



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 and reinforcing, 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.
- Utilise 'Reset Stations' within the classroom to minimise disruptions to learning and regulate behaviour
- Use SUMO strategies (see appendix)

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
- Adhere to Corridor Courtesy (expectations)

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 and use equipment in designated areas
- 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
- Use SUMO strategies and SUMO champions (see appendix)

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. Serious 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 SLT 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 SLT 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

- STEM sentences
- Use of SUMO

Visible consistencies;

- Moving Around the School.

- Meet and Greet.
- Giving clear and concise instructions;

Positive Framing

- STEM sentences (See Appendix)
- Attributing positive comments to names;
- Narrating of the positive;

SUMO Strategies and Reset Stations

To support children with self-regulation, staff will encourage them to use the SUMO strategies that are used across the school. These strategies can be found in the appendix. Within each classroom, there will be a 'Reset Station' for children who have become dysregulated in lesson to take some time to reset their emotions, in order for them to be able to take part in the lesson positively.

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 demonstrating the school values and 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, technology time, receiving a priority dinner pass, reading with a friend etc. Prizes may include: a pencil, a water bottle, a teddy bear etc. See appendix for further information. A class reward is given to the class that receives the most DOJO's collectively. This will be 10 minutes free choice and can be used that week, or can be banked over the term.

Assemblies

Achievement assemblies are celebrated each week. During these assemblies' opportunities are taken to recognise individual or collective positive behaviours and achievements, both in and out of school. Teacher and SLT awards are given to children who have demonstrated one of the school values throughout the week - resilience, empathy, confidence, respect, independence and integrity. An award is also given to those who have shown pride in themselves, their appearance and/or their work over the week. A kindness acknowledgment is made to somebody that has shown kindness that week, and displayed on the 'Kindness Confetti' board. A class reward is given to the class that receives the most DOJO's collectively. This will be 10 minutes free choice and can be used that week, or can be banked over the term.

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 '**ATTEND TO ACHIEVE**' they receive an extra playtime.

Sanctions

At times staff need to sanction and challenge behaviours that are not conducive to the school rights or values, by focusing on children doing the right thing and offering praise.

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:

1. Positive Reminder (Address)

- The adult will quietly speak to the child and remind them of the expected behaviour, using encouraging and positive language.

2. Formal Reminder (Remind)

- If the behaviour continues, a clear reminder will be given to help the child make a better choice.

3. Caution and Reset (Caution/Time Out)

- If the behaviour happens a third time, a Dojo point may be removed. The child may also be asked to take a short time away from the activity (e.g. at a reset station) to reflect and refocus.

4. Final Sanction (Consequence)

- If the behaviour continues or is more serious, minutes may be lost from breaktime or lunchtime. This will be managed by the class-based staff, and the child will be supported to reflect on their choices. Behaviour tracker to be completed by the relevant staff member and monitored weekly by Behaviour Team/SLT.

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

SLT and PST as soon as possible. Extreme behaviour may require intervention by PST and SLT immediately and could result in pupil(s) being removed from the playground, or classroom.

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. 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, (where possible) 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 (Address, Remind, Caution/Time Out, Consequence) 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, with PST and SLT being tagged. The behaviour incident level must be ticked and the SENCo alerted if the child is on the SEND register. In the instance of behaviour requiring a 'Consequence', the behaviour tracker (See Appendix) is to be completed by the relevant staff member that has given the consequence. SLT/Behaviour Team monitor and analyse the trackers each week (on a Friday) and parents/carers will be informed in the case of recurring instances (3 or more 'Consequence' sanctions per half term) or changes in behaviour patterns that seem out of character/unfamiliar. 5 or more instances will trigger a formal letter home to parents informing them.

Monitoring

The SLT and PST have regular conversations with class teachers around behaviour and attitude. In addition to this, Helen Dodd will monitor and track behaviour incidents from weekly tracking proformas, producing a half termly behaviour report to share with SLT and staff, to ensure that early intervention is put in place where necessary 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. This includes every time a child has required a 'Consequence'. Helen Dodd to contact parents/carers if 3 or more instances of 'Consequence' sanctions are met in a half term. 5 or more instances, requires a formal letter home. Positive and respectful relationships with parents will increase the likelihood of behaviour improvement when home and school need to work together. 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.

Use of iPads

As part of the 1:1 iPad programme for Years 2–6, pupils are expected to use their devices responsibly and respectfully at all times. iPads must support learning and positive behaviour, and should never be used in ways that are disruptive, unsafe, or unkind. Any misuse of iPads, including accessing inappropriate content, distracting others, or using technology to cause harm, will be treated as a breach of the school's Behaviour Policy and addressed accordingly.

Suspension and Exclusion – See policy

Bullying – See policy

Protected Characteristics - See policy

REVIEW & AMEND AS NECESSARY ANNUALLY – SEPTEMBER 2027

(MOST RECENT REVISION SEPTEMBER 2025)

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.



STEM sentences and consistent vocabulary

1. Acknowledging Feelings & De-escalation

- "I can see that you are feeling _____. Can you tell me what happened?"
- "It looks like you're finding this tricky. How can I help?"
- "I understand that you are upset. Let's take a deep breath together."
- "Your feelings are important. It's okay to feel _____, but it's not okay to _____."

2. Giving Clear Instructions

- "First, we will _____. Then, we can _____."
- "I need you to _____. Then, you can _____."
- "You have two choices: _____ or _____. Which do you choose?"
- 'Put your whiteboards away quietly.' 'In silence I'd like you to...'

3. Encouraging Positive Behaviour/Narrating of the Positive

- That shows great self-control."
- "Thank you for.....".
- '##### you've completed everything that I asked today. Well done.'
- "I noticed you _____, and that was really kind!"
- "I love the way you are _____.
- I appreciate you doing that. I appreciate you because
- 'Thank you #####. You've put your pencil down and are looking at me ready to learn, so have you #####.'
- "I like how you've..."
- That was a great example of our School Value: [insert School Value]."

4. Redirecting Negative Behaviour

- "I can see that you're struggling. Let's take a break in the Reset Station and try again."
- "Instead of _____, let's try _____."

- "Thank you #### for not talking when I am talking".
- "How can we solve this problem together?"
- "What could you do differently next time?"

5. Helping with Emotional Regulation

- "Let's take 5 deep breaths together."
- "Would you like to use the Reset Station?"
- "Let's think of a way to make this better. What could we do?"

6. Restorative Conversations

- "What happened before you started feeling this way?"
- "What can we do to fix/help this?"

7. Encouraging Cooperation

- "Let's work together to ____."
- "I bet you can do this! Let's try together."

8. Offering Choices & Control

- "Would you like to do ___ or ___ first?"
- "You can choose: do it by yourself or with my help."
- "I can see you need space. Would you like 5 minutes in the Reset Station?"

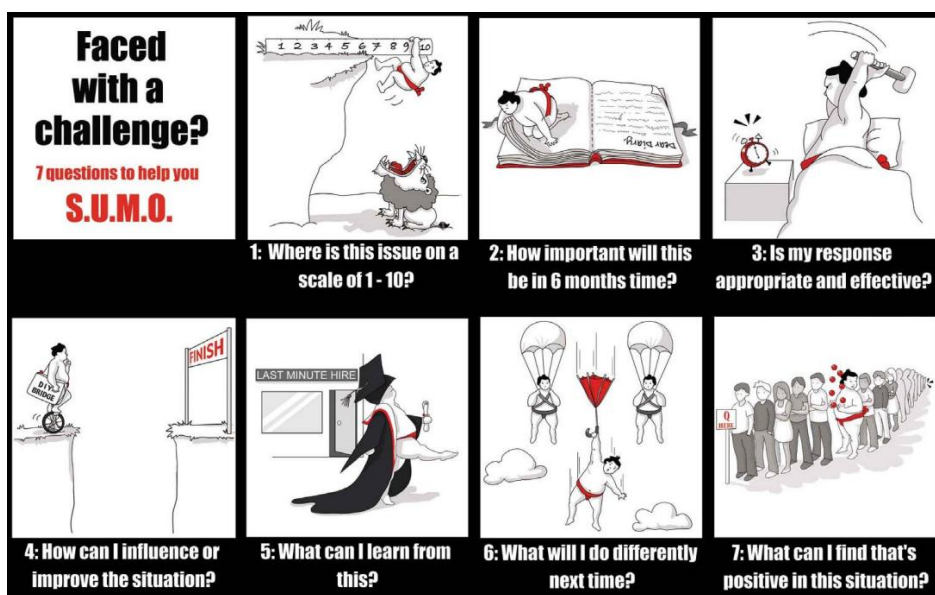


SUMO (Stop, Understand and Move On) Strategies

'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

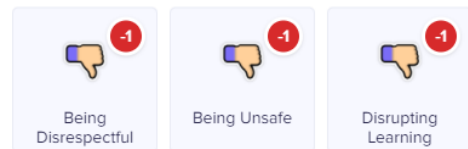
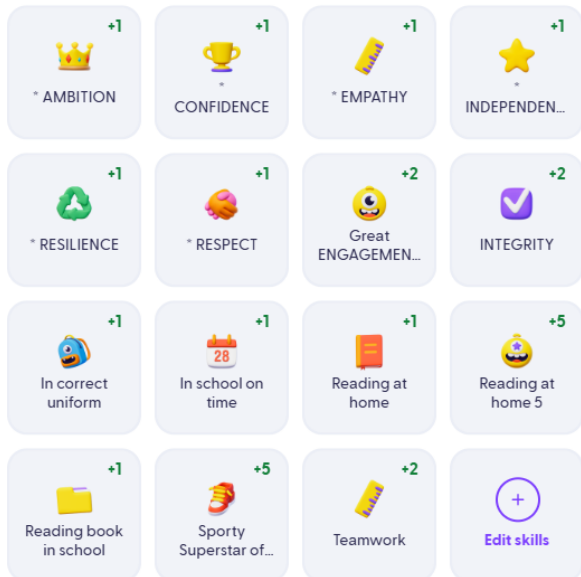
Positive motivation and relationships lie at the heart of effective education. Our DOJO system is designed to recognise and celebrate effort, achievement and success alongside sanctioning children for minor behaviour misdemeanours. Dojos should be given to children showing school values in the classroom, and around school. E.g – holding doors open without being asked, showing kindness.

- 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. 100 DOJO's are exchanged for one Oakhill Acorn which children can then save to spend on prizes/privileges.

Positive DOJO's

Negative DOJO's

Positive Needs work



Privileges in addition to DOJO shop items

First for Dinner

Technology Ten

Homework Pass

Lunch with a sibling/friend from another year group

Ice-pop at dinnertime

Reading with a friend

AGREE ON HOW MUCH EACH SHOULD BE WORTH



DOJOs in EYFS

Positive DOJO's



Negative DOJO's

