school, we do not use public behaviour charts or name-moving systems because these approaches risk shaming children, fixing them in negative identities, and damaging their dignity, self-esteem and sense of belonging. Public systems can focus attention on what a child has done wrong rather than supporting them to repair, reflect and grow, and can disproportionately harm pupils who are vulnerable, neurodivergent, or affected by trauma.

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Appendix 1

PACE

The PACE approach (Playfulness, Acceptance, Curiosity and Empathy) underpins our relational and trauma-informed behaviour practice. PACE was developed by clinical psychologist Dr Dan Hughes as part of attachment-focused and trauma-informed practice and is grounded in attachment theory, neuroscience, and research into emotional regulation and co-regulation. It provides a framework for how adults *are* with children, particularly during moments of dysregulation, distress or conflict, rather than a set of behaviour management techniques.

PACEing the situation as it happens:

It may be that, in the short term, you accept where the child feels safe and you follow them gently and at a distance to that place and sit down somewhere near to them and announce that:

I have just come to be with you, because I can see things are really hard for you right now, and I am here for you when you are ready.

If they move further away from you, this is not a sign that they are disrespecting you but they are just continuing to show you that they feel afraid. You could respond

I can see it is hard to be close to me, I will be here when you are ready.

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The child who won't speak to you at all eg head on the desk or at the top of the climbing frame telling you to go away

I wonder if you are feeling [really angry/ really scared/really overwhelmed/ really sad]

or

I don't know if you are feeling really sad or angry or scared and maybe you don't know either, but I can see it is really difficult. I am worried about you and I don't want you to feel alone with these feelings. I will just stay here if that is alright?"

If the child tells you it's not ok to stay with them the aim would still be to demonstrate your presence with them. So, you might move further away from them or continue to teach the lesson whilst continuing to let them know that you are holding them in mind. If the child isn't able to recover over the course of the lesson it would be helpful to reconnect with them briefly at the end, reiterating that you feel worried about how they feel. You might want to let them know that you will share your worries with their form tutor/ teacher/ head of year/ key person as you know they would be worried about them too.

Reflecting with PACE on how it could be different next time:

It's really nice to be sitting here with you now.

You might want to have a playful tone of voice here, because whilst you're talking about somethings very serious it is easier for a child to hear if you are playful or light-hearted in tone.

I was really worried about how you were feeling when you wanted to run away. Those feelings must have been really big. I wonder if [you thought you were going to be told off about what happened at break/ you thought the work looked too hard/ you weren't sure what to do and you didn't know how to ask/ you felt a bit scared and you didn't know why]? I can see that was really difficult, because it made you feel like you had to run away.

I am wondering if we can think together about somewhere else you can go to when you feel like that. You might need somewhere to run to but I'd like it to be somewhere that I know you are safe. I have noticed that you like [think about your school and the places this child likes and what is possible for you, it should be a safe space where they can have 'time in' with someone they trust and find supportive. This doesn't need to be a formal space in school]. When you have really big feelings it is hard to be alone, and it can be helpful to have someone with you, even if they are not saying anything.

The emotional A&E statement:

You must have been so scared and so you ran away. I was really worried about you too, it is so nice to have you back.

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For the child whose attachment needs make it hard for them to settle and work independently:

1. Acceptance and empathy: Go to the child and say something like:

I can see this feels too difficult to start right now, and it just feels too much

2. Give the child a moment to digest that you have understood they are struggling with an emotional experience, and demonstrate your presence, that you will be holding them in mind while you get everyone else going on the task:

I'm going to get everyone else started, and then I am going to come back to you

3. Return with PACE, using playfulness to acknowledge the big feelings:

How are those big feelings now, do you think we can get going on this together?

or a teenager

*So, we need to find a way together for this to feel possible.
Because I am worried about you and I am interested in your learning.*

4. Maintain a level of presence, for example taking turns, letting the child know that you will do one together, and then leave them to do task independently and you will continue to return to check in with them. This can be subtle across classroom and/or revisiting them.

If they are not ready to engage you could go back to step 1. If you have circled this a couple of times it is important to acknowledge that maybe they are in too difficult a place to engage in learning today and that's ok and you will follow the plan you have in school for this child.

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For a child who is overwhelmed with things related to outside of the classroom:

1. Acceptance and empathy: Go to the child and say something like:

I can see this feels too difficult to start right now, and it just feels too much

2. Give the child a moment to digest that you have understood they are struggling with an emotional experience, and demonstrate your presence, that you will be holding them in mind while you get everyone else going on the task:

I'm going to get everyone else started, and then I am going to come back to you

3. Return with PACE, using playfulness to acknowledge the big feelings:

How are those big feelings now, do you think they're going to let us get any work done?

or a teenager

I'm wondering if it still feels like there's absolutely no chance we're going to get any work done today?

4. Use curiosity to find out:

What I would like to try is that we'll look again together at what you need to do so that you feel really confident. I will start you off and then I will check back in with you, how does that feel to you?

If they are not ready to engage you could go back to step 1. If you have circled this a couple of times it is important to acknowledge that maybe they are in too difficult a place to engage in learning today and that's ok and you will follow the plan you have in school for this child.

If you do manage to help the child to settle to the task, you will need to maintain a high level of adult presence throughout the lesson, checking in regularly, putting a hand on their shoulder as you go past, making eye contact across the room to show you are still holding them in mind.

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The ZONES of Regulation

			
Blue Zone Sad Bored Tired Sick	Green Zone Happy Focused Calm Proud	Yellow Zone Worried Frustrated Silly Excited	Red Zone overjoyed/Elated Panicked Angry Terrified

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ZONES CHECK-IN CONSIDERATIONS



DOs

✓ **DO** model first by "owning your zone" and checking in with all of your Zones to establish a safe climate that values all feelings.

✓ **DO** use a Zones Check-In as a non-judgmental communication strategy, reinforcing that ALL ZONES ARE OKAY.

✓ **DO** consider that checking in can feel hard for some learners due to self-awareness and their sense of safety and comfort in the situation.

✓ **DO** use observations and inquiry when checking in with learners. For example, "I see that your head is down, and you are yawning. What Zone are you in?"

✓ **DO** check-ins throughout the day to allow for self-reflection in all of The Zones.

DON'Ts

✗ **DON'T** make checking in one-sided just for learners. We all experience all of The Zones.

✗ **DON'T** connect a Zones Check-In to a compliance or punitive system. Remember: The Zones is not a behavior management system; there should be no rewards or punishments for being in any Zone.

✗ **DON'T** force someone to check in. It is crucial to respect the autonomy of each unique individual.

✗ **DON'T** label somebody's Zone for them. This can lead to misunderstanding and misinterpretation.

✗ **DON'T** use Zones Check-Ins only during challenging moments.

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