

Oakthorpe Primary **School**



Behaviour Policy
2026

1. Statement of Intent

At Oakthorpe, we maintain excellent behaviour for learning through maintaining a calm, predictable and supportive environment. We know children learn best when they feel safe and happy. At Oakthorpe, we are committed to an approach built on positive relationships between staff and children. Understanding the children and their external influences is key in building strong relationships, which in turn encourages children to behave well, be prepared to learn and to ask for help when they need it. This reduces incidents of unacceptable behaviour and supports children to be productive learners.

We aim to build a culture of respect and trust with clear behaviour expectations. Our school's values and rules are used to enable everyone in our school community to have a shared language so expectations are commonly understood. We understand that all behaviour is communication. Adults respond to behaviour with care and in a calm manner. They encourage children to maintain high standards of behaviour through clear expectations, consistent routines, simple rules and positive reinforcement. All staff are role models of the positive, polite and respectful behaviour that they expect of the children and play a vital role in promoting a culture of high expectations of learning and behaviour.

We recognise the importance of a whole school, consistent approach to managing behaviour. To achieve the maximum benefit of this policy, it is vital that all staff are united in their approach. This ensures every child can expect the same, consistent and predictable approach to behaviour management. All members of staff in the school community are trained in our policy.

The behaviour curriculum at Oakthorpe defines the expected behaviour in school. It is delivered through both discrete lessons and assemblies, discussing rules and expectations of behaviour and through the social, moral, spiritual and cultural curriculum. Children learn about conduct, self-regulation and effective learning behaviour through the PSHE (Personal, Social and Health Education) curriculum and school values.

Aims and Objectives:

- To ensure all members of the school community feel valued and respected
- To provide an environment where everyone feels happy, safe and secure
- To create an environment that enables teachers to teach effectively and children to achieve and succeed, free from disruption, violence, bullying and any form of harassment
- To promote expected behaviour
- To promote self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect
- To encourage consistency of response to both positive and negative behaviour
- To encourage a positive relationship with parents and carers to develop a shared approach, involving them in the implementation of the school's policy and associated procedures
- To work together in a collaborative, cooperative and considerate way

2. Roles and Responsibilities

The Headteacher and SLT have a responsibility to:

- develop a behaviour policy and support members of staff in ensuring consistent implementation
- ensure behaviour policy or anti-bullying policy includes measures to prevent all forms of bullying among children
- ensure the health, safety and welfare of all children in the school
- ensure records are kept of serious behaviour incidents, bullying and of all racial incidents and incidents of discrimination.
- give fixed-term suspensions 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. This action is taken only after the school governors have been notified.
- induct new staff which includes training on behaviour management
- ensure that there is regular training for staff on behaviour expectations and processes
- promote the school systems including rules, routines and consequences systems
- Induct new children and re-induct children following suspensions

All staff have a responsibility to:

- be a good role model and treat children consistently and fairly, with respect and understanding by modelling and promoting the school values
- create a positive, caring and calm learning environment
- follow the school's behaviour policy consistently and raise issues concerning the policy if necessary
- support colleagues in the development and implementation of the behaviour policy
- ensure standards and school rules are consistently applied and that children behave in a responsible manner during lesson time
- have high expectations of the children with regard to behaviour
- encourage relationships based on kindness, courtesy, communication and respect
- set class rules which are appropriate to the needs of the individual class and implement the reward system
- praise and reward positive behaviour and hard work
- deal with incidents within the class, recording them if appropriate and speaking to parents. They will seek help and advice from senior staff if necessary.

All children have a responsibility to:

- keep themselves and their classmates safe
- follow the school rules and promote the school values
- treat everyone in the school with respect and courtesy
- take responsibility for their own behaviour
- behave appropriately when representing the school e.g. on school trips, sports events etc
- be a good role model for all children
- treat the school environment and resources with care
- be the best they can be in terms of work ethic and behavioural actions

All parents have a responsibility to:

- support the school's behaviour policy
- be models of expected behaviour for the children
- show courtesy and respect to all members of the school community
- ensure their child's regular attendance and punctuality

- maintain positive channels of communication with the school to keep them up to date of information that affects their child
- familiarise themselves with school procedures and rules and to accept a degree of accountability for their child's behaviour
- work together with the school to support their child's learning and to cooperate with the school as set out in the home school agreement

Governors have a responsibility to:

- make a positive contribution to the development and monitoring of school policy
- set general principles that inform the behaviour policy
- support the Headteacher in adhering to these guidelines
- regularly review the policy in consultation with the headteacher, staff, parents and pupils

All suspensions and incidents of bullying/discrimination must be reported to the Governors on a termly basis.

Collaboration with Parents

Parents and carers are key in making a positive impact on the behaviour and culture within Oakthorpe. We are committed to working together as set out in the home school agreement. We have phase meetings at the start of each year where expectations are made clear and parents are encouraged to liaise with staff on a regular basis. If there are any concerns about a child, parents are invited in for informal meetings and support is offered to both child and parent. This support may take the form of referrals to external agencies.

Classes and Year groups are encouraged to create parent Whatsapp groups in order to aid communication between parents and build closer school communities. A lead parent or parent rep is identified and this parent is invited into school on a termly basis to meet with the Headteacher and discuss issues and concerns.

3. Core Values & School Rules

Values

Oakthorpe's school values, agreed by the school community, are at the centre of our school culture and vision. Our values underpin our ethos and support us in raising standards and developing the whole child as confident, independent and responsible people in a caring, happy, safe and purposeful environment.

We have 22 values at Oakthorpe. One value is assigned to each month on a two-year rota so that over a child's time at Oakthorpe, they will focus on each value three times. These are shared in assemblies and classes.



We have identified 5 core values which relate to each of the others:

Excellence Confidence Respect Responsibility Creativity

School Rules

At Oakthorpe we follow 5 simple rules. The children are familiar with the language of our rules and their intended expectations.

- Be safe
 - Be honest
 - Be respectful
 - Be kind and gentle
 - Be the best you can be
- ...and be responsible for your own actions

When staff talk to children about expected behaviours, it is important that the language of our values and rules are used.

Houses

When starting at Oakthorpe, all children are assigned a house (Pasteur, Curie, Nightingale and Lister) and these houses are represented by the colours red, yellow, green and blue. Year 6 children are democratically selected to be House captains and take on extra responsibilities. House teams promote a sense of belonging for the children through house events such as whole school quizzes.

4. Routines and Expectations

School wide routines:

Wonderful Walking

Children are expected to use 'Wonderful Walking' when moving around the school. Wonderful Walking is rehearsed at the beginning of each term and is taught explicitly in assemblies and lesson times.

Children show Wonderful Walking by:

- Lining up in Legendary Lines
- Follow the person in front
- Keep a sensible space between the person in front
- Walking on the left
- Moving around the school quietly

All staff remind children of the above expectations throughout the school day as needed.

Whole Body Listening

Children are taught how to use 'Whole Body Listening'.

Children show Whole Body Listening by:

- Eyes are looking
- Ears are listening
- Legs and hands are comfortable
- Mouth is quiet
- Brain is thinking
- Heart is caring

Entering the school in the mornings

An adult from the year group will be available at each year group's entrance and greets all children. This adult is also available to take messages from parents to the class teachers as needed. Teachers are in the classrooms ready to make a positive start to the day.

Additional members of staff stand in corridor positions to ensure children walk wonderfully from the entrance to their classroom.

Exiting the classroom for break and lunchtime

Teachers ensure children are lined up in the classroom and walk them out to the playground. Children should never be sent to the playground from the classroom on their own. When it is cold or rainy, children should be sent in small groups to get their coats and then line up before being taken to the playground.

Returning from break and lunchtimes

Play equipment is available in all playgrounds and is tidied away at the end of each session. Children are only allowed to stay inside at break or lunchtime if a staff member is present and able to supervise them. At the end of lunchtime and playtime, whistles are used.

The school bell is sounded 2 minutes before whistles are blown to ensure teachers are in the playground ready for the end of break.

EYFS / Key Stage 1

- First whistle – children stand still
- Second whistle – children tidy up the playground games, then line up in their classes.
- Class teachers come to the playground to collect their class and they walk in quietly.

Key Stage 2

- First whistle - children collect belongings and walk to lines.
- Second whistle - children are to stand still, stop talking and listen for instructions.
- Class teachers come to the playground to collect their class and walk in quietly.

KS2 children are chosen to act as playground buddies to ensure enjoyable playtimes.

During lunchtimes, Lunchtime Supervisors are key in de-escalating issues, preventing them from running into afternoon learning time. Eating lunch is regarded as a social occasion and children are expected to behave in a calm and respectful way. Supervisors move between tables encouraging table manners. Reception staff accompany children to the lunch hall and remain with them throughout the autumn term.

Lunchtime Supervisors report behaviour incidents to class teachers each day and members of SLT monitor lunchtime behaviour and record any incidents. Lunchtime staff actively promote expected behaviour in the playgrounds and corridors.

Classroom routines

Class teachers have the responsibility to create, implement and practice routines within their classroom for the following:

- Lining up
- Moving around the classroom
- Gaining the children's attention
- Collecting hometime items
- Obtaining equipment

All classroom routines should ensure a calm and purposeful learning environment.

Scripts and Language

At Oakthorpe we believe that using intentional and consistent language with shared vocabulary is important in supporting the whole school approach to behaviour expectations. We focus on using positive language and on the behaviour itself and the different feelings during an incident. We believe in creating an environment where making mistakes is normal but the key part is learning from these mistakes and this can be done through restorative and reflective conversations with the child.

Common and consistent language is also used throughout year groups during lessons and transitions. Hand signals and countdowns are often used to refocus the children and chants such as '1, 2, 3, eyes on me, Freeze' are used to command attention. These are also used during lunchtimes so children are familiar and confident in how to respond.

Behaviour Blueprint

Every classroom has a copy of Oakthorpe's Behaviour Blueprint on display. This outlines consistent rules, routines and adult responses to behaviour and serves as an easy-to-read guide for staff, ensuring every adult responds to behaviour in a fair and consistent manner.

5. Recognitions and Rewards

At Oakthorpe, we have a clear focus on positive reinforcement to build strong relationships and motivate children. We recognise how praise and rewards help promote expected behaviours and this is done through informal, verbal praise (to share success and reinforce expectations) and more formal reward systems. We believe reinforcing positive behaviour encourages repetition of these expected behaviours. Staff are strongly encouraged to reward children for effort as well as behaviours which exemplify our school values.

We have a number of individual reward systems used to celebrate children such as stickers, good manners awards, responsibility roles (e.g. job monitors, house captains) and 'shout out' postcards / calls home. Children can also be selected to visit members of SLT to showcase a particular piece of work when they have shown hard work, perseverance or academic progress. In addition to these, we also have celebration and achievement assemblies (Child of the Week) where we share children's successes with their peers. One child from each class is awarded with a certificate and wears the class medal for a week to celebrate them demonstrating core values (Excellence, Confidence, Respect, Responsibility, Creativity) or for improvement in their work. Staff explicitly refer to the values when presenting their Child of the Week.

It is important to share success with parents and carers, especially positive changes in behaviour and learning. Class teachers will ensure they speak to parents at pick up, send a quick note home or make a phone call to ensure successes are shared, which in turn reinforces our positive home school partnerships.

Class reward systems

Across all classes at Oakthorpe, we use ClassDojo (Monster points in EYFS and KS1) as a consistent reward system. Pupils are awarded 1 point against the 5 school values or 5 whole school rules.

Dojo and Monsters points are also used to reward table groups, carpet groups and corridor behaviour. During lunchtimes, Lunchtime supervisors are able to give Dojo points to the children for showing expected behaviours in the playground and in the corridors.

Each week, Dojo points are reviewed and the child with the highest total is recognised as Monster of the Week in EYFS and KS1 and Dojo Hero in KS2.

Teachers, along with the class, discuss and agree a dojo point target for each half term and a shared reward they are working towards (e.g. non-uniform day, time in the adventure playground, movie afternoon, park visit etc.)

In addition, all points earned by each class are totalled and announced during the Child of the Week Assembly. Class teachers keep a record of their class's weekly points throughout each half term. At the beginning of each half term, class teachers and children discuss and agree a dojo point target for the half term and the shared reward they are working towards. They will receive a reward on the final Friday. These special reward afternoons are known as a Golden afternoon.

6. Managing disruptive or unacceptable behaviour

At Oakthorpe, we believe in positive behaviour management. When children behave in a way that does not reflect our school values and behaviour expectations, we will address the behaviour and consequences may be used as necessary. Consequences will be fair and consistent and the reason for them understood by the child. It is impossible to describe every type of disruption or unacceptable behaviour and prescribe a consequence, as the appropriate consequence depends on particular circumstances and there must be flexibility within consistency.

Child on Child Abuse

In accordance with statutory requirements and Keeping Children Safe in Education (KCSIE), our school maintains a zero-tolerance approach to all forms of child-on-child abuse, ensuring that such behaviour is never dismissed as "banter" or an inevitable part of growing up. The Designated Safeguarding Lead (DSL) or their deputy will take the lead in advising on the school's response, which is determined on a case-by-case basis to ensure the safety and support of all victims while balancing the educational needs of all pupils involved. Effective from 2026, the school may utilise 'safeguarding separation', a non-disciplinary procedure used in rare cases to temporarily separate pupils following allegations of harm while an investigation is conducted. Disciplinary sanctions, including suspension or permanent exclusion as a last resort, may still be applied if a pupil's conduct falls below the standards expected of them, and these may proceed even if parallel police or social care investigations are ongoing. We are committed to ensuring victims are reassured, kept safe, and taken seriously, with all incidents—including those occurring online or outside of school—treated with equal gravity.

Minor incidents Low level disruption	More serious incidents Higher level disruption	Higher level unacceptable behaviour	Major incidents Exceptional circumstances
Disregarding school values Not using manners Talking out of turn or interrupting Constantly moving out of seat Not complying with class rules Deliberate work avoidance Stopping the learning of others Disrespectful attitude Touching others – pushing, shoving, jostling Being careless with school equipment	Persistent disrespect Swearing Hurting others - hitting, kicking, spitting, slapping Frequent disruption to lessons Persistent lying Refusal to follow instructions or deliberate defiance Defacement of school property or other children's work Leaving class without permission	Insolence Refusal to accept consequences Threatening behaviour Continuous non compliance Sexist, racist, homophobic derogatory comments Stealing Possession of weapons, drugs, alcohol, cigarettes or other inappropriate material Inappropriate use of social media Leaving school without permission Bringing the school into disrepute	Putting others' safety at risk (physical assault) Bullying Sexual misconduct Putting their own safety at risk School property is seriously or repeatedly damaged Persistent breach of behaviour policy Significant breach of behaviour policy
Consequences Dealt with by class teacher	Consequences Dealt with by phase leaders	Consequences Dealt with by SLT	Consequences Dealt with by Headteacher
Time for reflection Conversation with pupil Missing an activity Missing break time on one or more occasions Temporarily confiscating possessions that are not allowed in school Work appropriate to offence e.g. cleaning something they defaced Moving a child's place in class or positioning them on their own Discussion with class about things that are going wrong	Writing an apology letter Sending child to another class Restrictions at playtimes and lunchtimes Repeating unsatisfactory work Removing a privilege e.g. a responsibility Teacher to speak to parents Restorative conversations and reflecting on the consequences of their behaviour. Sending child to Deputy Head, phase leader or year group colleague	Restorative conversations Challenge the use of the language immediately Removal from classroom Internal exclusion Isolated learning time Sending child to Deputy head or Headteacher SLT to speak to parents Support with learning mentor where necessary Agreeing a plan of action Reviewing behaviour at agreed intervals	There may be exceptional circumstances in which there is no option other than to impose a Fixed Term Suspension or Permanent Exclusion. Any child at risk of exclusion will be subject to a Behaviour Support Plan formulated by a multi-disciplinary team and parents.

N.B This is not an exhaustive list and teachers will use their judgement in applying consequences.

Restorative Practices

Restorative practice is a model which encourages children to take responsibility for their behaviour. Conversations that are restorative by nature offer unique learning opportunities in which behaviour can be highlighted and addressed allowing for positive outcomes and minimising the opportunity for those behaviours to present in the future. Restorative approaches focus on the emotional impact on all involved and explore opportunities to resolve issues and repair any harm caused.

Pupils with additional needs

Oakthorpe's whole school approach is complemented by targeted interventions. For some of our children with additional SEND needs or particular distressed behaviour issues, behaviour support plans may be put in place to help them meet the school's behaviour expectations. We have a special responsibility to understand these children and, with appropriate support, to target our resources to meet their needs. Where particular support is required, conversation will be carried out with parents to understand any needs and difficulties children may have, as well as their experiences and to help and provide support for them so that any unmet needs away from the school can be addressed. Examples of interventions include:

- an Behaviour Support Plan (BSP) is drawn up with the support of the SENCO
- frequent and open engagement with parents, including home visits if deemed necessary;
- providing mentoring and coaching;
- short-term behaviour monitoring or longer-term behaviour plans;
- engaging with external agencies e.g. Behaviour Support Service (SWERRL), Educational Psychologist

This is kept under regular review and updated as needs change or new information is provided and staff are updated accordingly. We work in partnership with parents and professionals.

Physical intervention and restraint

All members of school staff have a legal power to use reasonable force in certain circumstances. To prevent or stop a pupil from:

1. causing injury to themselves or others
2. committing a criminal offence
3. damaging property
4. causing disorder among pupils at the school, whether during a teaching session or otherwise

(DFE: 2026)

Incidents of physical restraint must always be used as a last resort, be applied using the minimum amount of force for the minimum amount of time possible, be used in a way that maintains the safety and dignity of all concerned and can never be used as a form of punishment. Incidents will be recorded and reported to parents.

Mobile phones and smart watches

In accordance with statutory guidance to maintain a calm, safe, and focused learning environment, our school is a mobile phone-free environment by default. This prohibition extends to the entire school day—including lessons, breaktimes, and lunchtimes—and explicitly includes mobile phones and smartwatches, as well as any other smart technology with similar functionality. We recognise that for children who walk home alone, parents may wish for them to carry a device for emergency contact during their commute. In these specific circumstances, pupils are permitted to bring a basic 'brick phone' (without internet, camera, or app functionality) to school. These devices must be brought directly to the main office at the start of the day to be stored securely and may only be collected once the school day has concluded.

Screening, searching and confiscation

To ensure the safety and welfare of our school community, the headteacher and authorised staff have the statutory power to search pupils or their possessions, including bags and lockers, without consent where there are reasonable grounds to suspect a pupil is in possession of a prohibited item. Prohibited items include knives and weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, and pornographic images, as well as any article likely to be used to commit an offence or cause personal injury. To protect a pupil's dignity, searches will be conducted by a staff member of the same sex as the pupil and in the presence of another staff witness, except in rare emergencies where there is a risk of serious harm and a same-sex searcher is not immediately available. Authorised staff may confiscate, retain, or dispose of any item found that is prohibited, poses a risk, or provides evidence of an offence. All searches for prohibited items will be recorded in our safeguarding reporting system, and parents will be notified of the search and its outcome as soon as is practicable. In implementing these powers, staff will remain sensitive to the age and understanding of our pupils, making reasonable adjustments for those with SEND or disabilities.

Behaviour away from the school site or online

Our school maintains high expectations for pupil conduct regardless of location, and the headteacher has the statutory power to sanction pupils for misbehaviour that occurs outside school premises or online to such an extent as is reasonable. This policy applies to non-criminal poor behaviour and bullying witnessed by staff or reported to the school, specifically when a pupil is taking part in a school-organised activity, travelling to or from school, wearing school uniform, or is in any other way identifiable as a pupil at our school. We may also impose sanctions for off-site or online conduct that could have repercussions for the orderly running of the school, poses a threat to another pupil, or could adversely affect the school's reputation. While parents are primarily responsible for behaviour outside the school day, we believe that the same standards of behaviour apply online as apply offline, and everyone is expected to treat others with kindness, respect, and dignity. Inappropriate online behaviour, including bullying and the use of derogatory language, will be addressed in line with our standard disciplinary procedures; where such incidents raise safeguarding concerns, the school will follow its child protection policy and involve the Designated Safeguarding Lead (DSL) without delay.

7. Monitoring and communication

This policy is reviewed annually by staff and the school's governing body.

This policy is shared annually with staff, parents and pupils. The policy is published on the school's website. Paper copies can be obtained from the school office on request.

At Oakthorpe Primary School, we are committed to analysing behaviour data to seek trends and patterns of behaviour. We are committed to support and reduce disproportionate patterns of behaviour in regards to protected characteristics.

This policy should be read in addition to the following school policies:

- Behaviour statement: written principles
- Anti-bullying policy
- Safeguarding and child protection policy
- Equalities policy
- Online safety policy
- Suspensions and exclusions policy
- Complaints policy
- Special Educational Needs Policy
- RSHE Policy

Legislation and statutory requirements:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Equality Act 2010
- Children and Families Act 2014
- Human Rights Act 1998
- Children's Wellbeing and Schools Act 2026
- Health and Safety at Work etc. Act 1974
- Police and Criminal Evidence Act 1984 (PACE)
- Local Government Act 1972
- Freedom of Information Act 2000
- Data Protection Act 2018
- General Data Protection Regulation (UK GDPR)
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (July 2026)
- Keeping Children Safe in Education (KCSIE)
- Working Together to Safeguard Children
- Working Together to Improve School Attendance
- Special Educational Needs and Disability (SEND) Code of Practice: 0 to 25 years
- Relationships, sex and health education (RSHE) statutory guidance
- Alternative Provision: Statutory guidance for local authorities, headteachers and governing bodies
- Arranging Alternative Provision: A Guide for Local Authorities and Schools
- Promoting the education of looked-after children and previously looked-after children
- Governance handbook and competency framework

