

Oakridge Primary School

Behaviour Policy

Adopted:	October 2025
Chair of Standards and Curriculum Committee:	K Lincoln
Next review date:	May 2026

Introduction

The Governing board firmly believes that for children to make outstanding progress in lessons and to make a positive contribution to our school community, behaviour should also be outstanding. The best way to ensure high standards of behaviour and discipline is to ensure high quality learning opportunities within an environment where all recognise achievement and celebrate success. We believe that our behaviour policy should not just be a set of rules but more a code of conduct where good behaviour is expected, highlighted and rewarded and poor behaviour is identified and modified through clear guidance, support and where necessary sanctions. It is recognised that the application of rewards and sanctions must have regard to the individual situation and individual pupil, and that the school is expected to exercise discretion in their use.

We ensure the use of restorative and relational practice principles, including restorative conversations where appropriate. This approach is underpinned by Paul Dix's principles of Visible Consistencies and Relentless Routines.

1. Aims and expectations

The behaviour policy is not primarily concerned with rule enforcement: it is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. It is a primary aim of Oakridge Primary School to secure a caring community, whose values are built on mutual trust and respect for all. The school's policy, therefore, is designed to support the way in which all members of the school can live and work together in a supportive way.

The main aims are:

- to ensure that every member of the school community feels valued and respected, and that each person is treated fairly and well
- to support the Oakridge Way which promotes positive behavioural attributes
- to maximise time learning and opportunities for students to make progress in the classroom
- to promote the social and emotional well-being of the pupils and staff
- to encourage children to be proud of their achievements and of our school
- to help children grow in a safe and secure environment and to become positive, responsible and increasingly independent members of the school community
- to reward good behaviour and self-discipline, in the belief that this will develop an ethos of kindness and cooperation within school and in wider society

- to ensure that children understand how to stay safe online and to prevent online bullying

1.1 Expectations

Children understand the importance and nature of a high standard of behaviour through:

- the sharing of The Oakridge Way by all staff
- modelling of high standards by all staff
- modelling of high standards by older pupils (for example, through the leadership of House Captains)
- whole school celebration assemblies and collective worship
- PSHE
- on-going positive reinforcement of positive behaviour
- zero tolerance of bullying in any form
- close monitoring

2 Rewards and consequences

2.1 Rewards

- The Oakridge Way learning at the beginning of each academic year reinforces positive behaviour traits. We praise and reward children for good learning attitudes and behaviour against the Oakridge Way in a variety of ways:
- Staff congratulate children verbally
- Staff give children house points and these contribute towards a class total – the winning house in each class receive a treat once a half term
- Positive notes are sent home to parents to commend children on going ‘above and beyond’ in relation to their learning behaviours and their character
- Headteacher and Deputy Headteacher stickers
- Each week we nominate a child/children from each class to receive a ‘Hall of Fame’ certificate - each ‘Hall of Fame’ inductee receives a certificate in the school assembly (themes are carefully chosen to ensure all children receive a certificate throughout the year).
- Through our weekly newsletter and through the news and gallery areas on our school website

2.2 Dealing with inappropriate behaviour

Most instances of poor behaviour are relatively minor and can be adequately dealt with by the class teacher. These are usually addressed through relational and restorative practice, for example: calm reminders of expected behaviour, opportunities to reflect, short restorative conversations and re-engagement through encouragement and praise. Staff will use *Visible Consistencies* and *Relentless Routines* to re-establish expectations and then quickly return the child to learning. Responses aim to maintain dignity, rebuild trust and strengthen relationships.

However, if this is not sufficient, then our cascade model approach to dealing with inappropriate behaviour comes into effect.

Each case is treated individually. It involves dealing with disruptive and rule breaking behaviour in a ‘stepwise’ approach, from the least to the most intrusive. It is important that children know what will happen to them if they choose to misbehave and that the consequences are applied consistently and fairly.

It must be clear why a response is being applied, as well as what changes in behaviour are required to avoid future incidents. It should always be the behaviour, rather than the person, that is addressed. The primary message to communicate is: “You own your own behaviour.” Staff use relational and restorative practice principles, including restorative conversations where appropriate, to help pupils understand the impact of their actions and to repair relationships.

‘You Own Your Own Behaviour.’

At Oakridge, we will not tolerate behaviour which impacts on other people’s learning and /or safety.

Incidents of inappropriate behaviour should be dealt with promptly and fairly. In no way is it the intention of the sanctions to humiliate or embarrass the children involved and restorative and relational practice principles, including restorative conversations where appropriate.

When a child behaves inappropriately, the decisions made by the adults must not be led by the children’s and parents demands/behaviours.

We expect children to try their best in all activities. If they do not do so, we may ask them to complete extra work or repeat unsatisfactory work.

In the first instance, the teacher is responsible for resolving the situation using relational and restorative approaches, such as calm reminders, de-escalation strategies, and restorative conversations. The focus is always on maintaining the child’s dignity, repairing relationships, and enabling a swift return to learning.

If the behaviour continues despite these approaches, the teacher may seek support from a colleague or a member of the Senior Leadership Team. In extreme circumstances where safety is at risk, the Headteacher or Deputy Headteacher will be contacted immediately. Significant behavioural incidents are recorded on *MyConcern* to ensure patterns are monitored and support strategies are reviewed as appropriate.

If a child repeatedly behaves in a way that disrupts learning or upsets others, the class teacher and Headteacher will work in partnership with the child’s parents or carers. Initially, this may be an informal conversation to share concerns and to celebrate what is going well, alongside agreeing supportive next steps.

If difficulties persist, a meeting will be arranged to explore the underlying reasons for the behaviour, agree consistent strategies between home and school and identify any additional support that may help the child. Where appropriate, parents may be signposted towards agencies offering family or child support, or the school may make referrals to gain further guidance and advice.

All members of staff will act respectfully and sensitively when communicating with parents and will ensure that confidentiality is maintained at all times.

2.2.1 Inappropriate Behaviour in Class

1. **Reflection time in class** – Initially, the child is given a calm reminder of what is expected and an opportunity to make a positive choice. If this is not sufficient, they may spend a short period of reflection away from the group. This time is not a punishment but an opportunity to regulate emotions, consider their choices, and prepare to re-engage positively with the lesson. Staff may use a timer or invite the child to return when they feel ready. No formal record is kept at this stage.

- In Little Oaks, a short reflection time may also be used, with the incident shared with the class teacher as soon as possible.
- Whenever possible, a brief restorative conversation follows, so the child understands the impact of their actions and relationships can be repaired.

2. The 'Partner' System

If a child is displaying behaviour that is likely to lead to classroom disruption, they may be supported by a nearby colleague (a 'partner' teacher).

- The child will spend a short period in the partner classroom (normally KS1: up to 10 minutes, KS2: up to 15 minutes).
- This is not intended as isolation, but as an opportunity for the child to regulate, calm down, and reflect on their behaviour in a safe space.
- Staff will provide reassurance and quiet guidance, and where appropriate a short restorative conversation may take place before the child returns.
- On returning to class, the focus is on repairing relationships and re-engaging in learning. A warm welcome back, such as a smile or thank you, communicates the message: *"Let's start again."*
- The incident is recorded in the child's welfare record, including the nature of the incident, the date, and the time.

If a child is displaying behaviour that is verbally or physically aggressive, or if their behaviour seriously compromises the safety or learning of others, they may be supported outside of the classroom for a short period.

- The child should be accompanied by an adult to a safe space, usually with the Headteacher or Deputy Headteacher.
- The aim of this removal is not exclusion or punishment, but to allow the situation to calm, ensure safety, and prepare for a positive return to learning.
- Wherever possible, the teacher should continue to maintain a supportive connection with the child, so that trust is not broken.
- After the incident, a restorative conversation will take place to help the child reflect on the impact of their behaviour, repair relationships, and agree next steps.
- All removals are recorded in the child's welfare record, including the nature of the incident, the date, and the time.

Unacceptable behaviour, including persistent disruption or unsafe behaviour within the classroom or Afterschool Club, may also require additional responses. These will be relational and proportionate, and may include:

1. A supported reflection during part of break or lunchtime, with restorative follow-up.
2. Withdrawal from an extra-curricular activity if it is unsafe or prevents others from taking part.
3. Temporary removal from Afterschool Club if behaviour risks the safety or wellbeing of others.

2.2.2 Inappropriate behaviour outside of the classroom:

1. Reflection time at lunchtime

If a child misbehaves at lunchtime, they may be supported with a short period of reflection away from the play space. During this time, staff will calmly remind the child of expectations, encourage them to reflect on their choices, and discuss how they can re-engage positively with their peers.

2. Support outside of the playground

If behaviour is persistently disruptive, disrespectful, or unsafe, the child may be supported by a senior leader for the remainder of the lunchtime. In more serious cases, the Headteacher or Deputy Headteacher may become directly involved.

A midday supervisor will always inform the class teacher if an incident occurs, and significant behaviours are recorded in the child's welfare record (nature, date, and time).

Additional responses (where behaviour is unsafe or persistently prevents others from enjoying their lunchtime) may include:

1. A supported reflection during part of break or lunchtime with a restorative follow-up conversation.
2. Parents being informed by the class teacher, Headteacher, or Deputy Headteacher, with the focus on working together to support the child.
3. Withdrawal from an extra-curricular activity or Afterschool Club if behaviour presents a safety risk.
4. In very rare cases, a temporary restriction from lunchtime play may be put in place if behaviour places others at risk.

Safety first

Where a child is deliberately putting themselves or others at risk, or is physically hurting others, the Headteacher or Deputy Headteacher must be contacted immediately. If necessary, staff may use reasonable force to prevent harm. Any such incidents are reported to the Headteacher or Deputy Headteacher.

Ongoing concerns

If inappropriate behaviour continues despite these interventions, an Individual Behaviour Plan

will be created, co-designed with parents/carers, to provide consistency and targeted support. This plan will be reviewed regularly.

3. Behaviour outside of school

The school may respond to behaviour incidents that occur outside of school where it is reasonable to do so. This includes when a pupil's behaviour:

- has repercussions for the orderly running of the school;
- poses a threat to another pupil, a member of staff, or a member of the public; or
- could adversely affect the reputation of the school.

This also applies to online behaviour, including the use of social media, messaging apps, or Oakridge's online platforms. In such cases, the school will address the behaviour using relational and restorative practice, including restorative conversations where appropriate, with the aim of repairing relationships and safeguarding the wellbeing of all.

4. Bullying –See anti Bullying Policy

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

We also recognise that sometimes children or parents may perceive behaviour as bullying, even where evidence does not establish a repeated, targeted pattern. In these cases, concerns will always be taken seriously, investigated thoroughly, and addressed appropriately, with relational and restorative approaches used to resolve conflict and rebuild positive relationships.

5. The Involvement of Parents

We give high priority to clear communication within the school and to a positive partnership with parents, since these are crucial in promoting and maintaining high standards of behaviour.

Where a child's behaviour gives cause for concern, it is important that all staff working with the child are aware of the situation and of the supportive steps being taken. The class teacher has the initial responsibility for the child's welfare, with early concerns shared with the Headteacher so that strategies can be discussed and agreed before more formal steps are considered.

A positive partnership with parents is central to building trust and developing a consistent approach to behaviour expectations. Parental participation in school life is actively encouraged. This shared commitment helps strengthen relationships and ensures that parents are confident in working with the school to support their child.

If a child's behaviour is recorded regularly (for example, several times across a two- to three-week period), parents will be invited into school to discuss the child's behaviour with the class teacher. A joint plan will then be agreed, which may take the form of a daily behaviour reflection, a home-school behaviour book, or weekly review meetings. Where improvement is limited, further strategies may be explored together, including support from external agencies such as the local authority behaviour team.

Any decisions about changes to provision, including adjustments to lunchtimes, will be considered carefully with parents and always framed around the child's best interests, wellbeing, and safety

If the school needs to respond to inappropriate behaviour, this will be done through fair, consistent, and proportionate measures. These measures will be rooted in relational and restorative practice, including restorative conversations where appropriate, with the aim of repairing relationships and supporting the child to make better choices in the future. Parents are asked to support the school in these approaches.

If parents have any concerns about the way their child has been treated, they should initially contact the class teacher. If the concern remains, they should then contact the Headteacher. If parents are still not satisfied, they may contact the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process may be implemented.

6. Hitting Back

Although society sometimes signals that "hitting back" is an acceptable response to aggression, at Oakridge we do not, in any circumstances, condone this. Children are explicitly taught safer and more constructive strategies, such as seeking adult help, using calm words, moving away from conflict, and practising self-regulation techniques.

Hitting back is not an acceptable option, as it escalates conflict and causes harm. Instead, we emphasise relational and restorative approaches that keep everyone safe, repair relationships, and help children develop lifelong skills for managing conflict positively.

7. Recording, Monitoring and Evaluating Behaviour

Incidents of disruptive behaviour are recorded in the child's My Concern profile. These records can be used to inform the child or children involved in such incidents, other colleagues, parents / guardians and other interested parties of an individual's poor behaviour when necessary.

The guidelines will be reviewed regularly by all staff and will be reported on at staff meetings on a termly basis. The closer monitoring of the behaviour process will be recorded by the SLT and reported to staff.

8 The role of the headteacher

- 8.1** It is the responsibility of the headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the headteacher to ensure the health, safety and welfare of all children in the school.
- 8.2** The headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.
- 8.3** The headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

It is the responsibility of the Headteacher, under the *School Standards and Framework Act 1998*, to implement the school's Behaviour Policy consistently across the school, and to report to governors, when requested, on its effectiveness. The Headteacher also has overall responsibility for the health, safety, and welfare of all children in the school.

The Headteacher supports staff by modelling and setting the highest standards of behaviour, ensuring the policy is applied fairly and consistently, and enabling staff to use relational and restorative approaches with confidence.

The Headteacher holds the statutory responsibility for issuing suspensions (fixed-term exclusions) where serious incidents occur and safety or order cannot otherwise be maintained. Permanent exclusion may only be used for repeated or exceptionally serious acts of anti-social behaviour. Both of these actions are considered a last resort, after all other strategies (including restorative and relational approaches) have been exhausted, and are taken in line with *DfE Suspension and Permanent Exclusion Guidance (2023)*. The governing body is always notified when such decisions are made.

9 The role of governors

- 9.1** The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the headteacher in carrying out these guidelines.
- 9.2** The headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the headteacher about particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.

The governing body has the responsibility of setting down general guidelines on standards of behaviour, ensuring that these are consistent with the school's vision, values, and statutory duties. Governors also review the effectiveness of the Behaviour Policy on a regular basis. In doing so, they monitor not only exclusions and incidents, but also the extent to which relational and restorative practices are embedded and making a positive impact on the school community.

9.2 The Headteacher has the day-to-day authority to implement the Behaviour and Discipline Policy. Governors may give advice to the Headteacher about particular issues, but their role is primarily to provide support, challenge, and strategic oversight. This includes ensuring that behaviour practices are fair, inclusive, consistent, and aligned with Paul Dix's principles of *Visible Consistencies* and *Relentless Routines*.

10 Exclusion

Only the Headteacher can exclude a pupil, and this must be on disciplinary grounds in line with statutory guidance. A pupil may be suspended (fixed-period exclusion) for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently excluded. A fixed-period exclusion does not have to be for a continuous period. In exceptional cases, usually where further evidence has come to light, a fixed-period exclusion may be extended or converted to a permanent exclusion.

Exclusion is always considered a last resort, used only when all other appropriate responses — including relational and restorative approaches — have been tried or are not sufficient to maintain the safety and order of the school community. In every case, the school will follow the *DfE Suspension and Permanent Exclusion Guidance (2023)*.

Procedures for dealing with serious breaches of behaviour which may lead to a fixed or permanent exclusion are outlined in the School Exclusion Policy.

11 Monitoring

- 11.1** The headteacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- 11.2** The school keeps a record of incidents of misbehaviour. The class teacher records minor classroom incidents as well as those incidents where a child is sent to the Headteacher on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors pass on details of any incidents to the class teacher who records them on the child's welfare record.
- 11.3** The headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

11.4 It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

The Headteacher monitors the effectiveness of this policy on a regular basis and reports to the governing body, making recommendations for further improvements as needed. Monitoring includes not only the number of incidents but also the extent to which restorative and relational practices are embedded and making a positive impact on the school community.

The school keeps a record of behaviour incidents to identify patterns and provide appropriate support. Class teachers record concerns, and more serious incidents are shared with the Headteacher. Lunchtime supervisors pass on details of incidents that occur during breaks, which are then recorded in the child's welfare record. Positive handling incidents are recorded in line with statutory requirements.

The Headteacher also keeps a record of any pupil who is suspended for a fixed-term, or permanently excluded, in line with statutory guidance.

The governing body monitors patterns of behaviour across the school, including the rate of suspensions and exclusions. Their role is to ensure that behaviour systems are fair, inclusive, and consistent, and that restorative and relational practices are central to the school's approach.

12 Review

12.1 The governing body reviews this policy every two years. They governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

The governing body reviews this policy at least annually. They may, however, review the policy earlier if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Equalities Statement

This policy has been updated in line with DfE Behaviour in Schools (2022), Searching, Screening and Confiscation (2022), Suspension and Permanent Exclusion Guidance (2023), and Keeping Children Safe in Education (2025). The Behaviour Policy is published on the school website as required. Reasonable adjustments will always be made for pupils with SEND in line with the Equality Act 2010.

Through appropriate treatment of all, Oakridge Primary School aims to eliminate unlawful discrimination, prejudice, harassment and stereotyping and strive to maintain policies that comply with current legislation. This applies to all members of the school community – pupils, staff, governors, parents/carers and community members and is based on the School's core values. During the review of this policy the nine protected characteristics of the Public Sector



Equality Duty, i.e., race, disability, religion or belief, sexual orientation, pregnancy, maternity and gender reassignment have been considered.