

Behaviour and Relationships Policy

September 2025

Review date: September 2026

Positive Behaviour Policy

'Behaviour is the way we act and respond to people and to situations we find ourselves in'

Aims

Our Behaviour Policy encompasses our school values: **kindness, curiosity and ambition**.

We aim for all members of the Oakwood community to show **kindness** in their interactions. We show **curiosity** when exploring underlying reasons for behaviour. We have the **ambition** that every member of the school community feels valued and respected, and that each person is treated fairly and well. The school behaviour policy is therefore designed to support the way in which all members of the school can work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure, and where pupils become positive, responsible and increasingly independent members of the school community.

Positive behaviour and a calm, organised environment are necessary pre-requisites for effective teaching and learning and to ensure all members of the school are able to enjoy and benefit from the full range of activities and opportunities provided.

At Oakwood, we all have a shared responsibility for behaviour throughout the school. Every pupil in the school is the responsibility of every adult in the school. A consistent approach is needed to ensure that pupils, parents and staff have the same high expectations of behaviour.

The Golden Rules at Oakwood are:

We are gentle
We are kind and helpful
We listen
We are honest
We work hard
We look after property

Positive behaviour

Positive behaviour can be defined as behaviour which is positive, helpful and in keeping with our school values. Positive behaviour benefits the child and all those around the child. At Oakwood, fostering positive behaviour is our focus. Examples of positive behaviours include:

- modelling our school values of kindness, curiosity and ambition
- using polite language
- waiting and allowing another person to go past first
- walking on the left inside
- raising of hand in recognition that an adult would like your attention
- helping those around the school

Strategies to promote positive behaviour

We believe that well-planned teaching and learning promotes positive behaviour. At Oakwood, this includes:

- show unconditional positive regard for pupils by building positive relationships with pupils and their parents throughout their time at Oakwood, including in everyday interactions, on transition days and "Meet the Teacher" meetings
- providing stimulating lessons, matched to prior attainment which captures the interests of the pupils
- being aware of and planning for the social, emotional and learning needs of the pupils in their class, including through teacher handover meetings before the start of a new academic year
- providing opportunities for pupils to work co-operatively as a class, in teams, pairs or independently

- planning pro-actively for smooth transition times in class, around school and in the playground, including planning time at the start of each term to refresh rules and routines
- providing a learning environment that is tidy and well organised
- clear routines including visual timetables
- teaching pupils about values including honesty and respect for others
- using PSHE lessons, assemblies, and other opportunities to develop self-reflection and self-esteem
- Protective Behaviours assemblies for all pupils, teaching pupils strategies for protecting their own physical and emotional safety
- using positive directives telling pupils what **to** do (rather than what **not** to do) and giving reasons why
- teaching, modelling, praising and celebrating the behaviour and attitudes we want to see
- being good role models to both colleagues and pupils through explicit behaviours
- some classes will devise a class charter in addition to displaying the Golden Rules

Praise, Reward and Celebration

We aim to create a positive ethos in school. The school rewards positive behaviour, as it believes that this will develop an ethos of kindness and co-operation. Pupils should develop a clear understanding that demonstrating positive behaviour is rewarding in itself and can also bring about positive experiences and feelings in others. This is central to our policy and consequences may include:

- Specific praise and feedback
- Showing good work to other classes, or other members of staff
- Good work and achievements being displayed around the school for example: Work of the week
- Positive communication with parents
- Golden awards (eg. Golden Knife and Fork)
- Special mentions
- Person of the week
- Celebration assembly and newsletter
- Individual classes may also have their own reward systems such as table points or a marble jar

Strategies to help maintain the calm and prevent escalation

On occasions, pupils will behave in a way that is not conducive to good learning or relationships. If this is the case staff may:

- review what is causing this learner to behave in this way and put actions in place to lessen their anxiety or anger (this may involve the use of anxiety mapping or an ABC tool)
- give attention and praise to those who are demonstrating the desired behaviour (proximal praise)
- give a non-verbal warning (e.g. changing position in the classroom to re-gain the pupil's attention)
- discuss problems with pupils quietly and in a private space away from others
- state clearly what the inappropriate behaviour is and how to correct it
- use positive directives telling pupils what **to** do (rather than what **not** to do)
- give up to ten seconds of 'take-up time'
- focus on the primary behaviour (responding to secondary behaviour can escalate a situation)
- use a calm voice wherever possible and a controlled, raised voice only where necessary to achieve a positive behavioural outcome
- wherever possible, give the pupil a chance to right the wrong
- teaching self-regulation strategies to all pupils
- adults participating in co-regulation to model how to self-regulate
 - wait for pupils to be emotionally regulated before expecting them to reflect on the behaviour
 - use open body language, giving children space
 - always re-establish relationships after correction showing unconditional positive regard

Strategies listed above are intended to give an overview of a wider-range of strategies that may be adopted. The list is not exhaustive and not all strategies will be used in each individual context.

Regulation

We recognise that a key cause of behaviour is emotional regulation. Therefore, emotional regulation is utilised as a prevention tool and to stop behaviours from escalating. Our aim is for all children to self-regulate effectively. This is defined as the child using taught strategies to regulate independently. To achieve this aim, children are taught self-regulation strategies by their class teacher and, when needed, adults will participate in co-regulation with a child to model the use of self-regulation strategies. Examples of self-regulation strategies taught are deep pressure strategies, repetitive rhythmic strategies and whole class grounding.

Consequences

If behaviour escalates, then pupils will move to different tiers with different consequences (Appendix A). Each tier should be expressed as an opportunity for a pupil to reflect on and improve their behaviour. Staff should explain why the consequence is in place and what behaviour they want to see. When a pupil is not emotionally regulated, these consequences and discussions may happen after the pupil has had time to calm down.

There are two types of consequences: educational and protective. Educational consequences acknowledge that behaviour is learnt, and that some children may need additional support or practise to succeed in this area, just as any other area of our curriculum. Protective consequences support the right of other pupils to feel safe and happy in school and may include loss of break time or removal from particular activities.

Where pupils repeatedly demonstrate a certain behaviour, this may result in an escalated consequence.

Pupils must always be treated with appropriate sensitivity; sarcasm, humiliation and put-downs are never acceptable.

We expect all of our parents and carers to support the school in these consequences to secure positive outcomes for our pupils.

Debrief

A debrief process will regularly occur after a behaviour incident to help children learn and move forward from an incident positively. All those involved in the behaviour will experience a debrief. To ensure the debrief is effective, staff will carefully consider the time and environment of the debrief. During the debrief process, the child will be asked to reflect on what happened before the incident, their truth of the incident, who has been affected by what happened and how we can move on positively. Children who saw the behaviour will also be given the opportunity to share their truth of the incident and, when appropriate, adults will share that they are responding to the incident.

Individual Programme of Support

Some children may be identified as benefiting from a personalised approach to behaviour. A child will work with a member of the behaviour team and their class team over a course of three weeks on focused, individualised behaviour targets with the aim of reducing the frequency of behaviour incidents. In these instances, parents will be contacted by the member of the behaviour team working with the child. The behaviour team meet regularly to discuss the progress children are making and strategies to support these children.

Positive Behaviour Plans

Some children will have a Positive Behaviour Plan. These plans outline what a child needs to be successful at school. Additionally, they state specific de-escalation strategies that are effective for the child to ensure that all adults can respond to the needs of the child in a clear, structured manner. Positive Behaviour Plans are written by class teachers in conjunction with parents of the child. All adults working with the child at school are informed of the behaviour plan.

Removal from classroom, fixed term suspensions and permanent exclusion

Removal from classroom is a serious consequence and may be applied where there has been a pattern of challenging behaviour and/or where there has been a serious incident (Appendix A). Removal from classroom may be for a short period, part of a day or for one or more days. This will be determined by a senior leader. Where possible, parents will be informed on the same day if their child has been removed from the classroom. We do not need parental consent to remove a pupil from the classroom.

The pupil will be provided work throughout any removal from classroom/fixed term suspension. Pupils will be supported to re-integrate back into the classroom through reflective and supportive conversation with a member of staff and with parents included where possible.

Incidents which warrant fixed term **suspension** or **permanent exclusion** are at the discretion of the Head Teacher but must follow Local Authority Guidelines. Individual contexts and circumstances may be considered when deciding if a pupil will be suspended or excluded. In line with government guidance, decisions will be based on a 'balance of probabilities' approach to whether something is likely to have happened. Fixed term suspensions are not used as punishments. We acknowledge that such suspensions rarely have an impact on changing a child's behaviour, but a suspension may be necessary to allow time for provision to be re-assessed or for external advice to be sought and put in place.

The following types of behaviour may result in fixed term suspension or permanent exclusion (this list is not exhaustive):

- a serious physical attack on another pupil
- physically attacking a member of staff
- persistent bullying
- persistently disruptive behaviour which negatively impacts on the learning of others

Where practical, pupil and parent views will be taken into account when making the decision whether to suspend or exclude.

School staff should follow the suspensions and exclusions flow chart (appendix F) if behaviour may warrant suspension or exclusion. Permanent exclusions are used only as a last resort when all other strategies and provision has been exhausted.

Suspensions and exclusions are reported termly to the Governing Body.

Bullying

For information on how we aim to prevent and respond to bullying, please see our Anti-Bullying Policy.

Physical intervention

Staff are trained how to safely use physical intervention on the rare occasion this might be necessary to avert danger to any pupil. When responding to behaviour, staff will **ONLY** use physical intervention when the pupil is in danger or putting others in danger, or if this is part of a child's Positive Behaviour Plan.

Inclusive practice

Behaviour management at Oakwood aims for all children to reach our high expectations for behaviour, including children with SEND. If a behaviour incident has occurred, adaptations to the educational and protective consequences provided to children with SEND can be made to meet the specific needs of each pupil, their age and any special circumstances that affect the pupil. Some pupils, including those with SEND, may need additional support to follow the school and class rules. Individual strategies will therefore need to be implemented to support them. These may be recorded on a Positive Behaviour Plan or a SEND Support Plan in discussion with the child's parents or carers.

Additional pastoral interventions or activities may be put in place for some children. This may include small group or 1:1 work and may be delivered by a teacher, teaching assistant or external provider.

Behaviour outside school

This policy applies to pupils who are in school during the school day and in addition when

- taking part in any school-organised or school-related activity
- travelling to or from school
- wearing school uniform
- behaviour poses a threat to another pupil
- there could be repercussions for the orderly running of or reputation of the school

This does not diminish the responsibility of parents outside of school hours.

Analysing patterns of behaviour

More serious behaviour is recorded on CPOMs. Class teachers analyse and review patterns of low-level behaviour of children in their class and may use CPOMs to support with this. They will use this information to identify pupils who may benefit from early intervention or who may be at risk of suspension or exclusion. Class teachers will meet with parents to discuss support for children who are displaying patterns of challenging behaviours. This may include identification of SEND and/or referral to external agencies where appropriate.

The following behaviours may be indicative of a safeguarding concern and should be reported to the DSL:

- Sudden changes in a pupil's behaviour
- Child-on-child abuse/bullying

The Behaviour Lead will use CPOMs to analyse wider patterns of behaviour across the school. This will include analysing consequences for children with protected characteristics under the Equality Act to ensure that consequences are not disproportionate for any particular group.

Behaviour analysis will be used to inform staff training.

Roles and responsibilities

Pupils

It is the responsibility of pupils to

- follow the Golden Rules and take responsibility for their own behaviour
- demonstrate Oakwood's values
- follow class rules and routines
- follow Oakwood's Behaviour Curriculum
- adhere to Oakwood's uniform policy

Staff

It is the responsibility of all staff to

- take personal responsibility for managing behaviour including low-level disruption
- implement positive strategies within this policy, including setting clear and consistent rules and routines in the classroom and teaching the Behaviour Curriculum
- use clear, consistent language and body language that is firm, respectful and supportive
- gather relevant information from other staff and pupils regarding behaviour incidents, time gathering information should be proportionate and may happen with individuals or groups
- apply this policy consistently, fairly and respectfully
- where behaviour incidents may indicate a safeguarding concern, to report this to the DSL in accordance with the Child Protection Policy
- pro-actively reflect on own practice and seek to further develop skills in behaviour management, including by attending training
- maintain sensitivity and discretion when speaking about behaviour of specific pupils
- model the values and standards of behaviour that we expect from all members of our school community

Class Teachers

It is the responsibility of Class Teachers to

- induct pupils in their class to the Behaviour Policy and culture of the school, including pupils who join mid-year
- informally contact parents to recognise positive behaviour and improvements in behaviour
- intervene early and informally contact parents where low-level concerns arise
- give additional support to children who have been particularly impacted by others' behaviour and explain any actions taken
- communicate with the parents of children who have been particularly impacted by others' behaviour
- collaborate with parents to plan reasonable and appropriate support for pupils including Behaviour Plans or SEND Support Plans where relevant
- liaise with the Behaviour Lead/SENCo to put in place additional support for pupils in their class

Behaviour Lead

It is the responsibility of the Behaviour Lead to

- ensure all new staff receive a behaviour induction and read and understand the Behaviour Policy
- lead and/or arrange regular training on behaviour and the use of CPOMs for all staff
- gather and respond to pupil feedback on Oakwood's behaviour culture
- give developmental feedback to staff on their implementation of the Behaviour Policy
- liaise with the SENCo to co-ordinate pastoral interventions for pupils who need additional support with their behaviour

The Behaviour Lead is: Miss Bird

Headteacher

It is the responsibility of the Headteacher to

- implement this policy consistently throughout the school
- report to governors on the effectiveness of this policy
- ensure the health, safety and welfare of all children in the school
- ensure the health, safety and welfare of staff
- support school staff by implementing and modelling positive behaviour strategies
- maintain or delegate the record keeping of all reported serious incidents of poor behaviour
- give fixed-term or permanent exclusions to individual children for serious acts of unacceptable behaviour, and inform the Governing Body of any suspensions or exclusions
- model the standards of behaviour that we expect from all members of our school community

Parents

It is the responsibility of parents to

- talk to their child about the school's expectations of work and behaviour
- encourage their child to discuss problems and challenges
- support the school in the implementation of the policy and the Golden Rules, in accordance with the Home School Agreement
- contact the class teacher via the school office if they have any concerns about their child.
- contact the class teacher, key stage lead or behaviour lead if they have any concerns with the way behaviour has been managed, further information can be found in Oakwood's Complaints Policy
- complete a bullying concern form if they have concerns their own child is being bullied
- update the school on circumstances that might impact their child/children's behaviour
- work collaboratively with the school if there is challenging behaviour in the home or at school, including by accepting and supporting consequences put in place
- focus on the behaviour of their own child/children
- ensure good attendance and punctuality
- ensure pupils adhere to Oakwood's uniform policy
- model the standards of behaviour that we expect from all members of our school community

Governors

It is the responsibility of governors to

- oversee these general guidelines on standards of behaviour and review their effectiveness
- understand how this policy relates to government guidance
- support the head teacher in carrying out this policy
- model the standards of behaviour that we expect from all members of our school community

This policy should be read in conjunction with the following documents:

- Anti-Bullying Policy
- Child Protection Policy
- Equality Policy
- Equality Statement
- SEND Policy
- SEND Information Report

Appendices

- Appendix A: Behaviour Tiers
- Appendix B: EYFS/KS1 Reflection Sheet (optional)
- Appendix C: KS2 Reflection Sheet (optional)
- Appendix D: Behaviour Policy (children's version)
- Appendix E: Behaviour Curriculum
- Appendix F: Suspensions and Exclusions flow chart
- Appendix G: Banned items

Appendix A

Behaviour Tiers

This is a guide of what may happen. The lists of behaviours and educational consequences are examples/guidance and not exhaustive. Staff will need to use their professional judgement/a 'best fit' approach on occasion. Senior leaders may talk to/support children at lower tier levels where the leader is one of the first/nearest adults, as part of their wider staff role. The Behaviour Team will meet regularly to review the most appropriate support for individual children.

STAGES	ACTIONS TAKEN	NOTES
<p style="text-align: center;">Tier 1</p> <p>Eg. shouting out, distracting others, unkindness, pushing in line, goading, answering back</p>	<p>Positive action suggested: review and analyse "Strategies to Promote Positive Behaviour"</p> <p>Educational/Protective consequence put in place by Class Teacher/TA. Reminders of further consequences if behaviour continues</p> <p>Behaviour may be recorded in the behaviour area on CPOMS.</p>	<p>1 + 1 in same day = 2</p>
<p style="border: 1px solid black; padding: 2px; display: inline-block;">Persistent T 1 behaviour</p> <p style="text-align: center;">Tier 2</p> <p>Eg. swearing, breaking property, lashing out (pushing/shoving during game), leaving class</p>	<p>Educational/protective consequence put in place by Class Teacher/TA</p> <p>Recorded in behaviour area on CPOMS</p> <p>Class teacher to inform parents</p> <p>Possible use of Early Prognosis, ABC Tool, Anxiety Mapping and/or Predict and Prevent Plan</p>	<p>2 + 2 in a half term</p> <p>= email to parents; 3-6 week programme with Behaviour Lead</p> <p>2 + 2 + 2 in a half term</p> <p>= 3 (unless the programme with Behaviour Lead has started and has not finished). Where a child has SEND, their support may be overseen by the SENCO.</p>
<p style="border: 1px solid black; padding: 2px; display: inline-block;">Persistent T 2 behaviour</p> <p style="text-align: center;">Tier 3</p> <p>Intent to harm, repeated refusal, verbal abuse, homophobia, racism, sexual harassment, misogyny, disability discrimination, bullying, violence, serious challenge to authority, leaving school without permission</p>	<p>Educational/protective consequence put in place by Class Teacher/TA</p> <p>Recorded in behaviour area on CPOMS</p> <p>Class teacher to inform parents</p> <p>Meeting with Deputy Head</p> <p>Letter to/meeting with parents</p> <p>Use of Risk calculator to determine if a RAMP/Positive Behaviour Plan is needed</p> <p>Referral to external professionals where appropriate</p>	<p>Monitored by CT / Deputy Head</p> <p>3 + 3 in a term</p> <p>= email to parents; 3-6 week programme with Deputy Head. Persistent Tier 3 behaviour may be supported through daily/weekly meetings with the Headteacher (unless a programme with Deputy Head has started and has not finished). Where a child has SEND, their support may be overseen by the SENCO.</p>
<p style="border: 1px solid black; padding: 2px; display: inline-block;">Persistent T 3 behaviour</p> <p style="text-align: center;">Tier 4</p> <p>Serious physical assault on staff</p> <p>Serious physical assault of another pupil</p>	<p>Educational/protective consequence put in place by Class Teacher/TA</p> <p>Headteacher to be informed immediately by a member of staff.</p> <p>Recorded in behaviour area on CPOMS</p> <p>Class teacher to inform parents</p> <p>Meeting with the Headteacher.</p> <p>Letter to/meeting with parents</p>	<p>Persistent Tier 4 behaviour may be supported through daily/weekly meetings with the Headteacher. Where a child has SEND, their support may be overseen by the SENCO</p> <p>Fixed term suspension/permanent exclusion may be considered as a last resort.</p>

Stage of behaviour	Examples	Possible educational consequences	Possible protective consequences
Tier 1	<ul style="list-style-type: none"> ● Interrupting ● Shouting out ● Distracting others ● Ignoring instructions ● Silly noises ● Pushing in the line ● Goading ● Answering back to an adult ● Throwing objects ● Not adhering to the uniform policy ● Refusal to follow adult instructions 	<p>Verbal and/or non-verbal reminder where positive behaviour is described.</p> <p>Reminder of the Golden Rules provided.</p> <p>Child to complete the learning or activity again, this time showing positive behaviours.</p> <p>Rehearsing skills, such as practise lining up.</p> <p>Helping a child form and rehearse an apology.</p> <p>Time with an adult to correct their uniform to show what the correct uniform looks like.</p>	<p>Child to complete the task in a quiet space to protect the learning of others.</p> <p>The child is re-seated.</p> <p>Removal of objects being used by or distracting the child.</p> <p>Child placed at the back of the line or outside of the line for a defined period of time</p>
Tier 2	<p>Persistent tier 1 behaviour <i>Behaviours that begin at tier 2:</i></p> <ul style="list-style-type: none"> ● Affecting other pupil's learning ● Swearing ● Name calling ● Inappropriate remarks ● Inappropriate use of technology ● Damaging school's/pupil's property ● Leaving class without permission ● Pushing/shoving during a game 	<p>Role play a scenario acting out and planning positive behaviours.</p> <p>Conversations with a known adult following the debrief process.</p> <p>Apology letter to those affected by behaviour.</p> <p>Tailored PSHE or Protective Behaviours lessons.</p> <p>Zones of regulation strategies implemented.</p> <p>Reflection sheet to be completed.</p> <p>Working together to mend the school property that has been damaged.</p> <p>Repeating the learning missed at the next available opportunity (possibly break or lunchtime).</p> <p>Work to be sent home to complete.</p>	<p>The child to be accompanied by an adult on the playground.</p> <p>Adult to monitor the child closely, including proximal distance.</p> <p>Child to have alternative break time away from other children or have a limited break time.</p> <p>Ban from a certain playtime activity for a fixed duration.</p> <p>Removal of technology item for a fixed duration.</p> <p>Implementing the school's searching procedures, including the child's possessions.</p>













<p>Tier 3</p>	<p>Persistent tier 2 behaviour <i>Behaviours that begin at tier 3:</i></p> <ul style="list-style-type: none"> ● Throwing objects with intent to harm ● Offensive remarks to children ● Homophobia with the intent to upset/insult others ● Racism ● Sexual harassment ● Misogyny ● Disability discrimination ● Bullying, including online bullying ● Verbal abuse to an adult in school ● Stealing ● Fighting with intent to harm ● Violence ● Very serious challenge to authority ● Leaving school without permission 	<p>Complete a course of work with a known adult on a focus behaviour or thought pattern.</p> <p>Tailored PSHE or Protective Behaviours lessons.</p> <p>Zones of regulation strategies implemented.</p> <p>Apology letter to those affected by behaviour.</p> <p>Participation in Anti-bullying week and themes revisited when required.</p>	<p>The child is redirected to another activity.</p> <p>The child moves to another area.</p> <p>The space around the child is made safe to promote de-escalation.</p> <p>Child to have alternative break time away from other children or have a limited break time.</p> <p>Ban from a certain playtime activity for a fixed duration.</p> <p>Complete a bullying concern form and anti-bullying procedures are followed.</p>
<p>Tier 4</p>	<p>Persistent tier 3 behaviour <i>Behaviours that begin at tier 4:</i></p> <ul style="list-style-type: none"> ● Physical assault to any member of staff/adult ● Intentional physical assault of another pupil requiring medical attention 	<p>Use of repeated phrasing and role play activities to target specific behaviours.</p> <p>Daily activities planned to target specific behaviours.</p> <p>Adult to model unconditional positive regard to build relationships.</p> <p>Apology letter to those affected by behaviour.</p>	<p>Suspension for a fixed term may be considered.</p> <p>Implementation of a Positive Behaviour Plan is considered.</p> <p>The child is redirected to another activity.</p> <p>The child moves to another area.</p> <p>The space around the child is made safe to promote de-escalation.</p> <p>Child to have alternative break time away from other children or have a limited break time.</p> <p>Ban from a certain playtime activity for a fixed duration.</p>

Appendix B

OAKWOOD PRIMARY SCHOOL

I am reflecting on my learning behaviour

*Thinking about my behaviour will help me link my thoughts, feelings and actions
Thinking about my thoughts, feelings and actions will help me choose the best actions*

Name	Class	Date			
What happened?					
How did you feel? (please circle)					
 Happy	 Frustrated	 Sad	 Angry	 Hurt	 Scared
Which Golden Rule did you not follow? (please circle)					
We are gentle	We are kind and respectful	We listen	We are honest	We work hard	We look after property
How might other people feel? (please circle)					
 Happy	 Frustrated	 Sad	 Angry	 Hurt	 Scared
What are your plans to help put things right?					

Please pass this on to the class teacher, then pass on to the Behaviour Lead.

Appendix C

I am reflecting on my learning behaviour in another class

Thinking about my behaviour will help me link my thoughts, feelings and actions
Thinking about my thoughts, feelings and actions will help me choose the best actions

Name	Class	Date	Time
<p>What happened? What were your feelings? What did you do?</p>			
<p>Which Golden Rule did you not follow? What was it you did that did not follow this rule?</p>		<p><u>Golden Rules</u></p> <ul style="list-style-type: none"> - We are gentle - We are kind and helpful - We listen - We are honest - We work hard - We look after property 	
<p>What could you have done differently?</p> <p>Why would this have been better?</p>			
<p>How might other people feel?</p> <p>Why might they feel this way?</p>			
<p>What are your plans to help put things right?</p>			

Behaviour Policy for Children

Our School: What we want it to be like:

Our school is a happy school where respect is very important. It is a school where we celebrate that we are all different and are proud of our differences.

We want everyone to behave in a friendly and respectful way with no bullying.

Adults in school will teach us about behaviour.

Everyone at our school is equal and should be given the same opportunity. This means that everyone has what they need to be successful (it doesn't mean that we treat everybody the same).



What happens if I follow the school rules?

I get rewards such as:

Verbal praise

Special mentions

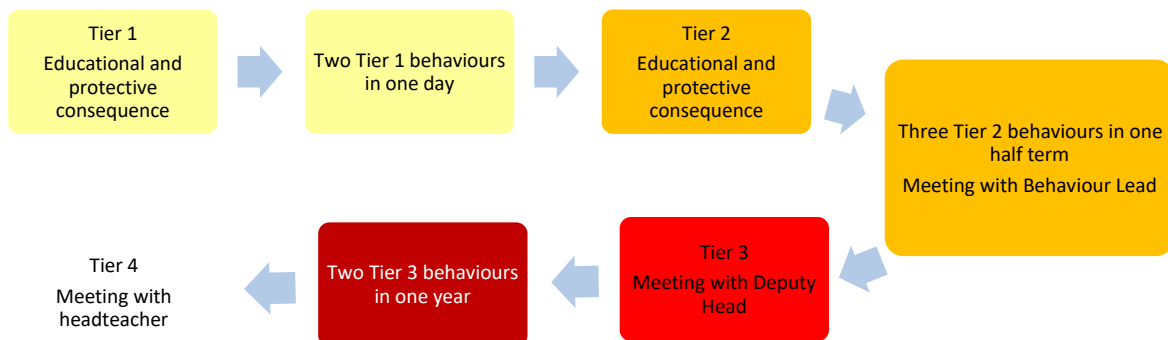
Golden award

Dojo points

Table points

Good news shared with parents

What will happen if I do not follow the school rules?



Some behaviours start at Tier 2 or Tier 3.

Behaviour examples	Consequences
<p>Tier 1 behaviour examples</p> <ul style="list-style-type: none"> - Shouting out - Unkindness - Name calling - Distracting others - Pushing in line - Answering back - Goading - Doodling (unless agreed) - Walking around the classroom (without permission) 	<p>An adult will remind me of the Golden Rule I am not following. I will be able to change my behaviour to make a better choice.</p> <p>I can be told to complete the learning activity again, this time showing positive behaviours.</p> <p>I can get help from an adult to rehearse an apology.</p> <p>I can be told to practise a skill again, such as lining up.</p>
<p>Tier 2 behaviour examples</p> <ul style="list-style-type: none"> - Swearing - Pushing during a game - Leaving the classroom without asking - Damaging property - Inappropriate use of technology 	<p>I may meet with Miss Bird to discuss my behaviour.</p> <p>I will be given time to role play or talk with a teacher focusing on how to stop this from happening again.</p> <p>I may be told to write an apology letter to people who were affected by my actions.</p> <p>I can use my zones of regulation toolbox to help me understand my emotions.</p> <p>I can work with an adult to fix what happened.</p> <p>I can be told to repeat any learning that was missed. This could be at break or lunchtime. Sometimes, work can be sent home to complete.</p> <p>My teacher or another adult I work with will talk to my grown-ups to let them know what has happened.</p>
<p>Tier 3 behaviour examples</p> <ul style="list-style-type: none"> - Hurting someone on purpose - Bullying - Discrimination - Refusing to follow instructions repeatedly - Leaving school without permission 	<p>I may meet with Mr Stanway to discuss my behaviour.</p> <p>My teacher or another adult will work with me over time to improve my behaviour.</p> <p>I may have a different break or lunchtime until I learn to be safe again.</p> <p>The Deputy Head may meet with my parents to talk through ideas to help me improve my behaviour.</p> <p>I may need to spend time learning somewhere else to keep others safe.</p>
<p>Tier 4</p>	<p>I may meet with Mrs Thompson to discuss my behaviour.</p> <p>My teacher or another adult will work with me over time to improve my behaviour.</p> <p>I may have to spend some time away from my class until I learn to be safe.</p>

Appendix E

Oakwood Primary Behaviour Curriculum

Oakwood's Behaviour Curriculum aims for all pupil's behaviour to reflect the values of the school, readiness to learn and respect for others. It is closely aligned to our Golden Rules. This curriculum is taught to pupils from the start of the academic year in Autumn 1 and is reinforced throughout the year. Children at Oakwood are clear on what behaviour is expected and encouraged. Positive reinforcement is provided when expectations are met, such as golden awards and special mentions. Adaptations are made for specific pupils to align with developmental stages.

Overview of Content

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
All year groups	Assess the previous key stage's content and revise where appropriate	Explicit teaching of the full behaviour curriculum	Explicit teaching of the full behaviour curriculum	Ongoing revision of knowledge and skills linked to behaviour curriculum	Ongoing revision of knowledge and skills linked to behaviour curriculum	Assess the current key stage's content

Whole school routines

<p><u>Noise levels</u></p> <p>0. Silent</p> <p>1. Whisper</p> <p>2. Table talk</p> <p>3. Presenter</p>	<p><u>Silent/attention signal</u></p> <ol style="list-style-type: none"> 1. Adult places hand straight in the air, brushing their ear 2. Child quickly recognises and places their hand straight in the air, brushing their ear. 3. When your hand is in the air, you do not speak. This is modelled by all adults in the room. 4. Put your hand down when the adult who first raised their hand does. 	<p><u>Lining up</u></p> <ol style="list-style-type: none"> 1. Bell is the signal 2. Walk into the line 3. Face forwards 4. Directly behind the person in front 5. Hands by your side 6. Walk silently, looking where you are going <p>We walk on the left.</p>	<p><u>1, 2, 3</u></p> <ol style="list-style-type: none"> 1. Thumb: stand up silently 2. Forefinger: move silently 3. Middle finger: sit down 	<p><u>Playtime</u></p> <ol style="list-style-type: none"> 1. Whistle for toys away 2. First bell to line up 3. Second bell for silence <ol style="list-style-type: none"> 1. Choose it 2. Use it 3. Put it away 	<p><u>Presentation</u></p> <p>All books should be labelled with the following, in the following order:</p> <ul style="list-style-type: none"> • First name AND surname of child • Class name • Subject <p>All spelling must be correct. Correct use of capital letters. Book number, top right hand corner, small. Neat handwriting as per year group expectation.</p> <p>There must be <u>NO doodling or other writing</u> on or in ANY books.</p>
--	--	--	---	--	---

Linking to school values

We are gentle	We are kind and helpful	We listen
<p>Use a calm and polite tone of voice Walk through corridors calmly on the left Play safely and happily Keep my hands and feet to myself An inside voice is used when in the school building</p>	<p>Say please and thank you Hold doors open for people Talk kindly to other pupils Say good morning/afternoon to adults Smile at others Respect others' right to learn Stand facing the front and silently when in a line Know that it is important to show gratitude to others by thanking people for what they have done for me Including others in my games and listen to their ideas</p>	<p>When an adult raises a hand: look up, put down all equipment and raise a hand Look at the person talking Put my hand up when I have something to say Follow teacher instruction Sit sensibly in the classroom Build on what others have said Line up for lunch when my class is called Stay in a seat during a lesson</p>
We are honest	We work hard	We look after property
<p>Accept responsibility if you make a mistake Tell the truth Say sorry Ask for help when we need it If you see/experience something that you feel is unkind or unfair, tell a teacher</p>	<p>Know that I arrive on time to school Complete homework on time Sit down quickly for the start of activities Always underline the date and WALT with a ruler and pencil Always write neatly and clearly Focus on the work and avoid distractions. Use joined handwriting from Year 2 onwards In maths, I should write one digit in each box Using the toilet at break time and lunchtime mainly</p>	<p>Remember to bring a water bottle to school Tidy up your own workspace and the classroom Tidy up playground equipment even if we didn't use it Use equipment how it is designed to be used Recycle as much as possible Have a tidy tray Leave the toilets clean and tidy</p>

Outcomes

By the end of each phase, each child will be able to discuss and demonstrate the following behaviours in their daily interactions and behaviours in school:

EYFS	<p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Begin to recognise and name different emotions.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and follow instructions involving several ideas or actions.</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Work and play cooperatively, taking turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own needs and the needs of others.</p> <p>Wear the correct indoor and outdoor clothing.</p> <p>Stay within the boundaries set by an adult.</p> <p>Look around carefully before running or throwing.</p> <p>Find a safe space for large or active games.</p>
KS1	<p>Regulate their own body by keeping hands and feet to themselves. Know what to do if they feel dysregulated (linked to Zones of Regulation).</p> <p>Use a polite tone of voice when speaking to others.</p> <p>Use polite phrases regularly, including <i>please</i>, <i>thank you</i>, <i>sorry</i>, and acknowledging kindness.</p> <p>Offer greetings when meeting someone for the first time in the day (e.g., "Good morning").</p> <p>Walk sensibly through corridors and rooms, keeping to the left-hand side.</p> <p>Sit properly on the carpet and on a chair.</p> <p>Stay in their seat or place unless they have permission to move.</p> <p>Respect others' right to learn by putting their hand up before speaking.</p> <p>Focus on work during learning time, avoiding distractions.</p> <p>Keep tables and trays tidy, and help others tidy once they are finished.</p> <p>Tidy one activity before moving onto the next.</p> <p>Maintain an appropriate noise level for the activity (e.g., silence, indoor voices) and check the noise display for guidance.</p> <p>Complete learning within the given time.</p> <p>Arrive at school on time.</p> <p>Use classroom and playground equipment safely and for its intended purpose.</p> <p>Tell the truth when recounting an event.</p> <p>Notice when they have upset or frustrated someone and seek adult support to resolve the situation.</p> <p>Stop when someone says "STOP."</p> <p>Include others in their games.</p> <p>Celebrate others' successes (e.g., saying "Well done" when someone wins, reassuring someone who has lost).</p> <p>Begin to identify when they have made a mistake and understand that this is okay.</p> <p>Have a simple conversation with someone else, asking a question and listening carefully to the answer.</p> <p>Look at people and make eye contact when they are speaking to them.</p> <p>Show kindness to others (e.g., smiling).</p>
LKS2	<p>Speak with a calm and polite tone of voice to adults and children.</p> <p>Hold doors open for others.</p>

	<p>Respect others' learning by avoiding distractions and minimising behaviours that could disturb them.</p> <p>Recognise mistakes in their learning and suggest at least two strategies that could help.</p> <p>Maintain a reciprocal conversation with others, asking relevant questions, listening carefully, and building on what has been said.</p> <p>Celebrate the achievements of others, showing happiness when they succeed.</p> <p>Show sportsmanship: celebrate winners and sympathise with those who have lost.</p> <p>Show care for others by noticing when they are upset or when they need support.</p> <p>Check in with others during play to make sure everyone is okay and having fun.</p> <p>Pick up something that someone has dropped and return it to them.</p> <p>Keep their workspace tidy and help others do the same.</p> <p>Prepare equipment for upcoming lessons.</p> <p>Complete homework on time.</p> <p>Respect the culture, beliefs, and views of others.</p> <p>Know when it is appropriate to apologise and do so sincerely.</p> <p>Respond appropriately when others are upset.</p> <p>Know to use the toilet mainly at break or lunch so that learning time is not interrupted.</p> <p>Help others regulate their noise level when asked.</p> <p>Support others when they are dysregulated (linked to Zones of Regulation).</p> <p>Propose fair and practical solutions when encountering conflict.</p>
UKS2	<p>Help others recognise when they are distracting and hold a kind, productive conversation to reduce disruptions.</p> <p>Recognise that mistakes are part of the learning process and use strategies to move forward.</p> <p>Participate actively in conversations with adults and peers, listening attentively, showing interest through body language, and deepening the discussion with thoughtful responses.</p> <p>Model good sportsmanship and empathise with those who have lost.</p> <p>Look for ways to help others and offer support without being asked.</p> <p>Use appropriate, respectful language at all times.</p> <p>Accept responsibility for their actions and their impact on others.</p> <p>Adapt their play to ensure everyone is having fun and included.</p> <p>Show gratitude when others do something kind.</p> <p>Act as a positive role model in the playground, helping everyone have a safe and enjoyable playtime.</p> <p>Articulate how their choices affect others, both positively and negatively.</p> <p>Put away and silence their dumbphone before entering the school gate.</p> <p>Walk to and from school independently, following road safety rules.</p> <p>Take part in the wider school community responsibly.</p> <p>Work confidently with others, recognising personal strengths.</p> <p>Adapt to different roles and responsibilities in group situations.</p> <p>Practise self-care strategies to prepare for challenging or pressurised situations.</p>

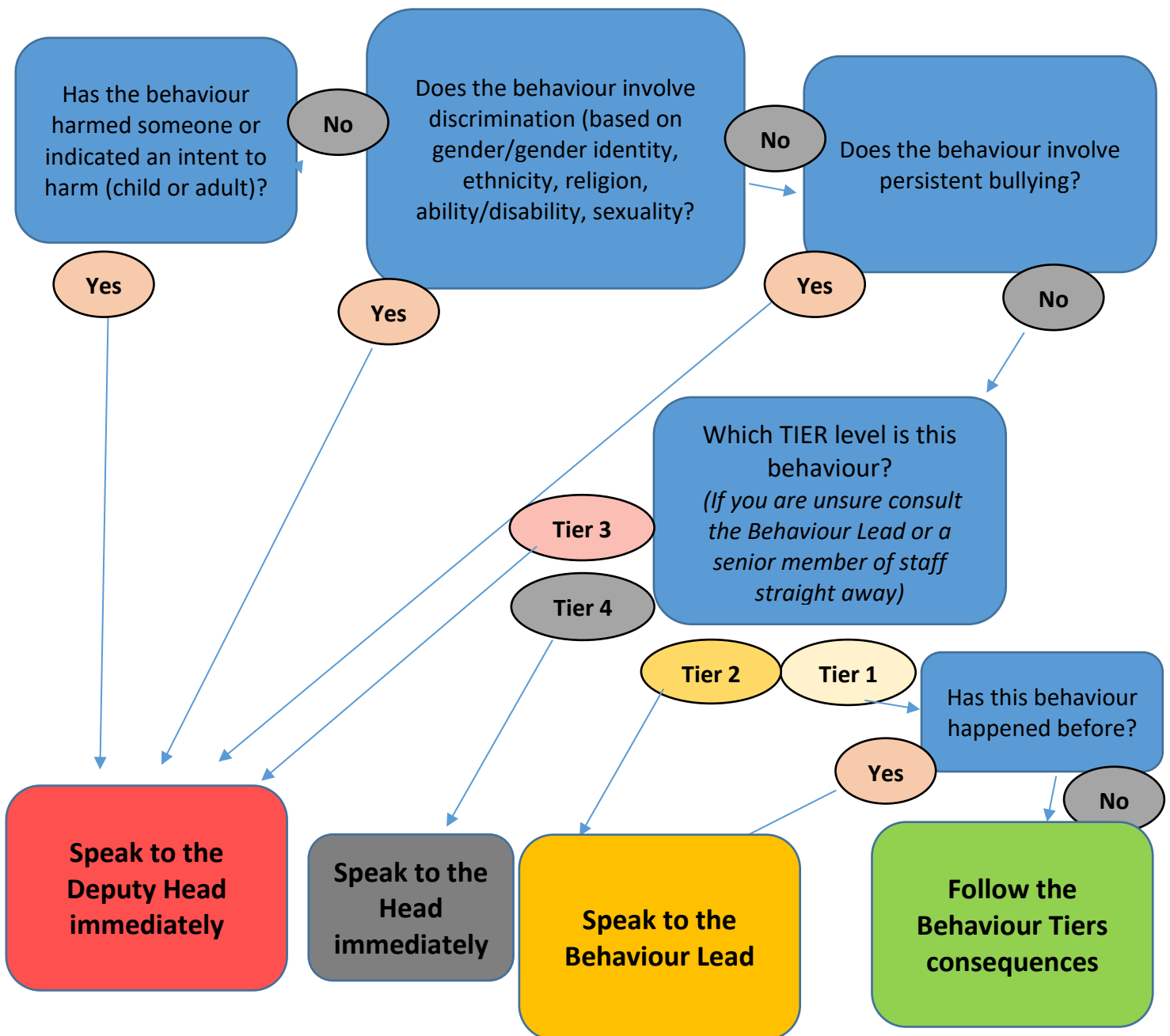
We recognise that much of our behaviour curriculum matches the Personal, Social and emotional Development in the Early Years Framework. Furthermore, it aligns with the school's chosen PSHE curriculum.

Whilst we maintain high expectations for all children, we recognise there are some children who may be unable to meet some, most or all of our outcomes. Appropriate adaptations may be made in a small number of situations.

Behaviour Theme	EYFSP ■	KS1 ■	LKS2 ■	UKS2 ■
Self-Regulation & Emotions	Understand own & others' feelings; begin to regulate. Recognise and name emotions.	Regulate body (hands/feet to self). Stop when told. Use Zones of Regulation.	Minimise distractions. Help others regulate noise. Support others when dysregulated.	Help others reduce distractions kindly. Practise self-care strategies for pressure.
Resilience & Independence	Set simple goals. Wait & manage impulses. Try new things with perseverance.	Focus on learning. Complete work on time. Arrive punctually.	Recognise mistakes & suggest improvements. Complete homework. Prepare equipment.	See mistakes as learning. Use strategies. Work confidently with others.
Relationships & Kindness	Form attachments. Play cooperatively. Show sensitivity to others.	Smile & include others. Celebrate winners. Comfort those who lose. Use polite phrases.	Check in with others. Celebrate achievements. Show sportsmanship. Respect cultures/views.	Model sportsmanship. Adapt play. Actively help others. Show gratitude.
Communication & Politeness	Listen attentively. Follow multi-step instructions.	Use polite tone. Greet others. Make eye contact. Hold simple conversations.	Maintain reciprocal conversations. Calm tone. Build on ideas.	Deepen conversations. Show interest with body language. Use respectful language.
Respect & Responsibility	Explain rules. Know right from wrong.	Respect right to learn (hands up). Stay in seat. Use equipment safely. Tell the truth.	Apologise sincerely. Propose fair conflict solutions. Respond kindly when others upset.	Accept responsibility. Articulate impact of choices. Join wider school community responsibly.
Behaviour in School & Routines	Wear correct clothes. Stay in boundaries. Play safely. Be aware of space.	Walk corridors sensibly (left). Sit properly. Tidy table/tray. Tidy before next task. Check noise display.	Keep workspace tidy. Hold doors. Use toilets mainly at break/lunch.	Be playground role model. Take part in school roles. Adapt to different responsibilities.
Beyond the Classroom	—	—	Notice & return dropped items.	Put dumbphone away before school. Walk safely & independently.

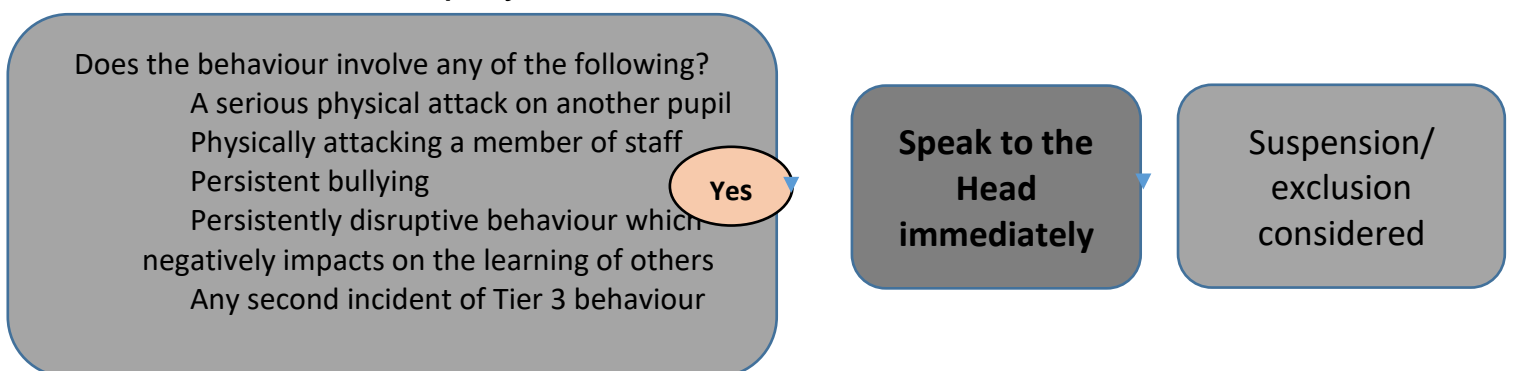
Appendix F

Suspensions and Exclusions Flow Chart for staff



The Behaviour Lead should check all facts and consult this Flow Chart from step 1.

The Deputy Head should check all facts and ask:



Appendix G

Banned Items

The following items are banned at Oakwood School:

- Cigarettes
- Fireworks
- Illegal Substances
- Pornography
- Vapes

Pupils and adults are banned from having any of the above items at school and in addition pupils are banned from having the following items:

- Alcohol
- Knives and weapons
- Matches
- Sweets and chewing gum
- Smartphones
- Smartwatches*

* Banned smartwatches include devices that: can send or receive calls or messages, can connect to the internet, have gaming features, can connect to any other device. Does not include watches that only have fitness monitoring features (although these may be confiscated for a short time if causing a distraction).

Oakwood staff have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a banned item.

Banned items may be confiscated and parents may be asked to collect these.

Where possible, parents will be informed on the same day if their child or their child's possessions have been searched.

Mobile phones:

All pupils are banned from bringing **smartphones** and **smart watches** to school (see above).

Pupils in Year 5 and Year 6 who walk to or from school alone are permitted to bring a '**dumbphone**' to school. These should be turned off and stored in bags during school hours.

Pupils from EYFS to Year 4 are not permitted mobile phones in school.