



Behaviour and Relationship Policy 2024 -2025

Date of approval by Governors: September 2024

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Aim

Oak CE Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. We promote relationships and behaviour responses with an attachment and trauma sensitive approach. All children have different needs and experiences and the way that we support them will be different and appropriate to the individual child. Equity is not the same as equality. We understand that some children are unable to manage emotional responses and need support to develop emotional regulation. We use an Emotion Coaching style to support children to understand, regulate and reflect on their behaviour. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. As members of our community, we endeavor to be: 'Ready, Respectful and Safe.' in the pursuit of being the best we can be.

At Oak CE Primary School, we aim to:

- provide a safe, comfortable and caring environment where optimum learning takes place
- provide clear guidance for children, staff and parents of expected levels of behaviour
- use a consistent and calm approach
- ensure all adults take responsibility for managing behaviour and follow-up incidents
- ensure all adults use consistent language to promote positive behaviour
- use restorative approaches.

At Oak CE Primary School, we believe that:

- achievement is affected by behaviour and that behaviour is affected by achievement. We also recognise that we have a joint responsibility with families to teach appropriate behaviour and nurture humanity and integrity.
- a positive approach in attitude and behaviour in order to create the best environment in which the students are able to achieve their full potential. Therefore, maintaining a positive and caring ethos throughout the community is fundamental to achieving this aim. Staff, families, visitors and students are expected to conduct themselves in line with our policy.
- At times pupils with additional barriers inc those with SEMH require an individual approach to support them
- all students have opportunities to gain respect for themselves and others and to develop integrity, humanity and kindness and an understanding for each other's needs, feelings and rights, including faith and culture
- every child will reach his/her full potential academically, socially, emotionally and physically.

The Purpose of the relationships and behaviour policy

To provide simple, practical procedures for staff and children that:

- outline how pupils are expected to behave
- summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- encourage children to recognise that they can and should make 'good' choices
- recognise all children have different needs and experiences, the way that we support them will be different and appropriate to the individual children
- teach appropriate behaviour through positive intervention

Legislation and statutory requirements

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

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special educational needs and disability \(SEND\) code of practice](#)
- [Suspension and Permanent Exclusion guidance](#)

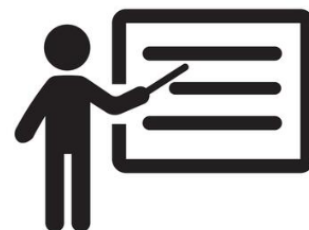
In addition, this policy is based on:

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

Roles and responsibilities

Adults at Oak will:

- Display calm consistent behaviour
- Establish effective routines
- Maintain a positive learning environment
- Give first attention to best conduct
- Build emotional currency and relationships
- React constructively and respectfully
- Restore and rebuild relationships
- Communicate and be available



Children at Oak will:

- Be ready to learn and take responsibility for learning
- Be respectful to everybody
- Value and celebrate difference
- Appreciate and look after our school
- Be accountable for their choices
- Keep themselves and each other safe



Parents and carers will:

- Ensure their child is present and punctual
- Treat everyone with courtesy and respect
- Establish good routines (For example: bedtime, breakfast and home reading)
- Make sure their child has what they need for school
- Celebrate success and share concerns with school staff






How we support our children

We use our Oak Behaviour Approach consistently. We are Ready, Respectful and Safe and take a positive approach to relationships and behaviour. We support our children to make positive choices and reflect upon their own behaviour,

We use a range of strategies to improve our children's wellbeing and support their mental health, such as: daily meet and greet, Kirklees Keeping in Mind, My Happy Mind, Emotion Coaching, a Zones of Regulation approach and we have a Pastoral Wellbeing Team. We also use the OPAL programme to facilitate positive play.

Our Rules

|  Ready |  Respectful |  Safe |
|---|---|---|
| <p>At Oak Primary we show we are ready by:</p> <ul style="list-style-type: none">• listening• wearing the correct uniform• having the correct PE kit• sitting quietly in assembly• making healthy choices to help our brains and bodies learn• arriving on time.• being prepared for the next part of the day• coming in from break and lunchtime sensibly | <p>At Oak Primary we show we are being respectful by:</p> <ul style="list-style-type: none">• being polite and showing good manners• including everyone• thinking about others needs• looking after our school environment• Being honest and telling the truth• using our voice to show others what we need to help us be happy and safe• listening to adults and our friends• giving people space when they ask for it• valuing and celebrating diversity• Using positive language with peers and adults. | <p>At Oak Primary we show we are safe by:</p> <ul style="list-style-type: none">• playing safely in the playground• walking sensibly in school.• coming straight in to school when arriving in the morning• Making the right choices when things get difficult• using kind hands, words and feet• talking to a grown up if we need help• helping our friends to stay safe |

Positive Recognition

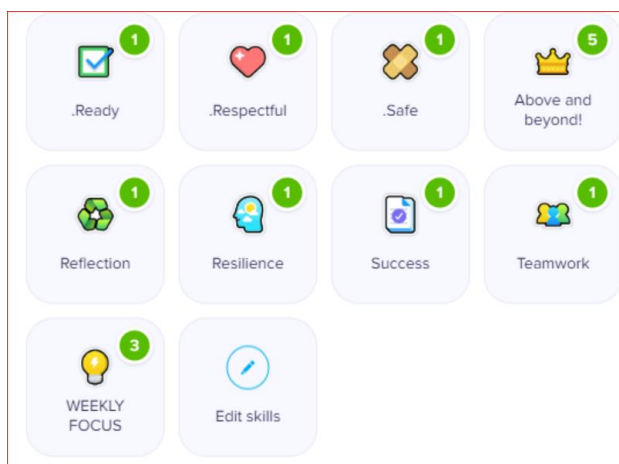
We use a range of different ways to recognise success and achievement

- ★ Verbal praise
- 1. Dojo points, rewards and positive messages home
- 2. Achievement awards
- ★ School leadership roles
- ★ Lunch time awards



Class Dojo.

- ★ Children will be awarded point for displaying our school rules of 'Ready, Respectful and Safe'
- ★ Points can also be awarded for learning related achievements and good teamwork skills.
- ★ Children can also achieve 5 points if they are spotted going above and beyond during their school day.
- ★ Weekly focus - this is an adjustable skill which is **individual per class**. This will focus on something class teachers feel their class need to work on.
- ★ Children will accumulate their scores over a half term and the class will work towards earning different class rewards.
- ★ Each week the child with the most positive points will receive a certificate and the 5 highest scoring children will receive a reward in class.



All children will sometimes need reminders and support . We used stepped support to encourage children to be ready, respectful and safe make positive choices.



Lunchtime

At lunchtime we follow the same approach.

If a consequence is required, the children will spend 5 minutes with an adult on the playground. If the behaviour does not improve or there is an incident of serious inappropriate behaviour children will be asked to go to the reflection room.



Restorative Approaches-Reflection

It is fundamental that those staff who are dealing with challenging behaviour are using restorative approaches, which seek to build rather than break relationships.

Where possible, this should include: •

- Staff supporting pupils to reflect on incidents and understand the impact their behaviour may have had upon feelings, relationships and safety and learning
- Pupils are given opportunities to apologise and 'make right' what has happened, according to the particular situation which has occurred.
- More formal approaches to ensuring the voices of all parties are heard and understood and agreement is reached about how to move forwards together.
- Most importantly that a pupil is given a "fresh start" after consequences have been applied and that it is clear that the pupil is beginning again and should be treated as such by others.
- We use the acronym WARM for the restorative/reflective prompts in discussions with children.

Restoring and Rebuilding

We take a **WARM** approach. For restorative reflective prompts in discussion with children.

What- What happened? What were you thinking and feeling at the time?

Affect– Who was affected? What was the impact?

Rebuild– What do you need to do to rebuild this? How will this put things right?

Move forward– How can we do things differently next time? How can we help you do that?

Behaviour

Inappropriate behaviour which will lead to stepped consequence being implemented can include:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Not following adult's instructions
- Non-completion of classwork
- Poor attitude
- Inappropriate and/or disrespectful behaviour or comments
- Raising voice/aggressive behaviour towards others

Serious inappropriate behaviour which may lead to immediate time away in the reflection room can include:

- Serious or persistent breaches of the school behaviour policy
- Swearing/derogatory language
- Bullying
- Behaviour that can seriously harm the welfare of pupils or others
- Any form of bullying
- Vandalism
- Theft
- Fighting/violence – actual and threatened

Extreme, inappropriate behaviour - SLT to be made aware of any incidents involving these behaviours

Some children exhibit particular behaviours based on early childhood experiences and family circumstances. As a school we recognise that their behaviour is their way of communicating their emotions.

- Absconding – please see Children Missing from School Policy
- Any form of harassment; including sexual harassment, (See appendix 4)
- Racist, sexist, homophobic, transphobic or any other discriminatory behaviour in relation to protected characteristics
- Possession of any prohibited items – knives or weapons, alcohol, illegal drugs, stolen items. tobacco and cigarette papers, fireworks, pornographic images
- Smoking / vaping
- 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)
- Causing deliberate damage to resources/school property
- Serious physical assault against a pupil or adult.

Children who continue to display extreme inappropriate behaviour will have bespoke 'Self Regulation Plans' Parents will be consulted to support writing this plan. They may also benefit from a personalised timetable to meet their individual needs.

Use of reasonable force

When dealing with an episode of extreme, inappropriate behaviour, a child may need to be restrained if they or another person is unsafe. These will be recorded in the Serious Incident Book This will only be used as last resort if reasonable, proportionate and necessary after a dynamic risk assessment.

In some circumstances, staff may use reasonable force (see DfE [Use of Reasonable Force](#)) to 'hold' a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Part of a Self-Regulation Plan

Incidents of reasonable force must:

- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Reported to parents
- Recorded on CPOMS using the positive handling form.
- Ensure reasonable adjustments are made for pupils with SEND

In addition to the above staff can use such force as is reasonable given the circumstances to conduct a search for the following "prohibited items" :

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

Confiscation

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

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

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

Off-site behaviour

Oak CE (VC) Primary School has the power to discipline pupils for misbehaving outside the school premises – see parag. 21, Sec.90 of the Education and Inspections Act 2008.

If unacceptable behaviour is witnessed by staff or reported to school, the school will use this behaviour policy to determine a sanction. This includes all sanctions, including exclusion.

Teachers may discipline pupils for inappropriate behaviour when the pupil is:

- taking part in any school organised or school related activity
- on a school trip
- travelling to or from school
- wearing school uniform or is identifiable as a pupil at the school in some other way

OR

Inappropriate behaviour at any other time, whether the conditions above apply, that

- could have repercussions for the orderly running of the school
- poses a threat to another pupil or member of the public
- could adversely affect the reputation of the school

In all cases of inappropriate behaviour the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

Suspension and Exclusion

Only the Headteacher, or Acting Headteacher, can suspend or permanently exclude a pupil from school on disciplinary grounds. The decision can be made in respect of behaviour inside or outside of school. The Headteacher will only use permanent exclusion as a last resort. (see suspension and exclusion policy)

A decision to suspend or exclude a pupil will be taken only:

- In response to serious or persistent breaches of the school's behaviour policy, **and**
- If allowing the pupil to remain in school would seriously harm the education or welfare of others

Before deciding whether to suspend or exclude a pupil, the Headteacher will:

- Consider all the relevant facts and evidence on the balance of probabilities, including whether the incident(s) leading to the exclusion were provoked
- Allow the pupil to give their version of events
- Consider whether the pupil has special educational needs (SEND)
- Consider whether the pupil is especially vulnerable (e.g. the pupil has a social worker, or is a looked-after child (LAC))
- Consider whether all alternative solutions have been explored, such as off-site direction or managed moves

The Headteacher will consider the views of the pupil, in light of their age and understanding, before deciding to suspend or exclude, unless it would not be appropriate to do so.

Pupils who need support to express their views will be allowed to have their views expressed through an advocate, such as a parent or social worker.

The Headteacher will not reach their decision until they have heard from the pupil and will inform the pupil of how their views were taken into account when making the decision.

See the Suspensions and Exclusions Policy for more information.

Bullying

See also the Anti-Bullying and Child on Child Abuse Policy.

Most children will, at some stage, hurt or say something hurtful or unkind to another child or adult. It is not helpful to label one off incidents as bullying.

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

Bullying is, therefore:

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

Bullying can include:

| Type of bullying | Definition |
|---------------------------|---|
| Emotional | Being unfriendly, excluding, tormenting |
| Physical | Hitting, kicking, pushing, taking another's belongings, any use of violence |
| Racial | Racial taunts, graffiti, gestures |
| Homophobic | Focusing on the issue of sexuality |
| Sexual | Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching (see Safeguarding Policy) |
| 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 |

If persistent unacceptable behaviour is displayed towards others school take this very seriously.

Equality Act.

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

The school's Inclusion Team will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

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

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

Pupil transition

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

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

Training

Our staff are provided with ongoing training around managing behaviour, including proper use of restraint. Positive handling training is renewed every 3 years.

Behaviour management will also form part of continuing professional development.

Monitoring arrangements

This behaviour policy will be reviewed by the Headteacher and full governing body annually. At each review, the policy will be approved by the Headteacher.



Stepped Support

You will be given reminders to be ready, respectful and safe..

Your name  A facial expression  A gesture 



You need to think about your behaviour and the impact it is having on yourself and others. Can people learn? Is everybody safe and happy?



You need to stop what you are doing and make a positive choice to change your behaviour. What would you help you to do this?



Consequence

You need to spend some of your own time reflecting on your behaviour and putting it right. How can we make this right?



Time Away

You need some time away from the situation so that you and others can learn successfully and be safe and happy.

Oak CE Primary: Behaviour Approach

We are Ready, Respectful & Safe



Adults at Oak will:

- Display calm, consistent behaviour
- Establish effective routines
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- Restore and rebuild relationships
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All staff receive regular training to support the consistent application of our behaviour approach.

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Positive Recognition

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Restoring and Rebuilding

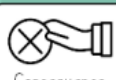
We take a **WARM** approach.
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Affect- Who was affected? What was the impact?
Rebuild- What do you need to do to rebuild this? How will this put things right?
Move forward- How can we do things differently next time? How can we help you do that?



Think



Stop



Consequence



Time Away

Stepped Support

Verbal and non-verbal reminders



Think - You need to think about your behaviour and the impact it is having on yourself and others.

Stop - You need to stop what you are doing and make a positive choice to change your behaviour.

Consequence - You need to spend some of your own time reflecting on your behaviour and putting it right.

Time Away - You need some time away from the situation so you and others can learn successfully.

Monitoring

Parents will be informed of any behaviour that resulted in a consequence by the class teacher and this will be recorded. For

Additional support for children can be facilitated