



# Oakwood Junior School

## Positive Behaviour Policy

*'Every child is a learner and can achieve'.*



Written by:	Mrs Fray
Approved by:	LGB
Date Approved:	12/12/2024
Date of Review:	December 2025
Version:	3

***'Good behaviour is a necessary condition for effective teaching and learning to take place and an important outcome of education which society rightly expects.'***

(Education Observed D.E.S)

We as a school consider our equality duties under the Equality act 2010. The general duties are to:

- Eliminate discrimination,
- Advance equality of opportunity
- Foster good relations

This policy understands the principle of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

<b>Section</b>	<b>Title</b>	<b>Page</b>
1	INTRODUCTION	3
2	LEGISLATION AND STATUTORY REQUIREMENTS	3
3	AIMS	3
4	VISION STATEMENT	3
5	EXPECTATIONS	4
6	OAKWOOD JUNIOR ETHOS AND VALUES	4
7	SCHOOL BEHAVIOUR	4
8	BEHAVIOUR FOR LEARNING	6
9	BEHAVIOUR SANCTIONS	7
10	RECORDING, MONITORING AND EVALUATING BEHAVIOUR	10
11	RECOGNISING THE IMPACT OF SEND ON BEHAVIOUR	11
12	UNDERSTANDING THE LINK BETWEEN MENTAL HEALTH AND BEHAVIOUR - SUPPORT AND FOLLOW UP FOR CHILDREN DEMONSTRATING EMOTIONAL AND BEHAVIOURAL DIFFICULTIES	12
13	BESPOKE SUPPORT	12
14	ZONES OF REGULATION	13
15	PARENTS	13
16	LEARNING MENTOR	14
17	HOME SCHOOL AGREEMENT	14
18	THE USE OF REASONABLE FORCE	14
19	POWER OF SEARCH WITHOUT CONSENT	15
20	BULLYING	16
21	ONLINE BEHAVIOURS	17
22	OFF-SITE MISBEHAVIOUR	17
23	SUSPECTED CRIMINAL BEHAVIOUR	18
24	CHILD ON CHILD ABUSE	18
25	MALICIOUS ALLEGATIONS	19
26	PUPIL TRANSITION	19
27	TRAINING	19
28	MONITORING AND REVIEWING POLICY	20
29	OTHER RELEVANT POLICIES	20

## 1. INTRODUCTION

This policy is not a system to enforce rules but a means to promote positive behaviours and good relationships, so that all of the Oakwood community can work together with the common purpose of helping everyone to learn and succeed in their education and every aspect of life.



Oakwood Junior School is a caring community, whose values are built on safety, positivity, aspirations, respectfulness, resilience and kindness (SPARRK). It follows that acceptable standards of behaviour are those that reflect these values. Effective teaching and learning for all can only take place in a well-ordered, safe environment.

This policy has been devised to ensure that the environment provided for children at Oakwood Junior School enables them to benefit from the educational opportunities offered to them. The policy reflects current practice within the school. The behaviour policy is shared with children daily through the discussion between adults and children, class discussions, PSHE lessons, assemblies to name a few examples. We believe that clear behaviour expectations with appropriate rewards and consequences are fundamental to children achieving their best at school and its fair and consistent implementation is the responsibility of **all** staff. We also acknowledge the role that we play in supporting the mental health and well-being of children and have developed whole school strategies as well as bespoke approaches to meet particular needs.

## 2. LEGISLATION AND STATUTORY REQUIREMENTS.

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

- Behaviour in schools. Advice for Head Teachers and school staff. (September 2022)
- Searching, screening and confiscation, Advice for Schools. (July 2022)
- Keeping children safe in education. (September 2024)
- The Equality Act 2010 advice for schools (Published: 6 February 2013. Last updated: 28th June 2018)
- Use of reasonable force in schools (Published: 17 July 2013)
- Supporting pupils with medical conditions at school (Published: 1 September 2014 Last updated: 16 August 2017)
- Special educational needs and disability (SEND) code of practice. (Published: 11 June 2014 Last updated: 30 April 2020)
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - from September 2023.
- Preventing and tackling bullying – (Published July 2017)

## 3. AIMS

- To create an environment which encourages and reinforces good behaviour
- To enable children to be resilient by promoting good mental well-being
- To define acceptable standards of behaviour
- To encourage consistency of response to both positive and unwanted behaviour
- To promote self-esteem, self-discipline and positive relationships
- To ensure that the school's expectations and strategies are widely known and understood
- To encourage home/school agreement in the implementation of this policy

The school's positive behaviour policy is therefore designed to support the way in which members of the school community work together to promote an environment where we all feel happy, safe and secure and where the children learn to appreciate the importance of good behaviour, hard work and respect for all.

#### **4. VISION STATEMENT**

To provide every child in our care with the best quality education possible, in a warm, respectful and caring environment with the support of the parents. Our motto 'Every Child is a Learner and can Achieve', is central to our practice.

**The implementation of this policy is the responsibility of all the staff.**

#### **5. EXPECTATIONS**

At Oakwood Junior School we will:

- Treat each other with respect by promoting honesty, courtesy and good manners at all times.
- Reward and appreciate good behaviour and attitudes to learning.
- Provide encouragement and challenge to all pupils in a caring and safe environment.
- Foster the belief that there are no 'bad' children, just 'bad choices'.
- Promote self-esteem and self-discipline.
- Ensure that children are aware of school's expectations and ethos and the requirement that they need to be followed in order to ensure everyone's right to learn and to be safe.
- Teach children how to make the right **CHOICE** by being able to distinguish right from wrong.
- Ensure fairness and consistency for all regardless of age, gender, race, religion or belief, sex, sexual orientation ability or disability.
- Teach values and attitudes as well as knowledge and skills, in order to promote responsible behaviour, self-discipline and respect for self, others and the world around us.

#### **6. OAKWOOD JUNIOR SCHOOL ETHOS AND VALUES**

Our school ethos is based on six values which are golden threads in the curriculum. Through our ethos we aim to promote traditional British ideals and values of mutual respect and tolerance; democracy; the importance of following rules and expectations; courtesy and responsibility for our own actions.

**Safety:** All children will be kept safe in school and will have the knowledge to keep themselves safe in a variety of contexts, with a particular focus on online safety.

**Positivity:** Whatever the starting point of each child, we will help them to grow and develop their skills academically and socially across a broad curriculum within a safe environment.

**Aspirational:** Working in partnership with parents/carers each child will make progress to achieve the highest level of understanding and skill of which they are capable.

**Resilience:** As they progress through school pupils will become resilient and independent learners who are able to self-regulate their behaviour so that they can maximise opportunities for learning.

**Respect:** We value all members of our school community. We will treat every child as an individual and recognise that they are all starting their school life with different needs, cultures and attitudes. Children will treat other children in the school in the same way.

**Kindness:** We will aim to instil our school values and British Values throughout our curriculum so that our children show empathy and have a strong awareness of the role they play and how their acts can impact their local and wider school community.

#### **7. SCHOOL BEHAVIOUR**

The school aims to create a culture with high expectations of behaviour that benefits both staff and pupils, establishing a calm, safe environment that is conducive to learning. This policy is underpinned by the most recent DfE advice 'Behaviour in schools. Advice for Head Teachers and school staff.' September 2022.

At Oakwood Junior School, we believe that a broad and balanced curriculum, effective teaching and learning strategies and the consistent implementation of behaviour management strategies all need to be in place to enable

children to achieve their potential. Lessons should have clear objectives, which are understood by the children, and teaching and learning that takes account of the needs of groups and individuals. Children need to be actively involved in their learning and through effective feedback know what they need to do to improve their learning. They need to know what is expected of them and how they can work responsibly on their own or in groups.

### How do we demonstrate outstanding behaviour at Oakwood Junior School?

**Safety – We keep ourselves, others and our environment safe.**

**Positivity – We focus and celebrate the positive.**

**Aspirational – We are aspirational: we aim high.**

**Resilience – We bounce forwards with resilience.**

**Respect – We respect everyone and everything around us.**

**Kindness – We show kindness through our actions and choices**

### All staff must:

- Stand at the classroom door and welcome the children at the start of the day
- Never walk past or ignore children failing to meet expectations
- Treat all children fairly, with respect and understanding
- Ensure all records are kept of incidents of repeated bad choices on Behaviour Forms
- Always redirect children by referring to our school rules through our 6 values
- All staff to liaise with external agencies as necessary, to support and guide the progress of each child
- Deliberately and persistently catch children doing the right thing and praise them for this
- Know their classes and children well and develop positive relationships with all students
- Relentlessly work to build mutual respect
- Remain calm and keep their emotion for when it is most appreciated by children
- Demonstrate unconditional care and compassion

### The Head Teacher and Senior Leadership Team must:

- Implement the positive behaviour policy throughout the school, report to Governors, when requested on the effectiveness of the policy. It is also the responsibility of the Head Teacher to ensure the health and safety of all children in the school.
- Be a visible presence around the school and set the expectations of behaviour and support all staff
- Regularly celebrate staff and children whose efforts go above and beyond expectations
- Encourage positive praise through emails, phone calls, postcards, certificates, assemblies
- Ensure that significant behaviour issues are recorded and monitored
- Use behaviour data to target and assess interventions
- Support teachers in managing children with more complex or challenging behaviours

The Head Teacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated, or very serious acts of anti-social behaviour, the Head Teacher may permanently suspend a child. The school follows the latest statutory guidance from the Department for Education: [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - from September 2023](#).

### Governors

The governing board has the responsibility of setting down general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Head Teacher in carrying out these guidelines.

Although the Head Teacher has the day-to-day authority to implement the school behaviour policy, governors may give advice to the Head Teacher about particular disciplinary issues. The Head Teacher must take this into account when making decisions about matters of behaviour.

## **8. BEHAVIOUR FOR LEARNING**

Oakwood Junior School Values:

**Safety – We keep ourselves, others and our environment safe.**

**Positivity – We focus and celebrate the positive.**

**Aspirational – We are aspirational: we aim high.**

**Resilience – We bounce forwards with resilience.**

**Respect – We respect everyone and everything around us.**

**Kindness – We show kindness through our actions and choices**

We recognise that a clear structure of predictable outcomes has the best impact on behaviour. Our values set out the rules, relentless routines and visible consistencies that all children and staff follow.

<b>OUR VALUES</b>	<b>VISIBLE CONSISTENCIES</b>	<b>OVER AND ABOVE RECOGNITION</b>
<ul style="list-style-type: none"> <li>We keep ourselves, others and our environment safe.</li> <li>We focus and celebrate the positive.</li> <li>We are aspirational: we aim high.</li> <li>We bounce forwards with resilience.</li> <li>We respect everyone and everything around us.</li> <li>We show kindness through our actions and choice</li> </ul>	<ul style="list-style-type: none"> <li>Gates and external doors open at agreed time.</li> <li>Daily meet and greet by class teacher.</li> <li>Respect for all.</li> <li>Behaviour for learning.</li> <li>Tidy cloakroom areas.</li> <li>Quiet movement around school.</li> <li>Praise in public.</li> <li>Remind in private.</li> <li>Visual reminders across the school.</li> </ul>	<ul style="list-style-type: none"> <li>Dojo points</li> <li>Proud pounds</li> <li>Class recognition</li> <li>Celebration assembly</li> <li>Teacher message home</li> <li>SLT message home</li> </ul>

Good behaviour is recognised sincerely rather than just rewarded. Children are praised in public and reminded in private.

Oakwood Junior School has six values (see above) which can be applied to a variety of situations and are taught and modelled explicitly. We also understand that for some children following the behaviour expectations are beyond their developmental level. In this case, these children will have bespoke positive behaviour plans which may include rewards to reinforce positive behaviour.

<b>REWARDS</b>	
<b>AROUND SCHOOL (INCLUDING THE CLASSROOM)</b>	
Dojo Points	<ul style="list-style-type: none"> <li>Awarded by any member of staff according to the Dojo points criteria</li> <li>Points are awarded through the class account</li> <li>Top children per class each half-term will receive a new reading book to keep</li> </ul>
Whole class Dojos	<p>Each class will have a target for Dojo points with their class</p> <ul style="list-style-type: none"> <li>Recognise behaviour above and beyond the expectation</li> <li>Points will be given for demonstrating behaviour linked to: SPARRK</li> <li>Whole class working together for a common goal</li> <li>All adults can award entire classes a whole Dojo</li> </ul>

Stickers	<b>VALUE STICKERS</b> <ul style="list-style-type: none"> <li>Individual award for one of the school values: SPARRK</li> </ul>
Celebrating Success	<ul style="list-style-type: none"> <li>Children who have completed a good piece of work (achievement or effort) are sent to the Head Teacher and receive a sticker</li> </ul>
Proud Pounds	<ul style="list-style-type: none"> <li>Head Teacher award – see criteria (above and beyond)</li> </ul>
<b>LUNCHTIME</b>	
Stickers	<ul style="list-style-type: none"> <li>Value stickers to be given by lunchtime staff to promote positive behaviour</li> </ul>
Certificate	<ul style="list-style-type: none"> <li>Lunchtime value certificate award to be given out by lunchtime staff with reasons to promote positive behaviour</li> </ul>
<b>ASSEMBLY</b>	
Assembly eyes	<ul style="list-style-type: none"> <li>Watching for good behaviour during assemblies – rewarded by Dojos</li> </ul>
Celebration Assembly	<ul style="list-style-type: none"> <li>Friday assembly last thing. Class teachers give out Value certificates to a member of their class</li> </ul>

## **9. BEHAVIOUR SANCTIONS**

Staff have agreed a consistent response to unacceptable behaviour (see ‘Sanctions’ below), which is applied throughout the school and displayed in each classroom. Children’s behaviour is monitored one day at a time. The school employs a stepped process to sanctions. Sanctions should:

1. Make it clear that unacceptable behaviour affects others and is a serious offence against the school community.
2. Not apply to whole group for the activities of an individual
3. Be consistently applied by all staff to help ensure that children and staff feel supported and secure. Sanctions should be proportionate to the offence. It should always be made clear that it is the behaviour that is unacceptable, and any sanction should address this, not be made personal to the child.

<b>STEP</b>	<b>APPROACH</b>	<b>OUTCOME</b>
<b>1</b>	A reminder of expectations and rules	To the whole class
<b>2</b>	A verbal warning (x2)	Specific to the child in question Specific to child. Explain which expectation/rule is being broken
<b>3</b>	Time out in own class	Move from working space. Teacher discusses behaviour with child-restorative question: What is going on? What is needed?
<b>4</b>	Time out in partner class	This needs to be recorded on Time Out form. Restorative questioning time needed with staff member involved with the behaviour.
<b>5</b>	Reflection time in during break or dinner (15mins)	Time in during playtime in the classroom or with the adult. Follow up/Reparative Conversation
<b>6</b>	Further verbal warning	Conversation with parent via phone call or pick up. Communication with parent (recorded on Cpoms)
<b>7</b>	Head Teacher or SLT to become involved if the situation continues to escalate	Phone call to parent from class teacher

		(record on Behaviour Tracking Record) Behaviour plan in conjunction with family, SENCO and teacher. Children will not be able to represent the school if they reach this level until their behaviour improves and at the decision of the Head Teacher.
8	If behaviour continues to escalate after following the above	Another meeting with family, class teacher and a member of SLT. Class Teacher: Discussion with SENCO regarding external agency referral
9	Relevant External agency support	Class Teacher: Follow and update Behaviour Tracking Record with strategies recommended from professionals involved.
10	Fixed term suspension	Extreme behaviour or persistent disregard for the school Behaviour Policy could also result in a child reaching section 10. Between 1 – 5 days
11	Permanent exclusion	Determined by the Governing Body

\* If a child is asked to leave the classroom it is important that they have time to reflect on their behaviour with a member of staff. It is important that the staff member, that the behaviour affected, reflects with the child to ensure that 'repair' is carried out. Emotion Coaching and restorative questions will be used at this point.

EXCEPTION	RESULTING CONSEQUENCE
Answering back	Straight to step 3
Refusing to do something	Straight to step 3
Refusing to do something repeatedly	Straight to step 4
Inappropriate language	Straight to step 4
Inappropriate physical contact	Straight to step 7
Extreme behaviour and or persistent disruptive behaviour	Straight to step 10

- Fresh start each day – however, playtime sanctions can roll over
- Children cannot earn back sanctions – follow the steps
- If a child is absent – sanction rolls over to the next day they are in

### Behaviour Expectations

The class teacher discusses the School's rules and the school values within each class and establish what these looks like and the expectations. The SPARRK motto also forms the focus for the weekly assemblies and the Celebration assembly held each Friday. Every child in the school then knows the standards of behaviour expected in our school.

### Behaviour incidents

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes

- Non-completion of classwork or homework
- Poor attitude/rudeness to others
- Refusing to follow adult instructions

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules / Persistent disruptive behaviour
- Any form of bullying or fighting
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as: sexual comments, sexual jokes or taunting
- Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism and / or theft
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are: knives or weapons, alcohol, illegal drugs, stolen items, tobacco, vaping equipment 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)
- Assaults on pupils or staff
- Threats made to pupils or staff

For significant incidents, it is expected that a member of the senior leadership team will become involved, in supporting the individual staff members (point 7). A serious behaviour incident may include:

- In such instances, each case is considered carefully and dealt with in a way that is felt fair to the needs of the individuals involved and to the school community.
- A phone call/ meeting will happen with families.
- We aim to work in partnership with the families of the child to seek a resolution and support the child in moving towards a positive outcome.

## **Suspensions and Exclusions**

Fixed term and permanent exclusions / suspensions will only be used as a last resort. When considering an Exclusion or Suspension, the school follows the latest statutory guidance from the Department for Education: [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - from September 2023](#).

When the Head Teacher excludes a child they must, without delay, notify parents, Odyssey Collaborative Trust CEO, the Local Authority and governors of the period of the exclusion/ suspension and the reasons for it. They must also, without delay, provide parents with the following information in writing:

- The reasons for the exclusion or suspension
- The period of a fixed period suspension or, for a permanent exclusion, the fact that it is permanent

- Parents' right to make representations about the exclusion to the governing body and how the pupil may be involved in this
- How any representations should be made
- Where there is a legal requirement for the governing body to consider the exclusion, that parents have a right to attend a meeting

When considering exclusion or suspension, the Head Teacher and Governing Board will use 'Suspension and Exclusion from maintained schools, Academies and pupil referral units in England (September 2023)' document and any additional appropriate documentation. An exclusions form will be completed. The Head Teacher will always seek support from external agencies to support the child and family, where appropriate. The Head Teacher may seek legal advice as necessary as well as advice from the Exclusions Officer at the Local Authority.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/921405/2017\\_0831\\_Exclusion\\_Stat\\_guidance\\_Web\\_version.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/921405/2017_0831_Exclusion_Stat_guidance_Web_version.pdf)

Following a suspension, a re-integration meeting will be held with parents and, if relevant, other agencies, to consider and/or implement strategies that support the pupil to understand how to improve their behaviour and meet the behaviour expectations of the school, including targeted pastoral support. **Permanent Exclusions are used as a last resort at Oakwood**

## **10. RECORDING, MONITORING AND EVALUATING BEHAVIOUR**

All staff will follow the procedures explained in this policy ensuring that children are aware of expectations, rewards and the consequences. Each class have Behaviour Forms for recording ongoing behaviour concerns so that patterns of behaviour can be monitored. This will include brief notes of specific incidents, any parental contact and key points discussed and agreed. Once completed these forms are collated by the Learning Mentor who will identify any patterns or triggers.

Monitoring of behaviour incidents will be discussed on a weekly basis at each SLT meeting.

### **Monitoring Playground Behaviour**

Incidents of disruptive behaviour on the playground should be recorded on a Behaviour Form. All completed forms are passed to the Learning Mentor or SLT member. Teachers should follow up on incidents with children and parents if required.

The Learning Mentor will analyse and monitor all behaviour forms. Data is collated every half term to identify patterns of behaviour that need further action.

## **11. RECOGNISING THE IMPACT OF SEND ON BEHAVIOUR**

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. School will need to manage pupil behaviour effectively, whether or not the pupil has underlying needs. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))

- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, any likely triggers of misbehaviour, and put support in place to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

When considering a behavioural sanction for a pupil with SEND, the school will take many factors into account to assess if any reasonable adjustments need to be made to the sanction.

The school's special educational needs co-ordinator (SENCO) may 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, behaviour support service, 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.

#### **Pupils with an Educational Health Care Plan (EHCP)**

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

## **12. UNDERSTANDING THE LINK BETWEEN MENTAL HEALTH AND BEHAVIOUR - SUPPORT AND FOLLOW UP FOR CHILDREN DEMONSTRATING EMOTIONAL AND BEHAVIOURAL DIFFICULTIES**

We recognise that some children, who demonstrate difficulties in regulating their emotional and behavioural responses, may have additional needs, linked to any of the following:

- Emotional disorders such as phobias, anxiety states or depression
- Conduct disorders such as defiance, aggression and anti-social behaviour
- Hyperkinetic disorders such as Attention Deficit Hyperactivity Disorder (ADHD) and poor powers of concentration, short attention span, impulsiveness and explosiveness
- Developmental disorders such as speech delay, social ability delay
- Attachment disorders
- Trauma disorders such as bereavement, Post Traumatic Stress Disorder (PTSD) as a result of traumatic experiences or persistent periods of abuse and neglect
- Mental health problems including eating, habit, psychotic and somatic (pain) disorders
- ASD – Autism Spectrum Disorder

Children, who have difficulties self-regulating their behaviours will be made known to the Special Educational Needs Coordinator (SENCO). Parents/carers will be included in the process of assessing their child's needs and the planning process for how their child will be supported. The process of assessment, planning, action and review is known as the Graduated Response and will inform decisions on whether to seek specialist support through referrals to other agencies such as the paediatrician, school health, Behaviour Support. Refer to 'Appendix 3' Early Help Intervention.

**13. BESPOKE SUPPORT**

Children identified with social and communication difficulties, mental health issues and children struggling with their peers during free social time, may be invited to join small groups in the Hygge room so that their needs can be met through supported activities. These bespoke behaviour management activities may include:

- Looking after Ron the Well-Being dog
- Board games
- Social stories
- Structured and planned social skills activities
- Lego Therapy
- Debate
- Therapeutic Art / Colouring
- Craft making
- Creating Behaviour charts
- Meet and greet to support a calm start to the school day
- Space to think and calm
- Zones of regulation activities
- 1:1 support
- Comic Strip Conversations
- Yoga
- Relaxation stories
- Visual timetable

In **every classroom** a large visual timetable is displayed at the front. In addition to this, some children have their own timetables on their desks.

**14. ZONES OF REGULATION**

**Every classroom** has a Zones of Regulation display. By using Zones of Regulation, children are encouraged and supported to self-identify how they are feeling, categorising it using the four colours.

• <b>BLUE</b>	• Sad, sick, tired, bored
• <b>GREEN</b>	• Happy, calm, feeling okay, focused
• <b>YELLOW</b>	• Frustrated, worried, excited
• <b>RED</b>	• Terrified, out of control, angry

Zones of Regulation support children in their understanding of their emotions and sensory needs. Through the curriculum children are encouraged to use the zones to support their self-regulation.

**15. PARENTS**

It is important that parents support their children's learning and behaviour in partnership with school. Good communication between home and school is the best way to bring out the best in our children. Thus, the school

works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

We ask parents to:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour
- Make children aware of good behaviour expectations
- Encourage independence and self-discipline
- Show an interest in all their child does in school
- Encourage children to wear school uniform
- Be aware of the school ethos and expectations of behaviour.

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to talk through behavioural issues.

At Oakwood Junior School we expect the support of parents/carers in upholding the school values. In order to facilitate this, we need to work together using the rewards and consequences outlined in this policy. Should there be any concerns about behaviour issues in school, we encourage parents/carers to raise these at the earliest opportunity.

***We expect all parents/carers to behave in a respectful and civilised manner towards school staff. Incidents of verbal or physical aggression towards staff will not be tolerated.***

## **16. LEARNING MENTOR**

The Learning Mentor will provide support and guidance to children and their families who are experiencing difficulties in learning due to social, emotional or behavioural problems or other issues. They will work closely with the Head Teacher and other members of the SLT keeping them informed about the children they are supporting.

The Learning Mentor will work with children on a one-to-one basis or in small or large groups, acting as a:

- Listener
- Facilitator for learning
- Encourager
- Motivator
- Role model

As part of their role the Learning Mentor will, amongst others, be expected to:

- Complete referral forms
- Maintain accurate records and prepare written reports and evaluations
- Advise parents on behaviour strategies and parenting skills
- Network and attend meetings with other agencies, teachers and relevant professionals
- Implement strategies and support learners in self-esteem and confidence-building activities
- Provide group activities with the children to support their mental health and/or social skills
- Help with transition activities for learners moving schools
- Organise and run extra-curricular activities during play and lunch times

- Support children who have had an extended period of absence from school
- Participate as required in relevant training
- Ensure confidentiality is maintained at all times

### **17. HOME/SCHOOL AGREEMENT**

*The Home/School Agreement* (Appendix 1) is given to children/parents and staff on entry into school. It draws together the strands of our ethos as a school, and one of the important aspects covered is how we expect the children and their parents to co-operate with teachers in their expectations for behaviour.

Children agree to do all their work in class, and allow others to do the same. They agree to be polite, considerate and helpful to others and listen to what they have to say. Finally, they agree to allow others to be happy and to be themselves. This is discussed at home, and then signed by the child and the parent/carer on entry to Oakwood Junior School. Each September all children will be reminded of the Home/School Agreement as part of their transition into their new year group.

### **18. THE USE OF REASONABLE FORCE**

The term 'reasonable force' covers the broad range of actions that involve a degree of physical contact with pupils. Force is usually used to intervene physically. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where physical support is needed to prevent violence or injury to themselves or others. 'Reasonable in the circumstances' means using no more force than is needed.

Staff at school may need to use positive handling strategies when all other strategies have failed. Staff will always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil. Positive handling refers to any type of physical support given to a child to support positive behaviour, emotional regulation and to keep the child and other children and adults safe. For further information please refer to the school's Positive Handling Policy.

Reasonable force can be used to prevent pupils from:

- Hurting themselves or others
- Damaging property
- Causing disorder
- Behaving in a way that seriously disrupts a school event e.g. a school trip or visit
- Leaving the classroom where allowing the pupil to leave would risk their safety or disrupt the learning of others
- Attacking a member of staff or another pupil

Reasonable force may be needed to restrain a pupil at risk of harming themselves through their physical outbursts. School will not use force as a punishment.

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on specific circumstances. This judgement should not only depend on the circumstances of the situation but also take account of the individual needs of the pupil concerned particularly in relation to pupils with Special Educational Needs and Disabilities. Any member of staff who has had to physically intervene must as soon as possible and certainly by the end of a session report the incident to the Head Teacher or Deputy Head Teacher.

School does not need parental consent to use reasonable force on a pupil, however we will inform parents about serious incidents involving the use of force. Serious incidents involving the use of force will be recorded and kept in the secure cupboard located in the School Business Manager's office.

In deciding what is a serious incident, staff will use their professional judgement and consider the following:

- The pupil's behaviour
- The level of risk presented at the time of the incident
- The degree of force used
- The effect on the pupil or member of staff
- The child's age

When it is known that reasonable force may need to be used for individual children, a risk assessment will be carried out by the SENCO and Head Teacher and a Positive Behaviour Support Plan will be written. (Appendix 2).

As appropriate to our school population, our senior leadership team will consider the needs of any of our staff who should be trained in effective techniques. The Head Teacher will consider carefully if any staff member requires any additional training to enable them to carry out their responsibilities and care for any individual pupil's needs.

## **19. POWER TO SEARCH WITHOUT CONSENT**

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

The Head Teacher and members of the Senior Leadership Team are allowed to search a child and their belongings without consent if they have reason to believe a prohibited item may be concealed.

- Alcohol
- Illegal drugs
- Knives or weapons
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Anything that has been or is likely to be used to commit an offence, cause personal injury or damage to property

## **20. BULLYING**

Oakwood Junior School does not tolerate bullying of any kind. If we discover that bullying or intimidation are taking place, we act immediately to stop any further occurrences of such behaviour. We do everything in our power to ensure that all children attend school free from fear (See Anti-Bullying Policy).

'Preventing and Tackling Bullying' (DfE 2017) guidance defines bullying as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/623895/Preventing\\_and\\_tackling\\_bullying\\_advice.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf)

Bullying is, therefore:

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

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
Prejudice-based and discriminatory, including: Racial Faith-based Gendered (sexist) Homophobic / biphobic Transphobic Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)

### **Recording and Monitoring**

School will record and monitor all cases of bullying. Governors will be informed on a termly basis of the number of incidents.

## **21. ONLINE BEHAVIOURS**

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil or staff member
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

Children are taught how to behave appropriately online in order to protect themselves from bullying and harm. Children are taught to pass any concerns to a trusted adult in school or at home. Concerning online behaviours that take place beyond school are dealt with by school as soon as school is informed. All incidents of concerning online behaviours that school deals with, are recorded on a Behaviour Log. (See E-Safety Policy).

## **22. OFF-SITE MISBEHAVIOUR**

Sanctions, including suspensions or an exclusion, may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips, swimming, sports team)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

## **23. SUSPECTED CRIMINAL BEHAVIOUR**

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the Head Teacher or Deputy Head Teacher will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the Designated Safeguarding Lead (DSL) will make a tandem report to children's social care, if appropriate.

## **24. CHILD ON CHILD ABUSE**

It is important to acknowledge that children can abuse other children. Oakwood Junior School takes a **zero tolerance** approach to child on child abuse behaviours, which are defined, for the purposes of this policy, as any form of abuse

inflicted by one child or a group of children, i.e. individuals under the age of 18, against another child or group of children both inside and outside of school, in person or online. All inappropriate child on child behaviours will be dealt with in line with this policy alongside the school's Safeguarding and Child Protection policy and the Child on Child Abuse Policy.

Forms of child on child abuse include the following behaviours:

### **Physical abuse**

Actions such as hitting, throwing, burning, drowning and poisoning, or otherwise causing physical harm to another child.

### **Sexual Violence and Sexual Harassment**

- "Sexual violence" encompasses the definitions provided in the Sexual Offences Act 2003, including rape, assault by penetration, sexual assault, i.e. non-consensual sexual touching, and causing another child to engage in sexual activity without consent, e.g. forcing someone to touch themselves sexually.
- "Sexual harassment" refers to any sexual behaviour that could violate another child's dignity, make them feel intimidated, degraded or humiliated, and/or create a hostile, offensive or sexualised environment, including: Sexualised jokes, taunting or comments.
- Physical behaviour, e.g. deliberately brushing against someone.
- Online sexual harassment, including up skirting
- Sexualised online bullying, unwanted sexual comments and messages, including on social media.
- Sexual threats or coercion.
- The "sharing of sexualised imagery"

Further information can be found in 'Sexual Violence and Sexual Harassment between children in schools and colleges' – September 2021

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1014224/Sexual\\_violence\\_and\\_sexual\\_harassment\\_between\\_children\\_in\\_schools\\_and\\_colleges.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1014224/Sexual_violence_and_sexual_harassment_between_children_in_schools_and_colleges.pdf)

### **Intimate partner abuse**

This involves a romantic partnership between children in which one or both partners are emotionally, physically or sexually abusive to the other. This could include:

- Controlling behaviour, e.g. preventing a child from socialising with others or deliberately isolating them from sources of support.
- Repetitive insults
- Sexual harassment.
- Threats of physical or sexual abuse.

The school will manage intimate partner abuse in line with the Child Protection and Safeguarding Policy.

## **20. MALICIOUS ALLEGATIONS**

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil

who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

## **26. PUPIL TRANSITION**

To ensure a smooth transition to the next year group, 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, child protection issues or any other relevant matters will also be shared with new settings for those pupils transferring to other schools to enable appropriate support to be planned for the child.

## **27. TRAINING**

Our staff are provided with training on managing behaviour as necessary.

Behaviour management will also form part of continuing professional development and a copy of training certificates are kept by the School Business Manager and Office Manager.

## **28. MONITORING AND REVIEW**

The behaviour policy is formally reviewed on an annual basis and will be reviewed in April 2024 unless legislation dictates sooner.

## **29. OTHER RELEVANT POLICIES**

This document should be read in conjunction with some of the following school policies:

- *Anti-bullying Policy*
- *Equality Policy and Objectives*
- *SEND Policy*
- *Safeguarding and Child Protection Policy*
- *E-Safety Policy*
- *Positive Handling Policy*



### HOME SCHOOL AGREEMENT

Our school aims to ensure that every child can achieve their best, in a disciplined and caring setting. We believe that the successful education of any child depends on teamwork, shared goals and good communication. At Oakwood Junior School, this involves children, parents and governors.

#### **The School will:**

- Encourage children to do their best at all times
- Encourage children to take care of their surroundings and possessions
- Encourage children to care for and about others
- Treat your child with care and respect
- Take all reasonable steps to ensure the safety of children during school hours
- Provide regular homework
- Inform parents when there are problems involving their child
- Make staff available to meet parents after school (appointments may need to be booked)
- Provide formal meetings with parents at least twice a year
- Keep parents informed through Newsletters
- Keep parents updated via Parenthub
- Give parents a voice through surveys

#### **The Family will:**

- Make sure my child arrives at school on time (8.45 a.m.)
- Make sure my child arrives in school uniform
- Make sure my child goes to bed at a reasonable time the night before a school day whenever possible
- Support the school if there are behaviour problems
- Provide a note or phone call when a child is absent or going to be late
- Keep in touch with the class teacher as appropriate through the year
- Support my child with homework on a regular basis

#### **Your child will follow the school’s values.**

**Safety – We keep ourselves, others and our environment safe.**

**Positivity – We focus and celebrate the positive.**

**Aspirational – We are aspirational: we aim high.**

**Resilience – We bounce forwards with resilience.**

**Respect – We respect everyone and everything around us.**

**Kindness – We show kindness through our actions and choices**



**Parents may contact the school if they feel this agreement is not being upheld.**

**School may contact parent if they feel this agreement is not being upheld.**

Parent/Carer: ..... Date: .....

Headteacher: ..... Date: .....

**Appendix 2**

Oakwood Junior - Behaviour Plan/Risk Assessment

<b>Name:</b>	<b>Date:</b>
<b>Year:</b>	<b>Class:</b>
<b>Review:</b>	<b>Written by:</b>

Behaviour	Triggers	Positive management strategies	Review
Classroom behaviour			
Dysregulation	Being asked to do something (s)he doesn't want to do.		
Entry/Exit routine	Morning routine/home		
Refusal to go into class	Lesson time		
Will physically and verbally intimidate children in the class or cloakroom.	Insecurity, jealous, low self-esteem. Lack of friendship.		
Refusal to engage in a task	English, spelling		
Acknowledging other views	Insecure, lack of empathy		
Refusal to follow adult instructions	Clear instructions 'I need you to . . . Thank you'		
Transition points	When he leaves class		
Altercations with other children	Dislikes specific children		
Walks out of class	Asking to complete work.		
Toilet use	Other children in toilet. Name of disabled toilet.		

**Appendix 3**



**Oakwood Junior School Behaviour Report**

Date of incident: \_\_\_\_\_

Time of incident: \_\_\_\_\_

Location/Event: \_\_\_\_\_

Witnessed By: \_\_\_\_\_

Please indicate the role of each person mentioned below

\*Role: **V** – Victim      **P** – Perpetrator      **A** – Associate      **B** – Bystander

	Names of individuals involved	Gender	Year Group	*Role
1				
2				
3				
4				
5				
6				
7				

Type of behaviour being displayed / experienced:		<i>(Please Tick)</i>	
<b>Isolation</b> - Being ignored or left out		<b>Possessions</b> - kit taken or damaged – (theft)	
<b>Physical</b> - being hit or hurt		<b>Forced into actions</b> against will	
<b>Verbal</b> - name-calling, taunting, mocking, threatening		<b>Written</b>	
<b>Cyber</b> - online, social media, email, text, posting photos/videos		<b>Spreading rumours</b>	
<b>Other</b> (Please specify):			

Are there indications that the behaviour was related to any of the following:			
General appearance / Body Image		Race / Ethnic Origin	
Disability / SEN		Sexual Orientation	
Gender/sexism/homophobia/transphobia		Home Circumstances	
Religion		Sports Ability	

**Brief Summary of Behaviour:**

**Action taken:** Include details if incident referred on:

*(Also include any sanctions, exclusions, parental involvement or contact with external agencies)*

Form Completed by: \_\_\_\_\_

Date: \_\_\_\_\_

Role in School: \_\_\_\_\_

Signature: \_\_\_\_\_