

Otterburn Primary School and Nursery



Positive Relationships and Behaviour Policy

Approved by:	Alison Woodcock (Head Teacher) Sarah Mand (Chair of Governors)	Date: October 2026
Last reviewed on:	October 2026	
Next review due by:	October 2027 (or before if needed)	

1. Purpose, ethos and principles

At Otterburn Primary School and Nursery, our vision is for every child to be happy, aim high and achieve their full potential. Positive relationships, high expectations and a safe, nurturing and inclusive environment underpin this ambition. Our shared expectations are Ready, Respectful and Safe.

Our school values are Respect, Courage, Responsibility, Resilience, Communication, Diversity, Democracy, Emotions, Aspirations and Collaboration. These complement the Fundamental British Values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs and our commitment to the United Nations Convention on the Rights of the Child (UNCRC). We recognise that behaviour may communicate unmet needs; responses are fair, consistent, developmentally appropriate and informed by safeguarding and SEND duties.

2. Legislative and Guidance Framework

This policy has been developed with reference to relevant legislation and current Department for Education (DfE) guidance, including:

- Education and Inspections Act 2006
- Equality Act 2010
- Children and Families Act 2014
- Special Educational Needs and Disability Code of Practice: 0 to 25 years
- Keeping Children Safe in Education (September 2026)
- Behaviour in Schools: Advice for Headteachers and School Staff (February 2024)
- Searching, Screening and Confiscation: Guidance for Schools (July 2022)
- Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England, including Pupil Movement (July 2026)
- Restrictive Interventions, including the Use of Reasonable Force, in Schools (effective April 2026)

The school will have regard to any subsequent updates to relevant legislation, statutory guidance and DfE advice when implementing and reviewing this policy.

3. Roles and responsibilities

- Governing board: sets behaviour principles, scrutinises implementation, inclusion and trends, and reviews the policy.
- Headteacher: leads implementation, staff induction, serious incident response, parent liaison and behaviour data review; makes statutory exclusion decisions.
- Teachers: teach and reinforce routines, use agreed responses, communicate with families, and review individual support.
- All staff, including teaching assistants, midday supervisors and volunteers: model expectations, use preventative strategies, follow agreed plans, record and escalate concerns promptly.
- SENCo and DSL: advise on reasonable adjustments, support plans, safeguarding risks and inter-agency support as appropriate.
- Pupils and parents/carers: are supported to understand expectations and contribute to constructive home-school partnership.

4. Behaviour curriculum: Ready, Respectful and Safe

Staff explicitly teach, model, practise and revisit expected behaviour in lessons, transitions, assemblies, dining areas, playgrounds, Forest School, visits and clubs. Expectations include following reasonable instructions, speaking kindly, respecting differences and property, keeping hands and feet safe, seeking help and allowing others to learn. Staff use visual reminders, routines, rehearsal, recognition and reteaching, particularly at transition points and after holidays.

Expectations are taught in age-appropriate ways and rehearsed at the start of the year, after breaks and whenever routines need strengthening. Adults respond consistently while exercising professional judgement; pupils are supported to understand expectations rather than assumed to know them. Adults model calm, respectful language and actively supervise less structured times.

Examples of behaviour that does not meet our expectations include repeated disruption, unkind or discriminatory language, unsafe physical behaviour, deliberate damage to property and refusal to follow reasonable safety instructions. Serious concerns include significant violence or threats, bullying, child-on-child abuse, serious discriminatory incidents, deliberate substantial damage, possession of prohibited items and persistent behaviour that puts safety or learning at risk. Staff consider the child's age, development, circumstances, SEND and any safeguarding concerns; these examples do not form an automatic sanctions tariff.

Class, lunchtime and playground charters are co-developed with pupils and linked to the UNCRC and our school values. Democracy is practised through Pupil Parliament and listening to children's views; the rule of law through clear, fair expectations; individual liberty through supported choices and expression; and mutual respect and tolerance through inclusion, kindness and challenging discrimination. Adults remain responsible for setting and enforcing safe boundaries.

Pupil induction and transition: Expectations are introduced to all pupils in age-appropriate ways when they join the school, including Nursery and Reception and are revisited after holidays and when moving between classes. Children joining mid-year receive additional explanation, modelling and support. Visual prompts, rehearsal and reasonable adjustments are used where needed.

5. Positive recognition

Staff notice and describe positive behaviour, effort, kindness, cooperation and progress. Recognition includes specific verbal feedback, house points and the school's Blossoms and Leaves system. Staff explicitly connect recognition to our school values and Fundamental British Values, including responsibility, courage, respect for difference and participation.

6. Emotional literacy and co-regulation

Nursery and Reception: The Colour Monster

In Nursery and Reception, staff use The Colour Monster story and associated visual resources as a developmentally appropriate approach to emotional literacy. This helps younger children identify, name, understand and communicate their feelings through familiar characters, colours and visual representations. Adults model emotional vocabulary, provide reassurance, co-regulation and practical calming strategies, adapting their responses to children's developmental and communication needs. Emotional check-ins are invitations, not compulsory public disclosures.

Years 1-6: Zones of Regulation

In Years 1-6, staff use Zones of Regulation to build on children's developing emotional awareness and support them in recognising, understanding and managing their emotions. The framework uses four colour-coded zones (blue, green, yellow and red) to help children identify how they are feeling, recognise what they might need and explore strategies to support emotional regulation. Staff explicitly teach and model regulation strategies, encouraging children to develop greater independence over time while providing co-regulation and adult support when needed. No zone is inherently "bad", and children are not sanctioned for experiencing particular emotions.

Consistency and individual needs

Both approaches form part of the school's consistent, whole-school commitment to emotional literacy, positive relationships and self-regulation. Staff recognise that children develop emotional understanding at different rates and adapt their approaches accordingly, including using individual visual resources and strategies identified in

pupils' support plans. These approaches support emotional understanding but do not replace safeguarding procedures, behaviour expectations or individual support. Children are not required to return to a particular colour or zone before receiving care, support or access to learning.

7. Preventative classroom and playground practice

Staff use welcoming relationships, predictable routines, appropriate challenge, active supervision, accessible communication, sensory considerations, clear transitions, calm language and timely help. Adults identify potential triggers and respond early, seeking advice from the class teacher or Headteacher/SENCo where needed. Year 6 Sports Leaders/Active 60 Ambassadors support active, inclusive play under staff supervision. Adults remain responsible for supervision, behaviour incidents and safeguarding.

8. Responding to behaviour: graduated approach

Staff use professional judgement. Steps below describe a typical response to low-level behaviour, not a mandatory ladder or a requirement to delay immediate safeguarding action. A serious incident may move directly to leadership intervention.

8.1 Reminder and redirection

Use a discreet prompt, reteach the expectation, offer a choice or adjustment and check whether the pupil needs support.

8.2 Supported reset

Where helpful, offer brief, supervised time or a calm space to regulate. A pupil is not required to complete a timed punishment while distressed.

8.3 Further support and proportionate consequence

If behaviour persists, seek teacher or leadership support, consider a planned change of activity or supervised location, and apply a reasonable, proportionate consequence where appropriate. Examples include repairing damage, completing missed learning at an appropriate time or temporary restriction of an activity where justified. Do not withhold essential care, food, toilet access or necessary SEND provision.

Consequences are never humiliating, discriminatory or physically punitive. They may include a proportionate loss of a specific privilege, supported repair of damage or disruption or an agreed supervised change of activity. The adult explains the reason, checks understanding, and enables the pupil to return to learning promptly. Staff consider age, SEND, disability, health, circumstances and reasonable adjustments before deciding a consequence. Removal from a classroom, where necessary, is supervised, time-limited, recorded, reviewed and not used as an informal exclusion.

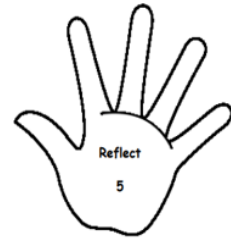
8.4 Restorative conversation

When the pupil is ready, an adult may use the Reflective Conversation Record and visual prompts in Appendices 1 and 2 to explore what happened, impact, repair and next steps. These are flexible resources, not compulsory worksheets or substitutes for consequences.

Reflective conversation: visual support

The Reflect 5 hand is a familiar visual reminder of restorative reflection. Staff use the six prompts below flexibly, supported by the recording sheet and Widgit symbols in Appendices 1 and 2. The prompts are not a compulsory sequence or written sanction.

1. **What happened?**
2. **What were you thinking or feeling?**
3. **Who has been affected?**
4. **What needs to happen to put it right?**
5. **How do you feel now?**
6. Next time I could ...



For children who are not ready to reflect, adults prioritise co-regulation and return to the conversation later. Children may respond through speech, pointing, drawing, symbols or other communication methods.

8.5 Persistent or serious concerns

Notify the Headteacher and parents/carers as appropriate; record significant incidents on CPOMS; consider safeguarding, SEND, risk assessment, behaviour support planning and external advice.

Supporting pupils after an incident or consequence: Staff help pupils return positively to learning through a calm check-in, reassurance, reteaching expectations, appropriate repair and review of support. Where needed, the class teacher and SENCo agree adjustments and follow-up with parents/carers. Restorative work does not replace safeguarding procedures or proportionate consequences.

8.6 Joint review

Where concerns continue, meet with parents/carers and relevant staff to agree adjustments, responsibilities, review dates and measurable next steps.

A restorative conversation must never require a child to apologise, disclose feelings publicly or meet an affected pupil against their wishes. Serious harm or allegations must be addressed through safeguarding procedures. Restorative reflection supports our school values of Respect, Responsibility, Communication and Collaboration, alongside mutual respect and the rule of law.

9. Playground Charter

Our Pupil Parliament have created a Playground Charter to promote fairness, inclusion and enjoyment during playtimes. It reflects children's rights, our school values and Fundamental British Values, particularly democracy, individual liberty, the rule of law and mutual respect.

Our Playground Charter

- Everyone plays fairly and has fun. (UNCRC Article 31 - right to play)
- Everyone can join in. (UNCRC Article 2 - non-discrimination)
- Everyone listens to and respects others' views. (UNCRC Article 12 - respect for children's views)
- Everyone uses kind words and treats others with respect. (Our values: Respect and Communication; Fundamental British Value: mutual respect)
- Everyone looks after our playground and equipment. (Our school value: Responsibility)

Where classroom removal is used as a disciplinary response to serious behaviour, rather than a voluntary supported reset, it must be authorised or overseen by the Headteacher, supervised by a suitable adult, recorded with the reason and duration, and kept as brief as possible. The pupil should continue to access meaningful education where appropriate, and staff must plan reintegration. Parents/carers are informed promptly, normally the same day.

Repeated removal prompts review of support, reasonable adjustments and possible unmet needs. Any restriction on a pupil leaving a space must be considered under the separate Restrictive Interventions Policy.

Our Year 6 Sports Leaders/Active 60 Ambassadors have completed training to support active and inclusive playtimes. Under the supervision of school staff, they help organise activities, encourage participation, promote teamwork and fair play, and act as positive role models for younger pupils. Adults retain responsibility for supervision, behaviour incidents and safeguarding.

10. Calm spaces, removal and seclusion

A voluntary, supervised calm space used for co-regulation is different from seclusion. Staff must not use isolation or seclusion as punishment. If a pupil is prevented from leaving a location, or reasonably believes they cannot leave, this may constitute seclusion and the September 2026 Restrictive Interventions Policy must be followed, including necessity, supervision, recording and reporting. Any removal from a classroom must be supervised, proportionate, time-limited, recorded where significant and planned to support successful reintegration.

11. SEND, disability, trauma and individual support

The school maintains high expectations for every child and fulfils its duty to make reasonable adjustments for disabled pupils. Staff consider developmental stage, communication, sensory processing, neurodivergence, medical needs, trauma and other barriers. Where needed, the SENCo coordinates individual behaviour support plans and risk assessments, with pupil and family input and relevant professional advice. Plans identify triggers, preventative adjustments, communication methods, co-regulation, responses to risk and review arrangements. Staff who work with a child must understand relevant provisions, subject to confidentiality.

Individual support strategies and resources

Where a pupil has an individual support file (e.g. black folder), staff working with that pupil should familiarise themselves with the relevant information and refer to the agreed strategies. These may include identified triggers, preventative approaches, communication supports, emotional regulation strategies and appropriate responses to behaviour.

Resources may include “I need a break” cards, Stop-Opt-Go traffic light prompts, red and green “I’m OK/I need help” cards, volume scales, visual flowcharts and other personalised tools. Staff should encourage and remind pupils to use these resources where appropriate to help them communicate their needs and develop self-regulation skills.

The use of these strategies should reflect each pupil’s needs and circumstances. For example, requests to use an “I need a break” card should be considered sensitively, with the teacher exercising professional judgement about timing, supervision and safety. Agreed reasonable adjustments and essential support must not be withheld as a consequence. Strategies should be reviewed with the pupil, relevant staff and parents/carers, with SENCo involvement as appropriate.

Persistent or escalating behaviour prompts consideration of unmet needs and the effectiveness of provision, rather than repetition of an ineffective response. A child does not need a formal diagnosis before reasonable support is considered.

Pupils and parents/carers can report bullying or discriminatory behaviour to any trusted member of staff, including the class teacher or Headteacher. Staff listen, record concerns, inform the DSL where safeguarding may be involved, investigate proportionately, support affected pupils and follow up to check that harmful behaviour has stopped. The school considers incidents outside school or online where they affect pupil safety or school life. Serious child-on-child harm is managed through safeguarding procedures rather than restorative conversations alone.

Where behaviour persists, the class teacher and SENCo consider patterns, possible functions and triggers, pupil and parent views, adjustments, external advice and whether a graduated assess-plan-do-review response is

required. Staff are briefed on relevant individual plans on a need-to-know basis. A disability-related behaviour response must not bypass consideration of reasonable adjustments.

12. Bullying, discrimination and safeguarding

Bullying, prejudice-based incidents, discriminatory language, harassment, sexual harassment, sexual violence, online harm and child-on-child abuse are taken seriously. Staff intervene promptly, protect pupils, record and escalate concerns under safeguarding procedures, and provide appropriate support. This reinforces our values of Diversity and Respect and the Fundamental British Values of mutual respect and tolerance of different faiths and beliefs.

The school distinguishes bullying from isolated conflict while taking both seriously. Staff respond promptly, support affected pupils, record and investigate concerns, address discriminatory behaviour and review whether interventions have stopped recurrence. Reports involving sexual violence or harassment are not managed solely through peer mediation or restorative meetings; safeguarding procedures and the DSL take precedence. Allegations against adults follow the applicable allegations and low-level concerns procedures.

13. Serious incidents and restrictive interventions

Staff prioritise safety and use prevention and de-escalation wherever possible. The school's separate Restrictive Interventions Policy (reviewed September 2026) governs reasonable force, restraint and seclusion, including legal thresholds, staff training, risk assessments, welfare checks, CPOMS recording, parent/carer reporting, post-incident review and oversight. Physical intervention must never be used as punishment. All staff must know how to summon assistance and escalate incidents.

Following an incident, the school supports the wellbeing of pupils and staff, considers the views of those affected, reviews antecedents and adjustments, and updates plans as required. Reflective conversations may be offered only when appropriate and safe.

Mobile phones and connected devices: Pupils should not use personal phones or smart devices during the school day unless the Headteacher has agreed an exception, for example for a medical, disability-related or safeguarding reason. Any device brought to school must follow the school's agreed arrangements. Staff respond proportionately to misuse and follow safeguarding and searching guidance where relevant. Arrangements for school visits and residential activities are communicated separately.

14. Searching, confiscation and prohibited items

The Headteacher and authorised staff act in accordance with current DfE searching, screening and confiscation guidance. Searches must be lawful, proportionate, sensitive to SEND and safeguarding needs, and recorded in line with the Restrictive Interventions Policy, which requires all searches to be recorded on CPOMS. Force must not be used to search solely for an item banned by school rules rather than a statutory prohibited item.

The school does not undertake searches as a routine behaviour consequence. Staff consider safeguarding, dignity, privacy, age, SEND and the statutory restrictions on who may search, what may be searched for and when force is permitted. Parents are informed and records are made in line with the school's Restrictive Interventions Policy and current searching guidance.

15. Conduct beyond the school gate and online

The school may respond proportionately to behaviour outside school where legally permitted, including on visits, while travelling to or from school, or online conduct affecting pupils' welfare, school order or the school community. Safeguarding concerns are referred to the DSL and parents/carers are informed as appropriate. Staff consider evidence, context and reasonable adjustments before deciding on action.

16. Suspension and permanent exclusion

Staff training and induction: All staff, including teaching assistants and lunchtime staff, receive appropriate induction and reminders on Ready, Respectful and Safe, de-escalation, SEND adjustments, safeguarding escalation, incident recording and the linked Restrictive Interventions Policy. Leaders review training needs following incidents, policy changes and monitoring.

Only the Headteacher may suspend or permanently exclude a pupil, following the current statutory guidance and lawful procedures. These are serious measures, considered case by case with attention to SEND, disability, safeguarding and alternatives. Informal or unofficial exclusions are not permitted. The school will follow required notification, education, reintegration and governing board review arrangements.

Suspension and exclusion are not substitutes for reasonable adjustments, early support or safeguarding action. The Headteacher considers relevant circumstances, statutory notification duties, education during suspension and reintegration arrangements. The school does not send pupils home to cool off informally or use part-time timetables as a disciplinary sanction.

17. Communication, recording and monitoring

Staff communicate positively with families and notify them of serious or repeated incidents in a timely way. Significant behaviour, bullying, safeguarding and restrictive intervention incidents are recorded on CPOMS using factual, objective language, with actions and follow-up documented. Restrictive intervention recording and reporting follows the separate policy, including its same-day recording expectations and parent reporting procedures.

Recording routes: everyday minor behaviour is addressed through agreed classroom practice; repeated, serious, discriminatory or bullying incidents are recorded in the school's designated system (CPOMS where applicable) and referred to the class teacher/Headteacher. Any safeguarding concern is reported promptly to the DSL and recorded through safeguarding procedures. All restraint, seclusion and significant force incidents follow the separate Restrictive Interventions Policy, including same-day recording and parent reporting arrangements. Staff record facts, antecedents, actions, impact, pupil voice where possible, and follow-up; confidentiality is maintained.

The Headteacher and SENCo review patterns, repeat incidents, settings, times, triggers, protected characteristics where appropriate, adjustments and the impact of interventions. The governing board receives proportionate, anonymised information to evaluate safety, consistency, inclusion and improvement. Staff training, induction and regular briefings reinforce shared practice.

Monitoring includes pupil, parent and staff feedback, supervision of playtimes and transitions, attendance and exclusion information, repeat incidents and evidence that responses are improving safety and access to learning. Leaders share proportionate, anonymised trends and actions with governors, review disproportionate impact and ensure staff training and individual plans are updated. The policy is evaluated against practice, not solely the number of incidents.

18. Policy review and linked documents

The policy will be reviewed annually and earlier when statutory guidance or school circumstances change. Leaders review whether practice helps every child to be happy, aim high and achieve their full potential

Staff must know where to access this policy and individual support plans relevant to their role. The Headteacher checks understanding during induction, staff briefings and monitoring. The governing board records approval and review dates and challenges leaders about consistency, pupil safety, inclusion and outcomes.

19. Reference Guidance

This policy has been informed by the following Department for Education (DfE) statutory guidance, departmental advice and Ofsted inspection publications.

Department for Education

- [Behaviour in Schools: Advice for Headteachers and School Staff](#)
- [Restrictive Interventions, including the Use of Reasonable Force, in Schools](#)
- [Searching, Screening and Confiscation: Advice for Schools](#)
- [Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England, including Pupil Movement](#)
- [Keeping Children Safe in Education](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice: 0 to 25 Years](#)
- [Preventing and Tackling Bullying](#)
- [Improving Behaviour in Schools: Guidance and Resources](#)

Ofsted

- [Education Inspection Framework](#)
- [School Inspection Toolkit, Operating Guides and Information](#)

The school will refer to the latest applicable versions of these publications when implementing and reviewing this policy.

Original school Widgit resource reproduced as supplied. Use flexibly with adult support; not a compulsory written sanction.

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Appendix 2 – Reflective Conversation Prompts

Original school Widgit resource reproduced as supplied. Use flexibly with adult support; not a compulsory written sanction.

Reflective Conversation Prompts

broke something	scribbled on something	hurt an adult	hurt a child	was unsafe
took my clothes off	What happened?			wasn't respectful
swore at someone				wasn't ready
didn't listen to instructions	threw something	ran off	tore my work	something different

worried	fidgety	confused	angry	sad
anxious	What were you thinking or feeling?			excited
giggly				distracted
silly	fizzy	anxious	scared	something different

me	a friend	a teacher	an MDS	my class
my mum	Who has been affected?			other children
my dad				group
my family	people in the community	animals	my carer	someone else

write it down	write a letter	talk with someone	say sorry to someone	fix something
have thinking time	What needs to happen to put it right?			tidy up
make a change				clean something
make a plan	practice	finish my work	get dressed	something different

sad	sorry	guilty	ashamed	scared
fizzy	How do you feel now?			worried
hungry				unsure
tired	calm	better	okay	something different

talk to a trusted adult	ask to go outside	go to my calm space	go to the regulation station	get a fiddle toy
count to 10	Next time I could...			use an ALD
walk away				tell someone how I feel
play with someone else	ask for help	make a change	take deep breaths	something different

Appendix 3 – Draft Written Statement of Behaviour Principles for Governing Board Consideration

This proposed statement is provided for the governing board to review, consult on as required and adopt separately. It must not be described as approved until the board has agreed it.

- Every child and adult has the right to feel safe, respected and included in school. Discrimination, bullying, harassment and child-on-child abuse are not tolerated.
- The school's vision is for every child to be happy, aim high and achieve their full potential. Its values and expectations of Ready, Respectful and Safe guide daily behaviour.
- High expectations, explicitly taught routines, positive relationships and proportionate responses support a calm, purposeful learning environment.
- Behaviour responses must be fair, lawful, consistent and sensitive to age, development, disability, SEND, medical needs, safeguarding and individual circumstances. Reasonable adjustments are made where required.
- Pupils are listened to and supported to understand the impact of their actions, repair harm where appropriate and return positively to learning.
- Staff use prevention and de-escalation wherever possible. Restrictive interventions are governed by the school's separate policy and must never be punitive.
- Parents/carers and pupils are involved appropriately in promoting positive behaviour. Leaders monitor patterns, impact and any disproportionate outcomes and report to governors.

Governing board approval date: October 2026

Review date: October 2027