



"Inspiring minds to ignite lifelong learning"



Onchan Primary School
School Road, Onchan, Isle of Man IM3 4PD
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Behaviour Management Policy

Introduction

Onchan Primary School is committed to fostering a positive, safe, and inclusive learning environment where all pupils can thrive academically, socially, and emotionally. High standards of behaviour are expected from all members of our school community, and staff, pupils, and parents share responsibility for upholding these standards.

Role of Staff

All adults in school play a vital role in modelling and promoting positive behaviour. Their example directly influences the attitudes and conduct of pupils. Staff are expected to:

- Create a positive learning climate with clear, realistic expectations.
- Emphasise the value of each child as an individual within the school community.
- Model honesty, courtesy, and respect at all times.
- Provide a caring, safe, and purposeful learning environment.
- Foster relationships built on kindness, understanding, and mutual respect.
- Ensure fair treatment for all, irrespective of age, gender, race, ability, or disability.
- Recognise and celebrate the efforts and contributions of all pupils.
- Address behavioural incidents promptly, both within and outside the classroom.

Rewards

Positive reinforcement is central to encouraging desirable behaviour. Rewards are used consistently across the school to acknowledge pupils' achievements and reinforce expectations.

- Each class establishes its own rules and reward systems, in line with whole-school practice.
 - Teachers may use additional age-appropriate rewards tailored to pupils' interests.
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Sanctions for Unacceptable Behaviour

Where behaviour falls below expectations, staff may implement one or more of the following strategies:

- Verbal reminder of expectations.
- Loss of privilege.
- Use of reflection charts.
- Discussion with parents/carers.
- Implementation of an Individual Behaviour Plan (IBP).
- Loss of lunchtime privileges or being sent home during lunchtime.
- Informal temporary suspension.

Classroom Management

Effective classroom organisation and teaching practices are essential in shaping pupils' behaviour. Teachers are expected to:

- Create orderly and stimulating classrooms that foster independence and engagement.
- Use teaching strategies that encourage active participation and cooperative learning.
- Employ praise to reinforce positive learning and behaviour.
- Address incidents sensitively and appropriately, maintaining fairness and consistency.
- Provide a **Calm Corner/Space** in every classroom, which is well-resourced to support pupils in self-regulation and emotional control. Pupils are encouraged to use this space when feeling dysregulated, upset, or overwhelmed.
- Implement the **Zones of Regulation** framework to help pupils identify, understand, and manage their emotions effectively. Staff support children in recognising their emotional states and choosing appropriate strategies to return to a regulated state.

Guidelines for Responding to Misbehaviour:

1. Issue an oral warning and encourage improvement.
2. Relocate the pupil to minimise distractions.
3. Speak to the pupil privately.
4. If behaviour persists, implement loss of break time for reflection.



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5. Encourage the use of the **Calm Corner/Space** and strategies from the **Zones of Regulation** to support self-regulation.
6. Monitor "thinking time" in the classroom under staff supervision.
7. Record persistent concerns in a behaviour diary.
8. Engage in discussion with the pupil to understand underlying causes.
9. Communicate concerns to parents, initially informally.
10. Escalate serious or recurring issues to the Senior Leadership/Management Team (SLMT).
11. Record all incidents using **Arbor** (the school's management information system).

Where behaviour persists, a meeting will be convened with the class teacher, parents, Head/Deputy, and the SENCO/Inclusion Lead. In extreme cases, formal suspension may be considered in line with DESC Inclusion and Suspension Policy.

Children on Modified Behaviour Plans

For pupils whose behaviour is affected by medical, emotional, or psychological needs, tailored strategies may include:

- Supported playtime or lunchtime activities.
- Participation in social groups or lunchtime clubs.
- Reduced playtimes.
- Emotional literacy interventions.
- Access to nurture provision.

Support is always intended as a positive intervention. Parents/carers are kept informed, and referrals to external agencies (e.g., CAMHS, EHAS, Isle Listen) are made where appropriate. In some cases, a shared placement with **Thie ny Shee (TnS)** may be agreed.

Crisis Behaviour

In rare circumstances, pupils may present extreme behaviours such as: - Hitting, biting, screaming, or swearing. - Damaging property. - Attempting to leave the premises.

The safety of the pupil and others is the priority. - If a pupil leaves the school site, parents and the police will be contacted immediately. Staff will maintain safe observation. - A chill zone room is available as a calming space, supported by trained



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staff. - De-escalation techniques (e.g., Team Teach strategies) will be used where possible. - Parents will be contacted, and arrangements made to collect the pupil if required. - Each incident is recorded and reviewed with external professionals if appropriate.

Every day is treated as a fresh start, with a focus on reintegration and positive progress. Ongoing contact is maintained with **Thie ny Shee (TnS)** and other professionals involved.

Bullying

Bullying is unacceptable and will be addressed promptly. Steps include: - Speaking directly with pupils involved. - Informing parents/carers. - Implementing appropriate actions to prevent recurrence. - Recording incidents accurately and monitoring outcomes.

Hippos (Nurture/Inclusion Room)

Hippos is available as a calming and supportive space for any pupil who requires it.

- An identified member of staff is always present to support pupils. Wherever possible, this member of staff will be trained in Team Teach de-escalation techniques.
- The aim is to support, listen, and help the child de-escalate. However, in some cases, escalation may continue despite these interventions.
- Children accessing Hippos are encouraged to use a variety of self-regulation strategies with guidance from staff.
- If a child enters crisis, education is not appropriate due to heightened levels of anxiety. Parents will be informed, and arrangements will be made for the child to be collected and supported before returning to school.
- Accurate records of incidents and support provided are maintained.
- Each new day is treated as a fresh start, with the aim that every child feels safe, secure, supported, and able to re-engage with their learning.



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Roles and Responsibilities

Class Teachers:

- Communicate this policy to pupils.
- Establish class rules and rewards annually with pupils.
- Implement policy consistently within the classroom.
- Record concerns on Arbor and liaise with SLT where necessary.

Senior Leadership Team (SLT):

- Ensure consistent implementation of the policy.
- Provide support to staff, pupils, and parents as required.
- Review and update the policy every two years, or sooner if necessary.
- Facilitate staff training in Behaviour Management.

Parents/Carers:

- Support the school in maintaining high standards of behaviour.
- Reinforce the school's expectations and sanctions at home.
- Attend meetings when requested and work collaboratively with staff.
- Engage with external agencies where appropriate.

Monitoring and Review

This policy will be reviewed annually by the Senior Leadership Team, in consultation with staff. Revisions will reflect best practice, statutory requirements, and the needs of the school community.

Review date- September 2026