



**Overstone Combined
School
Behaviour Policy
2025 – 26**

Overstone Combined School Behaviour Policy

Overstone Combined 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.

Positive behaviour results from excellent relationships between adults and children and a well-planned and delivered curriculum that stimulates children to learn, ask questions, debate and challenge themselves. Behaviour for learning is behaviour which encourages learning to take place. Positive behaviour needs to be taught, modelled, expected and praised. Poor or unacceptable behaviour needs to be challenged.

Children learn best and feel safe and secure in an ordered environment. This can be achieved when expectations of learning and behaviour are high and behaviour management techniques are consistently applied throughout the school by all members of the school community.

The aims of this policy are:

- To maintain high standards of behaviour and learning
- To ensure that there is a collective understanding of the school's approach to managing behaviour
- To help children to develop life-skills including self-regulation and to recognise that every action has a consequence
- To ensure that there is a consistent approach throughout the school community
- To create a culture of exceptionally good behaviour for learning
- To ensure that all learners are treated fairly, shown respect, and to promote good relationships
- To ensure all members of the school community are fully aware of our code of conduct and that it is consistently applied by all staff.

Our School Values

These are designed to encourage and promote positive values and attitudes and apply to all members of our school community.

- We are kind
- We show respect
- We try our hardest
- We listen

The importance of consistency

Consistent approaches and responses to behaviour ensure a predictability for children. This establishes safe and understood boundaries around behaviours and helps children to be ready to learn.

All staff therefore:

- Model positive behaviours and build relationships
- Recognise and celebrate positive behaviours
- Display and refer to our school values

- Plan lessons that engage, challenge and meet the needs of all learners.
- Provide a safe, positive and well-ordered classroom environment, with routines established
- Follow up every time, retain ownership and engage in reflective dialogue with learners
- Never ignore or walk past learners who are not meeting expectations of behaviour
- Ensure that consequences are logical, educational and protective, if appropriate

A **protective consequence** involves removal of a freedom to manage harm.

An **educational consequence** involves learning, teaching or rehearsal in order to modify future behaviour.

Daily Consistencies

On arrival	<ul style="list-style-type: none"> • SLT (non-teaching) and EYFS staff meet and greet children at the gate • KS1 TAs are in cloakroom areas • One KS2 TA is in each cloakroom. One KS2 stands on the path on the corner near the Pre-school gate • Children walk calmly straight to the cloakroom and put their belongings away
On entry to the classroom	<ul style="list-style-type: none"> • Teachers meet and greet children at the door of the classroom • Children start the early morning activity
In the classroom	<ul style="list-style-type: none"> • The learning environment in the classroom should be calm, supportive and focused at all times • An appropriate, calm noise level should be maintained at all times • Children should be sitting with good posture at their tables • A clear reward system should be explicit within the classroom (Dojo points) • Behaviour which does not fit in with school expectations will be dealt with on an individual basis. A graduated and appropriate action should be taken and followed up with a restorative conversation, which will be followed up with a logical consequence where needed • Consistent use of language and agreed scripts will support teachers in responding appropriately
Assemblies	<ul style="list-style-type: none"> • Children are expected to enter and leave assemblies in silence • Pupils should not talk to each other during the assembly unless asked to talk to their partner • Pupils should be active listeners, and engage with the content of the assembly
Transitions across the school	<ul style="list-style-type: none"> • In order to maintain a calm and safe environment across the school children should walk sensibly and quietly at all times • Pupils to treat all areas of school respectfully
At playtime	<ul style="list-style-type: none"> • At the beginning of playtime, a member of staff walks with the children to the playground, stopping at key points (Pre-school corner, Y2 green gate, top of path) • Children walk in the line and then may run onto the playground • We expect all pupils to continue to follow the school's core values in the playground

	<ul style="list-style-type: none"> • Pupils should not enter the main building for any reason, unless instructed to/given permission by a member of staff • At the end of break, the whistle should be blown on time. At the first whistle, pupils must stop playing. At the second whistle, pupils must walk calmly and quietly and line up • Teachers are out on the playground promptly to collect their class and ensure that they walk calmly to the classroom
At lunchtime	<ul style="list-style-type: none"> • At the beginning of lunchtime, a member of staff walks the children to the hall and remains with them until they are all in the hall • Children eat calmly, walk sensibly around the dining hall and clear their space when they have finished eating • Pupils must show good manners towards all lunchtime staff • Pupils must remain seated and show polite table manners • At the end of lunchtime, teachers are out on the playground promptly to collect their class and ensure that they walk calmly to the classroom
At the end of the day	<ul style="list-style-type: none"> • Children collect their belongings, referring to the visual checklist next to the door, if necessary. • A member of staff walks with the children to the green gate, where they line up in single file. • Phones are given out to Y5/6 children at the gate. • TAs stay in classrooms and reset for the next day.
Good manners	<p><i>Good manners are important in our school and should be explicitly linked to the school values. This helps us to create an environment in which all individuals feel valued and respected. We should role model this to the pupils and teach it explicitly.</i></p> <p>Pupils should:</p> <ul style="list-style-type: none"> • Be encouraged to greet adults and one another politely and show behaviours such as holding doors open • Be encouraged to say please and thank you in different contexts • Understand the importance of gratitude and an individual's responsibilities as well as their rights

Positive Recognition

We aim to create a positive and caring environment where children are encouraged to meet their full potential. Recognising children's achievements and rewarding them contributes to this.

Strategies used are:

- Verbal praise- All adults are encouraged to recognise positive behaviours and specifically name them when praising children
- Dojo points – These are given to children demonstrating the school values, e.g. sharing a good piece of work or demonstrating good manners. Only one Dojo point to be given at a time. They will be counted over time and the children will receive certificates to mark 50-point milestones in the classroom with their names being read out for recognition in **weekly** celebration assembly.
- Sharing outside achievements – children will be able to share achievements from outside school in **weekly** celebration assembly, e.g. swimming badges.

- **Weekly** certificate – one child in each class will receive a values certificate in celebration assembly for showing the school values. The teacher will be specific on the certificate what value the child has shown and how.
- **Weekly** Headteacher values certificate – recognising a child who has gone above and beyond in demonstrating one of the school values.
- Governor award – **termly** the class teacher will choose a pupil in their class who they feel has consistently demonstrated the school values. These children receive a letter from the governors and are presented with a governor badge to be worn on their uniform.
- Headteacher postcard – these are awarded to children when they are sent to the headteacher for demonstrating good behaviour, completing good work and for clear evidence of showing the school values.

Optional reward systems

Teachers may choose to adopt additional reward systems on a class by class basis, such as table points or whole class marble jar or reward/golden time (KS1 only not KS2) If this is the case, these systems must not interfere with or override whole school reward systems, such as Dojo points and certificates.

E.g. Marbles, Star of the Day, catch me cards and rewards

Special Educational needs and disabilities

It is our belief that children with SEND should be given additional consideration and support for their behaviour. It is essential that we have a good understanding of these children's needs.

The following will be considered:

- All behaviour is a communication of needs and it is important to consider factors which have contributed in the environment, in order that change can be affected over time.
- Trauma affects the brain and may lead to 'Fight, flight or freeze' behaviours which are not under the child's control. These behaviours must be given attuned and sensitive support and cannot be addressed until the child is calm.
- Emotional dysregulation can affect children's behaviour and must be supported by an adult according to their specific needs. Individual strategies should be used where appropriate, such as social stories and cartoon strips.
- The environment should support a child's needs, including sensory needs e.g. visuals, workstations, buddy systems, zones of regulation strategies, calming areas in the classroom etc.
- The key is in the relationship with the child and their family and in the partnership that we have.

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND). When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis. When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring. Any preventative measures will consider the specific circumstances and requirements of the pupil concerned and be in collaboration with the SENDCo, Mrs Tracy Roberts. These may include:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Training for staff in understanding conditions such as autism
- Use of calm spaces where pupils can regulate their emotions during a moment of sensory feedback

Use of consistent scripts and mantras

Having a shared script helps adults to remain calm and regulated, particularly in times of pressure. It does not require thought, it is at hand for us to use and it provides consistency for the children. Try to focus on the behaviour rather than the child.

This takes 'emotional management' and self-control.

For example, try:

- I notice that you are...(struggling to listen, to sit in your seat, to focus on the lesson etc)
- The rule that you broke was (running, shouting out, not sharing etc)
- We don't do that (specify behaviour) because..... I'm sure that next time you will.....
- Would you like some quiet time/to go to the calming space?
- Were you following the school values?

Remember to always catch the desirable behaviours too and explicitly comment publicly on them.

Use the Zones of Regulation if appropriate to help children to identify and regulate their own emotions.

Sanctions

In cases where pupils are not meeting the school's expectations for behaviour or disregarding the school's values, staff must follow the school's sanction system.

Sanctions should be applied with fair warning and compassion, and discussion should take place with pupils about what emotions their behaviour is communicating.

Consequence chart

Reception

Step	Headline	Impact
1	Setting out of expectation linking to school values	Clear language to explain what is expected
2	Warning – remind of expected behaviour linked to school values	Clear reminder of what is expected - child has opportunity to amend behaviour
3	Child has had warning and now must lose time (5 mins)	Child to take timer and sit quietly on carpet. Reminder of why they are there and child should reflect and look to amend behaviour
4	For repeated loss of time or more serious incident speak to a member of SLT who will support with next steps	Record on CPOMS and informal conversation with parents

Key Stage 1

Step	Headline	Impact
1	Setting out of expectation linking to school values	Clear language to explain what is expected
2	Warning – remind of expected behaviour linked to school values	Clear reminder of what is expected - child has opportunity to amend behaviour
3	Child has had warning and now must lose time – amount of time is at teacher's discretion depending on the severity of the behaviour	Minutes lost to be decided by teacher and noted on board. Time lost at next break time. Children to have reminder of why they are there and child should reflect and look to amend behaviour
4	For repeated loss of time or a more serious incident speak to a member of SLT for support with next steps	Record on CPOMS and conversation with parents
5	If behaviour continues then teacher and SENDCo may agree to put a behaviour plan in place. Behaviour flow chart should then be followed.	Parents must be informed and agree to plan

Key Stage 2

Step	Headline	Impact
1	Setting out of expectation linking to school values	Clear language to explain what is expected
2	Warning – reminder of expected behaviour linked to school values	Clear reminder of what is expected - child has opportunity to amend behaviour
3	Child has had warning and now must lose time – 5 mins in first instance Child to have warning that if their behaviour does not improve another 5 minutes will be added.	Minutes lost to be logged by teacher. Time lost at next lunch time. Child to have minutes lost written on post-it note to be handed to teacher in charge of reflection time on that day. Children to have reminder about following school values and should reflect and look to amend behaviour
4	If a child continues to ignore the adult straight away afterwards then second five minutes added without a further warning. If their behaviour improves for a while and then deteriorates again start from step 1 again.	Additional minutes to be logged by teacher. Child to have minutes lost written on post-it note to be handed to teacher in charge of reflection time on that day. Children to have reminder about following school values and should reflect and look to amend behaviour
5	As point 4 for a 3 rd 5 minutes.	Total time lost to be sent on post-it note to teacher in charge of reflection time on that day. At end of time children to have reminder about following school values and should reflect and look to amend behaviour
4	For a child whose behaviour warrants going straight to 3 without a warning but does not require SLT intervention	Time lost at lunch time as above but recorded on CPOMS and parent to be notified of incident
5	For repeated loss of time or a more serious incident speak to a member of SLT for support with next steps	Member of SLT will speak to child at end of reflection time Record on CPOMS and conversation with parents
6	If behaviour continues then teacher and SENDCo may agree to put a behaviour plan in place. Behaviour flow chart should then be followed.	Parents must be informed and agree to plan

For consequences of more serious behaviour resulting in suspension or exclusion, please refer to the school's exclusion policy.

Calming area

Calming areas can be used at the teacher's discretion either in a designated area or somewhere in the classroom. If the negative behaviour persists then continue on consequence chart.

Use of sanctions

Children can be asked to stay in at playtime or lunchtime, but should always have an opportunity to run around outside whether towards the end of play or separately afterwards. If a child misbehaves while staying in at playtime they must repeat this sanction. Children who are missing their playtimes should stay inside and be supervised by the duty teacher (see rota).

Restorative practice

When appropriate, children should be supported to reflect on their behaviour. This may include a restorative conversation, or a logical consequence (e.g. a letter of apology). Restorative questions should be used as a prompt to encourage children to reflect upon their actions. These could include questions such as:

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

Recording of behaviour incidents

The school uses software called 'CPOMS' to record incidents of inappropriate behaviour including racism, swearing, homophobic language, threats and violent actions. Incidents of a homophobic or racist nature should be referred directly to SLT. Any verbal or physical incident towards a member of staff should be dealt with by the Head teacher.

If behaviour does not improve staff should follow the behaviour flow chart (Appendix 1) and complete necessary paperwork. This is to ensure that the behaviour is closely monitored and that the child, their parents and the school are working together. SLT should be informed that this step has been taken.

What behaviours justify a suspension?

The school can use suspension and permanent exclusion in response to stand alone serious incidents or to persistent behaviour choices which have not improved following in-school sanctions and interventions.

The procedures for exclusions operate within the DfE guidelines at:

<https://www.gov.uk/school-discipline-exclusions/exclusions>

For further details please refer to the school's exclusion policy.

Positive Handling and Reasonable Force

In line with DfE guidance, members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline at the school or among pupils. Buckinghamshire Steps training ensures that staff are equipped to use positive handling appropriately and safely, ensuring that any action is reasonable, proportionate and necessary. All incidents are recorded on CPOMS and where necessary in the bound book, and parents are informed.

Further guidance and information on the use of reasonable force can be found on the DfE website.

Prohibited Items

The Headteacher, and staff authorised by the Headteacher, have a statutory power to search pupils or their possessions, without consent, if they have reasonable ground to suspect the pupil may have:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Vapes
- Fireworks
- Pornographic images

If a search is thought necessary, this is always carried out by two members of staff.

This behaviour policy was updated and reviewed by the senior leadership team in January 2026.

The policy is underpinned by the following:

- Evidence from research such as the Education Endowment Foundation: 'Improving Behaviour in schools' report.
- DfE (2018) Mental Health and behaviour in schools
- Bennett. T (2017) Creating a Culture: how school leaders can optimise behaviour
- Trauma informed practice and the effects of Adverse childhood experiences
- Paul Dix (2022) When the Adults Change Everything Changes

Appendix 1

Behaviour flow chart

Process to follow:

What have you put in place?

- Visual timetable
- Now/ next board
- Weighted blanket
- Fiddle toys
- Social story
- Movement breaks

Behaviour tracker

Fruits and shoots

Catch me cards

PIP/ Behaviour target sheet

PRU referral