



## **Behaviour Policy**

### **Ethos**

At Oakhill, every member of the school feels valued and respected. Our environment promotes a safe, happy and secure community where we are all treated fairly and well through visible consistency and kindness. Our behaviour policy is known and understood by all members of the community to ensure that we are all treated equally and with respect.

### **School Rights**

At Oakhill we have three fundamental school rights:

- We have the right to feel safe.
- We have the right to be respected.
- We have the right to learn.

It is the responsibility of **all staff** to model and to be pro-active in the promotion and enforcement of the school's rights to ensure that children behave in a responsible and respectful manner, encouraging them to learn the expected behaviours and develop strong attitudes to learning. All staff establish and reinforce the school expectations, positively redirecting, correcting or challenging these when they are not met and making an explicit link to the right that is not being met through the behaviour being demonstrated. We ensure consistency of our behaviour policy through mantras and the use of STEM sentences and are clear and explicit when addressing behavioural issues, explaining why certain behaviours are not acceptable. We use adult language with children and ensure we are assertive yet warm, demonstrating to every child that they are respected and valued. All pupils are supported to meet high standards of behaviour by all members of school staff at all times.

### **Classroom Conduct – Make Every Minute Count**

In order to ensure that the school's rights are being followed in the classroom and that there is no disruption to learning, it is the expectation of the school that during lesson time children:

- Follow the routines established by the classroom staff;
- Stay in their seat/carpet space, unless otherwise directed by an adult;
- Listen to the person speaking without interrupting;
- Actively engage in their learning and remain on task;
- Stop immediately when the 'signal, pause, insist' sign is given by staff.

### **School Conduct**

Whilst moving around the school, it is expected that children:

- Move around the school **calmly and quietly**;

- Move to and from the playground in a calm, quiet and orderly manner;
- Keep to the left hand side.

Children that are inside during breaks and dinners will be asked to provide a reason for this by any member of staff that may see them. This is to ensure the health and safety of the pupils.

## Playground Conduct

Whilst on the playground, it is expected that children:

- Play and speak to each other respectfully;
- Speak to adults respectfully;
- Treat playground equipment with respect;
- Keep themselves and others safe;
- Stop when the whistle is blown once;
- Line up in an orderly manner, quickly and quietly, when the whistle is blown twice.

All staff are responsible for playground behaviour. Negative playground behaviour must be addressed immediately and dealt with by the member of staff on duty. If further action is required this should initially be by the class teacher, who **must** be informed of this behaviour on collecting the children. If necessary this may then be passed onto the PST and then SLT. All physical aggression that results in a pupil hurting another pupil **must** be reported to the lead learning mentor **or** a member of SLT **immediately** and be **logged on CPOMS, tagging the headteacher as soon as possible**. Extreme playground behaviour may require immediate intervention by PST and SLT and could result in pupils receiving an isolation, or missing a subsequent breaktime or dinnertime to take part in reflective work. Any racist incidents **must** be reported to the lead learning mentor **or** a member of SLT **immediately** and be **logged on CPOMS, tagging the headteacher as soon as possible**

## Behaviour Pedagogy

At Oakhill we use a number of pedagogical approaches to ensure strong behaviour and attitudes to learning. Staff build positive relationships with pupils, recognising that strategies will only be effective if these relationships exist. We use strategies that are least invasive and disruptive to learning as possible. Pedagogical approaches include, but are not exhaustive to:

- Pre-emption strategies;
  - **Silent** – pause, look, open arms, raise eyebrows, stop signal
  - **Unnamed** – ‘I’m waiting for everyone to...’, ‘When we’re all ready...
  - **Named** – ‘##### I need you to put your pencil down.’
- Visible consistencies;
  - Moving Around the School.
  - Meet and Greet.
  - Ending and Sending.
- Giving clear and concise instructions;
  - ‘Put your whiteboards away quietly.’ ‘In silence I’d like you to...’
- Ensuring that children understand the instruction given;

- Adult gives the instruction, child repeats and explains the instruction, adult repeats the instruction.
- Attributing positive comments to names;
  - '#### you've completed everything that I asked today. Well done.'
- Corrective reminders;
  - '#### I need you to work in silent today.'
- Narrating of the positive;
  - 'Thank you ####. You've put your pencil down and are looking at me ready to learn, so have you ####.'
  - 'That's a nice start.... I can't wait to read that.'
  - 'I like how you've...'
- Positive framing;
- Scripting;
  - 'I noticed you are ####. Your behaviour isn't conducive to the ### right. You have chosen to ###. Do you remember last lesson/yesterday/last week when you ###. That's what I need to see today. Thank you for listening.'
- Use of stem sentences and consistent vocabulary;
- Use of praising children individually and privately;
- Specific praise;
- Power play;
  - Divert, avoid, redirect.
- Self-regulation, including SUMO strategies (see appendix);
- Rewards and sanctions.

## **Rewards**

### Positive Praise

Positive praise is essential to children's health and well-being and to nurturing confidence. Positive praise is used throughout the school day to help children become aware of what they are doing well and to ensure that they know that their efforts are being recognised.

### DOJO's

Children at Oakhill are rewarded for going above and beyond the behaviour expected of them. Alongside verbal praise, gratitude and recognition, we use the DOJO system to reward children. Throughout the school day, children are able to collect positive DOJO's for their behaviour and attitude. This includes times when children are not in the classroom. Children swap the DOJO's for 'Oakhill Acorns', a currency that they can save and use to purchase a variety of prizes and privileges. Privileges may include, sitting on a chair in assembly, receiving a priority dinner pass etc. Prizes may include: a pencil, a water bottle, a teddy bear etc.

### Assemblies

Achievement assemblies are celebrated and shared with parents each week. During these assemblies' opportunities are taken to recognise individual or collective positive behaviours and achievements, both in and out of school. Teacher awards are given to children who have demonstrated one of the school values throughout the week - resilience, empathy, confidence, respect and independence.

### Collective Rewards

All classes work toward a collective reward to celebrate attendance. Each class has an attendance champion display with one letter displayed each time there is 100% attendance. When the class have spelt out 'attendance champions' they receive an extra playtime.

## Sanctions

At times staff need to sanction and challenge behaviours that are not conducive to the school rights. These behaviours are any behaviours which interrupt learning, or involve being off task, and may include:

|                                  |                                  |  |  |
|----------------------------------|----------------------------------|--|--|
| shouting out                     | lack of effort                   | being off task                                     | talking over staff/others<br>contributing to lessons |
| damaging<br>equipment/property   | distracting others               | poor language choices                              | eating in class                                      |
| lack of immediate<br>cooperation | physical aggression              | speaking disrespectfully<br>to others/being unkind | making silly noises                                  |
| defiance/ disobeying of<br>staff | not listening to<br>instructions | not sharing  | dropping litter                                      |

All staff in school expect children to comply with positive behaviour in line with the 3 rights. Behaviour which is not conducive to the school rights will be dealt with in an appropriate and timely manner with as least immediate invasive intervention as possible to minimise disruption to learning.

When a child displays behaviours not conducive to the 3 rights, a member of staff will:

- Initially, address the behaviour with a corrective reminder, before moving on; **Remind**
- Remove a DOJO for the second infringement; **Caution**
- Move the child within the classroom; **Last chance**
- Move child to the parallel class for the remainder of the lesson. **Time out**

Where appropriate sanctions and behaviours are discussed at the end of the lesson. All children removed from a lesson will take part in a restorative conversation before they return to the classroom. **Repair**

## EYFS

In EYFS a 'DOJO Star' identified at the beginning of each day. This will be the child(ren) with the highest scoring DOJO's from the previous day. These children have their photograph displayed on a celebratory board, sit on the chair for carpet sessions and line up first when moving around the school. In EYFS there are two negative DOJO's that may be given. These are given if a child/children have been unkind or are not listening.

## Physical Violence

Any acts of targeted, unprovoked physical violence that results in a pupil hurting another pupil **must** be reported to the lead learning mentor **or** a member of SLT immediately and be logged on CPOMS, tagging the headteacher as soon as possible. Extreme behaviour may require intervention by PST and SLT immediately and could result in pupil being removed from the unit.

## Behaviour support from PST and SLT (inc. isolations)

It is the responsibility of **all staff** to enforce and promote the school rights, putting appropriate sanctions into place when needed. However, there are times when further behaviour support, intervention and advice is required for individuals and groups of children. This support may be pre-emptive and/or

responsive to an incident that has happened. Behaviour is categorised into 7 levels which outline support and sanctions (see appendix) and, in the first instance the aim should always be for this support to happen in class to minimise disruption to learning. At times, children may receive time in isolation as a sanction. This isolation will be for the remainder of the session – morning or afternoon. During this time, children will reflect on their behaviour, completing a task in-line with this, or complete work from class. This will take place with a member of the PST or SLT and will allow the child to refocus, ready to be reintegrated into the classroom at the beginning of the next session. If a child is not ready to go back into the classroom at the beginning of the next session the member of staff will continue to support them until they are ready to enter the class positively and ready to learn. When a child receives time in isolation, or is removed from their lesson, a restorative meeting with the class teacher will be held before their return to the classroom. Isolations will only be used as a response to serious or continuous misbehaviour, where all other steps outlined within this policy (remind, caution, last chance, time out) have been taken. Verbally or physically aggressive / disrespectful behaviour towards staff and/or peers along with the destruction or throwing of items is regarded as serious misbehaviour. There may be other occasions where it is deemed necessary to remove a child from a classroom for the safety of themselves or others, or for persistent refusal. If a child receives time in isolation parents will be informed of this on the day and the reasons for the decision made will be discussed.

### **Recording of behaviour incidents**

Persistent behaviour that is not favourable to the school rights, alongside serious behaviour misdemeanours and removals from lessons, are logged on CPOMS. The behaviour incident level must be ticked and the SENCo alerted if the child is on the SEND register. For further information, see behaviour flowchart in appendix.

### **Monitoring**

The SLT and PST have regular conversations with class teachers around behaviour and attitude. In addition to this, the PST will monitor and track behaviour, producing a half termly behaviour report to share with SLT, to ensure that early intervention is put in place where necessary in order to prevent escalation.

### **SEN**

Children who have an additional need or Educational Health Care Plan are expected to follow the behaviour policy. However, reasonable adjustments will be made for some individuals. Advice from the school SENCo and external agencies will be taken, shared and implemented when appropriate to support individuals. Alternative strategies will also be employed as appropriate following SEND review meetings. Children demonstrating a high need of behaviour support will have a bespoke behaviour plan written by the SENCo.

### **Educational Visits**

In rare cases where children have displayed behaviour which could cause risk or injury to themselves or others, they may be unable to attend an educational visit. This decision will be at the discretion of the headteacher following an evidence look and in consultation with staff.

## Parental Involvement

Parents will be notified of both positive and negative behaviours of their child, initially this is done by the class teacher via DOJO. Positive and respectful relationships with parents will increase the likelihood of behaviour improvement when home and school need to work together. Contact with parents is detailed further in the behaviour flowchart. When necessary the PST/SENCo will work with families and outside agencies to improve the behaviour of their child.

## Searching and Confiscation (also found in the Reasonable Force Policy)

Schools have the power to search pupils and confiscate prohibited items. Searching can play a critical role in ensuring that schools are safe environments for all. At Oakhill the SLT and PST have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item. This list can be found in the appendix. The searching of a pupil will be implemented consistently, proportionately and fairly by authorised members of staff and parents will be informed if their child has been searched, and given the reason for this. Before searching a pupil the staff member will explain why the search is taking place and how and where this will happen. Pupils will be given the opportunity to ask any questions. Searches **must** be completed by an authorised person of the same sex as the pupil (where possible) **and** a witness **must** be present: a limited exception to this can be found in the appendix. Pupils can be asked to remove outer clothing (clothing that is not wholly next to the skin). Strip searches **cannot** be carried out by school staff.

## Extreme behaviour

In rare cases when a child is displaying extreme behaviour which puts themselves or others (staff or children) in danger, **reasonable force** (see link in appendix for DfE guidance and Reasonable Force Policy) may be used to restrain the child and deescalate the situation, keeping everyone safe. The headteacher must be informed immediately of extreme behaviours.

Restorative meetings form a part of extreme behaviour management and improvement at Oakhill. Restorative approaches are focussed on strengthening and repairing relationships and discussing what needs to happen next; creating an environment where children involved in conflict can reflect, repair and avoid repetition of the same behaviours.

## Professional Development

All staff receive regular training on behaviour and the strategies outlined in this policy, alongside any other relevant training that is deemed necessary. All staff have access to The National College where there are numerous webinars that can be accessed for further behaviour support. Staff new to school are provided with CPD to ensure knowledge and understanding of the school behaviour policy and its strategies. In addition to this SLT and PST are available to further support staff if necessary.

**Suspension and Exclusion** – See policy

**Bullying** – See policy

**Protected Characteristics** - See policy

**REVIEW & AMEND AS NECESSARY ANNUALLY – SEPTEMBER 2025 (MOST RECENT REVISION SEPTEMBER 2024)**

# **Appendix**

## Use of reasonable force

[DfE advice template \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

### **Searching and Confiscation**

Headteachers, and staff they authorise, have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item.

#### **Prohibited Items at Oakhill**

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- tobacco and cigarette papers;
- fireworks; and
- pornographic images
- Any article that the member of staff reasonably suspects has been, or is likely to be used:
  - to commit an offence, or
  - to cause personal injury to, or damage to property of; any person (including the pupil).

**Searches must be completed by an authorised person of the same sex as the pupil and a witness must be present.**

There is a limited exception to this rule. This is that a member of staff can search a pupil of the opposite sex and/or without a witness present only:

- if the member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and
- in the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is same sex as the pupil or it is not reasonably practicable for the search to be carried out in the presence of another member of staff.

### **Definition of Outer Clothing**

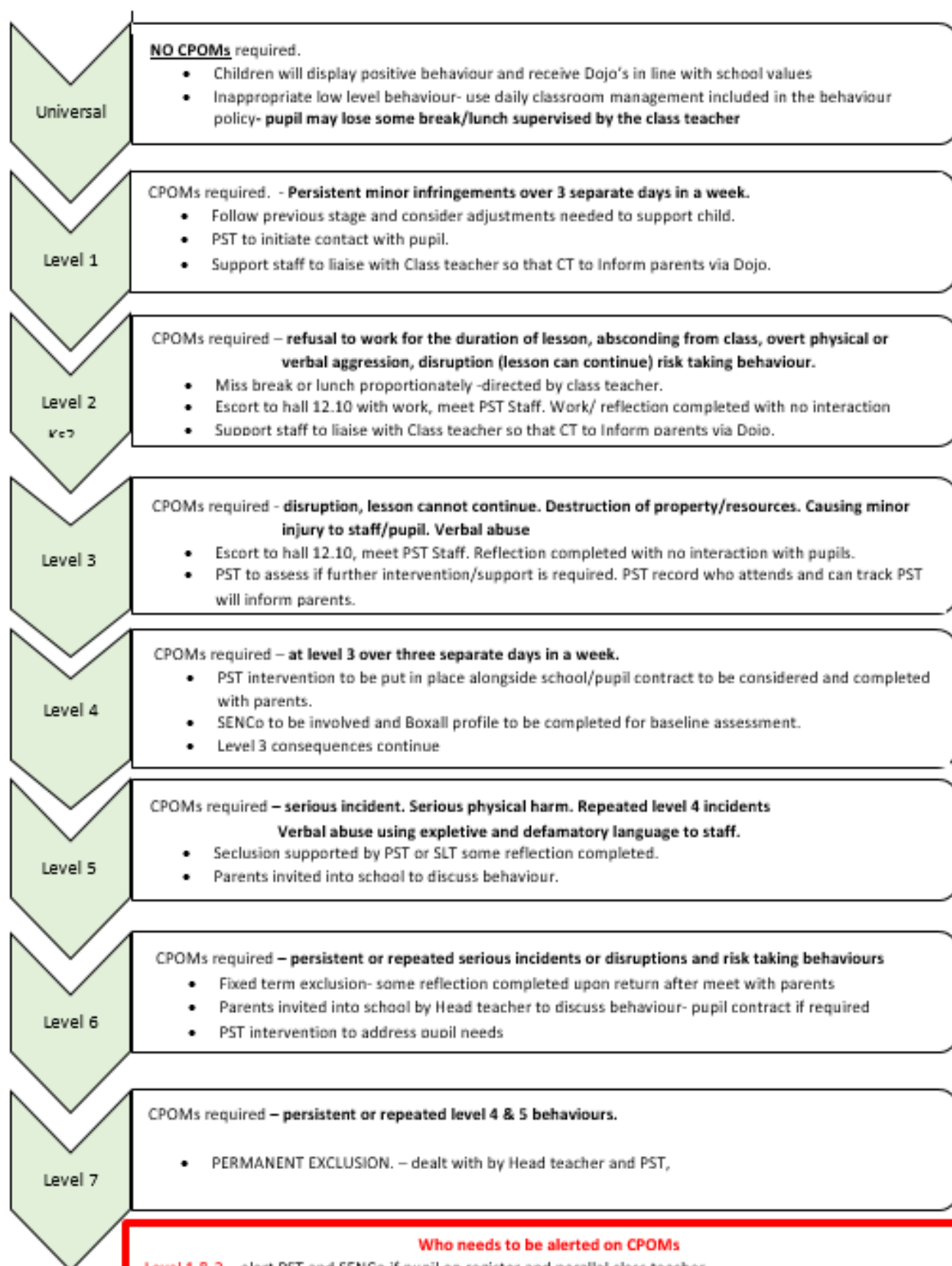
‘Outer clothing’ means any item of clothing that is not worn wholly next to the skin or immediately over a garment that is being worn as underwear, as well as hats, shoes, boots or scarves.

For further information see DfE ‘Searching, Screening and Confiscation Advice for Schools’, July 2022.





## BEHAVIOUR MANAGEMENT FLOW CHART



### Who needs to be alerted on CPOMs

**Level 1 & 2** - alert PST and SENCo if pupil on register and parallel class teacher.

**Level 3** - alert PST and SENCo if pupil on register and parallel class teacher.

**Level 4** - alert PST and SENCo if pupil on register, parallel class teacher and line manager eg Teacher, KS lead.

**Level 5** alert PST and SENCo, parallel class teacher and line manager eg Teacher, KS lead. Head and deputy head teachers.



### **STEM sentences and consistent vocabulary**

- I need you to... gives the impression that it is a necessity to carry out the action
- When you see me after the lesson/at break...

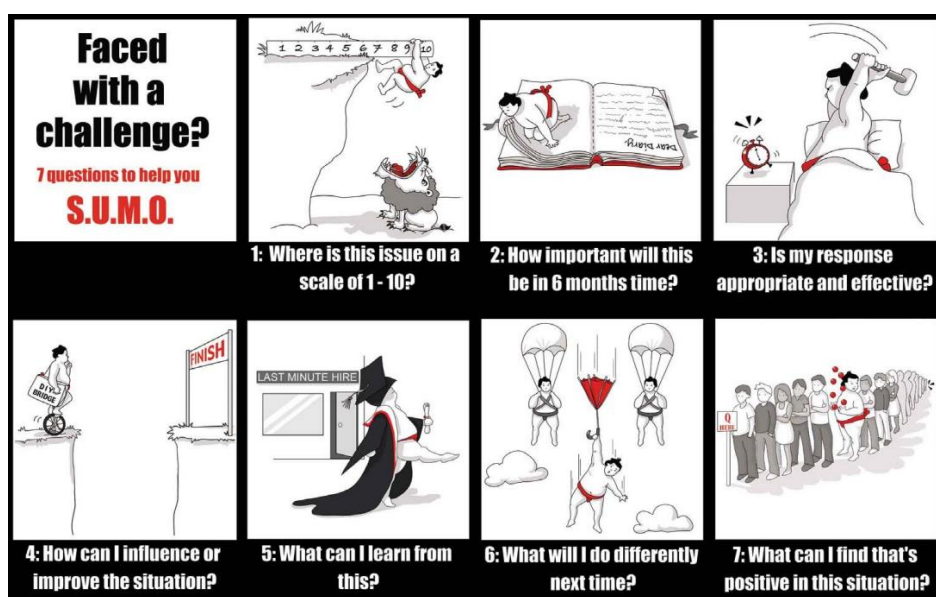


## **SUMO (Stop, Understand and Move On) Strategies**

*‘Enabling our whole school community to positively embrace everyday life challenges, with courage, determination and resilience’.*

SUMO is a whole school strategy that will enable children to understand their behaviour and the reasons behind the choices they make. Children will learn a range of strategies to help them with making the 'right decision' that they can use beyond the classroom and in their lives after Oakhill Primary School. The longevity will help to support children's mental health as they will be able to 'draw upon' the strategies when faced with difficult decisions or choices. The use of the seven SUMO questions and six principles are embedded within our curriculum and our behaviour policy.

**SUMO Questions:** Pupils will be taught to, and reminded to use the seven SUMO questions when faced with a challenge or difficulty. These questions are displayed in each classroom.



**SUMO Principles:** In addition to the seven SUMO questions, pupils will be taught to, and encouraged to use six SUMO principles.

### **Beach Ball Technique**

The beach ball technique shows pupils that different people's perspectives on the same situation may be different and that that is ok. Pupils are taught that if they are looking at a beach ball from different sides and are asked what colour they can see, they will have differing responses. Pupils only see their side of the beachball; like during challenging, difficult or conflicting times, they often only see their side and automatically think that this is right. From looking through the lens of the beachball, they are able to see that others can have a different response and that does not mean they are wrong.

### **Red Cap / Blue Cap**

Pupils will understand that part of our brain has a fight or flight response – the 'red cap'. It is this part of the brain that is impulsive, acts without thinking and acts without having all of the information. Another part of our brain, the 'blue cap', allows us to reflect, analyse and rationalise in order to make well-informed

decisions. This strategy will enable pupils to identify if their response is in line with the 'red cap' and if so, will help them to change this thinking into 'blue cap' thinking.

### **Victim T-Shirt**

This strategy links directly to the 'red cap'; the flight or fight response. Pupils blame others, they look for external reasons that justify or explain their behaviour. They wear the 'victim t-shirt'. Victim thinking is a way of not taking responsibility or ownership of a situation. Pupils are taught to recognise if they have slipped into wearing the victim t-shirt and turn their thinking from negative to positive. For example, instead of thinking, 'I can't do this,' they are taught to think, 'who can I ask for help?' They are taught to change their mindset.

### **Hippo Time**

Hippo time teaches pupils that it is ok to not be ok for a short period of time. It's teaches them to ask for help, to be kind to themselves, to use the SUMO questions and then to move on. Hippo time is temporary.

### **Fruity Thinking**

Fruity thinking teaches children that when they think differently, they feel and behave differently and can ultimately achieve different results. It helps to make the connection between thinking and results in life.



## DOJO Reward System

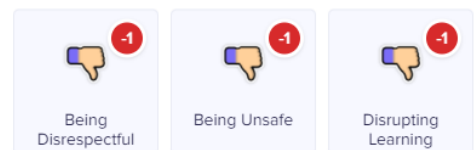
Positive motivation and relationships lie at the heart of effective education. Our DOJO system is designed to recognise and celebrate effort, achievement and success alongside sanctioning children for minor behaviour misdemeanours.

- Dojos will be tallied up at the end of each half term. Each half term all pupils start again on 0.
- At the end of each half term children swap their DOJO's for Oakhill Acorns. 25 DOJO's are exchanged for one Oakhill Acorn which children can then save to spend on prizes/privileges.

### Positive DOJO's



### Negative DOJO's





## DOJOs in EYFS

### Positive DOJO's



### Negative DOJO's





## **Behaviour Policy Crib Sheet**

### **School Rights**

At Oakhill we have three fundamental school rights:

- We have the right to feel safe.
- We have the right to be respected.
- We have the right to learn.

### **Classroom Conduct – Make Every Minute Count**

- Follow the routines;
- Stay in seat/carpet space, unless directed by an adult;
- Listen to the person speaking without interrupting;
- Actively engage in learning and remain on task;
- Stop immediately when the 'signal, pause, insist' sign is given.

### **School Conduct**

- Move around the school **calmly and quietly**;
- Move to and from the playground in a calm, quiet and orderly manner;
- Keep to the left hand side.

### **Playground Conduct**

- Play and speak to each other respectfully;
- Speak to adults respectfully;
- Treat playground equipment with respect;
- Keep themselves and others safe;
- Stop when the whistle is blown once;
- Line up in an orderly manner, quickly and quietly, when the whistle is blown twice.

### **Behaviour not conducive to the school rights**

These behaviours will result in the loss of a DOJO

|                                |                    |                       |  |
|--------------------------------|--------------------|-----------------------|--|
| shouting out                   | lack of effort     | being off task        | talking over staff/others<br>contributing to lessons |
| damaging<br>equipment/property | distracting others | poor language choices | eating in class                                      |

|                               |                               |   |                     |
|-------------------------------|-------------------------------|---|---------------------|
| lack of immediate cooperation | physical aggression           | speaking disrespectfully to others/being unkind | making silly noises |
| defiance/ disobeying of staff | not listening to instructions | not sharing                                     | dropping litter     |

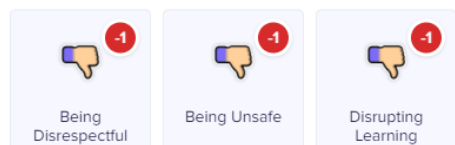
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- Initially, address the behaviour with a corrective reminder, before moving on; **Remind**
- Remove a DOJO for the second infringement; **Caution**
- Move the child within the classroom; **Last chance**
- Move child to the parallel class for the remainder of the lesson. **Time out**

#### Positive DOJO's



#### Negative DOJO's



#### EYFS DOJO's

Children in EYFS collect DOJOs related to the EYFS learning behaviours (see below). In addition to this, children may also receive a sticker for being helpful or being kind. In Reception a DOJO for being in school may also be rewarded. Children in EYFS may lose a DOJO for not listening or for being unkind.

#### Positive DOJO's



#### Negative DOJO's

