Oliver's Battery
PRIMARY & NURSERY SCHOOL

Behaviour Policy

Version	6
Date of latest version	May 2026
Date to be reviewed	September 2026
Changes:	
• Addition of Nursery specific guidance. • Ready, Respectful, Safe are now rules rather than values • Addition of our Values • Addition of PACE approach • Behaviour Curriculum	



.Introduction

At Oliver's Battery Primary and Nursery School our values are:



Our behaviour expectations are underpinned by these values. Through mutual respect and strong relationships, we aim to enable children to contribute positively to their own personal development and to that of the school.

Staff encourage and model the highest standards of behaviour both within classroom settings and around the school. We endeavour to create a school community where every child feels safe and respected, enjoys coming to school and is confident that when things go wrong, we will do everything we can to help put it right. We foster a restorative justice approach to behaviour which focuses on learning not conflict. Restorative approaches encourage pupils to think about how their behaviour has affected others. It helps children to develop respect, responsibility and honesty.

Alongside mutual respect, differentiated teaching and effective classroom management build and maintain good relationships, boundaries and responsibilities between staff and pupils. We recognise that emotional and behavioural difficulties may take many forms and we offer individual support to pupils who experience such difficulties. This includes our youngest children in the nursery, where behaviour is supported through developmentally appropriate, relational approaches

At Oliver's Battery Primary and Nursery School everyone has rights:

The right to

- *feel safe and secure*
- *be treated with dignity*
- *to learn*
- *to feel valued as an individual and as part of the school community*

To access these rights we expect children, parents, governors and staff to take on the responsibilities which go with them and follow school rules of:



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Behaviour curriculum

We explicitly teach, model and practise the behaviours we expect. Pupils are taught what Ready, Respectful and Safe look and sound like in classrooms, around school, at break and lunchtime, online and when representing the school. Expectations are revisited regularly and adapted appropriately for pupils' age, development and additional needs.

Our School behaviour principles:

- Have a persistent and consistent approach to behaviour throughout the school.
- Encourage and support children to have high expectations of their own behaviour.
- Emphasise that everyone has rights as specified in the UNCRC and support children to behave in ways that respect these rights, working as part of the school community to facilitate them for all other pupils.
- Encourage a calm, supportive and purposeful atmosphere, both within and outside of classroom areas.
- Develop and support positive attitudes towards others
- Raise awareness of appropriate behaviours and promote it through positive reinforcement, ensuring that all pupils are aware of the behaviour expectations for our school.
- Behaviour expectations of Ready, Respectful, Safe are displayed in all classrooms and around the school.
- Value Pupil Voice through School Council
- Enable staff to ensure that individual behaviour needs can be supported swiftly and effectively.
- Work with parents and external agencies when required to support individual behaviour needs. necessary.
- Ensure that our planned PSHE/RSHE curriculum ensures that there are opportunities for children to discuss and consider aspects linked to all areas of discrimination, bullying and British Values.

Staff responsibilities:

- Ensure all children understand our expectations for behaviour in line with Ready, Respectful, Safe.
- Be consistent in rewards and consequences, adapting approaches appropriately for developmental stage, particularly within the nursery setting.
- Communicate with parents as appropriate.
- Act as a good role model.
- Record any behaviour incidents on CPOMS.

How we recognise positive behaviour:

Celebration Assembly: Children who have demonstrated our rules of Ready, Respectful, Safe are noted in celebration assembly. This may be one pupil, a group of pupils or several children for different reasons. This is shared with the whole school and added to the newsletter weekly.

Bronze, silver and gold: awarded for high quality work, academic achievement and effort. When children get 5 Oliver's Battery stickers in their book, they receive their awards. 5 stickers = Bronze, 10 stickers = Silver and 15 stickers = Gold. If a child achieves more than gold within the year they will be awarded a Learning Ambassador Award in recognition this achievement.

Top Table: Children who have been noted for excellent behaviour over lunch time can attend the Top Table on a Friday lunchtime. Here they have squash, a table cloth and a choice of a friend to sit with at an early lunch sitting.

House points: children are organised into houses when they start school. House points are awarded for good behaviour, conduct, effort and manners. House points are collected each week and are displayed in the hall.

De-escalation and Preventative Management

All staff aim to use strategies to de-escalate situations by responding in a calm and reasonable way. We aim to 'catch children being good' as we know we will get more of the behaviour we praise. We consistently apply the rules and always look to find a 'win : win' in a situation. In the nursery, this is primarily achieved through co-regulation and relational approaches (see Early Years section).

We also use the PACE approach:

The PACE Approach

Staff adopt a PACE-informed approach (Playfulness, Acceptance, Curiosity, Empathy) when supporting children:

- **Playfulness** to reduce anxiety and build connection
- **Acceptance** of the child's feelings (while not accepting unsafe behaviours)
- **Curiosity** about what may be behind the behaviour
- **Empathy** to help children feel understood and supported

Early Years (Nursery) Behaviour Approach

In our nursery provision, behaviour is understood within the context of early child development. Children are at the beginning of their journey in learning to regulate emotions, communicate needs and understand expectations. Therefore, responses to behaviour are **developmentally appropriate, relational and supportive**, rather than sanction-led.

Core Principles

- Strong relationships between adults and children are the foundation of positive behaviour
- Behaviour is viewed as a form of communication
- Children are supported to regulate through **co-regulation with calm, attuned adults**
- Consistency, predictability and emotional warmth underpin all interactions
- Close partnership with parents is essential in supporting behaviour development

Co-Regulation and Adult Support

Staff use co-regulation to support children to manage feelings and behaviour. This includes:

- Remaining calm and using a soothing tone
- Naming emotions and modelling appropriate responses
- Providing reassurance and physical or emotional proximity where appropriate
- Supporting children to recover from dysregulation before addressing behaviour

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Change of Space and Change of Face

Where a child becomes dysregulated or overwhelmed, staff may use a **change of space** or **change of face** strategy. This may include:

- Walking with the child to a quieter, calmer area
- Engaging in a supportive "walk and talk"
- Supporting the child to spend time with another trusted adult

This is always done **with the child**, not as a punishment, and aims to support regulation and safety

Supporting Communication and Emotional Development

Staff explicitly teach and model:

- Turn-taking and sharing
- Expressing needs through words, visuals or gestures
- Recognising emotions in themselves and others

Visual prompts, routines and consistent language are used to support understanding.

Responding to Behaviour

The formal stepped system (reminder, warning, loss of time) is not routinely used in nursery. Instead:

- Staff redirect and model appropriate behaviour
- Provide clear, simple boundaries
- Support children to repair relationships where appropriate
- Prioritise teaching over sanction

Where behaviour causes harm or is persistent, staff will work with families and the Inclusion Team to develop supportive strategies.

Partnership with Parents

We work closely with parents to ensure consistency between home and school. This includes:

- Sharing strategies and language used in nursery
- Gathering information about the child's needs and routines
- Offering support and guidance where needed
- Involving parents early where concerns arise

Pastoral Support Programmes

TALA is a school based intervention to help individual pupils to better manage their emotions and consequently behaviour. They are overseen by the SEND Coordinator and Inclusion Leader and involves the identification of precise and realistic behavioural outcomes for particular children with on-going problems. The Inclusion Team will liaise with parents and external agencies as necessary.

Managing behaviour.

This stepped approach applies primarily to children in Reception, Key Stage 1 and Key Stage 2. In the nursery, behaviour is managed through developmentally appropriate strategies outlined in the Early Years section, with a focus on co-regulation, modelling and support.

Step	**Action**	**Example**
1	**A reminder**	A discrete reminder of the school rules and what is expected. i.e. ***'Remember to be safe' or 'That's great, most of you are ready to learn.'***
2	**A Warning**	Child spoken to individually of the expected behaviour and told that this is a warning. ***'This is now a warning; it is not safe to do xxx. If I have to ask again it will be 5 minutes from your free time.'***
3	**Loss of own time** **(up to 5 mins)** **This stage may be repeated in a lesson**	If the behaviour continues after the warning, then the child loses some free time at the teachers' discretion. Teacher re-engages with the child for a fresh start. Teacher needs to make appropriate changes e.g., change seats, remove equipment etc. ***'You have lost 5 minutes of your free time because you are still being disrespectful.'***

Some incidents will be more severe in nature. Violent, abusive or racist incidents will be referred immediately to a member of the SLT who will deal with them accordingly. This will usually be to investigate the incident fully, talk to the children involved, inform parents and decide a reasonable consequence. On occasions, some behaviour may warrant a suspension. See section on suspensions. Such incidents are always recorded on CPOMS (school's online record system).

Recurring unsafe, disrespectful or abusive Behaviour

Stage 1	Assistant Headteacher will ask to meet parents with Class Teacher • Action plan agreed • Review meeting arranged (weekly) • Minutes of the meeting are shared with the Headteacher • Restorative actions agreed
Stage 2	Assistant Headteacher refers to Headteacher • Headteacher meets child • Headteacher meets with parents and agrees sanctions e.g. detentions with Headteacher, removal from the classroom, suspension • Agency involvement discussed with inclusions team • Additional sanctions for extreme cases will be considered for individuals via an IBMP.

These steps are not sequential - some incidents will go directly to Stage 2.

Behaviour Crisis Plan for staff

In the event that a child is demonstrating behaviour that is putting themselves or others at risk of harm the class teacher will put an evacuation plan in place.

Parents' role

If previous plans to support positive behaviour have not worked, alternative strategies will be deployed such as a daily report/behaviour chart/system to help monitor behaviour and encourage small steps towards better behaviour. As in all areas of concern, **parents** will be consulted and involved as soon as a pattern of difficulties are identified. We believe that the responsibility for supporting children to make good choices is shared between home and school. In the nursery, this partnership is particularly emphasised to ensure consistent approaches to behaviour and emotional development between home and school.

SEN

Due regard to a pupil's Individual Behaviour Management Plan will be taken when dealing with children on the Special Needs Register and appropriate external agencies will be consulted where behaviour problems are identified. All staff will be alerted where Individual Behaviour Management Plans exist so that consistency of approach can be ensured. This includes children in the nursery, where early identification and support are particularly important.

Break and Lunch time:

When an incident occurs during these times an adult on duty will speak to all the children involved and either issue an immediate sanction e.g. walk with the adult OR follow up with the Senior Lunchtime Supervisor (lunch time)/class teacher (break time) who will determine whether the child needs a lunch time sanction. This is recorded in the lunch time book.

More serious incidents will be reported immediately to the Headteacher.

Suspension and Permanent Exclusions:

Our aim is always to avoid permanent exclusion and we will work with the support of the other agencies and the Local Education Authority to explore alternatives to this outcome. This may involve the use of Alternative Provision and Managed Moves if these are acceptable to parents. However, we reserve the right to permanently exclude in cases where alternatives have been exhausted or in cases of extreme behaviours.

In similar fashion, we aim to avoid suspension by utilising the use of removal from the classroom where appropriate. Suspensions will be used following careful consideration of the evidence gathered and evaluation of other alternative approaches. Only the Headteacher has the power to exclude a child from school.

The Headteacher may exclude a pupil for one or more periods of suspension, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a suspension into a permanent exclusion, if the circumstances warrant this.

The decision to exclude a child (fixed term or permanent) is taken when the child:

1. Is in response to serious breaches or persistent breaches, of the school's behaviour policy; and

2. Where allowing the pupils to remain in school would seriously harm the education or welfare of the pupil or others in the school;

3. After a range of alternative strategies have been tried (See Sanctions).

If the Headteacher excludes a child, parents are informed immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

Before deciding to exclude, the Headteacher should:

1. Consider all the relevant facts and firm evidence.

2. Allow the pupil to give their version of events.

3. Check whether an incident appeared to be provoked by racial or sexual harassment.

4. Consult others if necessary.

5. Keep detailed notes at all stages.

Exclusion can be:

1. Short Suspension Suspension – Arrangements for setting and marking of work must be made.

2. Lunchtime Suspension – This should be normally no more than 5 School days and must include arrangements for children on Free School Meals.

3. Long Fixed term exclusion from School – This can be up to 45 days in a School year and arrangements for setting and marking work must be made.

Procedures for Suspending or Excluding a Pupil:

For all suspensions or exclusions:

1. Parents must be telephoned on the same day.

2. The relevant letter must be sent to the parents within 24 hours.

3. The relevant letter with form EX1 must be sent to children's services, Clerk to Governors' Discipline Committee, Area Team and Chair of Governors.

4. Exclusions over 5 days automatically require a Governing Body Disciplinary Committee meeting.

Re-integration: A process of planned support and progress reviews is in place for all children following exclusion. The Headteacher informs the Local Authority (LA) and the governing body about any permanent exclusion, and about any suspensions beyond five days in any one term. The governing body itself cannot either exclude a child or extend the exclusion period made by the Headteacher. The governing body has a

discipline committee whose role is set out in strict guidelines whenever a child is excluded from school. The discipline committee will form to consider a permanent exclusion and have the power to either uphold the Headteacher's decision or to overturn it based on the evidence provided to them.

The Governing Body Discipline Committee:

1. Exclusions of less than 6 days – a meeting will be convened if parents request it.

2. Exclusions between 6 and 15 days – the Clerk must organise a meeting between day 6 & day 15.

3. Exclusions of over 15 days – the Clerk must organise a meeting between day 6 and day 15.

4. Exclusions of more than 1 in a term with the total number of days exceeding 6 – a meeting must be organised.

Anti-Bullying

In line with Government guidance, bullying is defined as harassment or aggressive action which:

- is repetitive and prolonged over time
- reflects an imbalance of power
- may be verbal, physical, social, sociological or cyber

Bullying is not tolerated. Staff are alert to the possibility of bullying in all its forms, policy reviewed and updated, and training is provided.

We take positive steps, in the curriculum and during assembly, to boost the self-confidence and morale of pupils, and to encourage mutual respect and esteem.

By ensuring effective supervision of break times and lunchtimes, we seek to pre-empt and prevent bullying. By ensuring safe and sensible movement around the school, we aim to reduce physical contact between pupils.

We encourage **parents** to contact school immediately where they have a concern about their child's relationship with others, and not to tell their child to "sort it out" for themselves. We ask **parents** to prevent tension between families outside school, spilling into school, and to inform us if this is likely to be the case.

We educate children to discriminate between "bullying" and occasional incidents and encourage parents to recognise the difference. We discourage the casual use of the term "bullying".

Action

- Children are frequently reminded to **report** any concerns to an adult of their choice. This adult will report the child's disclosure to the class teacher.
- The class teacher investigates the child's concerns urgently and discusses the next step with a senior leader. If the events concerned happen at break-time, the class lunchtime supervisor is requested to keep a special watch during lunchtime. Incidents are recorded on CPOMS.
- The senior leader questions the pupil reported to have displayed the behaviour, and investigates further to determine the truth of the incident.
- The senior leader, and the class teacher, follow-up their investigation by meeting with the pupil who has reported or experienced the behaviour and the pupil reported to have displayed the behaviour. Consequences and/or support are put in place in line with the school's Behaviour Policy.
- The senior leader or class teacher contacts the parents of the pupil who has reported or experienced the behaviour and bully to describe the complaint and the action taken (including dealing with lies or false accusations if the Senior Leader is confident that no bullying has occurred).
- The class teacher **records** the complaint, the investigation, and the outcome.
- The Senior Leadership Team keeps the situation under **review**, using the steps outlined in the Behaviour Policy.
- The Headteacher will become involved immediately and directly in cases of bullying giving rise to serious physical or mental harm.
- All incidents and communications will be recorded on CPOMS.

Child-on-Child abuse

Child-on-child abuse can take many forms, including physical or emotional abuse, bullying (including cyberbullying), abuse within intimate personal relationships between children, and other harmful behaviour. The school will respond to concerns as safeguarding matters where appropriate and in accordance with Keeping Children Safe in Education 2026 and the school's Child Protection and Safeguarding Policy.

Online behaviour can be a safeguarding concern in its own right and may also form part of wider child-on-child abuse. Incidents will be recorded, investigated and responded to in line with safeguarding procedures, this Behaviour Policy and the school's Online Safety arrangements.

Incidents will be dealt with in line with our Behaviour Policy, Child Protection and Safeguarding Policy, as appropriate.

Mobile phones and other electronic devices in school

Pupils should not have their mobile phone or any other electronic device, including headphones and smartwatches with them in school. They need to be handed in to the office in airplane mode or switched off and collected at the end of the day. Any device that has a similar functionality as a mobile phone (for example a smart watch), will have the same rules applied to it as a mobile phone.

We accept no liability for any such items that are lost or damaged.

Searching, Screening and Confiscation

Any search, screening or confiscation will take account of the pupil's age, SEND, communication needs and other relevant circumstances. Records and parental communication will be completed where required by the guidance.

Authorised staff may search for prohibited items and other items banned by the school where the law and school policy permit. Confiscated items will be handled in accordance with the DfE guidance, including requirements relating to prohibited, illegal or safeguarding-related items. Where appropriate, the police or other agencies will be informed.

The school follows the Department for Education guidance Searching, screening and confiscation: guidance for schools (July 2023). Searches will be carried out lawfully, with safeguarding and the pupil's dignity and welfare at the centre of decision-making.

Restrictive Interventions, including Reasonable Force

Significant incidents involving the use of force will be recorded and reported to parents/carers in accordance with statutory guidance. Following an incident, appropriate support will be considered for the pupil and staff involved. Particular consideration will be given to pupils with SEND and to any individual plan or known need.

Staff may use reasonable force where permitted by law, including to prevent pupils from hurting themselves or others, damaging property, committing an offence or causing serious disruption. Force will never be used as a punishment.

The school follows DfE guidance Restrictive interventions, including use of reasonable force, in schools (effective from 1 April 2026). Staff will use prevention and de-escalation wherever possible. Restrictive intervention will be used only when lawful, necessary, reasonable and proportionate to the circumstances.

Other specific unacceptable behaviours:

Aggression, intimidation, harassment and violence:

Aggressive, intimidating or violent behaviour is unacceptable and will not be tolerated.

• Child on child sexual harassment is unwanted conduct of a sexual nature that can occur online and offline. Sexual harassment is likely to:

violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or

create a hostile, offensive or sexualised environment.

• We will use the Brooks Sexual Behaviours Traffic Light System to differentiate between normal child development and curiosity, and behaviour that is more concerning. However, the concept of 'Consent' will always be emphasised.

• An incident does not need to result in physical harm for it to instigate serious consequences. Each incident will be investigated and where necessary action will be taken.

• Where there is violence, or where there is an attack on another pupil, exclusion may be used. The length of exclusion will vary according to the severity of the incident. Second or subsequent incidents will attract longer periods of exclusion. Persistent offenders may face permanent exclusion.

• Verbal, physical threats or intimidation against staff will be investigated and action will be taken in the same way as above. Physical violence towards staff will result in exclusion. Depending on the severity of the situation verbal, physical threats or intimidation against staff may result in permanent exclusion.

Weapons and dangerous items:

• Pupils who bring guns, knives, laser pens, other weapons and dangerous items to school may be excluded for a fixed period dependent on the nature of the offence. The police will normally be 14 informed in cases where offensive weapons have been found. Very serious incidents will result in a permanent exclusion.

Drugs:

• The possession or consumption of illegal drugs will result in suspension as a minimum whilst an investigation takes place. The length of exclusion will be dependent on the nature of the incident. The police will be informed in all cases where drugs have been found.

• Supplying drugs will result in permanent exclusion.

Damage to school fabric and furniture:

• Where damage is accidental, no charge will be made.

• Where damage is as a result of silly behaviour, parents/carers will be informed and a contribution to the cost of replacement may be requested, or the child may be asked to make amends by putting it right e.g. being supervised in their own time to make repairs.

Discriminatory Incidents (targeting race, gender, sexuality or disability):

All incidents of discrimination are investigated and treated seriously. Before any decision on internal or suspension is reached, a thorough investigation will take place. All those involved in the incident will be interviewed. Statements will be gathered from witnesses where appropriate. All statements and evidence, will be collated by the Headteacher.

All incidents are recorded and dealt with promptly in line with the School Behaviour Policy and the LA Policy. The curriculum for R.S.H.E., RE and Collective Worship is designed to foster appropriate and responsible behaviour and to deter and alter offensive behaviour.

Derogatory comments about race, gender, sexuality or disability are unacceptable. If pupils are heard using derogatory language, they will be challenged and told that it is unacceptable.

Discrimination incidents are recorded separately in an Incident Log. These are reported termly to the Local Authority.

Behaviour Outside School

What the law allows: A teacher may discipline a pupil for any misbehaviour when the child is:

- Taking part in any school organised activity
- Travelling to or from school
- Wearing school uniform
- In some way identifiable as a pupil at the school
- Or misbehaving at any time in a way that:
- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public

Could adversely affect the reputation of the school

Pupils on school trips and visits, and on the way to and from school, are governed by the school's expectations for behaviour policy. It is expected that pupils behave well on trips and visits and at all times when representing the school. Poor behaviour on the way to and from school is not acceptable and will result in sanctions being put in place. If pupils' behaviour risks the safety of others then, dependent on the incident, further sanction could apply.

The school will investigate any misbehaviour that is reported to them by a third party or witnessed by a member of staff if the pupil is in school uniform or bringing the school into disrepute. The sanctions imposed under these circumstances will be in accordance with those covered in this policy for behaviour during the school day. If misbehaviour is reported to the school whilst not on a school activity or in school uniform this will be reported to the relevant authorities and/or parents/carers if it is of a safeguarding nature.

Legislation, Statutory Guidance and Key References

This policy should be read alongside the school's Child Protection and Safeguarding Policy, SEND Policy, Anti-Bullying arrangements, Online Safety Policy and other relevant school policies.

- DfE, Mobile Phones in Schools (updated June 2026).
- DfE guidance on preventing bullying (updated July 2026).
- DfE, Keeping Children Safe in Education (September 2026).
- DfE, Restrictive interventions, including use of reasonable force, in schools (effective from 1 April 2026).
- DfE, Searching, Screening and Confiscation: Guidance for Schools (July 2023).
- DfE, Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (July 2026).
- DfE, Behaviour in Schools: Advice for Headteachers and School Staff (February 2024).
- Children and Families Act 2014 and the Special Educational Needs and Disability Code of Practice: 0 to 25 years.
- Equality Act 2010.

• Education and Inspections Act 2006, including duties and powers relating to behaviour and discipline.

• Education Act 2002, including the school's duty to safeguard and promote the welfare of pupils.

This policy is informed by relevant legislation and current national guidance, including:

Monitoring

The effectiveness of this policy will be monitored by the Full Governing Body through Headteacher reports, governor visits, pupil interviews and surveys.

Annex 1

Responding to poor behaviour (based on DFE guidelines)

Teachers are required to discipline pupils when conduct falls below expected standards. To be lawful, the response (including detentions) must satisfy the following three conditions:

• The decision to apply a disciplinary consequence must be made by a paid member of school staff or a member of staff authorised by the Headteacher.

• The decision to punish the pupil and the consequence itself must be made on the school premises or while the pupil is under the charge of the member of staff.

• It must not breach any other legislation (in respect of disability, Special Educational Needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.

Nursery Behaviour Guide

At Oliver's Battery Nursery, we believe that behaviour is part of learning and development. Young children are just beginning to understand their emotions, relationships and the world around them. Our approach is **calm, consistent and supportive**, helping every child feel safe, understood and ready to learn.

Our Approach

We focus on building **strong, trusting relationships** with every child.

We support children to:

- Feel safe, secure and valued
- Learn how to manage their emotions
- Develop positive relationships with others
- Understand simple expectations such as *Ready, Respectful, Safe*

Behaviour as Communication

We understand that behaviour is often a way of communicating a need, such as:

- Feeling tired, overwhelmed or unsure
- Wanting attention or support
- Finding it difficult to share or take turns

Our role is to help children learn **what they are feeling and what to do next**.

Co-Regulation (Adults Helping Children Calm)

Children in nursery need adults to help them regulate their emotions.

We do this by:

- Staying calm and using a gentle, reassuring tone
- Naming feelings (*"I can see you're feeling upset"*)
- Offering comfort and reassurance
- Supporting children to calm down before talking things through

The PACE Approach

Our adults use a PACE approach in daily interactions:

- **Playfulness** – using warmth and humour to build connection
- **Acceptance** – recognising feelings, even if behaviour is not okay
- **Curiosity** – wondering what might be behind the behaviour
- **Empathy** – helping children feel understood

Change of Space & Change of Face

Sometimes children need a change to help them regulate.

This might include:

- Moving to a quieter, calmer area
- Taking a short "walk and talk" with an adult
- Spending time with a different trusted adult

This is always supportive, **never a punishment**.

Teaching Positive Behaviour

We actively teach children how to:

- Share and take turns
- Use kind hands and words
- Ask for help
- Express feelings appropriately

We use:

- **Clear routines**
- **Visual prompts**
- **Modelling by adults**
- **Praise for positive behaviour**

How We Respond to Behaviour

In nursery, we do **not use formal sanctions** like loss of playtime.

Instead, we:

- **Gently guide and redirect**
- **Set clear, simple boundaries**
- **Help children understand what to do instead**
- **Support children to repair relationships (e.g. saying sorry, helping)**

Working with Parents

Partnership with parents is essential.

We will:

- Share how your child is doing
- Talk through any concerns early
- Work together on consistent approaches
- Offer support and guidance where needed

We always welcome your insights about your child.

BEHAVIOUR: ONE-PAGE READY RECKONER

For staff, supply teachers, students and volunteers | Oliver's Battery Primary & Nursery School

READY	RESPECTFUL	SAFE

EVERYDAY APPROACH

- Be calm, consistent and relational. Model the behaviour you expect.
- Notice and praise positive behaviour. Reinforce Ready, Respectful, Safe.
- Use de-escalation first. Keep language brief, private and respectful.
- Use a PACE-informed approach: Playfulness, Acceptance, Curiosity and Empathy.
- Give pupils a fresh start and support repair after incidents.

RECEPTION, KS1 & KS2: STEPPED RESPONSE

- 1. Reminder: quietly restate the relevant school rule.
- 2. Warning: speak individually, name the expected behaviour and likely consequence.
- 3. Loss of own time: up to 5 minutes, at the teacher's discretion; re-engage afterwards.
- Adjust the response where needed for age, SEND, disability, communication or individual plans.
- Serious incidents do not need to move through each step.

NURSERY / EARLY YEARS

- Do not routinely use the formal reminder-warning-loss-of-time system.
- Co-regulate: stay calm, name feelings, reassure and help the child regulate first.
- Redirect, model and use clear, simple boundaries.
- Use change of space/change of face supportively, never as a punishment.
- Teach the behaviour wanted and support age-appropriate repair.

SERIOUS OR SAFEGUARDING CONCERNS

- Refer violent, abusive or discriminatory incidents promptly to a senior leader.
- If behaviour places someone at risk of harm, prioritise safety and follow the school crisis/safeguarding procedures.
- Report bullying, child-on-child abuse, online concerns or discriminatory language promptly.
- Do not investigate safeguarding disclosures yourself beyond what is necessary to establish immediate safety.
- Follow the school's Child Protection and Safeguarding Policy and DSL procedures.

RECORD, REPORT, COMMUNICATE

- Record behaviour incidents on CPOMS in line with school expectations.
- Keep records factual: what happened, who was present, action taken and follow-up.
- Share concerns with the class teacher / appropriate senior leader.
- Where you are supply, a student or volunteer, seek advice from the class teacher or senior leader rather than managing a serious incident alone.

KEY BOUNDARIES

- Never use force as a punishment. Staff must follow the school's restrictive-intervention procedures.
- Do not search a pupil or their belongings unless you are authorised and are following school/DfE procedures.
- Pupils' phones and similar devices should be handed to the office, switched off or in airplane mode.
- Behaviour outside school may be addressed where it falls within the school's lawful remit.
- When unsure: keep everyone safe and seek a senior leader.

REMEMBER: CONNECTION + CONSISTENCY + CLEAR BOUNDARIES • READY • RESPECTFUL • SAFE

Quick guide only. Read alongside the full Behaviour Policy and Child Protection & Safeguarding Policy. October 2026.