



Oakridge Schools Federation

Behaviour Policy

Approved by:	Full Governing Body
Review frequency:	Every 2 years
Date last approved:	Spring 2026
Next review date due:	Spring 2028

This policy has been reviewed in line with the Department for Education Guidance: Behaviour in Schools: Advice for headteachers and school staff (February 2024). This guidance can be viewed at: <https://www.gov.uk/government/publications/behaviour-in-schools--2>

The Behaviour Policy should be read in conjunction with the Safeguarding and Child Protection Policy and the Attendance Policy.

The following three school rules underpin and uphold our beliefs in our behaviour policy:
'Ready, Respectful and Safe'

1. We are **ready** to learn
2. We are **respectful** to everyone and everything
3. We make **safe** choices

Oakridge Schools Federation promotes high achievement and learning for life by working with children to:

- Set high personal standards in the way we treat each other, particularly showing tolerance, acceptance, compassion and a sense of responsibility for each other
- Develop high self-esteem, self-respect and confidence in their ability
- Be flexible, open-minded and adaptable to the challenges of the modern world, and be aware of the outside world
- Be able to work independently and collaboratively
- Achieve the highest standards to the best of their abilities in all areas of the curriculum
- Be healthy, safe and secure
- Celebrate their achievements and acknowledge all their skills: vocational, practical, communicational, academic and personal
- Acknowledge technological advances whilst retaining personal skills

We believe that each child will succeed through experiencing quality in:

- Home and school relationships
- A broad and challenging curriculum which is flexible, creative, and innovative
- A safe, secure and challenging curriculum
- Innovative teaching and an investigative approach to learning, particularly using a range of technology
- A rich and varied range of learning resources
- An ethos of support, challenge and encouragement to succeed
- An enriching choice of extra-curricular activities and educational visits

Leadership and Management

The Headteacher will:

- Be ultimately responsible and accountable for behaviour throughout the school

The Headteacher and Senior Leadership Team (SLT) will:

- Report to governors regarding the effectiveness of the policy
- Meet with parents/carers of children who challenge the Behaviour Policy as appropriate
- Support staff when dealing with challenging behaviour and the law
- Ensure the health and safety, and welfare of all children
- Ensure that behaviour is monitored during observations and/or learning walks
- Implement the Behaviour Policy, reinforcing the need for consistency throughout the school
- Monitor behaviour and the implementation of the Behaviour Policy
- Be proactive in implementing and reviewing strategies to support positive behaviour choices for the children (e.g. lunchtime plans, reward charts and directed play) and look for what behaviours are communicating.
- Provide all staff with the training and support to ensure a consistent approach to positive behaviour is being followed.
- Praise and encourage positive behaviour with rewards and through weekly celebration assemblies.
- Support the induction of new staff members in the Behaviour Policy
- Be a daily visible presence around the site during lessons and break times
- Share good practice

All staff will:

- Have a consistent approach to behaviour, regularly referring to and using the school rules: 'Ready, Respectful, and Safe.'
- Provide a broad and balanced curriculum.
- Support children when dealing with their emotions and feelings using the Colour Monster (KS1) or Zones of Regulation (KS2)
- Plan engaging lessons to challenge and meet the varied needs of all children.
- Make sure children are listened to and feel valued
- Be calm and give 'take up time' when using the different stages of the Behaviour Policy
- Offer the children choices and the chance to correct their mistakes (using restorative justice), make the right decisions and prevent behaviour before sanctions
- Use the skills of de-escalation to support children with their choices
- Support children with the language and vocabulary they need to socialise and develop interpersonal skills
- Use restorative conversations to follow up every time, retain ownership and engage in reflective conversations with learners
- Reward and praise positive behaviour using the Class Dojo system, and all other rewards throughout the day
- Inform parents/carers about the welfare and behaviour of their children

- Monitor behaviour and be proactive in implementing strategies to support positive behaviour choices for the children (e.g. lunchtime plans, reward charts and directed play) and look for what behaviours are communicating
- Work in partnership with other staff members, Team Leaders, Phase Leaders, Inclusion team and SLT to ensure IBMP and EHCP recommendations are followed
- Never ignore or walk past learners who are not following the school rule: 'Ready, Respectful, Safe'

Parents and Carers will:

- Support the actions of the school in line with the Behaviour Policy and the Home/School Partnership Policy so that children receive consistent messages about how to behave at school and at home

Children will:

- Foster social relationships in the school community of mutual engagement
- Be responsible for own actions and how these impact on others
- Respect other people, their views and feelings
- Empathise with the feelings of others
- Be fair
- Be reflective to change behaviours
- Learn to work cooperatively
- Follow the school rules:
 - 'Ready, Respectful and Safe'
 1. We are **ready** to learn
 2. We are **respectful** to everyone and everything
 3. We make **safe** choices

The Governing Body will:

- Support the implementation of the policy
- Review the effectiveness of the policy

At Oakridge Schools Federation, we employ a restorative approach to addressing negative behaviour, prioritising the repair of harm done to relationships and individuals at its core. All children should be taken through the restorative approach to ensure they understand the harm that has been caused to all parties.

Statutory guidance and key points:

- Teachers have a statutory authority to discipline children whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (section 91 of the Education and Inspections Act 2006)
- The power to discipline also applies to all paid staff (unless the Headteacher says otherwise) with responsibility for children, such as teaching assistants and lunchtime supervisors.
- Teachers can discipline children at any time the child is in school or elsewhere under the charge of the teacher, including on educational visits.
- Teachers can also discipline children for misbehaviour outside of school, whilst wearing the school uniform (representing the school)

- Teachers can confiscate children's property and return it to parents/carers.
- Headteachers and governing bodies must ensure they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions.
- Governing bodies have a duty under section 175 of the Education Act 2002, requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

We demonstrate our commitment to the Behaviour Policy by:

- Creating a welcoming and happy environment for all to work and learn
- Always striving for improvement
- Working collaboratively
- Promoting fundamental British Values
- Educating children on the various forms of bullying (See the Anti-bullying Policy)

School Systems and Social Norms

Whole school consistent approach to positive behaviour management:

Routines

Teachers will explain and demonstrate, as needed, the consistent routines that are expected in the classroom and throughout the school. Examples of routines include, but are not limited to, lining up and moving through the school quietly. These routines will regularly be reviewed and discussed as necessary to ensure all children are meeting the school expectations and following the school rules of 'Ready, Respectful, Safe'

General Rewards

We will also praise pupils using non-verbal praise, which might include, but is not limited to, smiles and thumbs up. Pupils will also be praised through verbal thanks, which might include, but are not limited to, praise postcards or notes, phone call home, email 'Well done', or positive feedback to parents at the end of the day.

Class Dojo

Class Dojo is used to reward positive behaviour and attitudes as well as to celebrate children who go 'over and above'. Teachers use Class Dojo in their teaching, in periods of transition, during break time and lunchtime.

As a class, children earn rewards by building their total to set intervals of points. These rewards are decided through discussion as a class and vary from class to class and year group to year group.

As a school, we only use Class Dojo as a positive behaviour system. We do not remove or give negative Dojo points.

Teachers' use of the positive behaviour system is monitored to ensure all children's behaviour is acknowledged. Within a class setting, if children have not followed the instructions, which result in minor behaviour infractions, they will be given a verbal warning. If the child continues not to follow the instructions, the teacher will refer to the steps outlined at the end of this policy.

Sports Points/House System (KS2)

Through weekly celebration assemblies in Key Stage 2, the Sports Captains will share the number of points each planet has collected through teamwork, good sportsmanship, and competition as a celebration of the teams' overall behaviour and attitude. House Teams are also used on Sports Day.

Positive Relationships with pupils

As part of the ethos of Oakridge Schools Federation, all staff will work to build positive relationships with all pupils.

Racial Comments

We have a zero tolerance towards racism. If a child uses a racial comment, they will automatically be placed on a Behaviour Plan. We do not label children 'racist'; however, all children need to understand that any type of racial/racist comment is unacceptable in our community and in broader society. If a child is accused of a racial comment, we will contact their parents to discuss this in further detail.

Bullying

Bullying can be defined as a repeated behaviour intended to hurt someone either physically or emotionally. Our Anti-Bullying policy (including cyberbullying, prejudice-based and discriminatory bullying) can be found on the school website.

Support for children who have concerns

Children are first encouraged to speak to a member of staff if an issue arises. For example, on the playground at break or lunch, they report issues to the adults on duty. During lesson time, they would report the issues to the adult teaching them at the time. The adult to whom the issue has been reported will investigate the concern by speaking to the children involved and taking appropriate action using the steps set out in this policy as appropriate.

Support we can offer to help children with their behaviour

There are occasions when additional support is needed to enable children to follow school rules effectively.

- The reasons for good behaviour are always made clear
- Various interventions may be appropriate – social skills/Lego therapy/team building activities, or lunchtime club may be attended as appropriate
- Emotional Literacy Support (ELSA) may be offered if there is an underlying reason for a sudden change in behaviour which is impacting the child in school
- Individual reward systems (sticker charts, catching good ladders, etc.)
- Timetabled lunchtime activities can be arranged for a fixed period, as appropriate.
- An IBMP may be written and shared with the child and parents
- Advice may be sought from professionals such as Primary Behaviour Services (PBS)
- Risk assessments

Physical Contact with Children

The school recognises that there are occasions when physical contact (other than reasonable force) with a child is proper and necessary, such as:

- Holding the hand of the child

- When comforting a distressed child
- When a child is being congratulated or praised
- To demonstrate how to use the equipment
- To demonstrate techniques
- To give first aid

Use of Reasonable Force

Under Section 93 of the Education and Inspections Act 2006, all staff members and any other person whom the Headteacher has given the responsibility to be in charge or in control of children may use reasonable force to prevent children committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline during teaching sessions and otherwise. Use of force should only be used as a last resort.

The school does not encourage the use of force, and it will be used rarely. There is no definition of when it is reasonable to use force, as every situation is different and will have to be judged by the staff member in charge at that time. The degree of force used will be the minimum needed and proportional to the situation. It could be that reasonable force is used in circumstances such as breaking up a physical dispute or where a child needs physical intervention to prevent violence or injury to themselves or others.

All incidents involving the use of force will be recorded via our in-school recording system. Parents will be informed of the incident, although lawfully, the school have the right not to inform a parent if they decide it is inappropriate to do so.

Recording the use of restrictive physical intervention

A behaviour record will be kept, detailing all episodes of challenging behaviour and staff responses to these. The school uses CPOMS to record any instances of behaviour, including documenting all use of any restrictive physical intervention.

Interventions and consequences

Whilst always trying to create a positive learning environment, we recognise that sometimes interventions and consequences may be necessary. In all disciplinary actions, it is essential for the child to understand that it is the behaviour that is unacceptable and not the child as a person. Any sanction given for poor behaviour must be in proportion to the behaviour and must be reasonable, considering the child's age, any SEN or disability they may have, their mental wellbeing, safeguarding issues and any religious requirements affecting them.

Using our 6-step chart on the following page, adults in school will follow the steps:

- Non-verbal reminder
- Praise others
- Remind (in private)
- Praise others
- Warning (in private)
- Triage the following steps using the 6-step chart (step 3+ according to policy).
- Relationship Repair and Restorative Five

Following any use of consequence, there is always time allocated for relationship repair and restorative conversation. School staff will use a restorative justice approach when discussing behaviours with children using the restorative five.

The Restorative Five

When conducting restorative conversations, adults will choose 5 of the following questions to support children. They will always use question 1 and question 8:

1. What happened?
2. What were you thinking at the time?
3. What have you thought since?
4. How did this make people feel?
5. Who has been affected?
6. How have they been affected?
7. What should we do to put things right?
8. How can we do things differently in the future?

For children who are younger or have a SEN, staff may wish to choose 2 or 3 questions for the child to focus on. If a child isn't ready to talk, adults will offer them a postponement and return to the conversation once the child is ready to talk. Whenever a member of staff encounters or observes an undesired behaviour, they will address the behaviour and remind the child/children of our school rules, 'Ready, Respectful, Safe'.

Step 6 behaviours - exclusions

It is our policy to refer to the Department for Education Guidance: Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England (August 2024). This guidance can be viewed at:

<https://www.gov.uk/government/publications/school-exclusion>

	Behaviour	Consequence	People
R e a d y R e s p e c t f u l A n d S a f e	Step 1 Child daydreaming, looking around, talking (non-disruptive), talking and distracting others, slow to complete work, arguing with peers, calling out.	Non-verbal <ul style="list-style-type: none"> • A look, standing near the child, a reminder of the three school rules: Ready, Respect, Safe. Praise children nearby. • Allow take-up time to be given. Remind (in private) <ul style="list-style-type: none"> • [Name], you are (describe action). Please can you (desired behaviour). • Allow take-up time to be given. 	-Child -Staff member
	Step 2 Continued step 1 behaviours, throwing small equipment, continual talking, refusal to follow instructions	Warning (in private) <ul style="list-style-type: none"> • [Name], you are (describe action). We will discuss this at the start of breaktime, unless you choose to now demonstrate (desired behaviour). • At breaktime, discuss the behaviour using the restorative five questions. 	-Child -Staff member
	Step 3 Disruption to learning, Rudeness to staff, offensive language (including swearing), general refusal, persistent disruptive behaviour, spitting, one-off step 4 inappropriate behaviour (entirely out of character)	Time out in class or break <ul style="list-style-type: none"> • [Name], you are (describe action), you now need to think about making the right choice and (desired behaviour) in a time-out. • Praise other children with desired behaviour. • Move the child to their own table or away from others, e.g. carpet area (for time in proportion to behaviour) OR breaktime standing with the adult. • Class teacher to contact the parent/carer to let them know the behaviours happening in school 	-Child -Teacher -Parent/ carer
	Step 4 Swearing directly at an adult, hurting another child, stealing, using sexualised language or behaviour, refusal to come in from playtime/ lunchtime/ other lesson or leaving the classroom	Year Leader notified and parents contacted <ul style="list-style-type: none"> • [Name], you need to go to [Year Leader] for (describe action) for (for time in proportion to behaviour). When you come back, you need to (describe behaviour). • Contact the parent/carer to let them know the behaviours in school 	-Child -Teacher -Parent/ carer -Year Leader
	Step 5 Continuation of step 2- 3 offences. Deliberate violence towards a child, deliberate spitting at a person, bullying, racial incidents, overturning or damaging furniture, and climbing on school property.	Phase Leader/AHT (for time in proportion to behaviour) <ul style="list-style-type: none"> • [Name], you need to go to time out with [Name Phase Leader/AHT] for (describe action). You need to think about the impact of (action) and who it affected. • If the behaviour is not a one-off, the class teacher and AHT/Phase leader are to create an IBMP and discuss with AHT/DHT. • Phone call home to arrange a meeting with parents/ carers. 	-Child -Teacher -Parent/ carer -Phase Leader/AHT
	Step 6 Continued step 4-5 offences. Sexual violence/ abuse, Physical assault against a child, Physical violence towards staff, and leaving the school grounds.	DHT (for time in proportion to behaviour) <ul style="list-style-type: none"> • DHT, AHT/YL and CT meeting with parents/ carers • Risk Assessment (CT with a member of the inclusion team) • The DHT or HT will then decide possible consequences in proportion to behaviour. This could be: <ul style="list-style-type: none"> ○ Lunchtime Exclusion ○ Internal Isolation ○ Suspension (HT only) ○ Permanent Exclusion (HT only) 	-Child -Teacher -Parent/ carer -Phase Leader/AHT -DHT -HT