Otford Primary School

Behaviour Policy
2026-2027

Reviewed and Approved by FGB

Date: Autumn 2026

For review (Annual): Autumn 2027

Otford Primary School
Behaviour Policy

"Why crush behaviours with punishment when you can grow them with kindness?"

Paul Dix author of 'When the adults change, everything changes.'

1. Policy Aims

Otford Primary School is committed to creating a positive, inclusive, and safe learning environment where all children can thrive. We believe that when the adults change, everything changes, and this is why our approach to behaviour is rooted in consistency, positivity, and mutual respect. Our school rules - *Be Ready, Be Respectful, Be Safe* - are central to our expectations of behaviour. These are underpinned by our core values of *Kindness, Courage,* and *Curiosity*, which guide our interactions and learning every day. Positive behaviour is recognised sincerely not just rewarded.

2. Purpose of the Policy

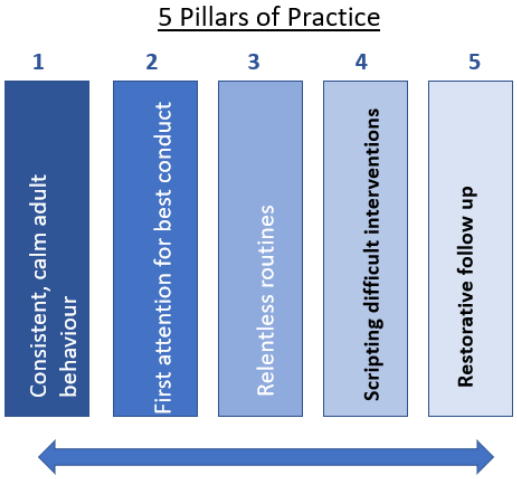
To provide simple, practical procedures for staff and learners that:
- Recognise behavioural norms
- Positively reinforces behavioural norms
- Promote self-esteem and self-regulation
- Teach appropriate behaviour through positive interventions

It is the everyday habits of adults
that provoke a
change in pupils' behaviour.

''When people talk about behaviour, they obsessively search for the instant solution. Some peddle magic dust or 'behaviour systems' that glisten yet quickly fade. Others relentlessly scream for a bigger stick to beat students down with. Both extremes harbour an irresistible idea that there is a short cut to changing behaviour. They sell the lie that you can provoke sustained behavioural change in others without doing much hard work yourself. The truth is that there is no alternative to the hard work: building relationships with those who would rather not, resetting expectations with those who trample them, being relentlessly positive and sustaining a poker face when confronted with challenging behaviour.''

Paul Dix, Pivotal Education

Our Behaviour Policy is based on the Five Pillars of Pivotal Practice :



Adult behaviours 'When the adults change, everything changes' Pivotal Education

3. Our School Rules

Be Ready - Being prepared and willing to engage in learning.

- **What it Looks Like**:
  - Arriving on time with the necessary materials.
  - Listening carefully and following instructions the first time.
  - Showing enthusiasm and a positive attitude towards learning.
- **Linked Value: Curiosity**
  - *Curiosity* drives us to be ready to explore new ideas and experiences. We encourage pupils to approach learning with an open mind and a desire to discover and understand.

Be Respectful - Treating others, oneself, and the school environment with consideration and care.

- **What it Looks Like**:
  - Speaking politely to everyone in the school community.
  - Valuing others' opinions, even when they differ from our own.
  - Taking care of school property and keeping our environment tidy.
- **Linked Value: Kindness**
  - *Kindness* is at the heart of respect. We believe that by showing kindness to others and ourselves, we create a school community where everyone feels valued and respected.

Be Safe - Acting in a way that ensures your own safety and the safety of others.

- **What it Looks Like**:
  - Following school rules to ensure the safety of everyone.
  - Moving around the school calmly and quietly.
  - Reporting any unsafe behaviour or conditions to an adult.
- **Linked Value: Courage**
  - *Courage* is essential for safety. We encourage pupils to be brave enough to make the right choices, even when it's difficult, and to speak out if they or others are not safe.

4.Expectation of adults

We expect every adult to:

- **Meet and greet** at the door.
- Refer to '**Ready, Respectful, Safe**'
- **Model** positive behaviours and build relationships.
- **Plan** lessons that engage, challenge and meet the needs of all learners.
- Use a **visible recognition** mechanism throughout every day
- Be **calm** and give 'take up time' (time for the child to implement the change in behaviour) when going through the steps. Prevention rather than sanctions.
- **Follow up** every time, retain ownership and engage in reflective dialogue with learners.
- **Never ignore** or walk past learners who are behaving inappropriately.

'You can be strict without being nasty, maintain boundaries without cruelty and correct children without aggression.'

(Paul Dix, Pivotal Education)

Middle leaders

Middle leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

Middle leaders will:

• Be a visible presence in the Key Stage to encourage appropriate conduct
• Support staff in returning learners to learning by sitting in on reparation meetings and supporting staff in conversations
• Regularly celebrate staff and learners whose efforts go over and above expectations and deserve recognition
• Encourage use of Positive messages and phone Calls
• Ensure staff training needs are identified and targeted
• Use behaviour data to target and assess interventions
• Make sure that the 'buck stops here' in most cases

Senior leaders

Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

Senior leaders will:

• Meet and greet learners at the beginning of the day
• Be a visible presence around the site and especially at transitions
• Celebrate staff, leaders and learners whose effort goes over and above expectations
• Regularly share good practice
• Support teachers and middle leaders in managing learners with more complex or entrenched negative behaviours
• Use behaviour data to target and assess our behaviour policy and practice

Children are praised publicly and reprimanded in private.

5.Recognition and Rewards

Encouraging Positive Behaviour

Our staff understand that the use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including with those learners who are hardest to reach. A quiet word of personal praise can be as effective as a larger, more public, reward. Pupils and staff are recognised for demonstrating our core values, upholding school rules and displaying positive attitudes. Children are encouraged to show initiative by playing an active role in good behaviour, rather than passive compliance. Examples of this include to pick up a piece of rubbish and place in the bin rather than walking past it; answering questions in lessons rather than sitting quietly.

At Otford we believe that positive behaviour should be consistently encouraged and celebrated. The following strategies will be used:

- **Verbal Praise**: Immediate, specific praise that acknowledges when pupils follow the school rules and demonstrates our values.
- **Recognition** – this may be 'individual recognition' via a positive postcard or being added to the class Proud wall and 'collective recognition' eg marbles in a jar. This recognition is based on NOW – THAT with the focus on recognising the value of achieving something related to our values, rules or learning and not to earn a reward.
- **Special Mention Assemblies**: Regular assemblies will be held to recognise pupils who have consistently demonstrated positive behaviour or a particular effort in line with our values and rules. This may be an individual, group or class that deserves recognition.
- **Special Recognition** can also be earned by receiving praise from SLT.

6.Relentless Routines

All adults will support and expect relentless routines to ensure pupils are ready, respectful and safe as they move around the school environment and throughout the school day.



7.Playtimes

Playtimes and lunchtimes need to be a safe and happy environment for all pupils. All staff are to embrace the SMILE approach when on the playground.

- **Scan:** staff should be vigilant and observant at all times and alert to potential behaviour or safety issues

- **Move:** staff should move around the playground

- **Interact:** staff should interact with children- speaking to them, correcting poor behaviour and praising good play

- **Learn:** (through play) staff should play/ instigate play with children

- **Encourage:** praise good behaviour by pupils on the playground.

When carrying out a playground duty, it may be necessary for staff to work as a team to carry out the SMILE approach. For instance, one member of staff could be responsible scanning and moving and the other for initiating play.

At playtime ball games should be restricted to designated areas on the playground or field (see additional rotas and timetables).

8.Addressing Dysregulated Behaviour

We recognise that pupils may occasionally make mistakes, struggle to follow the rules or find it difficult to self-regulate. Our approach to managing this behaviour is calm, consistent, and restorative:

1. **Redirection:** Non-verbal cues
2. **Reminder**: A gentle reminder of the rule (ready, respectful, safe) that needs to be followed (privately).
3. **Caution**: A clear, calm warning that outlines the behaviour and consequence of.
4. **Last Chance:** a 30 second intervention
5. **Reset:** Cool off somewhere else (Calm area in own classroom, neighbouring classroom or Peaceful Pod – using self-regulation strategies/resources – 5 min max)
6. **Restorative Conversation**: A discussion between the pupil and a member of staff to understand the impact of their behaviour and agree on a way forward

Involvement of Parents/Carers: If behaviour is a cause for concern, parents/carers will be involved to work together with the school to support the child.

9.Unacceptable Behaviours

Occasionally, some children may behave in an extreme way which is out of character for them.

Unacceptable behaviours may be expedited through our system of Stepped Sanctions in order to be dealt with more quickly by a member of SLT. If this occurs a focussed meeting involving SLT and the staff members will be arranged to discuss what happened.

However, it is important to maintain that all adults can deal with these types of behaviour.

Unacceptable behaviours may include:
- Violence (i.e. physical contact made with the intention to harm)
- Defiance / rudeness towards any adult
- Persistent taunting, teasing and bullying behaviour
- Stealing
- Spitting
- Swearing

9.Serious Incidents

Depending on the age and needs 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:

- All forms of bullying
- Racist, sexist or homophobic comments
- Physically striking adults

These will be logged on MyConcern and any racist and bullying incidents will be additionally logged via Kelsi.

10.Extreme Behaviours

As an inclusive school, we recognise that extreme behaviour can occur for a number of reasons but ultimately it is a child's way of communicating their emotions. In such situations, and where possible, we use our most skilful staff to build relationships with each individual child to ensure they feel safe, physically and emotionally. If a child does exhibit extreme behaviours they may have a bespoke 'Personalised Plan' that details additional support, strategies and expectations which differs from the whole school behaviour management steps.

When dealing with an episode of extreme behaviour, a child may need to be restrained if they or another person is unsafe. This will only be used as a last resort and by experienced, trained staff only. The school will record all incidents of extreme behaviour on MyConcern.

At Otford Primary School, 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 themselves 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 a 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 Otford 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 risk assessment indicates that to allow the child to remain in school on an on-going basis would be seriously detrimental to the education or welfare of the pupil concerned, or to other pupils at the school.

11.Recording

All members of staff are trained to use My Concern (secure online recording system) to record safeguarding, behaviour and parental communication incidents.

All staff will ensure that behaviour incidents are recorded on My Concern and therefore shared with SLT for the following type of incidents:

- Verbal incidents
- Physical incidents
- Damage to property
- Repeated defiance (two or more times in a week)
- Persistent Low-Level Disruption

Staff will use their discretion as to the need for recording and sharing of information, based on SLT guidance. SLT monitor the number of incidents and

12. The role of the parent

At Otford, active parental involvement is welcomed, appreciated and deliberately encouraged in order to:

- ensure that children attend school regularly, arriving on time, alert and ready for the tasks ahead and are collected, promptly, at the end of the day;
- understand and reinforce the school language as much as possible;
- share in the concern about standards of behaviour generally;
- support the work of the school as staff seek to support the whole family.

We will always aim to contact parents quickly when there are concerns about deteriorating levels of acceptable behaviour. However, staff will not routinely contact or inform parents of minor digressions.

13. Language

At Otford Primary school, staff understand that children are learning about themselves, their emotions and those of others. They understand that children sometimes make poor choices or behave in response to physical changes in the brain's chemistry, which lead to undesirable behaviour.

As a result, staff use supportive language, appropriate to the situation. They avoid using outdated, emotive and inflammatory language such as 'naughty', 'abuse', 'assault', 'perpetrator' and 'offender', much of which is more suitable to the criminal justice system.

14. Monitoring and Reviewing arrangements

The school's Leadership Team will monitor the effectiveness of the policy at least once a year and report back to the Local Governing Body. The Leadership Team will also monitor the visible consistencies around the school and the use of language and personal follow-up. Records will be kept by the Leadership Team in order to monitor and evaluate any changes brought about by the policy. All concerned parties will be kept informed of any review and action that will need to be taken.

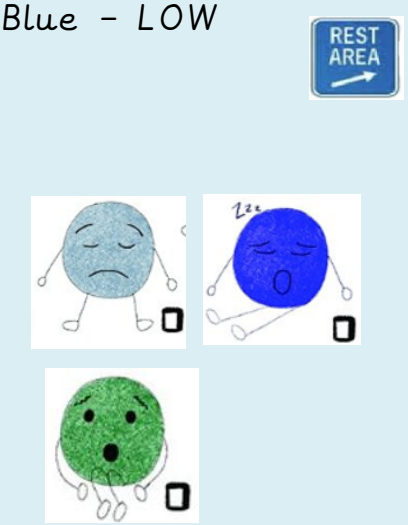
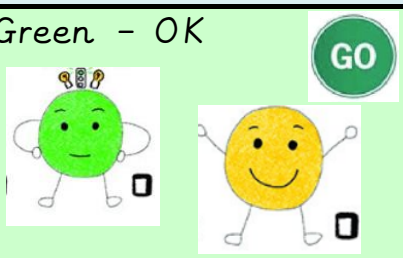
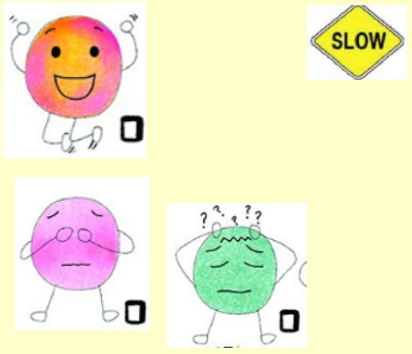
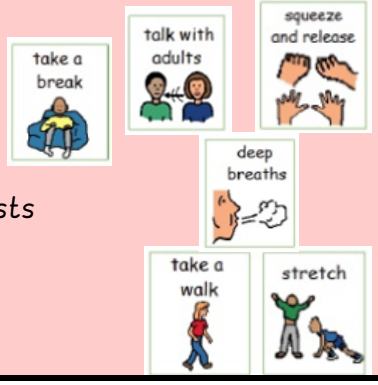
15. Links with other policies

This behaviour policy is linked to the following policies:

- Anti-Bullying Policy
- Acceptable Use Policy
- Child Protection policy

Together, by being ready, respectful, and safe, we can create a school where kindness, courage, and curiosity thrive.

Appendix 1 – **Otford Zones of Regulation**

Zone		Self-Help Tools
Low energy ↓ High energy	**Blue – LOW** 	Blanket Calm space Water break Brain break Movement break Walk outdoors Drawing Drink/snack Talk to friend/adult Listen to music Cosmic yoga Rainbow breathing Affirmations (cards/song) 
	Green – OK 	Comfort zone or Optimal zone
	Yellow –WOBBLY 	Deep breaths Take a break Wall press-ups Fresh air Play-dough/putty Mindful colouring Write or draw Fidget toys/puzzle toys Stretch Nature 
	Red – FIZZY 	Ask for help Take a break Peaceful Pod Exercise Deep breaths Clench and release fists Nature ASMR Optical illusions 

Appendix 2 – Steps to manage behaviour

1.Redirection	Gentle encouragement, a 'nudge' in the right direction. Non-verbal cues, acknowledgement.
2.Reminder	A reminder of our three simple rules: Ready, Respectful, Safe delivered privately. The adult makes the child aware of their behaviour and the learner has a choice to do the right thing. De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage. Repeat reminders if reasonable adjustments are necessary. Praise will be given if the learner is able to model good behaviour as a result of the reminder.
3.Caution	A clear verbal warning delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue. Use the phrase: 'Think carefully about your next step.'
4. Last Chance	Speak to the pupil privately and give them a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour. **Use the 30 second scripted intervention:** • I have noticed that you are...(having trouble getting started, wandering around etc.) right now. • At Otford, we… (refer to the 3 school rules – ready, respectful and 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 2 (or up to 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.**
5.Reset	Time out might be a short time away from the classroom with another class/TA/nurture room/calm space It is a few minutes to calm down, breathe, look at the situation from a different perspective and compose themselves. 5 minutes maximum. Reset expectations and settle back in.
6.Repair	This might be a quick chat at break-time in or out of the classroom or a more formal meeting Restorative Practice: 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? (Key questions in bold) **A restorative conversation may also be needed with 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?

Consequences Impositions:	• Up to 5 minutes of time missing break for in-class behaviour • Up to 5 minutes of time standing at designated area for in-playground behaviour • Additional work to be completed at break time if learning time has been missed (no more than 10mins). This to help the child understand that there are consequences and the responsibility for making up lost learning time is with them, not the teacher.
Follow-up	If a child has two incidents in a week requiring reflection (Step 6), the class teacher must inform parents. (To be logged on My Concern) If a child has three or more incidents in a week requiring reflection, a face-to face meeting between the teacher and parents/carers will be arranged. (To be logged on My Concern) The Year Group Lead or member of SLT may be invited if deemed appropriate. Children who regularly receive more than 3 reflections in a week will have weekly monitoring meetings to discuss their behaviour. This will be with the teacher, child and member of SLT. The parent will be invited where deemed appropriate.

Appendix 4:

Recognition and Consequences Rhombus

