



Behaviour policy and statement of behaviour principles

Oakfield Primary School

Approved by: The Governing Body

Date: Autumn Term 2023

Last reviewed: November 2023

Next review due by: October 2024

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Oakfield Primary School provides a happy and caring community that inspires, challenges and nurtures children in a culture of learning where each child strives to achieve their full potential and develop skills to promote lifelong learning and aspires to exceed their expectations.

Inspire, Challenge and Achieve Together

Oakfield Primary School is a place where everyone is valued and cared for. It is a place where views are respected and where children are at the centre of everything we do. We celebrate uniqueness in each individual and encourage all pupils to flourish through a happy, safe and stimulating environment that allows everyone to meet their personal goals and full potential: intellectually, physically, emotionally, morally and spiritually.

Oakfield Primary 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. Our behaviour policy guides staff to teach self-discipline and self-regulation, not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools should publish their behaviour policy online

3. Definitions

Poor behaviour is defined as:

- Disruption in lessons, in communal areas and disruption at break and lunchtimes
- Non-completion of classwork / non-participation in lessons
- Poor attitude and lack of respect for peers and adults

Serious misbehaviour is defined as:

- Repeated breaches of the school rules (ready, respectful safe)
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

5. Roles and responsibilities

5.1 The governing board

The governing body of Oakfield is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The governing body of Oakfield will also review this behaviour policy in conjunction with the Head teacher and monitor the policy's effectiveness, holding the Head teacher to account for its implementation.

5.2 The Head Teacher and senior leadership team

The Head teacher and senior leadership team are responsible for reviewing this behaviour policy in conjunction with the governing body, giving due consideration to the school's statement of behaviour principles (appendix 1). The Head teacher and senior leadership team will also approve this policy.

The Head teacher and senior leadership team will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

The Head teacher and senior leadership team will support staff in responding to behaviour incidents when required.

The pastoral team (including a member of SLT) meet fortnightly to monitor behaviour, look for any patterns in behaviour and provide support where necessary.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Treating each child fairly with unconditional positive regard, respect and understanding to promote excellent relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents on CPoms and alerting senior leaders / staff as appropriate

5.4 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

6. Pupil code of conduct

Pupils are expected to:

- Behave in an orderly and self-controlled way, following the rules of 'ready, respectful, safe.'
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move respectfully around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

7. Rewards and sanctions

We recognise and reward learners who both regularly meet and go 'over and above' our standards. Although there are tiered awards, staff understand that a quiet word of personal praise can be as effective as a larger, more public reward. At Oakfield we recognise that the use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including with those learners who are hardest to reach. Teachers will use 'Good to be Green' to acknowledge good behaviour. Staff will send positive messages home for behaviour that is 'above and beyond'. This may take the form of a Dojo praise message, a positive note home, a phone call or a face to face chat. Children who have followed our three core rules all day (ready, respectful safe) and have demonstrated our six learning behaviours (resilience, independence / initiative, team player, curiosity, organisation, pride) will be acknowledged with a Dojo.

'Oakfield Award' Assembly

There is a weekly 'Oakfield Star' assembly where one child from each class will be recognised for going above and beyond expectation and receive a certificate. This achievement is posted on Class Dojo.

Sanctions

At Oakfield we follow 'sanction steps' in response to unacceptable / poor behaviour:

Where a pupil has breached the behaviour policy (once or persistently) and if the pupil has caused serious harm to others' education or welfare, this will be challenged through school procedures. In some circumstances it may be necessary for more decisive actions to be taken.

This may proceed immediately to consideration of more serious measures by the Headteacher or a member of the Senior Leadership Team which may include a fixed-term exclusion. In exceptional and severe circumstances, a permanent exclusion could be considered.

Any decision to exclude a pupil will always be lawful, reasonable and fair and will follow the Exclusion from maintained schools, academies and pupil referral units in England - Statutory guidance for those with legal responsibilities in relation to exclusion - Department for Education 2017.

Behaviours that include threatening or aggressive behaviour towards others, failure to respond to instruction, inappropriate responses, behaving in a manner considered to be unsafe and failing to respect the rights or property of others will be considered to have fallen short of what we expect from our children.

Any such incidents will be thoroughly investigated and will include all parties. All factors including context, individual factors and circumstances and severity will be considered.

Any damage to school premises or property, including books or stationery, will have to be paid for or replaced by the parents/carers of the child responsible for the damage. Failure to do so will be referred to the Local Authority debt collectors, who will take action to ensure that monies are recuperated.

Sanction steps

Learners are responsible for their conduct behaviour. Staff will deal with low level behaviour **without delegating**. Staff should use the steps in behaviour for dealing with poor pupil conduct. It is the aim that learners should be kept at steps 1 and 2 for as long as possible.

Steps	Actions
1) Redirection / Reminder	Gentle encouragement, a 'nudge' in the right direction. A reminder of the expectations of being Ready, Respectful and Safe delivered privately wherever possible. Repeat reminders if necessary. De-escalate where reasonable and possible and take the initiative to keep things at this stage. Praise will be given if the learner is able to demonstrate improved behaviour as a result of the reminder.
2) Warning	A clear verbal warning delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue. The child will be issued with a yellow warning card if the behaviour is repeated.
3) A short time taken from playtime to have a reflective dialogue, or...time out in a parallel class if the	If the warning from step 2 is not heeded and the behaviour continues a red card will be issued. At this point the learner will be informed that they will have to miss time from the next break/lunch time or, in the case of an afternoon incident, time spent in a parallel class. Children who are given a Red Card will be expected to have a reflective dialogue with the class teacher or the adult who observed the behaviour, following the restorative practice steps . Red cards MUST be recorded on CPoms by the adult who observed the behaviour . For serious breaches of behaviour where a red card has been given without prior warning, e.g. being physical towards another child or adult or swearing, a phone call home must be made to inform parents / carers of the behaviour/s.

incident happens at the end of play or in the afternoon session	
4) Communication with parent/ carer	If a pupil receives three or more red cards in a 5 day rolling period, staff are to contact parents by telephone or face to face, informing them of the reasons as to why red cards have been given and discuss any matters which may be contributing to the behaviour. Parents will be asked to work in partnership with school to improve these behaviours. A follow up phone call / communication is to be made to keep parents informed of any improvements or further negative conduct. Communication must be recorded on CPoms.
5) A formal meeting with SLT and parents/carers.	If there is no improvement in the behaviour over an agreed period, a meeting with the class teacher, SLT and parents/carers is to be arranged. A pink slip (behaviour contract) will be completed with the child and parent/s, which will clearly explain the reason/s why they have received a number of red cards and a discussion between the pupil, parent/s and staff will take place as to how the behaviour/s can be prevented in the future. This must be recorded on CPoms (pink slip / behaviour contract to be scanned in)
6) Weekly behaviour meetings	Children who regularly receive more than 3 red cards in a week and for whom the pink slip has not been effective, will have weekly monitoring meetings with their class teacher / member of SLT to discuss their behaviour and any support they may require. Parents should be kept informed of the progress their child is making regarding their behaviour (Pupil / teacher / SLT meetings should be recorded on CPoms along with any communication with parents)
7) Exclusion	A serious breach of conduct / behaviour may lead to a fixed term exclusion.

Agreed strategies to prevent sanctions

- Catch them doing the right thing and praise, praise, praise
- Walk and talk
- Breathing techniques
- Time out
- Private chat
- Re-direction
- Two choices
- Countdown
- I can see you are feeling.....

7.2 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip.

7.3 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will discipline the pupil in accordance with this policy.

Please refer to our safeguarding policy/statement of procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

The Head teacher will also consider the pastoral needs of staff accused of misconduct.

8. Behaviour management

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil code of conduct or their own classroom rules
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption (using agreed strategies)
 - Giving a smile/nonverbal gestures/thank you
 - Using positive reinforcement

8.2 Physical restraint

Some staff (including members of SLT and pastoral team) are **Team Teach** trained in de-escalation strategies by the Local Authority Behaviour Support Team. In some circumstances, staff may use strategies to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

Pupils who may require physical restraint have a manual handling plan agreed with parents / carers and the school SENDCo.

8.3 Confiscation

Any prohibited items found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

8.4 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

9. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools. This information is accessible securely via CPoms.

10. Training

Our staff are provided with training on managing behaviour, including de-escalation strategies as part of their induction process.

Behaviour management will also form part of continuing professional development.

Staff training is part of our ongoing CPD.

11. Monitoring arrangements

This behaviour policy will be reviewed by the Head teacher and full governing body every year. At each review, the policy will be approved by the Head teacher.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the governing body every year.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- Anti-bullying policy

Appendix 1: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions and reflect on the impact their actions have had on themselves and others
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the full governing body every year.

Behaviour Contract

Name: _____ Date: _____

I received a red card because... (please tick all that apply)

Ready	Respectful	Safe
I did not follow directions / instructions.	I was disruptive in lesson time.	I was participating in dangerous behaviour.
I was not listening.	I repeatedly shouted out.	I was unsafe online.
I was off task.	I was disrespectful to an adult / my peers.	I made someone else feel unsafe by threatening them physically / verbally.
I did not bring the equipment I needed this week (book bag / reading record / PE kit / homework) despite reminders.	I had a disrespectful attitude to a member of staff / I made a refusal to a staff member.	I made someone else feel unsafe by hurting them physically / verbally.
	I used inappropriate language	
	I was having a side discussion not related to my learning.	
	I did not respect school / my own / others property.	
	I did not respect others personal space.	

This is how I will prevent this behaviour in future: _____

Pupil: _____ Parent: _____ Staff: _____



Exclusions Procedure Checklist

Oakfield Primary will refer to and follow the latest DfE Guidance in relation to Fixed Term or Permanent Exclusions

Investigation and information recorded on CPOMS following a serious incident or 2 consequence records



SLT informed and decision made



Phone call to parent/carer
agencies



Regarding LAC / EHCP inform relevant agencies

clearly stating how long the fixed term exclusion is for and
when reintegration/back to school meeting is



Letter of notification

Cancel transport (if necessary)

Handed directly to parent / carer

Copy of letter to CPOMS

back to school meeting



Inform staff involved of decision and update CPOMS

***Contact Ms Lois Hanson, Education Inclusion & Exclusion Officer, Schools,
telephone number 01724 298465.***