



Ogbourne CofE Primary School
Behaviour Policy

Date of approval: September 2025
Approved by Ogbourne Academy Committee
Review date September 2028



Aims

Ready, Respectful, Safe

We aim to maintain a school environment where children and adults can interact positively and enjoy learning and working together. We continually promote an ethos where everyone feels **safe** and **respected**. This builds confidence and offers security, ensuring children are **ready** for excellence. The children learn to develop life-long citizenship skills, and the self-discipline needed to integrate successfully in all aspects of life both today and in the future.

Our positive behaviour policy is underpinned by our school values (see below). Children are taught to live by these values, they are integral to school life, and they are continually referred to when promoting positive behaviour standards.

Values

Relationships – Build each other up, include others, be kind.

Integrity – Do the right thing, even when no one is watching (for example uniform, honesty, effort).

Valour – Have courage: try new challenges, speak up for what is right, admit mistakes and learn from them.

Excellence – Aim high in lessons, work, behaviour, and extra-curricular life. Excellence is a habit, not a one-off.

Respect – Show respect for yourself, others, staff, and our environment. Respect is shown in words, tone, and actions.

Service – Give back: help classmates, support younger students, contribute to school life, think beyond yourself.

As a Church of England Academy, Christian values form the moral code that supports all our work. However, as an inclusive school we also respect people from different cultures or different faiths; our children are taught to appreciate and respect individuality and differences.

Trauma-informed relational inclusion

At Ogbourne, we recognise that all behaviour is a form of communication. Our approach is rooted in an understanding that children's experiences, including those involving trauma or adversity, can influence the way they feel, respond and interact with others.



We are committed to being a **trauma-informed school** where staff respond with empathy, consistency and clear boundaries. Our focus is on building safe, trusting relationships that support children to regulate their emotions and develop positive behaviours over time.

Key principles of this approach include:

- **Relationships first** – Strong, respectful relationships between adults and children are at the heart of all we do. We start every year with a whole-school focus on this, as part of our Christian values.
- **Inclusion** – Every child is valued, and we seek to understand the individual needs behind behaviours, ensuring that children remain included in the school community.
- **Consistency with flexibility** – Clear expectations are maintained across the school, while recognising that some children may need personalised support to succeed.
- **Repair and restore** – When difficulties occur, we focus on repair and restoration, encouraging children to reflect, take responsibility and rebuild relationships in a supportive way.
- **Emotion coaching** (Zones of Regulation/ 'My Happy Mind') – Staff support children to recognise and manage their feelings, developing lifelong skills in resilience and self-regulation.

By taking this relational and inclusive approach, we aim to ensure that all children feel safe, respected and ready to learn.

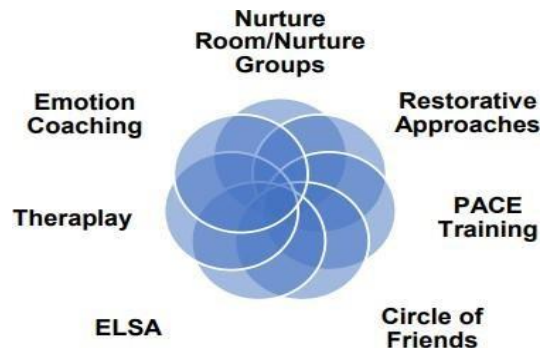
What is trauma?

Trauma may be defined as repeated cycles of stressful events and the inefficient turning on or off stress responses. When in a heightened stress state, the brain automatically enters fight or flight survival mode, which can result in challenging behaviour. This is particularly pertinent for children who experience toxic shame. It is therefore fitting that the school's behaviour policy clearly recognises that some children will require a different, alternative approach to help them succeed. Breaking the cycle of trauma – stress – behaviour - restriction. The concept of co-regulation, leading to eventual self-regulation can help support this process.

Whilst consistency of approach is important for children to feel safe and secure, it is also important to differentiate expectations and approach according to a child's abilities, needs and experiences. Whilst most children will thrive when a whole school approach to behaviour is applied, some will need further support and intervention, and a few will require more intensive, individualised support. This is particularly true for children who have experienced trauma.



Examples of trauma informed interventions:



Zones of Regulation:

The Zones of Regulation curriculum, from EYFS until the end of Year 6, helps children self-identify how they are feeling and categorise it based on colour, enabling them to better understand their emotions, sensory needs and thinking patterns. This helps children to recognise their own triggers, learn to read facial expressions, develop problem-solving skills, and become more attuned to how their actions affect other people.

There is progression across the curriculum with children in Early Years learning to identify different emotions to children in Upper Key Stage 2 discussing how behaviour can impact upon the feelings of those around us. This work sits alongside the school's PSHE (Personal, Social, Health and Economic) programme, delivered through Scarf and the 'My Happy Mind' programme which teaches children how our brains work and strategies for self-regulation to bring us back to the 'green zone'.

Expectations

As a school, we expect:

- All adults and children to care and show respect for others and our learning environment.
- All adults and children to be ready for learning.
- A consistent, whole school approach, in line with this policy.
- All adults and children to care about, and be responsible for, their own behaviour.
- Any inappropriate behaviour to be dealt with firmly and fairly, within a trauma-informed approach.

Unacceptable Behaviours:

At Ogbourne, we agree that the following behaviours are unacceptable:



- Being rude and defiant towards adults and children
- Disruptive behaviour which stops other children from learning
- Disrespecting equipment and other's work
- Shouting and verbal and or physical aggression / fighting
- Spitting
- Swearing
- Racism, sexism, homophobia and any form of discrimination
- Deliberately damaging displays or other children's work

All adults in school are responsible for developing good behaviour. To do this we agree to:

- Promote an ethos that builds strong and positive relationships with the children in our care.
- Expect the highest levels of good behaviour.
- Be dynamic, positive and engaging when interacting with children.
- Establish a calm and purposeful learning environment.
- Provide a supportive curriculum, with appropriate adaptations where necessary.
- Be open, honest and fair.
- Take responsibility for dealing with inappropriate behaviour calmly but firmly and fairly, only escalating when serious.
- Show flexibility according to the needs of SEND children or children with specific behaviour needs who might be on a specific plan.
- Be proactive, avoiding known / predictable 'triggers'.
- Start each day positively, with 'a clean slate'.
- Make reference to the school expectations and values.

Be positive, if you forget, that's ok – try again tomorrow.

Staff Training

All staff receive training and ongoing instructional coaching using the Behaviour and Relationships Walkthrus to ensure consistency towards behaviour in all areas of school life. In addition, staff are supported with their own professional development through the school's tailored continuous professional development programme. All staff have received training in the trauma-informed approach and de-escalation techniques. Most of the staff team have been trained in positive handling.

Whole School rewards

We believe that praise and positive reinforcement are the main means of achieving our aims. Children need to feel valued, respected, and safe; they need to have a sense of self-worth and responsibility. The security of clear, fair, and consistent rules with praise for children following these rules is a major part of our policy. We believe in rewarding pupils' efforts and achievements. Crucial to this process is our house system, with reward tokens (praise points) given to children who demonstrate positive behaviours and attitudes towards learning. As a school, we hold a weekly celebration assembly ('Wow Worship'), in which as well as celebrating learning, we



also celebrate excellent behaviour, attitudes to learning and use of the school values.

Reducing incidents of inappropriate behaviour

It is important to:

- a) Avoid these whenever possible by being proactive, encouraging positive behaviour (as detailed above)
- b) Use low level procedures first, for example:
 - Ignoring, praising positive learning elsewhere in the classroom
 - Subtle removal / distraction from the trigger
 - A look
 - Reasoning e.g. If you continue to ___ you won't get ___ finished in time
 - A prompt (e.g. a tap on the table)
 - A quiet, discreet word
 - Removal / distraction from the trigger
 - Remedial actions (e.g. the pupil clearing up a mess he / she created)

Then '5 step approach' for incidents of non-compliance with behaviour expectations:

1. First warning
2. 2nd Warning
3. Time missed from playtime
4. Child goes to Springs classroom – use of another member of staff and time for reflection for the child
5. Child goes to see principal – followed by a restorative conversation with the original member of staff

If step 4 or 5 is used, the member of staff will assess the behaviour as significant. All significant behaviour incidents must be recorded by the member of staff on CPOMs. If step 5 is reached, parents will be informed.

If the behaviour is severe or persistent, the principal may consider exclusion (see Exclusion Policy).

Restorative follow up

The roots of restorative practice are clearly embedded in restorative justice – as a way of repairing harm done to a community and the relationships within it. Restorative Practice has a much bolder system, it sets out to develop a sense of community and creates relationships between staff and children so that these can be translated within the wider community.

Restorative practice is a mindset; it is an interpersonal process. The focus is not the consequence, it is focusing on what needs to be fixed and restoring trust.



Restorative conversations will follow incidents of inappropriate or unacceptable behaviours. See appendix for scripts.

Behaviour Support Plans:

Positive Behaviour Plans may be used for children, outlining how the child may present, what their triggers might be and how staff can support them, considering what works for them at each stage. These are written in conjunction with parents and the child themselves and may be used alongside a simple ABC (antecedent, behaviour, consequence) analysis or behaviour monitoring grid, looking at what situations trigger the behaviour, and how children and adults respond to prevent behaviours occurring or escalating.

Positive Handling

The term 'positive handling' includes a wide range of supportive strategies for managing behaviour. A clear and consistent positive handling policy supports all students, including those with social, emotional and behavioural difficulties, within an ethos of mutual respect, care and safety.

Staff have a duty to intervene to prevent students from hurting themselves or others, damaging property, or to maintain good order and discipline. Furthermore, the school takes seriously its duty of care to students, employees and visitors to the school.

The first and paramount consideration is the welfare of the children in our care. The second is the welfare and protection of the adults who look after them.

Staff will be trained to look after students in their care and aim to focus on de-escalation techniques wherever possible. If a member of staff ever needs to intervene physically, they will follow the Trust's Positive Handling Policy.

Parents / Carers

We recognise that school works best in collaboration with parents and carers. If necessary, regular contact should be maintained as a way of celebrating the positive as well as keeping parents informed about inappropriate behaviour.

If significant or repeatedly inappropriate behaviours are evident, parents will be kept informed. Parents are encouraged to let school know if there are any circumstances that might affect the emotions or behaviours of children at school.

Associated Policies

This policy should also be read alongside the Exclusions Policy, the Health and Safety Policy, the SEND Policy, the Home / School Agreement, the Anti-Bullying Policy, the Positive Handling Policy and the Safeguarding and Child Protection Policy.



Appendix 1

Establish your Expectations: Agreed Ogbourne whole-school expectations

'What you permit, you promote.'

Signal, Pause, Insist

- Silence on 5 fingers – insist that everyone is silent, pencil down and looking up by 0 in countdown.

Lining Up

- Walk quietly to lines on 2nd whistle (Stand still after 1st whistle)
- Silence in the playground lines

Moving around the school

- Quiet walking around the school (1 adult to wait in cloakroom at end of break)

Cloakrooms

- All water bottles, coats, toys, hats etc to be stored carefully and safely in the cloakrooms.
- All children to be outside at breaktime/ lunchtime, enjoying fresh air and playtime. Lunch / break staff to have a laminated card which gives 'permission' to enter school during break times if a child is completing a job.
- All areas to be kept tidy at all times.

Toilets

- KS1 - use toilet bands – 2 per class to be worn when going to the toilet during class times.
- KS2 should make sure they go to the toilet at break time and lunchtimes.

Uniform expectations

- All children to adhere to uniform policy.
- All children to arrive at school in uniform and change for PE lessons.

General

- Y6 – Sit quietly on the worship benches



Appendix 2

Restorative conversations scripts

<u>Responding to those who have been harmed...</u>	<u>Responding to those with challenging behaviour (KS2)</u>
<ol style="list-style-type: none">1. What happened?2. What were your thoughts?3. How has this affected you?4. What has been the hardest thing?5. What do you think needs to happen now?	<ol style="list-style-type: none">1. Can you tell me what happened? <i>(Neutral third person)</i>2. How were you feeling at the time? <i>(Not here to judge or lay blame)</i>3. Who has been affected by this? <i>(Avoid asking why)</i>4. How do you think they feel now? <i>(Chance to consider empathy)</i>5. How are you feeling now?6. How could you help people feel safer? <i>(Chance to feel listened to)</i>7. What do you think should happen next?

Restorative conversation visual scripts:

[restorative-justice-discussion-cards \(2\).pdf](#)