

# Oak Hill First School



## Behaviour Policy

**Recommended by:** J Winterbourne

**Recommendation Date:** Summer 2025

**Ratified by:** S Stokes

**Signed:** *SDStokes*

**Position on Board:** Chair

**Ratification Date:** 23<sup>rd</sup> June 2025

**Next review:** Autumn 2026

**Policy Tier (Central/ Hub/ School):** School



Central Region  
Schools Trust  
Founded by the RSA

**“Our children, each and every one of them  
need to feel loved, cared for and inspired  
every single day.” Guy Shears (Exec Principal  
CRST)**

### **1. Introduction**

Our policy is based on the principles of mutual respect, self-regulation and proper regard for others. The aim is to create an inclusive, calm and safe environment in which exemplary behaviour is at the heart of productive learning. In everything we do, strong emphasis is placed on fostering caring, positive and supportive relationships between staff and pupils.

### **2. Aims of the policy**

- To develop a framework within which children can mature emotionally and in which relationships can flourish.
- For everyone to create an atmosphere in which effective learning can take place and children can fulfil their potential.
- To create a positive attitude towards others by behaving in a socially acceptable manner whilst working and playing.
- For children to develop self-discipline, self-regulation skills, and to encourage each child to be responsible for his/her own actions. For children to be considerate toward others and develop a personal code of behaviour.
- Through building a positive and open home school partnership, work supportively with parents to ensure a consistent approach to positive behaviour management.

### **3. Legal framework**

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) ‘Use of reasonable force’
- DfE (2015) ‘Special educational needs and disability code of practice: 0 to 25 years’
- DfE (2018) ‘Mental health and behaviour in schools’
- DfE (2022) ‘Behaviour in schools: Advice for Principals and school staff’
- Most recent addition of the DfE ‘Keeping children safe in education’
- DfE (2022) ‘Searching, Screening and Confiscation: Advice for schools’
- DfE (2023) ‘Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement’ Updated 2024 – attendance aspects.

**This policy operates in conjunction with the following school policies:**

- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Positive Handling Policy.
- Child Protection and Safeguarding Policy
- Anti-bullying Policy
- CRST Behaviour Principles
- Parental Behaviour Policy
- Exclusion & Suspension Policy

#### **4. Our School Rules**

We are restorative in our approach, using a range of methods and strategies in order to maintain positive relationships and we achieve this through using these five pillars of practice. (Paul Dix 2017)

We have three simplified core rules that are referred to and used regularly by everyone in school.

**At Oak Hill, we are all  
Ready  
Respectful  
Safe**

<b>Consistent, calm adult behaviour</b>	<b>Relentless routines</b>	<b>First attention for best conduct</b>	<b>Scripted supportive guidance</b>	<b>Restorative follow ups</b>
We model the behaviour we expect.	To support our high expectations and help everyone feel safe and secure.	Recognition and praise for expected behaviours.	To help prevent unexpected behaviours and de-escalate tricky situations, providing support and strategies to get back on track.	Conversations and actions that help the children learn how to fix things if they go wrong and develop a personal code of behaviour.

#### **5. Responsibilities**

##### **Expectations of staff**

We expect adults to:

- Meet and greet children at the door;
- Refer to 'Ready, Respectful, Safe';
- Model positive behaviours and build relationships;
- Plan lessons that engage, challenge and meet the needs of all children;
- Use visible recognition throughout lessons e.g. use recognition boards;
- Follow up every time, retain ownership and engage in reflective dialogue with children;
- Always notice and address any child who is not following our rules.

### **Expectations of parents**

We expect parent/carers to:

- Support the school in ensuring excellent behaviour is a shared expectation.;
- Support the class teacher in any support deemed necessary to help their child;
- Maintain open lines of communication with the school;
- Model positive behaviours and build relationships.

### **Expectations of leaders**

Leaders are not expected to manage behaviour in isolation.

We expect leaders to:

- Support, guide and model to colleagues to show a unified consistent approach to children's behaviour.
- Meet and greet the children at the beginning of the day;
- Be a visible presence around school to encourage great relationships and behaviour;
- Support staff in restorative actions as appropriate;
- Regularly celebrate staff and children whose efforts go above and beyond expectations;
- Encourage positive communication with parents;
- Ensure staff training needs are identified and supported;
- Use behaviour data to target and provide appropriate interventions.

### **Expectations of the Senior Mental Health Lead**

The Senior Mental Health Lead will be responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with social, emotional and mental health (SEMH) related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.

### **Expectations of the SENDCo**

The SENDCo will be responsible for:

- Collaborating with the governing body, Principal and the Senior Mental Health Lead to determine the strategic development of behaviour and SEMH policies and provisions in the school;
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support pupils, in line with the school's Special Educational Needs and Disabilities (SEND) Policy;
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.
- Manage a multi-agency response and assessment, should it be necessary, for a pupil who requires a risk reduction plan or behaviour support plan.

### **Expectations of the governing body**

The governing body will have overall responsibility for:

- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation;
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.

## **The governing board's responsibilities in relation to suspension and permanent exclusion (See Exclusion & Suspension Policy)**

- For suspensions of more than 5 days, the Governing body must arrange suitable alternative full-time education, which must begin no later than the 6th day of the suspension. For permanent exclusions, it's the responsibility of the local authority (LA) where the pupil lives to provide alternative education.
- Governing boards are legally required to consider exclusions and some suspensions. They also have the power to direct that the pupil be reinstated in certain cases. In the case of permanent exclusions, if the board decides not to reinstate the pupil, then the parents can request that it be considered by an independent review panel.

### **Pupils will be responsible for:**

- Their own behaviour both inside school and out in the wider community.
- Reporting any unexpected or unsafe behaviour to a member of staff.

## **6. Significant Incidents**

A significant incident is when the relational support and behaviour management systems have not proved effective in de-escalating unsafe or disruptive behaviour. If a child has caused a significant incident, they will be removed by the Principal, Vice Principal, SENDCo or senior member of staff to a safe, calm alternative environment where the child can continue their work, regulate their emotions and behaviour and stay safe. Their behaviour will have been judged to be significantly or persistently disruptive to good order, discipline or mental or physical safety to the child or the class. Parent/carers will always be informed and involved in discussions designed to improve behaviour.

Significant incidents include:

- Physical harm or injury with INTENT to hurt;
- Repeated physical harm or injury following reminders/support/advice from staff;
- Serious verbal abuse (including rude gestures) with INTENT to cause emotional hurt;
- Breaking the law for example, stealing, damage to property;
- Racial harassment. (Racial harassment incidents will be recorded separately in a log by the Principal or senior leader);
- Repeated bullying towards a child;
- Deliberate defiance;
- Persistent low-level behaviour not improving through restorative sanctions;
- Malicious accusations against school staff.

## **7. Children with Additional Needs / SEND**

Some children with special educational needs for social and emotional / mental health needs will be offered support from the SENDCo if their behaviour is frequently unexpected, disruptive or unsafe and no progress is seen using the relational support and systems. A behaviour support plan will be written and if required a risk reduction plan. The SENDCo will work in partnership with the parents / carers to formulate targets that the child can work on to improve their behaviour. The SENDCo will then monitor progress and liaise with class teacher, senior leaders / Principal and parents / carers on a regular basis. If a child with significant SEND needs and/or safeguarding concerns needs to be suspended and it is considered that being at home would be a risk to the child or the child would be vulnerable, an internal suspension will be given further consideration by the Principal. This will be recorded and communicated to parents in line with suspensions when a child must be at home.

## **8. The Curriculum and Learning**

We believe that an appropriately structured curriculum and effective learning play a significant contribution in ensuring appropriate behaviour. Thorough planning for the needs of individual children, the active involvement of children in their own learning and structured feedback all help to avoid the alienation and disaffection which can lie at the root of inappropriate behaviour. As adults, we are responsible for a model of positive and respectful behaviour towards children and each other. All children should be treated sensitively; responses should never damage self-esteem, focusing on the behaviour rather than the individual child. We need to teach behaviour as we teach other areas of the curriculum through modelling of and praise for good practice. We not only model ways of resolving conflict, but also important concepts such as trust, respect and valuing individual diversity. We will actively listen to each other and respond sensitively and constructively to issues.

## **9. Classroom ethos**

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging expected behaviour, the layout of the room, access to resources and classroom displays all have a bearing on the way children behave. Classrooms should be organised to develop independence and personal initiative. Classrooms should be arranged to aid accessibility and reduce uncertainty and disruption. Overall, the classroom should provide a welcoming and affirming environment, where children feel safe, valued and a sense of belonging.

## **10. Working in Partnership with parent/carers**

At Oak Hill, we believe in working in partnership with parent/carers so that they can support their school in promoting expected behaviour and attendance. We feel it is important that parent/carers know how we promote great behaviour in school and can participate in their children's education by having two-way communication with the school. The school works collaboratively with parent/carers so children receive consistent messages about how to behave. We aim to build a supportive dialogue between the home and the school. We do this by:

- Developing a welcoming climate where parent/carers are encouraged to participate and be aware of what is happening in school;
- Informal conversations;
- Communication via Class Dojo;
- Parents' consultation meetings;
- Newsletters;
- Oak Hill website;
- Providing opportunities for parent/carers to attend workshops/meetings to help support their child's learning;
- Being prepared to use the expertise and willingness of parent/carers and other family members as a valuable resource;
- Encouraging parent/carers and children to sign and adhere to the Home/School Agreement - this is then referred to when discussing matters that arise.

## **11. The use of reasonable force (Positive Handling - see separate policy)**

Members of staff have the power to use reasonable force for the following reasons:

- To prevent pupils committing an offence, injuring themselves or others, or damaging property.
- To maintain good order and discipline in the classroom.

Key members of staff are trained to do this safely, undergoing positive handling training every two

years. Parent/carers are informed that day if the use of reasonable force has been used for their child. A risk reduction plan and pastoral support plan is written, and a multi-agency approach or assessment may be considered necessary. Staff and parent/carers work together to ensure all parties agree with strategies used with the child's safety at the heart of the plan.

## **12. Sexual abuse and harassment**

The school will prohibit all forms of sexual abuse and harassment, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling child-on-child sexual abuse and harassment are detailed in the Child-on-child Abuse Policy. The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Discipline for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

## **13. Smoking and controlled substances**

The school will follow the procedures outlined in its Smoking & E Cigarette Policy and Policy Statement for Drug Education and The Management of Drug Related Incidents, when managing behaviour regarding smoking and nicotine products, legal and illegal drugs, and alcohol. In accordance with the Health Act 2006, the school is a smoke-free environment. Parents, visitors, staff and pupils are instructed not to smoke on school grounds.

## **14. Prohibited items, searching pupils and confiscation**

The Principal and staff authorised by them will have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Authorised members of staff will be permitted to use reasonable force when conducting a search without consent for the prohibited items, in line with the school's Positive Handling Policy. The prohibited items where reasonable force may be used are: Knives and weapons, alcohol, Illegal drugs, stolen items, tobacco and cigarette papers, fireworks, 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 any person, including the pupil themselves, or to damage the property of any person, including the pupil themselves.

The school will also identify the following as prohibited items which may be searched for by authorised staff without consent if necessary; however, reasonable force will not be used under any circumstances, E-cigarettes and vapes, lighters, aerosols, legal highs/psychoactive substances, energy drinks. All members of staff can use their power to search without consent for any of the items listed above. Staff will follow the provisions outlined in the school's Searching, Screening and Confiscation Policy when conducting searches and confiscating items.

## **15. Behaviour outside of school premises**

Staff can discipline pupils for misbehaviour outside of the school premises, including conduct online, when the pupil:

- Is in any way identifiable as being a pupil at the school, including the wearing of our school uniform
- Is travelling to or from school;
- Is taking part in any school-related activity;
- Could negatively affect the reputation of the school;
- Could pose a threat to another pupil, a member of staff at the school, or a member of the public;
- Could have repercussions for the orderly running of the school.

In all cases of unacceptable behaviour outside of the school premises, staff will only impose sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff. Complaints from members of the public about the behaviour of pupils from the school are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

#### **16. Bullying / Child on child abuse (See separate policies)**

Bullying within school and within the wider local environment is not condoned and appropriate action is taken when incidents occur. This applies equally to any suggestions or indications of racial harassment.

Any bullying witnessed outside of the school premises and reported to the school will be dealt with in accordance with the Anti-bullying Policy

#### **17. Suspension and permanent exclusion procedures**

As a last resort, suspensions and permanent exclusions are considered. We identify pupils who may be at risk of exclusion and implement a pastoral support plan in order to set individual behaviour targets for a pupil in order to reduce the risk of exclusion.

Suspension and permanent exclusion procedures will be taken only:

- In response to a serious breach or persistent breaches of the school's behaviour policy (violent/abusive behaviour towards other pupils and staff members will not be tolerated. Should circumstances allow, staff will always seek to employ strategies that we believe could help de-escalate the situation;
- If allowing the pupil to remain in school would affect the education or welfare of others.

A permanent exclusion would result in a pupil being taken off roll. Suspensions are for a shorter or fixed term and are generally between half a day to a few days at a time increasing over time for repeated behaviours that meet the above criteria.

Parent/carers should be notified immediately of a suspension and permanent exclusion. Ideally, a face-to-face meeting will be held. However, if this is not possible, they should be notified by telephone followed by a letter; a meeting is arranged to discuss the incidents as soon as possible after the event. Whilst the pupil is suspended/ permanently excluded his/her welfare remains the responsibility of the parent/carer and the pupil cannot come onto the school site. Work can be set for the suspension period and arrangements can be made for collection. Parent/carers have the right to make representations to the Governing Body's Disciplinary Committee concerning a suspension. For a permanent exclusion parent/carers have the right to appeal to the Local Governing Body. The parent/carer will be given the name, address and phone number of the person to contact in the letter sent by the Principal. Please see above information about suspension and permanent exclusion of pupils with SEND.