



Otterbourne Church of England Primary School

Trust, Respect and Determination

### BEHAVIOUR POLICY

Name / Signature of Headteacher:	Martin Geraghty
Name / Signature of Chair of Governors:	Sue Barham
Date Policy approved and adopted:	September 2025
Date Due for review:	September 2027

### VERSION CONTROL LOG

Date	Description of changes (person responsible)
29/09/2025	Update to include playground behaviour routines and new approach to logging information related to relocations
26/09/2025	Minor update to allow for some localisation of approach
09/09/2024	New draft policy produced to reflect change of approach within school
12/01/2023	Inclusion of content to support the development of positive learning behaviours as well as disruptive behaviours.
28/10/2022	Headteacher name changed. Review date changed. Removal of 'class charter' content and inclusion of 'Citizen of Otterbourne' paragraph. Edit of positive praise content. Edit to content about visiting headteacher for praise and reward. Edit to ABCC chart/inclusion of CPOMs content. Edit to 'suspension' content (MG)

## Aim

Our behaviour policy supports a whole school approach, founded on research from the Education Endowment Foundation (EEF) and guidance from training provided by Attachment and Trauma Aware Schools (ATAS). It supports the school's vision and the aspirations for all of our children. The over-arching principles of the policy being that there is a weighting on positive praise, given when adults 'catch the good' verses the number of negative behaviours that are identified and that we take a restorative approach, where children reflect on their behaviours and are encouraged to empathise with other children and adults affected by those behaviours.

By being given time to discuss their actions and reflect in this way, children are supported to understand about making better choices and are given the opportunity to restore relationships. At Otterbourne Church of England Primary School, we accept that children learn from their mistakes so we will provide a safe environment for children to recognise how learning and wellbeing can be negatively impacted by inappropriate behaviour, and how we forgive each other in order to move forward from such mistakes.

Our core Christian values of Trust, Respect and Determination and our "10 words of understanding for the world they step into" underpin all that we do here, and this policy has been developed with these at the core. We believe that everyone is equal and we treat each other with dignity and respect. It is our aim that children will:

- Enjoy school, attend regularly, develop a love of learning and flourish.
- Develop respect for themselves and others; for property and for the world in which we live.
- Develop academically, socially, morally, emotionally, physically and spiritually.
- Learn to take responsibility for their own actions; understanding choice and consequences.
- Develop a clear sense of right and wrong.
- Behave well towards each other; learning to compromise and to adopt non-aggressive attitudes

In order to achieve this, we will:

- Provide a safe, secure, caring, happy and supportive learning environment within the school, its grounds and beyond.
- Work with families in order to support children who display or are affected by inappropriate, negative and harmful behaviours.
- Implement a consistent and fair approach throughout the school in rewarding examples of good behaviour and promoting positive conduct, whilst having a co-ordinated approach to tackling inappropriate conduct.
- Educate children and staff about the emotional effect of threats, harassment and discrimination.
- Promote the understanding across our school community that bullying of any type is not acceptable and ensure a consistent approach to preventing, challenging and responding to incidents of bullying if they do occur.

- Develop a whole-school understanding of acceptable behaviour in a variety of contexts and with different groups of people, showing consideration of others, tolerance, empathy and compassion and ensuring that all members of our school community are treated with dignity and respect.

The school's behaviour policy sits in line with and acknowledges its legal duties with the Equalities Act 2010 and Section 89 of the Education Inspections Act 2006. All pupils will be treated equally and with respect.

It is acknowledged that all children are individual and have their own diverse needs. Pupils will be treated fairly and consistently whatever their gender or race. Sometimes it may not always be apparent to pupils and parents how and when situations and incidents are being addressed, however the school will ensure that appropriate behaviour is acknowledged and inappropriate behaviour is actively challenged.

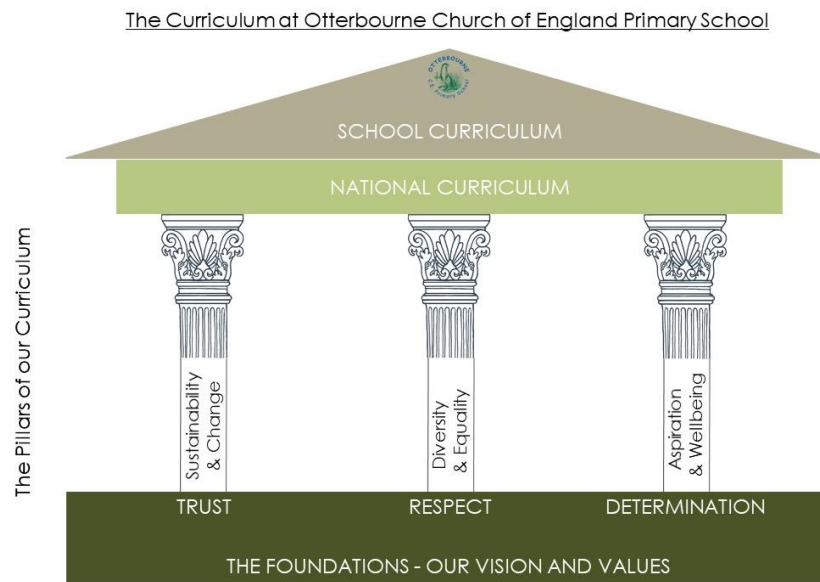
## The School Vision

*Through our Christian values of Trust, Respect and Determination, we provide all children with the space to flourish, find inspiration, know themselves and understand their place in the world.*

*“With God’s love, all are encouraged to thrive.”*

## The Pillars of Our Curriculum

Upon the foundations of these core Christian values, we have built pillars of our curriculum that provide the children with consistent threads of learning, that we believe, prepare them for life and for a world we can’t yet understand.



## 10 Words of Understanding For The World They Step Into

Our ‘ten words’ are what we hold to be essential if we are to help our children to become confident citizens, with the skills and understanding needed to navigate the world, whatever it looks like to them as adults.

**Our core Christian values:** Trust, Respect, Determination

**Our pillars:** Sustainability, Change, Diversity, Equality, Aspiration, Wellbeing

**The tenth word:** Pride

## The School Rules

Based on the school values, we have three school rules:

We **TRUST** you to play safely, keeping hands, feet and other objects to yourself.

You must **RESPECT** each other and the adults who are helping you to succeed.

Show your **DETERMINATION** and **PRIDE** by looking after your school and everything in it.

## Class Charters

At the start of each school year, the children and adults in each classroom discuss how they are going to work collaboratively to ensure everyone is able to focus on learning and make progress. They discuss the rights of the children and they agree what needs to be done (the responsibilities) in order to achieve this. Everyone then signs this agreement and it forms the basis for all future behaviour-related conversations.

## Praising Positive Behaviours

In this school, everyone is encouraged to 'look for the good', in order to ensure that children regularly hear praise. Whenever the children are identified displaying positive behaviours, they will be praised, including for smart appearance, good manners, respectful behaviour, adhering to agreed expectations, and applying positive learning behaviours linked to our Positive Learning Power approach. Having an environment that focuses on praise has the goal of creating genuine, positive, and constructive relationships between the pupils and adults. The nature of the praise will vary as the school builds the value of intrinsic rewards, such as a positive sense of achievement and a feeling of pride, as opposed to a reliance on extrinsic rewards.

Some of the expectations we have across the school, for which children will be praised are:

- Children being school ready with a full, smart uniform, that is worn correctly.
- Children walking quietly and purposefully at all times within the learning environment (as appropriate) and on entry and exit to and from school.
- Children arriving in a quiet and composed manner for collective worship and engaging in collective worship respectfully.
- Children learning and playing together respectfully and co-operatively.
- Children interacting with adults and their peers in a polite, friendly and respectful manner.
- Children contributing towards maintaining a clean and tidy school.
- Children repaying the trust shown to them when allowed to work independently in chosen workspaces outside the classroom, or when exchanging library books, for example.

Where there is an environment full of positivity, praise and mutual respect, those reflective conversations or acts of restoration are more easily undertaken as there is balance between the 'positive' and the 'negative' sides of behaviour management.

## The Behaviour Management Process

Where disruptive behaviours occur, in the first instance, children are 'reminded' (the language of 'warnings' has been removed) about the agreed expectations based on class charters.

If there is a positive response to the reminder, then the child will be praised and no further steps will be necessary. Should there be a repetition of the behaviour, then children will be given time to 'reflect', at a later point of time. During this time, the child will talk with an adult about appropriate and inappropriate behaviour, respect for others and the impact they have had on other children in the class (or wider school).

The school recognises that as this new approach becomes the routine, it may need to provide a visual reminder for younger children. Where necessary, and especially in Early Years and Key Stage 1, there will be a visual display to show which children have reached the 'reflect' stage of the process. At the start of each new school year, Key Stage 2 teachers have the flexibility of either having a visual display for 'reflect' or moving away from it depending on their cohort.

If disruptive behaviour persists, children will be 'relocated' to another classroom which gives them the opportunity to take themselves away from any situation that might have contributed to the behaviour and also allows other children to re-focus on their learning. This is also a time for children to start to 'reflect' on their behaviour without an adult. They will also then talk this through with an adult at a later time.

For cases of more persistent behaviours or where teachers feel it is appropriate to involve senior leadership, children will be relocated to the classroom of a member of the Senior Leadership Team (SLT), and then to the Headteacher, if that is required.

Outside of the classroom, where children mix in larger numbers and with children of different ages, it is even more important that the school rules are adhered to so that all children can enjoy their time at school. On the playground, during breaktimes and lunchtimes, the children should be able to socialise, and develop their physical skills and curiosity safely. The same approach will be adopted at all times across the school. If children's behaviour impacts the enjoyment of playtimes, they will be reminded of the rules. Further incidents will lead to them being relocated away from the playground for a period of reflection with an adult.

All instances of suspected targeted behaviour, bullying, racial or other discriminatory behaviour will be escalated to the Headteacher immediately who will involve parents in order to support the children collaboratively. Where appropriate, such incidents will be recorded and reported to the appropriate authorities.

Following any steps beyond a reminder, the children will be given time to reflect on their behaviour with an adult. This is the 'repair and restore' stage where children talk about the cause and consequence of their behaviour. To support these conversations, adults make use of the acronym THINK, which is displayed around the school. A reflect and repair sheet is also available to support these conversations, particularly with younger or SEN children. The wider impact is discussed and children are encouraged to empathise with their peers and adults who may have been affected. A final repair and restore activity (such as giving an apology) will also be agreed.

It is a widely held belief that behaviour is a form of communication, and if not addressed behaviours can escalate until the message being communicated is heard. This restorative approach gives adults and children the framework and structure to talk to children in a safe and supportive way and is expected to help with recognising where children might need additional support. Where necessary, the school will engage with families and outside agencies if there needs to be a more personalised approach to supporting the behaviour or what it is communicating. This includes but is not limited to The Educational Psychologist, Behaviour Support Team or Early Help Hub.

## Rewards Across the School

Within the classroom, teachers will use a wide variety of rewards and systems to give praise. One of these will be to give children house points when they identify positive behaviours.

House points are counted across the school and the results read out in each celebration assembly. The flag for the house with the highest point count will be hoisted at the front of the school for all to see. This allows children to see that their positive behaviour can have an impact beyond their own classroom.

Teachers will recognise the positive learning behaviours of children in their class by naming 'Wizard Workers' who will have the option of receiving a sticker. Table points are sometimes used to encourage collaboration.

Star of the Week is awarded to children recognised by the adults as being a role model for their behaviours, with a particular focus on where they have demonstrated the school values.

Mission of the Month is awarded to a child in each class who is recognised as displaying strong learning behaviours linked to the positive learning power focus for a given month.

Outstanding Achievement/Headteacher Awards are given to children for specific exemplary pieces of work, whether that is in terms of the work produced or the positive learning behaviour applied during the learning. This won't be the best piece of work in a class, but a piece that demonstrates great progress for the individual child.

Termly Awards recognise a variety of aspects of school life including sport, drama, subjects, friendship and citizenship. Awards are nominated by adults across the school and awarded at a service to which parents of those receiving awards are invited.

Consistency is essential with managing behaviour, so the principles of this policy and the approach of the school when supporting inappropriate or disruptive behaviours will apply at all times of the school day, in all areas of the school (including The Holt) and whenever children leave the school for trips or residential.

## Bullying

The school recognises the Church of England's definition of bullying as...*hurtful, unkind or threatening behaviour which is deliberate and repeated. Bullying can be carried out by an individual or a group of people towards another individual or group, where the bully or bullies hold more power than those being bullied. If bullying is allowed, it harms the perpetrator, the target, the whole school community and its secure and happy environment.*

The school does not tolerate bullying in any form. The Headteacher, supported by teachers with responsibilities linked to PSHE and Personal Development, and the school's Anti-Bullying Ambassadors, is responsible for promoting the school's anti-bullying approach and supporting staff with appropriate training and resources.

The school recognises that some behaviours can be described as 'bullying-type' behaviours and understand the emotional weight that labelling can put on children.

Where bullying or bullying-type behaviours are suspected or evident, the Headteacher will be involved at the earliest opportunity and where appropriate, parents will also be involved early in order to work collaboratively on steps of improvement and targets.

At this school:

*All bullying, of any sort, is deemed unacceptable.*

*Any pupil who experiences bullying will be fully supported.*

## What is Bullying?

Bullies know that what they are doing is unacceptable, so they do not do it when someone who would stop it is near them. They make sure their victims are afraid to tell. Bullying is therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult for victims to defend themselves against.

It can take many forms but the main types are:

- Physical – spitting, biting, hitting, kicking, pushing, inappropriate/unwanted physical conduct)
- Emotional – extorting, segregating, excluding from social groups, spreading rumours
- Verbal – name calling, swearing, foul language, ridicule, insulting, making offensive comments (including racist remarks)
- Cyber – messaging, social media, email
- Visual/Written – graffiti, gestures
- Theft of, or damage to, personal property
- Threatening behaviour, including with a weapon

Some forms of bullying are attacks not only on the individual, but also on the group to which he or she may belong. These 'prejudice-based' incidents are often one-off incidents of unkind or hurtful behaviour that is motivated by a prejudice or negative attitudes, beliefs or views towards a protected characteristic or minority group.

Within school we will pay particular attention to:

- Racial harassment and racist bullying
- Sexual bullying, including but not limited to the use of homophobic language
- Bullying of pupils who have special educational needs or disabilities.
- Gender identity or sexist bullying
- Children being bullied because of their appearance or health conditions
- Religious motivated incidents

### Responding to incidents when they occur

The school actively encourages children to speak up about any behaviours that make them uncomfortable, including if they see someone being bullied and especially if they feel bullied themselves.

This can be to:

- Any member of staff
- Their parents
- A school friend

Members of staff who receive a report that a pupil feels bullied will escalate this to the Headteacher or a member of the SLT (senior leadership team).

Reports of bullying will also be logged by the first adult involved, on to our internal management system, CPOMS.

Where bullying is of a racist nature, this will be reported to the Local Education Authority using the Racist Incident Report Form and will be internally recorded on CPOMS.

- All reports will be taken seriously and will be followed up by the class teacher or member of the SLT
- Work with children who have been bullied could involve some or all of the following:
  - They will be reassured that they do not deserve to be bullied and this is not their fault.
  - They will be reassured that it was right to report the incident.
  - They will be encouraged to talk about how they feel and share details.
  - They will be supported to make choices about how the matter might be resolved.
  - They will be reassured and supported to feel safe.
  - They will be encouraged to report immediately any further incidents to us.
  - They will be reassured that bullying can be stopped and that the school will persist in intervening until it does.

Strategies that may be adopted include:

- Speaking with the pupil (or pupils) involved in bullying separately.
- Listening to all versions of events.

- Talking to anyone else who may have witnessed the bullying.
- Reinforcing through a broader approach, the message that bullying is not acceptable, and that there is a firm expectation that bullying will stop.
- Affirming that it is right for pupils to let an adult know when bullying occurs.
- Adopting a joint problem solving approach where this is appropriate, and asking the pupils involved to help us find solutions to the problem. This will encourage pupils involved to take responsibility for the emotional and social needs of others.
- Considering sanctions under the school's Behaviour Policy.
- Advising pupils responsible for bullying that we will be constantly monitoring and checking to ensure that bullying stops.
- Ensuring that those involved know that what steps have been taken.
- Contacting the parents of the pupils involved at an early stage.
- Keeping records of incidents including details of how they were responded to.
- Following up after incidents to check that the bullying has not started again.
- Working with pupils who have demonstrated bullying behaviours to ascertain the sort of support that they themselves need.

There is a natural tendency for anyone raising concerns about bullying to expect a full investigation in order for the school to "get to the bottom of it." Sometimes, this will not be entirely appropriate; there may be times when such an approach will be unhelpful and a problem-solving approach will be the most effective response. The school reserves the right to use discretion when deciding on the best approach to resolving all incidents.

### Bullying outside of school

Through Section 89 clause 5 of the Education and Inspections Act 2006, schools have the power to take action against bullying that occurs outside school premises or beyond the school day when it affects pupils' well-being or disrupts the school environment. When bullying outside of school is reported, the school will investigate and act accordingly. Any measures taken will be to an extent that is reasonable to the situation.

### When other measures should be considered

In this school, the language of 'punishment' is avoided, and instead it encourages 'natural consequences' for a child's actions. If necessary, and not without consideration to the needs of the child, the school reserves the right to invoke the following consequences:

- Withdrawal of break and lunchtime privileges
- Withholding participation in school events
- Fixed-term internal exclusion
- Fixed-term exclusion from school
- Permanent exclusion from school

### Fixed-Term Exclusions

The school will always endeavour to work with children and families in order to support all children within the school but there are occasions when allowing a pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. The decision to exclude children will be taken only by the Headteacher.

Following any fixed-term exclusion, parents will be invited to meet with members of the SLT, SENDCo and any other relevant person (e.g. Child Welfare Lead) to identify how to improve the situation for the child and other children in the school.

### Behaviour Records

Across the school, there will be a record kept to show which children have needed to be relocated due to negative behaviours. This will provide information that will be used to support the children's personal development, and to ensure that where behaviour is communication, we are able to identify this early and 'listen'

There will be children for whom this approach will not be appropriate and for these children an Individual Behaviour Plan will be agreed between home and school. This includes children where an agency has been involved. In most instances where an IBP is required, an ABCC (Antecedent, Behaviour, Consequences, Communication) Chart will be created as a system for capturing the causes of behaviours with the aim of gathering evidence in order to better support the child.

Where appropriate, individual approaches that support the specific needs of groups of children or cohorts, will be developed. These will never replace the whole-school approach and will only ever positively complement what already exists.

Incidents of discriminatory behaviour will be recorded on the school's safeguarding system (CPOMS) and included in local authority reports.