



## Oakridge Schools Federation Behaviour Policy

*incl. support for children with Social, emotional and mental health issues*

Approved by:	Full Governing Body
Review frequency:	Every 2 years
Date last approved:	September 2024
Next review date due:	Autumn 2026

### “Dream Big, Aim High & Make a Difference”

We value each individual child and work with parents, the community and beyond to offer diverse experiences and support for pupils and families in a caring and safe environment. We develop children to be confident, life-long learners and compassionate, respectful members of their community and the world.

We are working together to be ...



**Thinking of a child as behaving badly disposes you to think of punishment. Thinking of a child as struggling to handle something difficult encourages you to help them through their distress.**

The most important aspect in children feeling valued, safe and secure is the sense of connection with the member of staff. For most children this can be achieved by simple acknowledgement of the child and the child having the knowledge that you have them in your mind, care about them as a person and care about what they are doing.

Strong relationships between staff and pupils are vital. Staff must be fair and consistent with children (taking into account individual needs) and children need to understand that the staff member is in control at all times enabling pupils to feel safe. Equally staff must be approachable and there to help (not only there to discipline) and children must understand this. If a member of staff is having difficulties with an individual or group of children they are expected to seek support in order to make a positive change. This policy is developed to ensure guidance for staff in order to promote positive behaviour in school. The procedures and guidance in this document provide a consistent approach across the school and enables students, parents and staff to understand our approaches to the management of behaviour in school. It is

also recognised that for some pupils, variance on these procedures will be made in order to meet any specific social, emotional, learning or other needs which require a personalised approach; guidance for this appears in the appendix and approaches can be discussed with a member of SLT.

### **General Expectations**

It is important to have high expectations for our children while recognising some children have specific needs. The following expectations cover all times of the school day and where children are representing the school out of hours and off site:

- Be polite – showing consideration and respect to others, using appropriate language, tone and volume when speaking
- Be kind –treating others with respect and consideration, regardless of differences
- Be safe –behaving sensibly around the school, looking after yourself and others and their property
- Be honest – being truthful and acting in a fair manner
- Be responsible – working hard and following instructions.

Staff should ensure good routines for their classroom and for when their children are around the school.

These expectations are reinforced through assemblies and interaction with children. It is everyone's responsibility to challenge where these expectations are not met but equally to comment positively when they are.

Good routines should be in place for:

- Start and end of day
- Transition times
- Lining up incl. assemblies
- Getting changed for PE
- Moving around the school
- Break and Lunchtimes

### **What do we do to teach and promote positive managements of behaviour?**

- **Whole School and Class Assemblies:** These cover areas such as Caring for Others, Anti Bullying Week, Who to go to if you need help. There is a plan for the year with themes for each week which will include specific issues relevant to our school and community including: racism; homophobia; gender based language; tolerance and respect; disability awareness.
- **Circle Time** – children have a circle time each week which include strategies to deal with different situations and ways to help regulate emotions. This is taught by the class teacher.
- **Whole School days/weeks:** Specific focus weeks are used to bring certain aspect a higher profile; these include: Anti Bullying Week
- School Curriculum including RE and PSHE
- High focus on teachers developing positive relationships with children
- Clear and consistent routines in classrooms, around the school and in the wider community
- High expectations from staff about conduct in class and around the school
- Clear pathways when behaviour causes a concern and positive reinforcement for good behaviour (*see appendix B: Approaches to positive recognition and classroom strategies*)
- **Star of the week awards**–Certificates are awarded in KS1 and in KS2
- **Termly exemplary awards** – 2 children are picked from each class in KS2 to attend a bowling treat with the headteacher

- **Termly treat with the HT**– In KS1 each term 2 children from each class is picked to attend a termly treat with the headteacher to celebrate their good attitude and behaviour
- **Individual class rewards** – Teachers use a variety of rewards such as Dojo points, stickers, dip boxes to promote positive reinforcement

### What do I do if a child is showing inappropriate behaviour?

Any behaviour falls below the expectations of the school (e.g. disruption to learning, unkind or inconsiderate actions), requires some level of intervention. The following is a pathway of what to do:

Child demonstrates inappropriate behaviours	<ul style="list-style-type: none"> <li>- Member of staff highlights the behaviour to the child and clarifies/reinforces expectations with them (verbal warning). Teachers can make a note of those given verbal warnings but not display these.</li> <li>- This is an opportunity for the child to think about what they have done so they can turn their behaviour around.</li> </ul>
Pre-emptive measure	<ul style="list-style-type: none"> <li>- Child is moved to a table/space on their own within the classroom.</li> </ul>
Child continues to demonstrate inappropriate behaviour	<ul style="list-style-type: none"> <li>- Teacher repeats expectations and makes any adjustments to support the child</li> <li>- Child's name is written on the board/cloud and an appropriate consequence is given e.g. time out in a break or lunchtime.</li> <li>- During this timeout a conversation will take place between the teacher and the child about what has happened and how to turn things around. Children need to process the instruction and think about their behaviour.</li> </ul>
Child continues to demonstrate inappropriate behaviour	<ul style="list-style-type: none"> <li>- If the child gets a tick against their name then they will be sent to a parallel class for an appropriate amount of time (but no longer than the end of the lesson), completing the required work. The incident will be logged on CPOMs, parents informed and the child will miss the whole of their next break. This time will be spent with the teacher trying to support the child to understand what they were finding difficult (reflective restorative practice).</li> </ul>
Child continues to demonstrate inappropriate behaviour	<ul style="list-style-type: none"> <li>- The year group leader or a member of the Senior Leadership Team (SLT) may need to be called. De-escalating techniques should be used wherever possible and opportunities to use a coaching approach implemented. A CPOMs record should be filled out with the details of the incident and parents informed. Feedback should also be given to the teacher or member of staff involved.</li> </ul>

\*\* Ensure children are given time to process your direction and clear choices are provided before escalating to the next step

Remember – the strongest approach to support a child is through the relationship with the adult. At all points try to ensure you keep a strong connection with the child having difficulties. Use positive reinforcement, as appropriate to ensure the child knows you are still there and you recognise their effort and any chances they have made.

At the end of the lesson (or during if appropriate) the teacher should talk with the child about the difficulties in the lesson and agree what improvement is needed for subsequent lessons.

Teachers should always consider the level of difficulty in the lesson and record an indication of this on CPOMs where it will be flagged as 'behaviour'.

All behaviour incidents which have escalated to the child being removed from class should be logged on CPOMs (including the consequences given).

Teachers should also use CPOMs to record break and lunch time incidents where an investigation is needed. Wherever issues arise, parents should be contacted; this should also be recorded as an update.

### General responses to incidents

Children have to have the opportunity to reflect on their actions and the impact this may have had on others. Below are examples for some situations that may occur in school and the types of response that are appropriate.

Incident	Type of response
Incident against another person	Show the person that has been affected by the child's action that they are sorry. This can be in the form of verbal, written, picture or an action. We ask children to say sorry but do not force them to say sorry.
	Physical behaviour consequences will be discussed with the year leader to agree an appropriate consequence.
Incident relating to theft, damage to property etc	Where possible – a natural reparation should be used e.g. clean graffiti off the door, clean up the mess, pay for replacement of item. Where this is not possible a close alternative should be used e.g. vandalism that could not be fixed by the child – the child should then give time to complete a site task which enables the site person to fix the problem. Where there is a cost for replacement of an item that has been damaged this cost may be sought from the child following discussion with the family.
The particular activity has been causing issues e.g. football at break or lunchtime	Work with staff needed in order to ensure subsequent participation can be successful e.g. having reduced time / supervision / or not taking part in the activity.
Child being disruptive in lessons	Child remains in for some or all of the break to catch up with the work that has not been completed. OR The need for a discussion with teacher regarding behaviour and how to improve this in the next session.

We believe it is the certainty and consistency of the sanction that matters, not the severity.

### Concerns with a child's behaviour

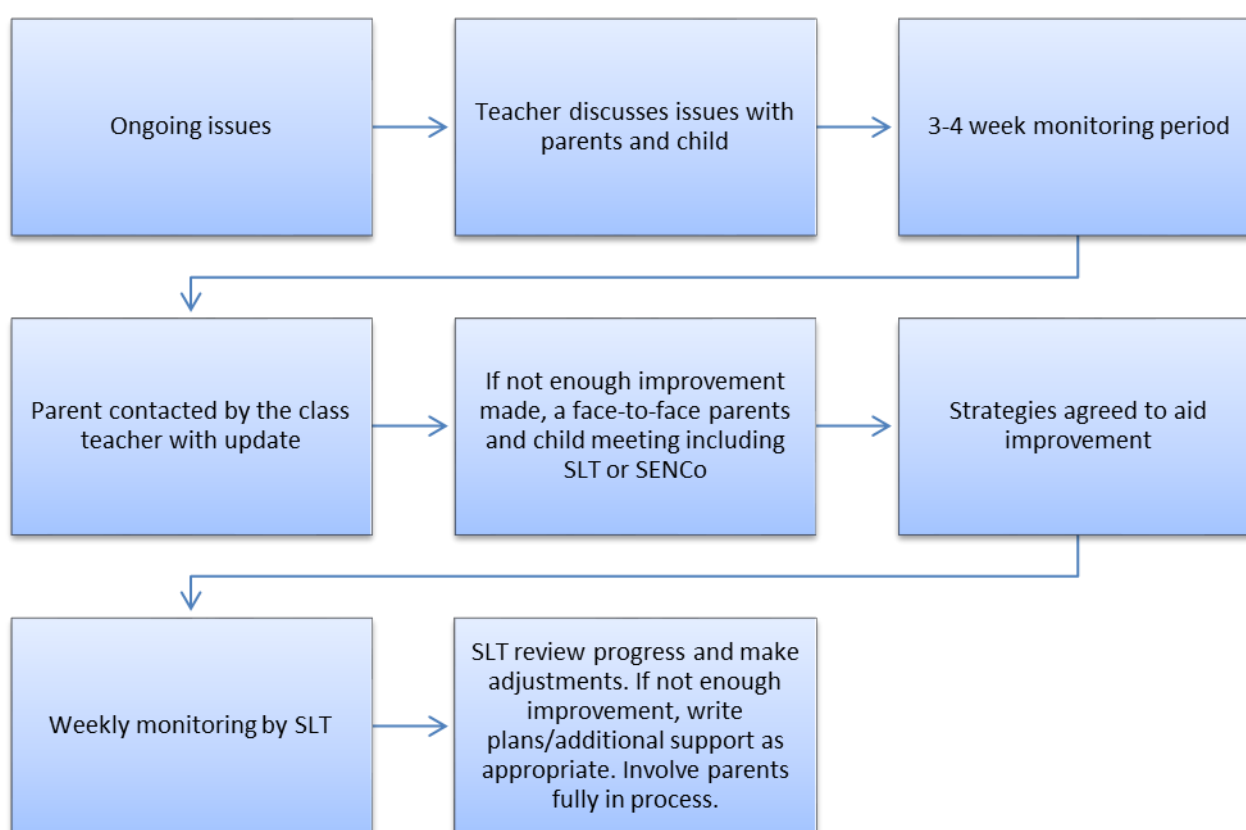
As a general principle where a class teacher has a concern about a child (one off incident or a general concern), they should contact the child's parent(s) to inform them of the concern and discuss what is happening in school. This contact should be recorded on CPOMs. Where the teacher feels additional support or action is required to support a child, they should firstly consult the year group leader and

work with them. If wider support is needed, the year group leader should contact the SENCo and/or a member of the SLT to discuss this.

On a monthly basis, the tracking sheets from CPOMs will be reviewed by the DHT and any children who appear to be causing concern (and whose parents have not already been spoken with) will have their parents contacted. The child's behaviour will then be tracked over the next period. At the end of this period the parents should be contacted to inform them of the progress made. If no improvement is made during the next period a formal meeting will be held between the teacher, child, parent and either the year group leader or a member of SLT. A written plan with clear targets for improvement will be written and monitored on a weekly basis.

Regular contact should be made with parents to update them on any further issues or improvements. The child will meet with the class teacher and year group leader (potentially a member of SLT if needed) to discuss the issues and agree improvements needed.

#### **In summary:**



#### **Major ongoing or serious issues**

In all cases where the behaviour is a significant cause for concern, all incidents will be recorded on CPOMs. This allows appropriate support and/or reparation to be planned for. Any victim or perpetrator is recorded in our tracking system in order for us to identify children having difficulties or becoming regular victims.

A CPOMs record should be completed by the person initially dealing with the incident, usually the class teacher, including major incidents that occur during break times.

Staff (teacher and LSAs) should aim to deal with the incident and the reparations and only escalate this to either the year group leader or SLT if further actions are needed or an immediate response is needed and cannot be undertaken by the member of staff dealing with it.

Where there is an incident where a child is exhibiting behaviour, which becomes unmanageable or unsafe immediate support should be sought from another member of staff or member of SLT. The class teacher/year leader/SLT should be made aware of any incidents which have been recorded on CPOMs.

When an incident occurs, the parents of the perpetrator(s) and/or victim(s) need to be informed, taking into account the severity of the incident, any continuing difficulties the incident is likely to cause and the child(ren)'s history of involvement in such incidents.

Any incidents and consequences must be logged using CPOMs. This allows us to have an overview of issues and to establish any support that needs to put in place for the child(ren).

### Monitoring

- To ensure the involvement of all members of the school community in this policy
- Any ongoing behaviour issues will be discussed regularly in SLT meetings
- Regular meetings will be held between lunchtime supervisors and line managers
- The school will conduct an annual pupil questionnaire. The results will be analysed and used to inform future amendments to policy and/or practice
- Behaviour logs will be monitored each month by SLT
- Every week, playground incidents will be inputted on CPOMs and any concerns raised with the relevant teachers
- Any alleged bullying incidents will be monitored and discussed by SLT alongside behaviour
- The headteacher will regularly report to the governors about behaviour
- A copy of this policy will be kept in the staff handbook. Parents will have access to this policy via the school website
- A pupil friendly leaflet to outline the key points for anti-bullying has been produced and will be available on our website. This will be re-distributed each year

### List of appendixes:

Appendix A	Pastoral Support
Appendix B	Break and lunchtime systems
Appendix C	Approaches to positive recognition and classroom strategies

### Appendix A: Pastoral Support

Miss Diane Charman	Executive Headteacher/Safeguarding/Behaviour
Mrs Claire Cameron	Deputy Headteacher/DDSL/Inclusion/Behaviour/Phase leader
Mr Iain Cameron	Safeguarding governor
Mrs Ceri Frost	SENCo
Mrs Libby Searle	Assistant Headteacher/DDSL/Early Years manager
Miss Meghan Tamsett	Assistant Headteacher/DDSL/Phase leader
Miss Harriet Cryer	Assistant Headteacher/DDSL/ Phase leader
Mr Dave Tickle	Assistant Headteacher/DDSL/ Phase leader
Mrs Jenni Clarkson	ELSA

## Key roles and responsibilities

	<b>Responsibilities</b>
<b>All staff</b>	<ul style="list-style-type: none"> <li>• All members of staff are responsible for supporting the needs of children across the school. Where a child is seen to be having difficulties they should be treated with respect and understanding</li> <li>• Shouting and shaming should never be used and is not tolerated at Oakridge Schools Federation</li> <li>• Staff will always endeavour to have private discussions with pupils in order to help support any issues that are arising. They will encourage children to take increasing responsibility for their own learning and conduct, intervening where necessary</li> <li>• Model the behaviour we want to promote through our relationships with children, parents, and all members of staff</li> <li>• Endeavour to build positive relationships with all our pupils and never hold grudges</li> <li>• Treat all children fairly (this does not necessarily mean that all children are treated exactly the same)</li> <li>• Make adaptations to support children with particular learning, social and behavioural difficulties</li> <li>• Allow children to make a fresh start each lesson</li> <li>• Ensure lessons are appropriately differentiated so that all children can access the learning</li> <li>• They should look for every opportunity to praise and highlight pupils' achievements both academic and social.</li> <li>• Staff use the key principles outlined in this policy to support the needs of all our pupils</li> </ul>
	<b>Specific roles</b>
<b>Teachers</b>	<ul style="list-style-type: none"> <li>• Teachers should promote the agreed behaviour code consistently</li> <li>• They should use circle time/Jigsaw regularly to explore issues and give opportunities to discuss feelings</li> <li>• Teachers should be observant of pupils' play patterns and relationships – note children who appear isolated or unhappy and find out why</li> <li>• Ensure parents are contacted when: <ul style="list-style-type: none"> <li>○ a child is having ongoing issues</li> <li>○ there has been a 'one off' issue</li> </ul> </li> <li>• On some occasions, a member of SLT or a Phase leader will liaise with parents for significant one-off issues</li> <li>• For ongoing issues, a discussion should be had with the parent(s) as to the best way to keep a dialogue going</li> </ul>
<b>Year group leaders</b>	<ul style="list-style-type: none"> <li>• Year group leaders are responsible for taking a lead in establishing and maintaining a positive school ethos, particularly in their own key stages</li> <li>• They should be aware of challenges children are facing within their year group as well as throughout the school</li> <li>• They should maintain an overview of attendance and punctuality and respond to any concerns teachers may have</li> <li>• They should ensure behaviour concerns are reported using CPOMs by teachers and that parents have been contacted</li> <li>• They should support teachers with referrals to other agencies to gain further advice for children with emotional and social difficulties</li> <li>• They should use whole school &amp; Key Stage Assemblies to raise awareness of emotional health and wellbeing and ways to promote good mental health</li> <li>• Induction support for all new staff within their year group should be provided</li> </ul>

	<ul style="list-style-type: none"> <li>• Year group leaders should be able to offer advice to staff so they can better identify and help vulnerable children and those who may be more at risk of mental health issues</li> <li>• They are responsible for supporting staff in the practical application of this policy and procedures</li> </ul>
<b>ELSA</b>	<ul style="list-style-type: none"> <li>• Provide specific support for children experiencing difficulties, whether this is an ongoing need or a short-term difficulty a child may be having</li> <li>• Provide support in class and at break and lunchtimes when needed</li> <li>• Provide 1-1 or group work to support emotional health needs and mindfulness</li> </ul>
<b>Deputy Headteacher (Inclusion and safeguarding)</b>	<ul style="list-style-type: none"> <li>• Lead the ethos of this policy</li> <li>• Ensure the policy is implemented effectively</li> <li>• Ensure effective training for staff</li> <li>• Oversee the specific needs of pupils across the school</li> <li>• Provide support to staff, pupils and parents as necessary</li> <li>• Link with outside agencies to offer additional services</li> <li>• Ensure that all tracking and reporting of incidents and additional needs are up to date</li> </ul>
<b>Executive Headteacher</b>	<ul style="list-style-type: none"> <li>• Lead the ethos of this policy</li> <li>• Is the only person authorised to exclude a child</li> </ul>
<b>Pupils</b>	<ul style="list-style-type: none"> <li>• Attend school regularly and punctually</li> <li>• Be organised-bringing necessary kit, taking letters home promptly, returning homework, having home/schoolbook available, ready to begin lessons on time</li> <li>• Contribute to the development of the school's behaviour ethos</li> <li>• Take a growing responsibility for their environment and their own learning and conduct</li> <li>• Being aware that we are a 'talking' school – this means that it is the duty of any bystanders to report any incidents and they will not be accused of telling tales</li> <li>• Walk away from any situation where a child is showing inappropriate behaviour and report to an adult</li> <li>• Report incidents to their class teacher or any member of staff – children must feel confident that any incident can be resolved satisfactorily.</li> </ul>
<b>Parents/Carers</b>	<ul style="list-style-type: none"> <li>• Inform the school of any concerns (class teacher, phase leaders, AHT, DHT, HT)</li> <li>• Have an open dialogue with the school</li> <li>• Provide support for the school when working together to minimise any challenging behaviour</li> <li>• Ensure children attend school in good health, punctually and daily (this involves taking holidays outside term time whenever possible)</li> <li>• Provide prompt explanation of all absences through a note or telephone call to the school office</li> </ul>
<b>Governors</b>	<ul style="list-style-type: none"> <li>• Setting down the general guidelines on policy and reviewing the effectiveness of this</li> <li>• Duty to consider parents' representations about an exclusion</li> </ul>

### Appendix B: Break and lunchtime systems

At lunchtimes children have access to a range of support to help them have a happy and successful break.

Every lunchtime children have access to:

- Indoor quiet zone with a friend (with the agreement of teacher)
- Buddies and Play Leaders in the playground
- Lunchtime staff
- Access to the HT or DHT

If there are ongoing concerns about the behaviour of a child at lunch time the lunchtime supervisors seek support from the class teacher in the first instance.

Lunchtime supervisors follow the overall principles in this policy in regard to dealing with children e.g. talking politely to the children; use of wondering questions; listening to the children; use of reflective time inside.

For instance, if a child is having difficulties regulating themselves during football, then the child may be asked to leave the pitch for a short period or stand with a member of staff to help resolve the situation. This should be for a period long enough for the child to be helped to regulate and not as a punishment. Any immediate and significant concerns about a child must be brought to the attention of a teacher or senior staff.

### Lunchtime recording of incidents

Lunchtime Supervisors will keep a record of all instances of challenging behaviour in a notebook and this is then passed on to the class teacher who records any relevant incidents on CPOMs – information from these will be regularly monitored by SLT.

Level	1	2	3
<b>Concern</b>	Some minor support on more than one occasion	Needed support on a number of occasions (liaise with teachers to record this on CPOMs)	Significant support required (liaise with teachers to record this on CPOMs)
<b>Examples</b>	Low level answering back Shouting out in the dinner hall Low level friendship issues/issues with games	Low level repeated answering back e.g. 'Miss, that's unfair – why can't we...' Disruptive Repeated shouting in the dinner hall Repeatedly not following instructions General pushing and shoving/physical Over physical during football Deliberate exclusion of peers from friendship circle/games Regular play fighting/rough play Running off	Prejudice based comments e.g. racist, homophobic, religious, gender-based comments Swearing Physical e.g. punching, kicking, pushing, pinching, hitting another person with an object due to dysregulation/anger Defiance despite reasonable requests Multiple issues within same break period

When dealing with incidents, lunchtime supervisors should follow the principles set out in this policy. If more support is needed, help should be sought from a member of the senior leadership team.

### End of play/lunchtime

- Bell/Single whistle is blown – children stand still and are quiet
- After a short period, a second bell/whistle is blown, and children **walk** inside in an orderly fashion
- Staff to encourage sensible walking and patience when entering the doors/cloakrooms/fire exit doors **must** then be closed

### Appendix C: Approaches to positive recognition and classroom strategies

The most important aspect in children feeling valued, safe and secure is the sense of connection with the member of staff. For most children this can be achieved by simple acknowledgement of the child and the child having the knowledge that you have them in your mind, care about them as a person and care about what they are doing.

We can categorise positive recognition as either personal or public. We create an ethos of every child as an individual and that all children are at different stages with their learning and development and achievement is based on their own personal progress.

For children with additional SEMH needs we look at the specific needs of these children to determine how we approach the use of personal and public recognition.

The use of public positive recognition (praise, awards and rewards etc.) can, in addition to the desired positive impact on the target children, often have negative impact on all children but especially children with additional SEMH needs.

At Oakridge Schools Federation we have carefully thought about all the types of public positive recognition that are used in order to maximise the positive impact for all pupils and minimise any potential negative associations.

We ensure that systems are not based on control through bribery or overuse of rewards. Consequences are steered towards those that are natural e.g. graffiti is cleaned up. Blanket class sanctions – e.g. whole class staying in or being held behind are not used.

The following approaches are used at Oakridge Schools Federation. Any additional approaches must be discussed with the Deputy or Head Teacher. If in any doubt about any aspect of this – support must be sought from one of these parties.

	Purpose	What it looks like	Key Notes
<b>Individual</b>			
Use of children's work as an example	To celebrate the child To help promote learning	Sharing of work on the board Reading out of child's work.	Be mindful of using the same child all the time.
Classroom praise – public/private	To give feedback/celebrate the child To help promote learning/ conduct	Specific feedback e.g. 'James, super clear reading – your use of intonation for the characters really helped me to understand how they were feeling at different points in the story.'	This can be public or private dependant on the circumstances and the individual needs of the children. Be mindful of using the same child all the time.
Stickers	To give instant recognition for work/ behaviour	Staff gives stickers to child and says why/leaves sticker in books.	Keep an eye out for children who are not getting any stickers. Children should not use this as a comparison to each other or ask for stickers. This will need to be explained to the children. Sticker cards, if used should not be on display. Must not be used as a bribe ("If you do.... then you will

			get a sticker”) or consequence (“You would have got a sticker if you had / hadn’t.....”)
Notes home	Encourages home school link	Staff can give personalised praise for children. These are sent home with the children	
Texts/Email (Arbor)	Encourages home school link Enables the sharing of successes	Staff send text to parents.	This is a quick and easy way to communicate positive news to parents. Use as and when appropriate (balance of not too many/ not enough) Useful method for when things haven’t been going well for a child as a way or re-connection for the home-school and child- parent relationship
Phone call home	Encourages home school link Enables the sharing of successes	Phone call home	This is a very powerful way to give that special news or information and enables effective relationship building between school and home
Celebration assemblies	To share good work, effort and positive attitudes and behaviour	Weekly assembly. Children are also given their merit certificates that they have earned	Every child must have the opportunity to be in one of these assemblies each year ( <i>recognise individual who this may be difficult for or who may not want this type of recognition – for these, look at an approach that is appropriate – liaise with Phase leaders and parents</i> ) Must: recognise the here and now achievements be generic in terms of language used e.g. has achieved well (rather than got 20 out of 20 or a certain level) Must not: indicate any previous negative issues specific results that could be used as a comparison to other children

			comparison to how children were before indicate a change in group/set
Class assemblies	To celebrate the work of a class	Assembly also includes: - Sporting awards - Song - performance individual class celebration of work/showing work/ dance/ photo etc.	Every child will have the opportunity to be in one of these assemblies.
End of term achievement assemblies	To provide positive recognition for the effort, progress or personal attributes of every child	Assembly to include HT certificates (of children nominated by their teachers)	Key notes as per celebration assemblies. Teachers to ensure that over the course of the child's school career, they are all nominated for either a certificate or cup. There is a tracking document to help teachers to achieve this.
Headteacher/Deputy head stickers	To provide positive recognition for hard work/ kindness	Child is sent/ brought to the HT's/DH office to show good work or for doing a good thing. A child is given and badge/sticker	Ensure a good mix of all pupils get the chance to bring good work/ achievements. Must not: make an over public 'announcement' in the class be used as a 'bribe' e.g. "if its great we can show it to ..."
<b>Group/Class</b>			
Work on display	To recognise children's work and celebrate all children's work – regardless of ability	Children work on display. Every child has some work on display (unless they have asked for it not to be)	School ethos is to accept Children's work at different levels and that this is okay. <b>Must:</b> - Ask children if it is okay to display their work. (This can be done as a general start of the year and/or as and when work is to be displayed.)
Collecting in of results e.g. tests		Teachers collect in results from children and give out results to children individually. Teachers should emphasise that all learning is about individual progress and not about comparing to others.	<b>Must</b> be sensitive when collecting in results, bearing in mind that some children may not want to publicly read these allowed in front of others <b>Must not</b> give out results publicly.
Displays /Charts	Targets / progress charts should be for the child. They could		<b>Must not</b> display any charts which could be used to compare individual or

	be stuck in books or in a separate document accessible by the pupil/ teacher only.		groups skills, abilities, achievements, targets etc. <b>WHY?</b> For children at all levels this can generate a 'better than you' approach mentality or for lower ability a reduction in self-esteem. <b>Focus on individuals making progress at an individual level. Consider personal target sheets or progress sheets.</b>
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\*The above take into account the individual needs of children and where a child has any specific needs regarding praise and public recognition – we work with the child and family to ensure the approach is matched to the child.