

OWSLEBURY PRIMARY SCHOOL POLICY DOCUMENT



NO. D20 – Positive Behaviour Policy

Review History

Last Update	Reason for Update	Next Update
Autumn 2022	Review of policy	Autumn 2023
Autumn 2023	Scheduled update	Autumn 2024
Autumn 2024	Scheduled update	Autumn 2025

Introduction

At Owslebury we believe that excellent behaviour, positive attitudes towards learning and a motivation to learn are the key factors that enable a child to learn and make rapid progress both academically and socially. We understand that all behaviour is a message and by working together all adults can support and guide our children to regulate their behaviour.

Expected Behaviour & Attitude Outcomes

At Owslebury we have high expectations in terms of behaviour and attitude. We recognise that most children effectively self-regulate their behaviour and never need reminding to behave appropriately. We want to recognise these children and help teach others how to self-regulate their behaviour positively. At Owslebury Primary school we will also adopt the approach of 'Zones of Regulation.' More can be read in the appendices following the policy.

At Owslebury, we have three simple rules that encapsulate our vision, which all members of the school community are expected to adhere to:

1. Be safe
2. Be respectful
3. Be your best

Responsibility of Children

Throughout the school year, classes will have the 'School Rules' reiterated and explained to them. These will be displayed throughout the school and frequently referred to. It is the children's responsibility to follow these rules in order for their and others right to learn to be respected and possible.

Responsibility of Staff

All staff should watch for and praise regular, thoughtful and responsible behaviour. All interactions with children such as direct teaching, discussion and playtime supervision must demonstrate and model the desired behaviour based on our school rules and the behaviour we want the child to achieve. It is the staff's responsibility to model respectful and positive relationships, take time and understand what the initial behaviour is communicating.

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Recognition

We believe that children should want to behave well. We will give praise in a variety of contexts when children go above and beyond our expectations of them. When giving recognition to the children we can use a range of strategies:

- *Verbal praise*
This will be given whenever a child is following the school rules, demonstrating a positive attitude to their work or their peers.
- *Stickers and House points*
These can be given as reward for academic or non-academic achievements. Attached table, shows what they are given out for, they contribute towards a whole house total with a weekly collection of points and congratulations to the house with the most points. There will be an end of term celebration for the house with the most points that academic year.
- *Personalised Positive Reinforcement*
Teachers who feel that a child's work needs praising, as they have worked above expectations may choose to send the child to another teacher to be celebrated, e.g. the English Manager if a piece of writing shows the pupils effort.
- *Celebration Certificates and Stickers*
Staff will choose children who will have their achievements recognised by receiving a certificate and sticker in the monthly Celebration Assembly linked to the school's values of Respect, Resilience, Nurture, Collaboration and Aspiration.
- *Head teacher/ Golden Moments*
Children will be sent to the head teacher to share their achievement; this is called a Golden Moment. The children will receive a Headteacher's sticker that will be placed upon them, or in their book if appropriate.
- *Golden Book Assembly*-each Friday a child from each class will be written into the golden book and will receive a sticker. The golden book will be placed at the front of the school for the school community to read.
- *School Cups*
These are presented to children termly who have demonstrated great aptitude/skill in a particular field. The cups presented are Boston for effort, 3Cs for being caring, considerate and courteous, the Sporting Endeavour, Maths, Music and Handwriting.

Sanctions

When dealing with unacceptable behaviour we try to maintain a child's self-esteem by remembering that it is the behaviour that is unacceptable and not the child. Adults should not allow their emotions or feelings to influence their response to undesirable behaviour. Staff need to support each other and share strategies for supporting behaviour so that all staff are consistent in their approaches.

Staff when dealing with behaviour can use approaches to avoid escalation and argumentative reactions. This will include:

- Tactical ignoring of low level or attention seeking behaviour.
- A non-verbal reminder to show that you have noticed the inappropriate behaviour.
- Positive reinforcement of expected behaviours of other class members.

If the inappropriate behaviour continues and a sanction is required, we follow these stepped consequences

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	Step	Actions
1	Reminder	Give a clear reminder of the school rule the child should be following
2	Caution	Give a clear caution making the child aware of their behaviour and clearly outlining the consequences if they continue
3	Final caution	Give a final caution to the child so they can have a final opportunity to engage, at this stage a child can be moved within class and if needed, stay behind to finish incomplete work
4	Time out	Children will be given time out of the classroom or a spot on the playground, enabling them time to calm down, breathe, look at the situation from a different point of view

If a child has been given a final caution and then moved, this will be recorded on CPOMS. The class teacher would also at this point inform parents so that they are aware of what has happened.

Incidents of aggressive, verbal or physical behaviour will move directly to stage 4. This will require discussion with the head teacher or member of the senior leadership team and a restorative conversation once the child has calmed.

Sanctions need to be applied consistently by all members of the school community but we appreciate that some children may require further support to help them learn to manage and self-regulate their emotions and behaviours. We will support these children, with individual behaviour plans and/or advice from outside agencies.

In extreme circumstances further procedures may need to be put in place, such as internal, fixed term and a final permanent exclusion. The school will seek Local Authority and DfE Guidance as required by law in these instances.

Should pupil behaviour present a serious danger of causing significant harm to themselves, to others or to property, the head teacher or other authorised adult may need to take physical control. In this instance the school follows the policy for Restrictive Physical Intervention which has been developed in line with the LEA and guidelines from the Department for Education.

This policy forms part of the whole school approach to behaviour and should be read in Conjunction with Inclusion, Anti-bullying, Restrictive Physical Intervention, Child Protection and Safeguarding Policies.

End Policy

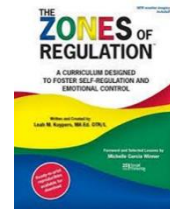
Appendices:

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Zones of Regulation:

The Zones of Regulation is the original framework and curriculum (Kuypers, 2011) that develops awareness of feelings, energy and alertness levels while exploring a variety of tools and strategies for regulation, prosocial skills, self-care, and overall wellness. This curriculum provides us an easy way to think and talk about how we feel on the inside and sort these feelings into four coloured Zones, all of which are expected in life. Once we understand our feelings and zones, we can learn to use tools/strategies to manage our different Zones in order to meet goals like doing schoolwork or other tasks, managing big feelings, and healthy relationships with others. The simple, common language and visual structure of The Zones of Regulation helps make the complex skill of regulation more concrete for learners and those who support them.



The **ZONES** of Regulation™

BLUE ZONE Sad Sick Tired Bored Moving Slowly	GREEN ZONE Happy Calm Feeling Okay Focused Relaxed	YELLOW ZONE Frustrated Worried Silly/Wiggly Excited Loss of Some Control	RED ZONE Mad/Angry Terrified Elated/Ecstatic Devastated Out of Control

What is it?

- A teaching tool
- A thinking framework (not a behaviour approach)
- A way to nurture development of skill
- Supportive in nature

IMPORTANT TO NOTE:

- There is no “bad” zone
- All of the zones are expected in different times and circumstances.
- Learn to manage one’s zone according to personal goals, social context and environmental demands
- You can be in more than one zone at a time
- Some emotions can fall into more than 1 zone

Why use it?

Life is 10% what happens to us and 90% how we react to it.

Charles Swindle

Research has found that higher academic achievement is more likely when interventions include self-regulation components.

Typically, children who can self-regulate will turn into teens who can self-regulate. A person who can self-regulate is able to:

- remain **CALM AND ORGANISED** in a stressful situation (executive functions)
- Cheer themselves up after a disappointment (emotional regulation)
- Knows when they are experiencing sensory overload and makes adjustments (sensory regulation)

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- Understands when it is appropriate to cheer and shout and when to be quiet (social cognition)
- Common language to discuss feelings/ states-honours all emotions
- Develops our self awareness
- Healthy coping and regulation strategies
- We need to Reach them before we can teach them
- Opportunity to look at the ethos around 'behaviour' in our school
- How do we perceive behaviour
- What's the 'climate' in our school

What will it look like at our school?

- Small display in each class and in main areas (hall, entrance hallway and hive)
- Use with identified children who may need it- decide as a class team
- LSAs to do morning check-ins using the Zones of Regulation
- Language for zones has to be the same, but the presentation can be personalised by class, relevant to age of children e.g. Early Years should be more visual.
- During the day, if you notice a child dysregulated or disengaged, refer back to the board.
- Alongside emotional check-in, you must TEACH strategies to manage this too.