



# Onslow Infant School

## Positive Behaviour Policy

**This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment**

### Policy Review

This Policy reviewed and adopted in Autumn 2025

The Policy will be reviewed in Summer 2028

By the Children & Learning Committee: Onslow Infant School Governing Board

## Introduction

At Onslow Infant School, we are committed to creating a safe, happy, and nurturing environment where every child can flourish. We believe that positive behaviour underpins learning, relationships, and well-being. Our Positive Behaviour Policy is designed to encourage respect, kindness, and responsibility, celebrating successes and supporting children to make good choices. We teach children how to behave well.

## Aims and Principles

Our Positive Behaviour Policy aims to:

- Promote a safe and supportive environment where everyone feels valued.
- Teach children to understand and manage their emotions using the Zones of Regulation.
- Encourage children to embody our school values in everything they do.
- Recognise, reward, and celebrate positive behaviour, effort, and achievement.
- Ensure a consistent approach across the school.

## Our School Values

- **Friendship & Belonging** – We welcome everyone and look after each other.
- **Respect** – We listen, show care, and value differences.
- **Positivity** – We keep trying and believe in ourselves.
- **Responsibility** – We make good choices and own our actions.
- **Honesty** – We tell the truth and work to make things right.
- **Confidence** – We share ideas, take part, and celebrate what makes us unique.

## School Rules

Our rules are simple, clear, and child-friendly:

### At Onslow Infant School we:

1. Are kind.
2. Try our best.
3. Keep ourselves and others safe.

These are displayed in every classroom, and reinforced through assemblies and discussions.

# Zones of Regulation

We use the Zones of Regulation framework to teach children emotional literacy and self-regulation skills:

- **Blue Zone** – Sad, tired, bored, sick.
- **Green Zone** – Calm, happy, focused, ready to learn.
- **Yellow Zone** – Frustrated, silly, excited, worried.
- **Red Zone** – Angry, out of control, very upset.

Children are taught that all feelings are normal, but behaviour choices matter. Staff support children to:

- Identify their current zone.
- Choose strategies to help with regulation (breathing exercises, movement breaks, quiet time.)
- Recognise that it is okay to move through the zones during the day.

## The ZONES of Regulation

			
<b>Blue Zone</b> Sad Bored Tired Sick	<b>Green Zone</b> Happy Focused Calm Proud	<b>Yellow Zone</b> Worried Frustrated Silly Excited	<b>Red Zone</b> overjoyed/Elated Panicked Angry Terrified

### We are Trauma Informed

As trauma-informed practitioners, we recognise that trauma can have a profound and lasting impact on individuals' wellbeing, behaviour, and relationships. We aim to create environments where all individuals feel respected, supported, and in control of their experiences. We are committed to recognising signs of trauma, responding with sensitivity, empathy and avoiding practices that may retraumatise.

## Motivation and Rewards

We celebrate, recognise and acknowledge positive behaviour, effort, and learning through a range of systems:

### House Teams

Every child belongs to one of our five House Teams:

● Yellow ● Green ● Red ● Blue ● Purple

We are currently developing a house system to recognise various achievements across the curriculum.

### Weekly Celebrations

- **Star of the Week** – One child per class, celebrated in assembly. They receive a certificate and take home the class pet (stuffed toy) they will bring home a golden bookbag with books that they can read to their class pet.
- **Reader of the Week** – Recognising excellent effort and progress in reading.
- **Mathematician of the Week** – Recognising effort and success in maths learning.
- **Well Done Postcards** from the Head Teacher – Sent home to celebrate individual success and effort.
- **Values Awards** – These are awarded to children who demonstrate our school values and are shared and celebrated in whole school assembly.

### Termly Learning Behaviour Awards

At the end of each term, children who have consistently demonstrated outstanding learning behaviours are celebrated. Each nominated child hears their citation in assembly describing their achievement and is presented with a gold star badge to wear proudly. This ensures that effort, perseverance, and positive attitudes to learning are recognised regularly throughout the year.

### Green Card Stickers for Good Choices on the Playground

Children who are noticed making good choices on the playground are rewarded with a sticker, this means that their teacher and members of the SLT may ask them what they have done reinforcing the positive elements of behaviour choices with classmates.

## Supporting Children When Behaviour is Challenging in Class (See Appendix 1)

When behaviour does not meet expectations, staff respond calmly, fairly, and consistently. At each stage we have restorative conversations at the appropriate time to help the child understand why their actions are impacting others and how to make amends.

We keep a record of behaviour incidents on a sheet, this is not on view in the classroom. This is monitored weekly by the Head Teacher. Warnings are determined on the severity of the incident – during restorative conversations staff explain which warning the child has been marked down as, with reasoning.)

Verbal warning: 1<sup>st</sup> Warning for a behaviour - this is not recorded on the behaviour sheet: we give a gentle Reminder – referring to the relevant rule or value.

Warning 1 is recorded on the behaviour sheet: this is for repetition of the same behaviour. This is recorded on the class behaviour sheet (appendix 1.)

Warning 2: is recorded on the behaviour sheet for further repeated incidents or for more serious incidents (like hurting another child, they would immediately go straight to warning 2.)

Warning 3: Is recorded on the behaviour sheet for further repeated incidents or for serious incidents. Reflection Time – the child reflects on their behaviour (with adult support, if needed, using Zones of Regulation) they are sent to other class in year group for 15 minutes. This is recorded on the class behaviour sheet. Home/School Task completed and returned to school the next morning.

Warning 4: This is for a further incident or a more severe incident. Reported to Deputy Head Teacher, child spends 20 minutes with Deputy Head completing a task from their class. Parents contacted by class teacher at the end of the school day (by telephone.)

Warning 5: Is recorded for further incident. Reported to Head Teacher. Parents called by Head Teacher and invited for a meeting with their child.

Home/School Tasks to be returned to the Head Teacher the next day. Head Teacher to monitor all 3+ warnings.

For children with additional needs, we may use individual behaviour plans or extra emotional literacy support following discussion with SENCo.

## **Supporting Children with Behaviour on the Playground**

We recognise good behaviour choices with a green sticker – members of the school community including the Head Teacher will ask children what they received it for – celebrating and reinforcing positive behaviours. Staff who range during playtimes support and recognise positive play, they will also help children to develop their play if necessary. Again, when behaviour does not meet expectations, staff respond calmly, fairly, and consistently:

### **Yellow and Red Cards for Poor Choices on the Playground** (see Appendix 2)

We give yellow cards when behaviours are unacceptable e.g. children are not following our school values and making others upset as a result. Children need some time to regulate and then return to play following a restorative conversation with one of the play-team staff.

We give red cards when behaviours are considered dangerous or deliberately unkind to others, such as physical abuse, swearing, etc., Children need to have some time off the playground in The Nest to regulate and calm before returning to play. They choose a regulation activity for 15 minutes and will have a restorative conversation with the Head Teacher or Deputy Head Teacher before returning to the playground. Repeated red cards will be reported to parents.

## Roles and Responsibilities

- **Children** – Follow the rules, use Zones of Regulation, try their best, and show school values.
- **Staff** – Model positive behaviour, praise effort, apply the policy consistently, and use restorative approaches.
- **Parents and Carers** – Support the school's behaviour expectations and celebrate children's successes at home.
- **Head Teacher** – Monitor behaviour patterns, ensure staff training, celebrate positive culture across school.
- **Governors** – Review and monitor the effectiveness of this policy.

## Monitoring and Review

This policy will be reviewed every three years with input from staff, governors, children and parents to ensure it continues to reflect the needs of our school community.



# Appendix 1: Onslow Infant School Behaviour Management Warnings Sheet

Class:

Week Commencing:

Name	Monday					Tuesday					Wednesday					Thursday					Friday				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

PLEASE RETURN THIS EACH MONDAY MORNING

**Supporting Children When Behaviour is Challenging in Class**

When behaviour does not meet expectations, staff respond calmly, fairly, and consistently. At each stage we have restorative conversations at the appropriate time to help the child understand why their actions are impacting others and how to make amends.

Verbal warning: 1<sup>st</sup> Warning for a behaviour - this is not recorded on the behaviour sheet: we give a gentle Reminder – referring to the relevant rule or value.

Warning 1 is recorded on the behaviour sheet: this is for repetition of the same behaviour. This is recorded on the class behaviour sheet (appendix 1.)

Warning 2: is recorded on the behaviour sheet for further repeated incidents or for more serious incidents (like hurting another child, they would immediately go straight to warning 2.)

Warning 3: Is recorded on the behaviour sheet for further repeated incidents or for serious incidents. Reflection Time – the child reflects on their behaviour (with adult support, if needed, using Zones of Regulation) they are sent to other class in year group for 15 minutes. This is recorded on the class behaviour sheet. Home/School Task completed and returned to school the next morning.

Warning 4: Reported to Deputy Head Teacher, child spends 20 minutes with Deputy Head completing a task from their class. Parents contacted by class teacher at the end of the school day (by telephone.)

Warning 5: Reported to Head Teacher. Parents called by Head Teacher and invited for a meeting with their child.

Home/School Tasks to be returned to the Head Teacher the next day. Head Teacher to monitor all 3+ warnings.

For children with additional needs, we may use individual behaviour plans or extra emotional literacy support following discussion with SENCo.

## **Appendix 2: Onslow Infant School Playground Behaviour Management**

We also operate a Green, Yellow and Red Card System for the playground.

We use green stickers to celebrate positive behaviour choices and great play during OPAL lunchtimes.

We give yellow cards when behaviours are unacceptable e.g. children are not following our school values and making others upset as a result. Children need some time to regulate and then return to play following a restorative conversation with one of the play-team.

We give red cards when behaviours are considered dangerous or deliberately unkind to others, such as physical abuse, swearing, etc., Children need to have some time off the playground in The Nest to regulate and calm before returning to play. They choose a regulation activity for 15 minutes and will have a restorative conversation with the Head Teacher or Deputy Head Teacher before returning to the playground. Repeated red cards will be reported to parents.