

High Ongar Primary School



Promoting Positive Relationships and Behaviour Principles

(including support for children with Social, Emotional, and Mental Health needs)

Approved September 2026

Review date September 2027

Contents

1. Our Vision
2. Our School Values
3. Our Principles
4. General Expectations
5. Positive Recognition
6. Our Response to Mistakes and Behaviour Incidents
7. Using Logical Consequences
8. Recording Incidents of Concern
9. Supporting Children with Additional Social, Emotional and Mental Health Needs
10. Safety, Support and Risk Assessment
11. Use of Physical Intervention (Control and Restraint)
12. Our Responsibilities
13. Further Guidance

Appendices

Appendix 1 - Making Things Right Poster

Appendix 2 – Restorative Conversation Record

Appendix 3 – Examples of Logical Consequences

Appendix 4 – Consistent Responses to Behaviour

Our Vision

At High Ongar Primary School, we believe that positive relationships are at the heart of a successful school community.

We are committed to creating a calm, safe and purposeful environment where all children feel valued, respected and supported to achieve their best. We recognise that behaviour is a form of communication and that all behaviour can be taught, developed and improved through positive relationships, consistent expectations and effective support.

We believe:

- Relationships are the foundation of positive behaviour.
- Children learn best when they feel safe, valued and understood.
- Every child deserves dignity, understanding and a fresh start.
- Consequences should be educational and restorative rather than punitive.
- Every interaction is an opportunity to build relationships and strengthen our school culture.

Our School Values

Our relationships culture is centred around three core values:

- **Be Kind** – We show empathy and compassion towards others. This means we are friendly, helpful and considerate; we include everyone, use kind words and actions, and support one another in our learning and play.
- **Be Respectful** – We respect ourselves, each other and our environment. This means we listen carefully, celebrate differences, act with honesty and fairness, and take care of our school, belongings and wider community.
- **Be Resilient** – We approach challenges with courage and determination. This means we try our best, do not give up when learning is difficult, learn from our mistakes and develop confidence in our ability to grow and succeed.

Our Principles

At High Ongar Primary School, we understand that children are still developing emotionally, socially and academically. Mistakes are viewed as opportunities for learning and growth by working with children to understand, repair and improve. We are committed to:

- Connection before correction.
- Consistent adult responses.
- Positive relationships.
- High expectations for all.
- Restorative practice.
- Recognition and encouragement.
- Explicit teaching of positive behaviour.

General Expectations

At High Ongar Primary School, we have high expectations for relationships, behaviour and conduct whilst recognising that some pupils may require additional support, reasonable adjustments and personalised approaches in order to be successful.

Our expectations apply throughout the school day, including:

- During lessons
- At playtimes and lunchtimes
- Around the school building
- During educational visits and extracurricular activities
- During assemblies
- During wider community events

We aim to create a safe, calm and positive learning environment where every member of our community feels valued, respected and able to flourish. This means we:

- Encourage a positive attitude to learning within a safe, happy environment.
- Promote high expectations and enable pupils to become independent, responsible learners.
- Encourage a sense of respect for our community and our environment.
- Believe that clear, consistent routines and systems are essential to support children and young people's development, whilst ensuring the health, safety and wellbeing of everyone in our school community.

It is everyone's responsibility to support pupils in meeting our expectations. Adults actively teach, model and reinforce positive behaviours and attitudes. Staff recognise the positive choices that children make throughout the day, and support children when expectations are not met.

We know that clear, consistent routines support children to feel safe, reduce anxiety and maximise opportunities for learning. Staff explicitly teach, model and regularly revisit routines so that children understand exactly what is expected of them. Routines are established and maintained for:

- Start of the day learning
- Assemblies
- Lining up
- Playtimes and lunchtimes
- Transitions between lessons and activities
- End of day procedures
- Moving around the school

Staff maintain these routines consistently across the school so that pupils experience the same clear expectations regardless of the class, year group or adult working with them. Where pupils find routines challenging, additional support and teaching will be provided.

Positive Recognition

We firmly believe that positive behaviour grows where it is noticed, recognised and encouraged. Adults intentionally look for opportunities to recognise pupils who demonstrate our school values. Positive recognition includes:

- Verbal praise.
- Positive conversations with pupils.
- Positive Postcards home.
- Star in the Jar.
- Kindness Cards.
- Recognition from SLT, including Headteacher's Hot Chocolate Tea Party.
- Celebration assemblies.
- Positive communication with parents and carers.

Recognition is used to reinforce positive habits, strengthen relationships and help children understand the behaviours that contribute to a successful school community.

Our Response to Mistakes and Behaviour Incidents

We believe that mistakes are an inevitable part of learning and development. Children are continually developing their understanding of relationships, emotions, self-regulation and social expectations. When behaviour is not yet where it needs to be, our role as adults is to teach, guide and model the behaviours we want to see. We view these moments as opportunities to strengthen relationships, develop responsibility and support children to be successful. Our approach is based on the principle of **connection before correction**.

We recognise that every interaction between an adult and a child is an intervention. Therefore, all adults strive to respond calmly, consistently and professionally at all times. When responding to behaviour, all staff will:

- Remain calm and emotionally regulated.
- Use consistent language and agreed scripts.
- Focus on the behaviour rather than the child.
- Avoid public confrontation, humiliation or prolonged discussion.
- Provide opportunities for pupils to make positive choices.
- Maintain high expectations whilst showing understanding and compassion.
- Restore relationships after incidents.
- Support children to learn from mistakes and move forward positively.

Children should always know that whilst some behaviours may be unacceptable, they remain valued members of our school community.

When a pupil's behaviour falls below our expectations, staff follow a consistent stepped response:

Stage	Adult Language	Adult Actions	Intended Outcome
1. Reminder	"X, this is your reminder. Remember, you should be ..." "X, this is your reminder that one of our school values is ..."	• Remain calm • State the expectation • Avoid debate • Give take-up time • Notice and acknowledge positive change	The pupil self-corrects and returns to the expected behaviour.
2. Warning	"X, this is your warning because you have already had your reminder about ... The consequence for continuing would be ..."	• Remain calm and respectful • Deliver privately where possible • Explain what behaviour must change • Remind the child of the positive choice	The pupil understands the expectations and is supported to make a better choice.
3. Consequence	"X, ... has continued so there is now going to be	• Deliver calmly and privately where possible	The pupil reflects, repairs any harm caused and is

	consequence for your behaviour because ..."	• Apply the agreed consequence • Avoid lectures or arguments • Maintain the relationship	supported to move forward successfully.
4. Restore	"Let's talk about what happened and how we can do things differently in the future."	• Facilitate reflection through restorative questions • Repair relationships • Reinforce expectations • Offer a fresh start	Relationships are restored and learning can move forward positively.

Consistency creates safety and trust. This process provides children with clear expectations, consistent support and opportunities to make positive choices. Through calm, predictable and respectful adult responses, children are supported to learn from their experience, repair relationships and move forward successfully.

Using Logical Consequences

We believe that consequences can be an important part of teaching behaviour when they are delivered calmly, consistently and fairly.

Consequences are not intended to punish, shame or humiliate. Instead, they help children understand the impact of their actions, take responsibility for their choice and learn the behaviours needed to be successful in the future.

Where positive behaviour leads to positive outcomes, behaviour that falls below expectations may result in consequences. However, these consequences should always have a clear purpose and, wherever possible, a logical link to the behaviour that has occurred. This approach helps children understand the relationship between actions, decisions and outcomes. We recognise that consequences are most effective when they form part of a wider process of support, reflection and restoration.

At High Ongar Primary School, we use consequences that are educational, restorative and, where necessary, protective. These are designed to support learning, rebuild relationships and ensure the safety of all members of our school community. Best practice suggests that all protective consequences should run alongside educational consequences, as it is unlikely that long-term behavioural change will occur without this.

Restorative Consequences help children to understand the impact of their actions and repair any harm caused. Examples may include, but are not limited to, participating in a restorative conversation; repairing damaged relationships; contributing positively to restore an environment, activity or situation affected by their behaviour.

Educational Consequences help children learn the skills, routines and behaviours needed to be successful. Examples may include, but are not limited to, completing learning that has been disrupted or left unfinished; practising the expected behaviour with support from an adult; reflecting

on how different choices could have led to a more positive outcome; working alongside a trusted adult to rebuild confidence and success.

Protective Consequences are additional measures that may be needed to protect the safety, wellbeing and learning of others. Examples may include, but are not limited to, temporary changes to seating arrangements; working in an alternative learning space; increased adult support or supervision; individual behaviour support plans; personalised risk assessments.

To ensure consistency across the school, the following tables provide examples of behaviours, staff responses and possible logical consequences. They are intended to support a calm, predictable and relational approach, ensuring that all pupils experience clear expectations, consistent boundaries and opportunities to reflect, restore and move forward successfully.

Alongside this guidance, all classrooms display the school's Making Things Right restorative conversation poster (Appendix 1). This poster provides a visual framework which supports pupils to reflect, consider the impact of their actions, identify positive next steps and work towards a fresh start. It forms part of our restorative approach and helps ensure that restorative conversations are carried out consistently across the school.

To further support consistency, Consistent Responses to Behaviour (Appendix 4) outlines the range of educational, restorative and protective consequences available to staff. It is intended to support the professional judgement and ensure that responses remain proportionate, predictable and aligned with the principles of this policy. The guidance in Appendix 4 should be used alongside the examples below and does not replace consideration of individual circumstances, age, stage of development, SEND, SEMH needs or the context of the incident.

Behaviour Examples	Possible Consequences following a Reminder and Warning
Relatively low impact: • Calling out • Distracting others • Refusal to complete assigned activity • Disrespectful comments • Not following routines or instructions • Refusal to share/take turns • Shouting	• Reflection conversation • Completion of missed learning • Loss of social time in class (up to five minutes) • Temporary change of seating arrangement • Restorative conversation with those involved • Rehearsal of routines
Increasing impact: • Continued and repeated low impact behaviour • Name calling or unkindness • Taking or damaging property • Rough play outside • Being disrespectful • Not following an adult's instructions • Dishonest behaviour • Swearing with intent	• Restorative conversation • SLT notification • Loss of social time with SLT (up to 15 minutes) • Relocation to another learning space • Parents informed by class teacher
Relatively high impact: • Bullying • Aggressive behaviour • Any discriminatory behaviour	• Immediate SLT notification and action • Opportunity for reflection – potentially in a classroom or safe space • Completion of learning in an alternative space

• Causing significant, deliberate damage to school property • Continued low level disruption after restorative conversations • Language that is offensive to any protected groups (racist, homophobic, transphobic, xenophobic, misogynistic).	• Incident form completed for discriminatory incidents • Parents notified by member of SLT • Personalised behaviour support plan proportionate to severity of behaviour • Withdrawn or changes made to timetable. Parents to be informed of this decision via telephone or face to face. • Fixed term exclusion with a follow up reintegration meeting. Parents to be notified via telephone or face to face, followed up in writing.
--	---

Reflection Time is used to allow children to spend a short period of time reflecting on events with a senior member of our teaching team. This takes place each day during lunchtime. If a child is frequently attending reflection time, this triggers further investigation and the introduction of an individual support plan following discussion with parents.

Every consequence is followed by a restorative conversation once the child is calm and ready to engage. The purpose of the conversation is to provide the children with an opportunity to develop responsibility, empathy and enable the child to make successful choices in the future. Staff approach these conversations with curiosity, empathy and high expectations, seeking to understand what has happened, who has been affected and what needs to happen next. Following a restorative conversation, children are supported to make amends where appropriate and are given a fresh start. Staff may use the school's agreed Restorative Conversations Form (see Appendix 2) to guide and record these discussions where appropriate.

Recording Incidents of Concern

We have a clear process and system in place to record incidents that occur. We use CPOMS (an online system) to record and share incidents with relevant staff across the school. We use the information to effectively enable strategic oversight, which influences a review of practice. Additional forms used to analyse behaviour and support children's understanding can be found in the appendices.

Supporting children with additional Social, Emotional and Mental Health Needs

We recognise that some children may have, at times, additional social, emotional and mental health (SEMH) needs that can affect their ability to regulate emotions, manage relationships, communicate their needs and consistently meet behavioural expectations. We are committed to creating an inclusive environment where all children are supported to feel safe, understood and successful.

We understand that behaviour is often a form of communication and that behaviours which challenge may be an indication of unmet needs, anxiety, stress, trauma, sensory processing, communication barriers or other barriers to learning and wellbeing. Our aim is to understand the reasons behind the behaviour and provide appropriate support whilst maintaining clear expectations and boundaries.

We recognise that some children may not always respond successfully to the standard systems and routines described within this policy. Where there is an identified need, reasonable adjustments may be made to support individual pupils. In these circumstances, a child may work alongside a personalised behaviour support approach which sits alongside, or adapts aspects of, the whole-school behaviour system. Their support may prioritise regulation, co-regulation, prevention and personalised strategies designed to meet their individual needs and help them achieve success. Any adaptations will be carefully considered, proportionate and developed in partnership with parents, carers and relevant professionals.

Where a pupil regularly experiences difficulties with behaviour, staff will seek to understand the underlying cause rather than simply increase consequences. This may involve observations, behaviour analysis, assessment of SEND needs, implementation of targeted interventions or involvement from external agencies. The focus is always on identifying barriers and supporting long-term success.

Whilst we may adapt our approaches, we do not lower our expectations. We maintain high expectations for all pupils and believe that every child can learn, develop and be successful when provided with the right support, relationships and opportunities.

Safety, Support and Risk Assessment

The safety, wellbeing and dignity of every member of our school community is paramount. We recognise that there may be occasions when a child becomes dysregulated and their behaviour may impact upon the safety, wellbeing or learning of themselves or others. When this occurs, our priority is always to keep everyone safe whilst maintaining a calm, supportive and relational approach.

We understand that behaviour displayed during periods of dysregulation is often linked to stress, anxiety, fear, frustration, unmet needs or difficulties with emotional regulation. Whilst this understanding helps us respond appropriately, it does not remove our responsibility to protect everyone within our school community.

Our staff are trained to recognise signs of distress and dysregulation, and will seek to respond early through co-regulation, de-escalation strategies and positive relationships. Wherever possible, proactive strategies will be used to prevent situations from escalating.

We recognise that being involved in a significant incident can be distressing and we are committed to ensuring that everyone involved receives the support they need. When behaviour has resulted in physical or emotional harm, staff will ensure that everyone involved is safe, provide any necessary medical or emotional support, and consider what further actions may be required to support recovery and restoration, including informing parents and carers. This may include opportunities to speak with trusted adults, receive reassurance, share perspectives and access ongoing support to help rebuild confidence, relationships and a sense of safety.

When behaviour presents an ongoing concern, regularly results in dysregulation, places themselves or others at risk, or where previous strategies have not been successful, a risk assessment and personalised support plan will be developed. This process aims to identify triggers, stressors, early warning signs and barriers to success, alongside effective preventative strategies, agreed adult

responses and any other measures required to maintain safety and inclusion. Risk assessments and personalised support plans will be developed in collaboration with the child, parents or carers, relevant school staff and, where appropriate, external professionals. They will be reviewed regularly and updated following significant incidents or changes to circumstances to ensure the support provided remains effective and responsive to the child's needs.

Use of Physical Intervention (Control and Restraint)

We acknowledge our legal duty to safeguard pupils and staff. In accordance with current guidance, school staff may use reasonable force to prevent a pupil from:

- Hurting themselves or another person.
- Causing significant damage to property.
- Committing an offence.
- Significantly disrupting the safety, welfare or good order of the school.

Any physical intervention used will be reasonable, proportionate and necessary to the circumstances. Staff will always seek to use the minimum level of force required for the shortest period of time possible and will continue to communicate calmly and respectfully throughout the incident. The intention of any physical intervention is to maintain safety.

Following any incident involving physical intervention, the welfare of all those involved will be considered and appropriate support provided. The incident will be recorded promptly, reported to a member of the Senior Leadership Team and communicated to parents or carers as soon as reasonably possible. As physical intervention should always be used as a last resort, staff will review the incident to identify any learning, adjustments or additional support that may help prevent future occurrences. This may include reviewing Behaviour Support Plans, individual Risk Assessments or other personalised strategies.

Our Responsibilities

All staff:

- Are responsible for supporting the safety and other needs of children across the school. Where a child is seen to be having difficulties, they should be treated with respect and understanding.
- Always endeavour to have private discussions with children to help support any issues that are arising.
- Use the key principles outlined in this policy to support the needs of all our children.
- Take responsibility for their own personal safety and wellbeing.
- Contribute actively to risk assessment and be familiar with policies, guidelines, control measures, instructions and reporting procedures.
- Participate positively in appropriate training.
- Follow the principle of **connection before correction**.

The Headteacher:

- Leads on all aspects of this document.
- Is the only person authorised to exclude a child.

- Ensures that risk assessments are carried out when required and that appropriate measures are implemented.
- Ensures that all staff receive regular, purposeful training to support relationships and minimise risk.
- Ensures that all staff are provided with clear instructions for reporting incidents of harm and that all such reports are thoroughly investigated and responded to.
- Offers and provides appropriate support to staff following a stressful incident.

Senior Leaders:

- Lead on all aspects of this policy.
- Ensure the policy is implemented effectively.
- Ensure all staff are appropriately trained.
- Oversee the specific needs of all children across the school.
- Provide support to staff, pupils and parents as necessary.
- Link with outside agencies to access additional services.
- Ensure that all tracking and reporting of incidents and additional needs are up to date.

Classroom Staff:

- Plan the teaching and learning for all children.
- Include parents/carers in personalised planning for their child.
- Communicate regularly with parents/carers about their child's needs.
- Provide specific support for children and young people experiencing any difficulties, whether this is an ongoing need or a short-term difficulty a child may be having.

Families:

- Inform the school of any concerns about changes in their child's behaviour, emotional wellbeing and mental health.
- Have open conversations with the school.
- Engage with support offered by the school and other agencies to further support their child's needs.

Governors:

- Ensure that appropriate policies are in place, that they are regularly reviewed, and their effectiveness monitored.
- Consider families' representations about an exclusion.
- Undertake their statutory role around exclusion.
- Ensure all staff receive purposeful training in order that they can undertake their role.

Further Guidance

- [Keeping Children Safe in Education September 2026](#)
- [Restrictive Interventions, including the use of reasonable force, in schools April 2026](#)
- [Suspension and Permanent Exclusion DfE July 2026](#)
- [Searching, Screening and Confiscation DfE July 2022](#)

Making Things Right

Helping us reflect, repair and grow.



Be Kind



Be Respectful



Be Resilient



What happened?



Which zone were you in?



Which school value could help here?



Who was affected?



What could you do differently next time?



How can we put things right?

Ready to Move Forward



Talked



Learned



Fresh Start

Appendix 2



Restorative Conversation

Pupil Name	
Date	
Class	
Staff Member	

1. What happened?

2. Which zone were you in?

Blue Green Yellow Red

How were you feeling?

3. How could we show our school values here?



Tell me more:

4. Who was affected by what happened?

Me Another child A group of children An adult The class

How were they affected?

5. What could you do differently next time?

6. What support would help you to be successful?

Reminder Time to regulate Talking to a trusted adult Movement break Visual reminder Other

7. How can we put things right?

Apology Kind action Repair a friendship Complete missed learning Repair something damaged Other

Fresh Start

- ☐ We have talked about what happened.
- ☐ We have agreed how to put things right.
- ☐ We are ready to move forward.

Pupil signature: _____

Staff signature: _____

Appendix 3

Examples of Logical Consequences

The examples below are intended to support consistency across the school. They are not exhaustive and professional judgement should always be used, taking account of the age of the child, SEND and/or SEMH needs, individual circumstances and the context of the incident. In all cases, consequences should be restorative, educational and proportionate to the behaviour displayed.

Behaviour	Possible Logical Consequence
Calling out repeatedly during learning	Rehearsal of classroom expectations
Distracting others from learning	Temporary change of seating Completion of missed learning Reflection conversation
Not following established classroom routines	Rehearsal and practice of the expected routine
Running indoors	Practice of moving safely around the school Reminder of safety expectations
Misuse of equipment or resources	Use of equipment under adult supervision Repair or tidy resources affected
Deliberate mess or refusal to tidy up	Return to tidy and restore the learning environment
Minor disagreement between pupils	Adult supported restorative conversation
Unkind comments, including name calling	Restorative conversation, apology where appropriate, relationship repair work
Refusal to share or take turns	Supported practice of social skills Restorative discussion
Rough play at break or lunchtime	Temporary removal from the activity Reflective and restorative discussion before returning
Inappropriate language	Reflective conversation Restorative discussion Parental communication if repeated
Bullying behaviour	Investigation Restorative processes

	Parental involvement Personalised support plan where appropriate
Discriminatory language or behaviour	Educational conversation Restorative work Parental communication
Physical aggression	SLT involvement Restorative process Personalised consequence and support

Appendix 4

Consistent Responses to Behaviour

Consequence	Typical Use
Reflective conversation	First consequence for many low-level incidents.
Rehearsal of routines	Disruption of routines
Completion of learning	Refusal, avoidance or disruption of learning
Temporary change of seating	Distracting others or off-task behaviours
Restorative conversation	Unkindness or relationship difficulties
Loss of social time (up to five minutes)	Repeated low-level disruption
Loss of social time (up to 15 minutes)	Repeated mid to high level disruption
Alternative learning space	Behaviour significantly affecting learning
Parent communication	Repeated concerns or significant incidents
Personalised support plan	Emerging pattern of behaviour concerns
Risk assessment	Behaviour presenting ongoing safety concerns