

OWSLEBURY PRIMARY SCHOOL POLICY DOCUMENT



NO. D20 – Behaviour Policy

Review History

Last Update	Reason for Update	Next Update
Autumn 2024	Scheduled update	Autumn 2025
Autumn 2025	Full review: aligned with restorative practice, trauma-informed approaches, DfE guidance. renamed 'Behaviour Policy'- removed positive.	Autumn 2026

Introduction

At Owslebury Primary School, we believe that excellent behaviour, positive attitudes towards learning and strong relationships are key factors that enable children to thrive academically and socially. We understand that all behaviour is a form of communication, and our approach is rooted in curiosity, empathy and consistency.

We aim to create a safe, respectful and nurturing environment where every child has a fresh start every day and where positive behaviour is taught, recognised and celebrated.

‘Good behaviour in schools is central to a good education. Schools need to manage behaviour well so they can provide calm, safe and supportive environments which children and young people want to attend and where they can learn and thrive.’
(Behaviour in schools. DfE September 2022)

School Rules

Our three simple rules underpin all expectations:

- ◆ Be Safe
- ◆ Be Respectful
- ◆ Be Your Best

These rules are displayed throughout the school and revisited regularly in class and assemblies.

Core Principles

- Relationships are central to behaviour management.
- Adults model calm, respectful and consistent behaviour.
- Behaviour is taught explicitly, just like any other curriculum area.
- Positive behaviour is noticed and celebrated.
- Restorative conversations repair relationships after incidents.
- Every child is given the opportunity to start each session and day afresh.

Recognition and Celebration

We believe in **catching children making the right choices**. Recognition strategies include:

- Verbal praise
- Stickers
- House points
- Sharing work with the Headteacher
- Celebration certificates in monthly assemblies

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- Weekly Gold Book entries
- End-of-term house celebrations
- Values wall bricks
- Values Wall celebration
- Weekly WOW work certificates

Approach to Behaviour

Understanding Behaviour

- Behaviour communicates unmet needs or emotions. (Iceberg Analogy)



- Our response is **curious, not furious**.
- We use relational and trauma-informed strategies: **Protect, Relate, Regulate, Reflect**.

Zones of Regulation

We use the Zones of Regulation framework to support emotional literacy and self-regulation. Displays are in classrooms and shared spaces, and staff use consistent language to help children recognise and manage feelings.

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Stepped Support

Our graduated response ensures consistency and fairness:

Step	Support	Response detail
Step 1	Non-verbal cue / gentle redirection	Use subtle signals (eye contact, gesture, proximity) to redirect behaviour without disrupting learning.
Step 2	Reminder of the relevant school rule	Calmly restate the expectation, linking to agreed school rules to reinforce consistency.
Step 3	Caution with clear choice and consequence	Provide a clear warning: outline the choice the pupil has and the consequence if behaviour continues.
Step 4	Time out / reflection space	Offer a short break or move to a designated reflection area to de-escalate and allow self-regulation. Within classroom or where appropriate, outside within school grounds.
Step 5	Protective measure - removal from class, restorative conversation	If behaviour persists, remove the pupil from class for safety and learning protection; follow up with a restorative conversation. Remove to buddy class, Hive or Headteacher's Office.
Step 6	Repair - restorative conversation and reintegration	Support reintegration through a structured restorative dialogue, rebuilding relationships and reaffirming expectations.

Serious breaches may move directly to Step 5. All incidents from Step 4 onwards are recorded on CPOMS and parents informed.

Restorative Conversations

After any significant incident, staff use restorative questions:

1. What happened?
2. How were you feeling?
3. Who was affected and how?
4. What needs to happen to put things right?
5. What will you do differently next time?

Trauma-Informed Practice

For children with adverse experiences or high levels of dysregulation:

- Immediate focus is on safety and co-regulation, not punishment.
- Consequences and reflection occur only when the child is calm and ready.
- Staff use attuned, warm and consistent interactions.

SEND and Individual Behaviour Plans

Some children require personalised strategies. We will:

- Create Individual Behaviour Plans (IBPs) with the child and parent.
- Adapt expectations and approaches in line with advice from external agencies.

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- Seek support from Hampshire Primary Behaviour Service, Educational Psychologists, CAMHS and other professionals as needed.

Recording and Communication

- **Incident Logging**
 - All significant behaviour incidents must be recorded promptly on CPOMS.
 - Entries should include the context, actions taken, and outcomes.
 - Records must be factual, objective, and free from emotive language.
 - Senior leaders regularly monitor CPOMS to identify patterns and ensure appropriate follow-up.
- **Parental Communication**
 - Parents/carers are informed at appropriate stages depending on severity and frequency.
 - Minor incidents are usually managed in school and logged, but not always communicated unless patterns emerge.
 - Repeated or serious incidents require direct communication (face-to-face meeting, phone call or email).
 - Urgent matters, especially those involving safety, must be communicated immediately by senior staff.
- **Reintegration Meetings**
 - Reintegration meetings are held following any suspension to support a positive return to school.
 - Meetings involve the pupil, parent/carers, and a senior leader.
 - The focus is on reflection, restorative conversation, and planning strategies for improvement.
 - Clear targets and support plans are agreed and shared with relevant staff.
- **Ongoing Communication**
 - Updates are provided where behaviour plans or interventions are in place.
 - Restorative conversations are logged, with outcomes shared as appropriate.
 - Governors receive anonymised reports on behaviour trends to monitor policy effectiveness.

Serious Breaches

Unsafe behaviour, aggression, bullying or discriminatory language will be addressed immediately.

- Physical intervention is used only as a last resort, following DfE and Hampshire guidance.
- Fixed-term or permanent exclusion may be considered in line with statutory guidance (*Suspension and Permanent Exclusion*, DfE 2023).

Linked Policies

The following policies are to be read alongside this behaviour policy:

- Safeguarding and Child Protection
- Anti-Bullying
- Restrictive Physical Intervention
- Equality and SEND

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References:

- Dix, P. (2017) *When the adults change, everything changes: seismic shifts in school behaviour*. Carmarthen: Independent Thinking Press.
- Messenger, K. (2023) *Curious not furious: restoring behaviour with love and leadership*. London: Jessica Kingsley Publishers.
- Hampshire County Council (n.d.) *Behaviour guidance*. Hampshire County Council.
- Department for Education (DfE) (2022) *Behaviour in schools: Advice for headteachers and school staff*. London: Department for Education.

Appendices

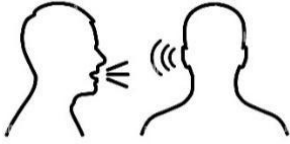
APPENDIX 1: Behaviours and Responses linked to Stepped Support

All incidents must be logged on CPOMS by the adult dealing with the incident and categorised correctly. The adult logging the incident must alert all DSLs and class teacher to the incident and assign it to the Headteacher. An action must be added to explain how the incident was responded to and any next steps needed from staff/parents.

Behaviour	Example	Response
Not listening / Distracting others / Disrupting learning	Not listening to staff or peers, not following instructions, talking in class/assembly, calling out repeatedly, making noises.	Stepped response 1–6
Work refusal	Saying 'no', non-engagement in tasks, damaging work given, leaving the classroom.	Stepped response 1–6
Unkind words / Rudeness to others / Bullying	Name calling, commenting negatively on appearance or belongings, using a swear word directly to someone else.	Stepped response 1–6
Using inappropriate language	Swearing, slang words, sexualised language.	Stepped response 1–6
Using inappropriate / prejudicial language	Language related to gender, orientation, race, religion, disability.	Step 5
Being disrespectful / Unsafe with equipment	Throwing equipment, breaking resources, hurting themselves or others with pieces of equipment.	Stepped response 1–6
Physical / Unsafe play	Pushing, grabbing, hitting, kicking, hurting themselves or others (even without intent to harm).	Stepped response 1–6
Damaging school / other's property	Ripping up work, drawing on others' work, throwing objects, knocking over chairs, damaging displays.	Stepped response 1–6
Threatening others verbally or physically (bullying)	Interacting physically and verbally with negative intent (with or without prior incident).	Step 5
Aggressive behaviour towards staff / children	Intent to cause harm (pushing, grabbing, hitting, kicking, spitting, biting, pinching, punching, scratching).	Step 5
Personal interference / Harassment	Ignoring instructions about personal space, repeatedly tapping people or touching their property.	Stepped response 1–6

Name: _____ Date: _____

Adult completing/ supporting completion of this form: _____

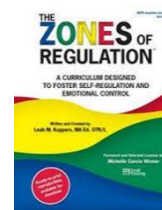
School Expectations:	
Be Safe, Be Respectful, Be Your Best	
We <u>listen</u> and learn so we grow together 	What happened?
We <u>share</u> how we feel and think about the feelings of other people too. 	How did you feel? How do you think other people felt?
We <u>problem solve</u> together and look to <u>repair</u> damage done.  	What will help this feel better? What could you do differently if this happened again? Who and what can help me?

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APPENDIX 3: Zones of Regulation Overview

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

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APPENDIX 4: Individual Behaviour Plan template

 Individual Behaviour Plan	
Name:	DOB:
Class:	
Class teacher:	
Date:	
Behaviour Highlighted:	
•	
Reason for concern:	
•	
Occurrence of behaviour:	
•	
Proactive strategy:	
•	
Reactive strategy:	
•	
Rewards:	
•	
Review Date:	
Review:	
Signed:	
Class teacher _____	
Parent/ Guardian _____	
Inclusion Leader _____	
Headteacher _____	

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APPENDIX 5: Example Individual Behaviour Plan

Individual Behaviour Plan
Name: EXAMPLE CHILD DOB: October 2016 Class: Winchester Class Class teachers: Mrs X Date: 2/9/2025
Behaviour Highlighted: - Lashing out- kicking, biting, slapping, throwing objects, spitting - Screaming and shouting when distressed- sometimes in children's faces unprovoked, sometimes in middle of space - Stamping feet and throwing self on floor - Tearful, thumb sucking, overly close snuggling into adults- hands in tops, pulling clothes
Reason for concern: - Risk of social isolation - peers becoming wary of playing with child - Hurting others and self - Emotional wellbeing concerns (family mental health history) - Impact of outbursts on wider environment (open-plan classroom)
Occurrence of behaviour: - Usually, during adult led activities in the snug or lining up with other children. - End of day- busy times getting organised
Proactive strategy: - Movement breaks: Offer bike time in the morning to reduce stress before adult-directed tasks - Early transitions: Prepare for lining up and end-of-day routines 5 minutes early - Emotional check-ins: Use Zones of Regulation throughout the day - Sensory input: Provide continuous provision and accessible sensory resources - Choice and control: Offer options for tasks, chill-out space, or sensory activities - Social stories: Make personalised and engaging for child - Sensory circuits: Morning and as needed; introduce afternoon session this term - Food and hydration: Access to snack box from home
Reactive strategy: - If end-of-day distress occurs, allow comfort from parent if available - Use safe space (book corner or snug with den cloth - child's zone) - Provide sensory toys in safe space - Conduct restorative conversation when calm if others were hurt
Rewards: 1:1 time with an adult- reading, board game playing - Stickers and value bricks
Review Date: 23/9/25
Signed: Class teacher: <i>Mrs X</i> Parent/ Guardian: <i>Parent</i> Inclusion Leader: <i>Mrs Chaplen</i>