

Otterburn Primary School and Nursery



Positive Relationships and Behaviour Policy

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1. Introduction and Aims

At Otterburn Primary School and Nursery we believe that good behaviour underpins effective teaching and learning. We foster a community where everyone is Ready to learn, Respectful and Safe. Our ethos is rooted in kindness, pride, belonging and achievement and we recognise that positive relationships are an essential feature and outcome of the educational process.

This updated policy reflects Otterburn Primary School and Nursery's commitment to moving from a traditional behaviour and discipline approach towards a Positive Relationships Policy. The focus is on fostering respect, kindness and responsibility through restorative practice and the Reflect 5 process rather than relying primarily on sanctions. This shift is guided by the principles of the United Nations Convention on the Rights of the Child (UNCRC) and reflects our aspirations to become a Rights Respecting School, ensuring that children's rights and voices are central to the way we build a safe, inclusive and supportive school community.

The Zones of Regulation framework is also an integral part of our approach. It provides children with the language, understanding and strategies to recognise and regulate their emotions, supporting them to manage feelings and behaviour in a positive way. Through the Zones pupils learn to identify which "zone" they are in - Blue, Green, Yellow or Red - and use appropriate strategies to return to a state where they are Ready, Respectful and Safe. Staff model the use of the Zones across school life, promoting emotional literacy, empathy and self-regulation as key skills for learning and for life.

This policy aims to:

- Create an environment which encourages and reinforces good behaviour.
- Define acceptable standards of behaviour linked to Ready, Respectful and Safe.
- Encourage consistency of response to both positive and negative behaviour.
- Promote self-esteem, self-discipline and positive relationships embedding the principles of the UNCRC.
- Support emotional regulation and wellbeing through the consistent use of the Zones of Regulation framework.
- Ensure that the school's expectations and strategies are widely known and understood.
- Encourage the involvement of both home and school in the implementation of this policy.

2. Standards of Behaviour

In our school we promote standards of behaviour based on honesty, respect, consideration and responsibility. These are underpinned by our core values of Respect, Courage, Responsibility, Resilience, Communication, Diversity, Democracy, Emotions, Aspirations and Collaboration.

Children bring to school a wide variety of behaviour patterns and we work together to set high expectations that reflect our ethos and commitment to creating a positive and inclusive learning community.

Our values align closely with the Fundamental British Values of Democracy, the Rule of Law, Individual Liberty, Mutual Respect and Tolerance of Those of Different Faiths and Beliefs. We actively promote these values through our curriculum, assemblies and daily interactions. They help our children understand their rights and responsibilities, make informed choices and develop into respectful, responsible citizens who contribute positively to life in modern Britain.

By embedding both our school and British values into everyday school life we aim to foster a culture where all members of our community feel valued, supported and inspired to achieve their best.

3. School Ethos and Vision

At Otterburn Primary School & Nursery, we are a Rights Respecting School where children's rights are at the heart of everything we do. We aim to create a happy, caring and inclusive environment where every child feels valued, respected and encouraged to succeed.

Our vision is for all pupils to be happy, aim high, and achieve their full potential. We nurture curiosity, confidence and kindness, helping children to develop a love of learning and to become compassionate, responsible members of their community and the wider world.

4. Classroom Management

At Otterburn Primary School & Nursery, we recognise that effective classroom management and high-quality teaching have a direct impact on children's behaviour and attitudes to learning. Our teachers create safe, respectful and stimulating environments where every pupil feels valued and motivated to learn. Children are encouraged to participate actively, embrace challenges and take pride in their achievements.

Positive relationships between staff and pupils are built on fairness, respect and care. Clear routines, consistent expectations and supportive guidance help children make positive choices and develop self-control.

Our classrooms use elements of the **Zones of Regulation** approach - a framework designed to help children understand and manage their feelings, emotions and behaviours. Visual tools and displays support this, including:

- **Toolboxes and pockets** with strategies and ideas for calming down or resolving problems.
- **Zones of Regulation displays**, where children identify how they are feeling using colour-coded prompts and reflect on strategies to move between zones when needed.
- **Peg or picture charts** that allow pupils to show which zone they are in and seek support if needed.

We also encourage children to practise daily gratitude through our "One thing to be thankful for" reflection, helping to build a positive mindset and promote emotional wellbeing.

5. Rules and Procedures

School and class charters are co-created between pupils and staff each year, revisited regularly and displayed around school. They link directly to the UNCRC and ensure that expectations are positively stated, consistently applied and encourage responsibility.

6. Rewards and Recognition

At Otterburn Primary School & Nursery, our emphasis is on recognising and rewarding positive behaviour. We believe that celebrating success and effort encourages children to make positive choices and take pride in their learning and conduct.

Praise, both public and private, is given to individuals and groups to highlight achievements and reinforce our school values. House points are awarded for effort, good work, respectful behaviour and politeness, helping to build teamwork and a sense of belonging.

We also celebrate our school values through our Blossoms and Leaves system.

- **Blossoms** are given by adults to recognise when children demonstrate our core values in their actions and attitudes.
- **Leaves** are given by children to one another to celebrate kindness, respect and positive behaviour they notice among their peers.

All Blossoms and Leaves are displayed proudly on our **school tree**, creating a growing, visual celebration of the care, effort and positive values shown across our school community.

7. Sanctions (Reflect 5)

Most children behave respectfully and sensibly in school, listening and following instructions in the classroom and playing cooperatively in the playground. However, some children may find it difficult to manage their behaviour, which can disrupt their own learning and that of others. Such behaviour may also cause distress or upset.

Reflect 5 conversations are an effective way to address a range of conflicts between children, both in class and in the playground. When children have calmed down and feel ready, they meet with an adult to answer five simple questions. We use these conversations as often as possible to give children the opportunity to reflect on their actions and find positive resolutions. Our aim is to provide targeted support that helps each child to stop, reflect and make better choices.

Children are expected to work hard and respect others' right to learn, to keep one another safe at all times and to show respect towards both peers and adults. They have created and agreed to follow their class, lunchtime and playground charters. If a child does not meet these expectations, they will take part in a restorative conversation to help them make better choices about their behaviour and actions.

Step 1 –Signal:

An adult will signal to a pupil to think about what a better choice might be and to consider which zone they are in. Teachers may use the traffic light symbol as a way of encouraging children to 'stop and think'.

Step 2 – Quiet Reflection (up to 5 minutes):

The pupil uses a designated quiet reflection space within the classroom to calm down and think about how to make a better choice.

Step 3 – Time to Reflect Separately:

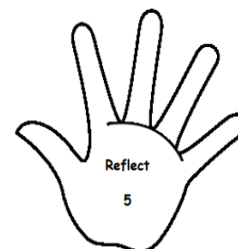
If a pupil continues to make the wrong choice, they will move to a separate area to reflect. This provides time to calm down and work out the right choice before re-joining the lesson ready to learn.

Step 4 – Restorative 5-Question Conversation:

The pupil takes part in a Reflect 5 conversation with an adult, when regulated and ready.

Reflect 5 Questions:

1. What happened?
2. How did you feel when it happened?
3. How do you feel now about what has happened?
4. Who else has been affected by this?
5. How can we make it better?



Step 5 – Persistent or Serious Incidents:

If unacceptable behaviour continues or is serious, the class teacher will seek additional support. Parents and the Head Teacher will be informed. Examples include:

- Physical force
- Verbal or non-verbal abuse
- Refusal to follow safety instructions
- Persistent non-compliance

The Reflect 5 conversation then takes place between the pupil and the Head Teacher. The Head Teacher will contact parents by phone or email if necessary to make them aware of the situation and ask for their support in helping the child meet the school expectations of being ready, respectful and safe.

Step 6 – Parents’ Meeting:

If unacceptable behaviour continues, a meeting will be arranged in school with the Head Teacher and the parents. This joint restorative meeting will focus on discussing the issues, agreeing next steps and identifying ways to move forward together.

This restorative approach supports pupils to take responsibility for their actions, reflect on their behaviour and make positive changes.

8. Communication and Parental Partnership

We place great importance on clear communication and a positive partnership with parents. Parents are expected to support the school’s policy, reinforce expectations at home and engage actively in their child’s learning. Early communication helps maintain consistency between home and school.

9. Playground Charter

Our Pupil Parliament has created a playground charter to promote fairness, inclusion and fun. Playground Squad Leaders support other children, encourage inclusion and help ensure everyone feels safe and happy. To make playtime a positive experience for all, they have developed the following charter, linked to the UNCRC:

Our Playground Charter

- Everyone plays fairly and has fun (Article 31)
- Everyone can join in (Article 2)
- Everyone listens to instructions (Article 12)
- Everyone uses kind words (Article 3)
- Everyone respects our equipment (Article 12)

10. Physical Intervention

The school is committed to maintaining a safe and supportive environment for all pupils and staff. Physical intervention will only ever be used in exceptional circumstances when a pupil is at risk of causing harm to themselves or others.

Only staff who have received appropriate training are authorised to use physical intervention. Any action taken will be a last resort, proportionate to the situation and applied for the shortest time necessary to ensure safety. Staff will always seek to use de-escalation and restorative strategies before considering physical intervention.

Pupils who require this level of support are likely to be included on the school’s SEN register. These agreed approaches will have been shared with and discussed with parents to ensure consistency and understanding between home and school.

All incidents involving physical intervention will be recorded promptly and reported to the Head Teacher. Parents will be informed as soon as possible following any such incident.

11. Monitoring and Review

This policy has been approved by the Governing Board and will be reviewed annually. Training for staff is ongoing and updates are shared regularly to ensure a consistent approach across the school.

Through the implementation of this policy, we aim to promote positive relationships, mutual respect and a safe, supportive learning environment where all pupils can thrive. By working in partnership with parents and carers, we will continue to build a community where everyone feels valued, included and ready to learn.