Olveston CEVC Primary School

Behaviour Policy

Signed (Chair):	Name Justin Garrett	Date: September 2026
Signed (Executive Headteacher):	Name: Lee Dunn	Date: September 2026
Reviewed: Finance committee Ratified: Full Governing Body	Next Review: September 2027	

Changes in policy
New Policy – September 2024
September 2025 – Learning engagement update
September 2026 – Adjustment in language to reflect changes in KCSIE 2026

Ephesians 3:17-19 *That Christ may dwell in your hearts through faith, as you are being rooted and grounded in love. I pray that you may have the power to comprehend, with all the saints, what is the breadth and length and height and depth, and to know the love of Christ that surpasses knowledge, so that you may be filled with all the fullness of God.*

The vision of the school, along with the values and attributes we seek to instil, form the foundation and the rationale behind our decisions, policies, and procedures as we strive to inspire the hearts and minds of all who work and learn in our school community in order for each individual to thrive and flourish. This policy has been developed to support our vision that all that we do is 'Rooted in Love'

Equality Impact Assessment (EqIA)

This policy has been assessed with regard to its impact on equalities issues. The equality impact assessment has been conducted by the Head teacher and focused on race, gender, disability, age, sexual orientation, gender identity and religion/belief. Community Cohesion has also formed part of the impact assessment work in order to ensure respect for diversity, alongside a commitment to common and shared bonds.

EqIA outcomes

"You can be strict without being nasty, maintain boundaries without cruelty and correct children without aggression". **(Paul Dix, Pivotal Education)**

Rooted in our vision and values, Olveston CEVC Primary School is committed to promoting an inclusive and anti-discriminatory culture where all members of the school community are treated with dignity and respect. Racism, faith-based prejudice, sexism, homophobia and other discriminatory behaviours are actively challenged and addressed through education, reflection and restorative practice.

Olveston CEVC Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

The policy and procedures are research informed and have taken from the work of Paul Dix and The EEF Report, 2021.
https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour

The school has 3 simple rules **'Be Ready, Be Respectful and Be Safe'** which can be applied to a variety of situations and are taught and modelled explicitly.

We also understand that for some children following our behaviour expectations are beyond their developmental level. In this case, these children will have bespoke positive behaviour plans which may include rewards to reinforce positive behaviour.

Aim of the policy

- To create a culture of exceptionally good behaviour: for learning, for community for life.
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To refuse to give learners attention and importance for poor conduct.
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care, good humour, good temper, obedience and empathy for others.
- To promote community cohesion through improved relationships.
- To ensure that excellent behaviour is a minimum expectation for all.

Purpose of the policy

To provide simple, practical procedures for staff and learners that:

- Recognise behavioural norms
- Positively reinforces behavioural norms
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive interventions

O.U.R Curriculum

OUR curriculum (Olveston's Unique Response) has been developed to ensure that children not only develop academically but also spiritually. To this end, all of our themes start with the child and what they know developing into a deeper and broader understanding of local, national and global perspectives. Every theme is carefully planned building on prior knowledge and understanding (metacognition).

In a world of great cultural and faith diversity we want our children to understand and celebrate similarities and difference. Our goal is that children leave us with 'the roots of responsibility and the wings of independence' - they will be empowered to live their own lives and have resilience to face a rapidly changing world.

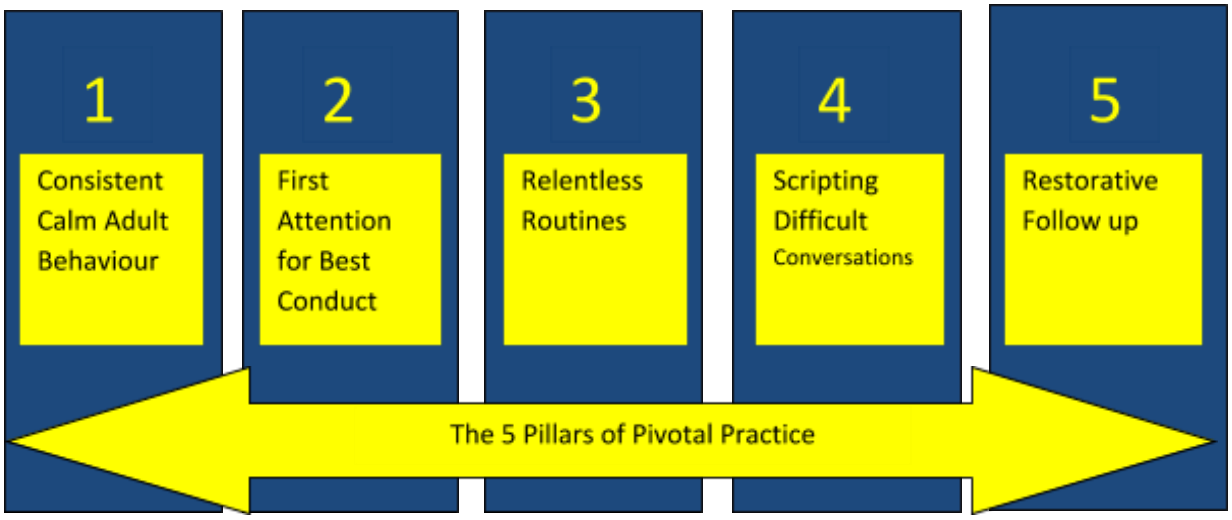
OUR curriculum helps our children to develop the skills and knowledge they need for their future lives as moral citizens. OUR curriculum helps foster the positive behaviours that this policy seeks to underpin.

Throughout OUR curriculum runs OUR Golden Threads. These threads not only help provide a robust and connected curriculum they also reinforce our six core values. These threads help to create a curriculum that empowers the children to thrive.

	Thread 1	Developing Character
	Thread 2	Sustainability
	Thread 3	Diversity and Justice
	Thread 4	Spiritual and Moral Growth

More information about how OUR curriculum helps foster children's positive behaviours can be found on the school website.

Our Behaviour Policy is based on the **Five Pillars of Pivotal practice**



Adult Behaviours *"When the adults change, everything changes"* (Pivotal Education)

Expectations of Adults

Consistent adult behaviour will lead to pupils consistently conforming to our expectations.

We expect every adult to:

1. Meet and greet at the door.

2. Refer to 'Ready, Respectful, Safe'.

3. Model positive behaviours and build relationships.

4. Plan lessons that engage, challenge and meet the needs of all learners.

5. Use recognition mechanism throughout every lesson (verbal praise, house points, gems)
6. Be calm and give 'take up time' when going through the steps. Prevent before sanctions.
7. Follow up every time, retain ownership and engage in reflective dialogue with learners.
8. Never ignore or walk past learners who are behaving badly.
9. RIP and PiP - PiP – Praising in Public and RiP – Reprimanding in Private.

Leaders will:
• Take time to welcome learners at the start of the day.
• Be a visible presence around the site and especially at transition times.
• Celebrate staff, leaders and learners whose effort goes above and beyond expectations.
• Regularly share good practice.
• Use behaviour data (recorded on CPOMS) to target and assess school wide behaviour policy and practice.

- Support staff in returning learners to learning by supporting reparation meetings and supporting staff in conversations.
- Regularly review provision for learners who fall beyond the range of written policies.

Olveston children want adults to:

- ✓ Help them learn and feel confident
- ✓ Be just and fair
- ✓ Have a sense of humour
- ✓ Treat them with love and respect
- ✓ Listen
- ✓ Understand
- ✓ Be kind
- ✓ Keep them safe
- ✓ Smile
- ✓ Give them a 'fresh start'

Recognition and rewards for effort

We recognise and reward learners who go '**over and above'** our standards. Our staff understand that the use of praise in developing a positive atmosphere in the classroom cannot be underestimated and a quiet word of personal praise can be as effective as a larger, more public reward. It is the key to developing positive relationships, including with those learners who are hardest to reach. Our approach to recognition and reward is designed so that children become increasing intrinsically motivate to do the 'right thing' and develop a sense of good character.

Individual recognition

Each class completes a class charter at the start of each year. The class charter helps break down what being ready, respectful and safe means. When children demonstrate these behaviours, and other positive learning behaviours, they will receive house points. In KS1, these learning behaviours are referred to as 'Gem Powers.'

In addition to house points, positive recognition can include positive messages home for behaviour that is '**over and above.'** This may take the form of a positive note home, a phone call or a face-to-face chat.

Head teacher awards are given when a child demonstrates the school values. These are presented during a weekly celebration assembly.

Positive lunch time behaviours are celebrated through the issuing of house points and, where behaviour is exceptional, children are given the best seat in the house. This gives children the chance to join the year six class on the bench during worship. This is decided by the lunch time supervisors.

Collective recognition
House points are collected from across the classes and combined into houses to create a total for each house. At the end of each long term, there will be a celebration of the house with the highest number of points. At the end of the academic year, the three totals will be combined to create house champions.

Class rewards will be achieved through collective 'above and beyond' moments. These whole class actions link to the class charters, values and behaviour expectations. These moments will be identified to the children by given a class token (represented by the class bird). Once a class collects 10 class rewards birds, they will have a class treat. There is the opportunity for a class to receive three of these class treats a year.

Managing Behaviour
Engagement with learning is always our primary aim at Olveston CEVC Primary School. For the vast majority of our learners a gentle reminder is all that is needed. Although there are some occasions when it is necessary for a child to leave their classroom for a short period of time, however steps should always be gone through with care and consideration, taking individual needs into account where necessary. Praise the behaviour you want to see. All learners must be given 'take up time' in between steps. It is not possible to leap or accelerate steps for repeated low-level disruption.

Engagement in Learning

All children are expected to engage with their learning. There are times, however, when a child may not be able access a task, and this can occur for a variety of reasons, including being dysregulated, or because the task is not accessible and requires adaptation.

It is the responsibility of teachers to identify the reasons for a child's lack of engagement and take appropriate action. While some 'off task' behaviours may be a conscious choice, it is important to first consider potential barriers to learning and provide suitable support.
Interventions may include:

- Adapting tasks to meet individual needs
- Providing additional support within the classroom
- Informing parents of ongoing engagement issues
- Ensuring completion of tasks, either at another time in the school day* (this may be part of a break / lunch time) or at home.

The aim of these measures is to promote the importance engagement, support positive learning behaviours, and ensure that all children can access the curriculum effectively.

**if a break or lunch time is used children must be given a sufficient break from the classroom.*

Practical steps in managing and modifying poor behaviour
Learners are held responsible for their behaviour. Staff will deal with behaviour without delegating. Staff will use the steps in behaviour for dealing with poor conduct. It is the aim that most behaviour does not require steps 3-5.

Sanctions steps

Steps	**Actions**
1) Redirection /Reminder	Gentle encouragement, a 'nudge' in the right direction. A reminder of our three simple rules - **Ready, Respectful, Safe** delivered privately wherever possible. Repeat reminders if necessary. De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage. Praise will be given if the learner is able to model good behaviour as a result of the reminder.
2) Caution	A clear verbal warning delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue. The learner has a choice to do the right thing. Learners will be reminded of their good previous good conduct to prove that they can make good choices. "stop, think, ……..make the right choice" "think carefully about your next step"
3) Last Chance (5 minutes after class for restorative conversation/10 minutes in reflection time)	Speak to the pupil privately and give them a final opportunity to engage. **Use the 30 second scripted intervention** **I have noticed that** you are...(having trouble getting started, wandering around etc.) right now. **At Olveston, we**… (refer to the 3 school rules – ready, respectful & safe) **Because of that you need to...** (refer to action to support behaviour e.g. moving to another table, complete learning at another time) **See me for** 5 minutes after class/during break **Do you remember yesterday/last week when you**... (refer to previous positive behaviour)? **That is what I need to see today...**

	Thank you for listening... then give the child some '**take up' time**.
4 – Reflection time	If the warning is not heeded and the behaviour continues then the child must spend time to reflect, this will be through the use of a reflection sheet. This will be completed in their own classroom or in communal space outside of their classroom. If a child completes a reflection sheet his must be recorded on CPOMS. Children will be expected to have a reflective dialogue. This will be completed once it is felt a child is suitably regulated. For serious breaches at lunch times, the pupil will be expected to stay inside with an adult for the remainder of the lunch break.
5) Repair Restorative Conversation	5 questions is usually enough from the following: • What happened? • What were you thinking at the time? • What have you thought since? • How did this make people feel? • Who has been affected? • How have they been affected? • What should we do to put things right? • How can we do things differently in the future?

Cooling Off When a child is heightened and behaviour is impulse driven	Cool Off might be a short time away from the classroom with another class/ TA/ calm space. It is time allowed to calm down, breathe, look at the situation from a different perspective and compose themselves. It is to support a child to regulate.

Consequences Communication with parent/ carer A formal meeting with SLT and parents/carers. Exclusion	If a child has two incidents in a week requiring reflection the class teacher must inform parents. This must be recorded on CPOMS. If a child has three or more incidents in a week (or regular incidents) requiring reflection a meeting with SLT and parents/carers will be arranged. This must be recorded on CPOMS. Children who regularly receive more than 3 reflections in a week will have weekly monitoring meetings (during lunchtime) to discuss their behaviour. A serious breach may lead to a fixed term exclusion.

Serious incidents

Depending on the age of the children these incidents will be dealt with at the discretion of the school staff. All serious behaviour matters must be referred immediately to the Headteacher or SLT.

Such incidents could include:

- Fighting
- All forms of bullying
- Racist, faith-based, sexist, homophobic, misogynistic or other discriminatory behaviour, including incidents involving protected characteristics.
- Developmentally inappropriate name calling
- Using abusive/offensive language
- Physically striking adults or other children.
- Verbally abusing another pupil or adult.
- Incidents related to the protected characteristics.

Some behaviour incidents may also constitute safeguarding concerns. Where this is the case, incidents will be managed in accordance with the school's Child Protection and Safeguarding Policy and may require involvement of the Designated Safeguarding Lead.

Exclusions Fixed Term Exclusions

At Olveston CEVC Primary we believe that, in general, exclusions are not an effective means of moving behaviour forward. However, in order for children to achieve their maximum academic potential in the school they must feel safe from physical and verbal aggression and disruption. If a child seriously breaches the school's behaviour policy and if the pupil remaining in school would seriously harm the education or welfare of the pupil or others in the school, the Headteacher may take the decision to exclude for a fixed period. If this decision is taken, work will be set for the pupil to complete at home. Following fixed-term exclusion the pupil and parents meet the Headteacher to discuss the pupil's reintegration to school and the best way forward to support the child. Each day is

a new day and where a child has transgressed it is expected that they will be welcomed and treated without any resentment when they return.

Permanent Exclusion

The Secretary of State for Education feels that permanent exclusion should be seen as a last resort and that a school should be able to show that it has taken all reasonable steps to avoid exclusion (See Exclusion Regulations). The governors of Olveston CEVC Primary School agree with this stance and all policies and procedures are in place to support inclusion of all pupils.

Permanent exclusion should only occur when a risk assessment indicates that to allow the child to remain in school would be seriously detrimental to the education or welfare of the pupil concerned, or to other pupils at the school. (See exclusion policy)

Restorative Practice

Olveston CEVC Primary School uses **Restorative Practice** to promote good behaviour and resolve unacceptable behaviour in a fair and consistent way. Restorative approaches are based on four key features:

RESPECT: for everyone by listening to other opinions and learning to value them

RESPONSIBILITY: taking responsibility for your own actions

REPAIR: developing the skills within our school community so that its individual members have the necessary skills to identify solutions that repair harm and ensure behaviours are not repeated

RE-INTEGRATION: working through a structured, supportive process that aims to solve the problem and allows young people to remain in education.

The restorative questions are displayed in every classroom (Olveston's Behaviour Blueprint). Any form of humiliation or sarcasm is not acceptable. Every effort will be made to maintain safety and retain all children's access to learning. Efforts will be made to establish the truth of a situation and a 'cooling down' period may be advisable. However, issues must be addressed appropriately and promptly. Decisions regarding consequences must be considered, reasonable and not made on impulse. Where classroom behaviour is disruptive, teachers will apply the procedures from the steps detailed above. (Appendix 2 – Restorative Practice approach at Olveston CEVC Primary)

Children with Social, Emotional and Mental Health needs

Children who exhibit behavioural challenges may need to have a behaviour support programme put in place. For some children it will be necessary to place them on the

SEND list for social, emotional and mental health. The school has a trained senior mental health lead and trained mental health first aider. There may also be the need to seek external advice and support.

In these cases, the Head/SENCo/SLT will be involved, as well as Parents/Carers. Strategies already listed will be used as well as other supportive approaches. This could include reasonable adjustments, such as: Now and next boards, planned breaks, reward charts, adjusted timetables, adult support, wobble cushions, Busy legz.

Many approach will involve simple adjustments to quality first teaching through consideration of a proactive behaviour correction model.

The 4 Correction Model

Use good positioning

1. Non-Verbal • Nodding • Fixed stare • Facial expression • Scanning • Modelling • Break off mid-sentence	**2. Private Individual** • Boys, this is silent working • James, you have not started your work, do you need help? • Go over to the student/s. Private conversation. Always say thank you.
3. Public Anonymous • Year – All eyes on me • Year – I need to see all books closed • Still waiting for 2 students to start work.	**4. Public Named – In front of everyone** • David, books need to be open. • Jane, let me see that pen moving. • BE LIKE THE SAS, Get in quick, don't stay around for an argument.

Always think ----> Be discreet – not obtrusive

Be light not heavy

Don't spotlight poor behaviour

Reasonable Force

At Olveston CEVC Primary School there are key staff trained in Team-teach. This is a programme designed to help staff to calm children and de-escalate difficult situations. It also trains staff to hold children safely if it becomes necessary. This would only be done for safety reasons and for the shortest time possible. Staff only intervene physically to restrain children in order to prevent injury to a child, or if a child is in danger of hurting him/herself or others. Should this occasion arise children and staff will be given time to reflect and find a different way to deal with difficult situations in the future. The actions that we take are in line with government guidelines on the restraint of children. Records are kept and parents or carers are informed.

Appendix 1

BEHAVIOUR BLUEPRINT

READY RESPECTFUL SAFE

ADULT BEHAVIOUR

Calm, consistent and fair

Praise in public
Reprimand in private

Relentlessly bothered

Positive first

Meet and greet with a smile

Recognise the 'above and beyond'

ABOVE AND BEYOND

Personal praise

Notes home

Proud parent chat

Phone call home

Headteachers

Gems

Best seat in the house

STEPPED SANCTIONS

Reprimand in private

Reminder of rules

Catch it early

Warning

Reflection

Restore and repair

Cooling Off - regulate and restore

MICROSCRIPTS

I've noticed that...

You know the school rules; ready, respectful, safe

Can you remember when ... and how that made you feel (past positives)

I expect you to ...

Thank you for listening ...

RESTORE AND REPAIR

What happened?

What were you thinking about at the time?

What have your thoughts been since?

Who has been affected by what you did?

What do you think you need to do to make things right?

ROOTED IN LOVE

Appendix 2: Restorative Practices

Definition

The aim of restorative practices is to develop community and to manage conflict and tensions by repairing harm and building relationships.

Restorative Practices in Schools is about:

- building safer schools
- changing behaviour not punishing
- adults modelling restorative approaches
- finding ways to repair harm
- supporting staff, children and families to use RP to build community

Why use a restorative approach?

- Punishment doesn't meet needs of those who suffered
- May be kudos or 'street cred' attached to the punishment
- Offenders don't have to face full effects of actions
- Offender may feel isolated and it may be difficult for them to get back into school community, making rule-breaking more attractive
- If problem behaviour persists, child may be pushed down a road of exclusion and marginalisation. They may be removed from school, but remain a problem in the wider community

Restorative Questions 1

To respond to challenging behaviour:

- What happened?
- What were you thinking about at the time?
- What have your thoughts been since?
- Who has been affected by what you did?
- In what way have they been affected?
- What do you think you need to do to make things right?

Restorative Questions 2

To help those harmed by others' actions:

- What did you think when you realised what had happened?
- What have your thoughts been since?
- How has this affected you and others?
- What had been the hardest thing for you?
- What do you need to do to make things right?