Behaviour Policy

Policy Author	**Mr. K Hopkins**	**Date of Approval**	10.11.25
Policy Approval	**Full Governing Board**	**Next Review Date**	September 2026

Aims and Expectations

At Oldbrook First School and Nursery, we want every member of the school community to feel valued and respected and to be treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. Our school behaviour policy, is therefore, designed to support the way in which all members of our school community can live and work together in a supportive way. It aims to promote a safe environment in which all pupils can learn and reach their full potential. We use a restorative approach to support our school community to build respectful relationships. Children are helped to understand the purpose and the practice associated with restorative principles. This involves relating to others of different age, ability, gender, race or religion with a sense of unconditional regard. When difficulties arise, it is the difficulty and not the child that is the problem. A sense of partnership is created through the process of building a learning community that is supportive, accountable and respectful.

Legislation and Statutory Responsibilities

This policy has been written on advice from the Department for Education (DfE):

- Behaviour and Discipline in Schools
- Searching, Screening and Confiscation at school
- The Equality Act 2010
- Use of Reasonable Force in Schools
- Supporting Pupils with Medical Conditions at School
- SEND Code of Practice
- Mobile Phones in schools: guidance
- Positive Environments Where Children Can Flourish

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty safeguard and promote the welfare of its pupils.
- Sections 88 – 94 of the Education and Inspections Act 2006, which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property.

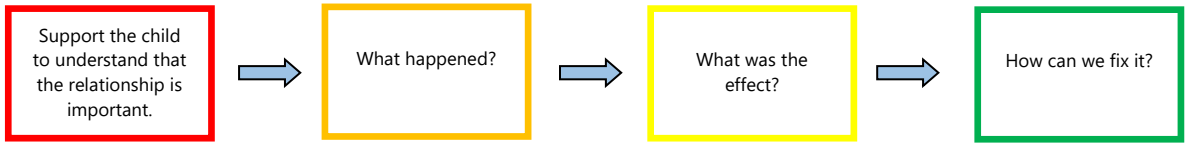
Our Restorative Approach

'Restorative Practice' uses community circles, restorative conversations and a committed partnership with parents and carers to achieve **respectful, collaborative relationships.**

Community Circles are used with peers and adults. Children are actively encouraged to listen and respond to a question that goes around the circle. The circles allow all the children to have a voice and feel as a part of their class. This is the first step to building strong relationships with others.

Restorative Conversations are an integral part of school life to teach and support children how to work and learn collaboratively with their peers. As part of our restorative practice in school, staff and children are encouraged to talk about any incident that has happened and discuss the effects of this action so that they can then restore the broken relationship, therefore teaching the children to be responsible for their own actions.

When we discuss the incident with the children involved, we use language that does not imply any blame. Instead, we focus on supporting the children to communicate to understand the effect of the action has had on others and explore ways to 'restore' the relationship.



Committed Partnerships with families and the community are integral to our ethos and vision. Parents and Carers are the most important part of their child's life and have the biggest influence on their learning. As part of Restorative Practice, we are committed to building strong relationships between home and school.

Golden Rules

The school has a number of Golden Rules. It is a means of promoting positive relationships, so that the school community can work together with the common purpose of helping everyone to learn. The school expects every member of the school community to behave in a caring way towards others.

This policy aims to help children to grow in a safe and secure environment and to become positive, responsible and increasingly independent members of the school community.

The school rewards positive behaviour, as it believes that this will develop an ethos of kindness and co-operation as well as reinforcing the right choices children make.

We treat all children fairly and apply this behaviour policy in a consistent way.

School Rules

Our Golden Rules

- We are kind and friendly;
- We try our best at work and play;
- We look after Oldbrook First School and everything in it;
- We speak and listen at the right times;
- We always walk in school;
- Sometimes we all make mistakes and we are sorry.

The class teacher will discuss the school's Golden Rules with their class. In addition to the school rules, each class, may if appropriate, have its own homebase rules, agreed by the children and displayed on the wall of the homebase. These rules will be discussed and reviewed at the beginning

of each school term. They are a teaching tool, which needs to be constantly reinforced and highlighted. In this way, every child in the school knows the standard of behaviour that we expect in our school.

If there are incidents of anti-social behaviour, the class teacher discusses these with the child involved through a restorative conversation. Community Circles provide the ideal opportunity to encourage the personal development of children and promote a caring and supportive environment, enabling all members of the school community to feel secure and respected. Sessions may also be used to highlight areas of concern relating to relationships and behaviour across the school. Therefore, as and when the need arises, Community Circles will be used in class to clarify issues [such as our `Golden Rules'] that staff and children need to be aware of.

Incentives to Positive Behaviour

At Oldbrook First School if a child successfully applies the Golden Rules, this should be acknowledged. In our school we believe the ideal incentives are the intrinsic rewards offered by:

- warm relationships;
- a stimulating curriculum;
- positive role models.

However, it is also important to have a reward system in place, which recognises all forms of social and academic achievement and effort. To ensure every child has the opportunity to experience success, we praise and reward children for positive behaviour in a variety of ways:

- Non-Verbal Praise: smiles, “thumbs up”.
- Verbal Praise: congratulating children is the most important factor in creating a positive atmosphere to promote positive behaviour. Verbal praise can range from a word in the ear to a shared recognition in class and should be related to the Golden Rules. It can also be given to-by everyone.
- Display: children's work will be presented in such a way that it will be obvious to any visitor that we are proud of success whether it is in quantity or quality of effort.
- Marking Policy: marking will be used to build on success and encourage by positive verbal feedback.
- Privileges or Jobs: within each class, there will be jobs e.g., taking the register.
- Sharing: in recognition of a particular task or behaviour, children may share their success with others: for example, the class; the next class or teacher; or a chosen adult, e.g., caretaker/ school secretary/ Headteacher.
- Stickers: each class will have its own supply of stickers, which may be used to reward the children for positive behaviours and good work.
- Certificates: each class may use certificates to reward the children for positive behaviour and good work.
- Celebration Golden Assembly on Friday: each week we nominate two children from each class to be an ‘Oldbrook Goldie’. They receive a certificate in the school assembly and sit on the ‘Golden Chairs’.
- Person of the Week: The Headteacher will choose one child each week to be ‘Person of the Week’. This is a special award to acknowledge those children who are always well-behaved.

Consequences to Misbehaviour

Children are aware that if they do not keep to the school rules, there will be a consequence. The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation:

- we expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher or teaching assistant.
- we expect children to try their best in all activities. If they do not do so, we will offer guidance and support.
- if a child is disruptive in class, the teacher or teaching assistant reminds them of the expectation. If a child misbehaves repeatedly, the child is moved from the rest of the class until they calm down and is in a position to work again with others.
- the safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and the class will be moved.
- if a child threatens, hurts or bullies another child, the class teacher records the incident using MyConcern as an incident of child-on-child abuse and appropriate action is taken. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.

If a child breaks the Golden Rules in consequence, there may be a sanction. It is our belief that sanctions consistently and firmly applied will result in boundaries being clearly drawn and, therefore, positive behaviour promoted. It is important to remember at all times to target the behaviour and not the child:

- Praise: praise children showing appropriate behaviour in class.
- Non-Verbal: a look, shake of the head, a slow walk to the child.
- Verbal: a reminder of the Golden Rules. At this stage, it is hoped that this will be in a 1:1 situation, quietly, without the rest of the class becoming distracted.
- Verbal Warning: a clear, concise message.
- Time Out: the child is asked to move from their seat to another (if space is available, a designated area), where they will have a clear explanation of the behaviour required for them to return to their original seat. This `behaviour' may be the completion of task or a time period of appropriate action.
- Referral to Senior Staff: a child displaying persistent behaviours may be referred to a senior member of staff, who will decide on an appropriate sanction. e.g., the child to work in another class for a period of up to 30 minutes; loss of free time; a written apology may be appropriate. Children who need to see a senior member of staff will be planned.
- Fast Track: for certain severe behaviours, a child will be referred directly to the Headteacher, e.g., serious fighting; bullying behaviour including racism; bad language; defiance; damaging school or others' property, bringing objects in from home to threaten. Due to the seriousness of these behaviours the parents will be contacted at this stage. The behaviour may necessitate suspension where a child will be working away from the class for a day.

Children with Social, Emotional and Behavioural Difficulties and SEND
Very occasionally, some children may require more specific interventions. It is important to identify small, achievable targets so that they can experience success. In the case of such a child, a special Individual Behaviour Plan needs to be agreed which concentrates on one target of achievable behaviour that should be regularly monitored, with specific rewards that will motivate the child. In cases like this, the child will be placed on the SEND register. Parents will be involved in agreeing the Individual Behaviour Plan, which will be consistent with the principles and practices within this and the SEND policy. Staff may be re-deployed for periods of time to support individual children. All staff will be informed of the needs of the child and will work together.

Banned Items
All stakeholders will recognise that there is a broad range of items which if, brought into school or, in the possession of a young person, could compromise the health and safety of the individual pupil, other members of the school community, including students, staff or visitors to the school. The Governing Body has a duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

Banned items are all items contained within the prohibited or illegal items list as outline DfE Searching, Screening and Confiscation advice for schools.

All screening, searching or confiscation will be carried out by a member of the leadership team and in accordance with the DfE Screening Searching and Confiscations advice 2014. The Headteacher will always consider their safeguarding responsibilities arising from the discovery of a banned item and will make referrals as appropriate.

Mobile Phones
The school prohibits children from bringing mobile phones and other smart technology with similar functionality to school. Staff will inform the Headteacher of any breaches to this and will result in parents being informed and any action taken. Exceptions will be made on an individual basis for pupil's who require a device for medical purposes and parents will be informed that this device is only for the intended medical use.

Suspension and Exclusion
On rare occasions, the Headteacher may feel that the formal process should be activated to remove the child from the school temporarily.

Suspension or Exclusion is an extreme step and will only be taken in cases where:

- Long-term misbehaviour is not responding to the strategies, and the safety and learning of others is being seriously hindered;
- an incident of extreme seriousness has occurred and all parties need a short period

to consider the best course of action.

In all cases, the Council's guidance/procedures will be followed.

Roles and Responsibilities

We are all responsible for our own behaviour. For children, especially, and, in some cases, for adults, allowance has to be made according to circumstances, situation and, in the case of children, age. However, the staff team will strive to have a common understanding of what constitutes acceptable behaviour and will always work to ensure the highest standards are maintained. Important contributions to the behavioural ethos of the school come through:

- example;
- supporting relationship building through Restorative practices
- dealing with inappropriate behaviour firmly and fairly;
- well planned and clear management of children;
- building team spirit through class and whole school activity;
- assemblies;
- Religious Education;
- Personal, Social and Health Education.

The Role of the Class Teacher

It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.

The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

The class teacher treats each child fairly and enforces the classroom code consistently. The teacher treats all children in their class with respect and understanding.

If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents on MyConcern. Staff will respond in a consistent, fair and proportionate manner so pupils know with certainty that misbehaviour will always be addressed. In the first instance, the class teacher deals with incidents following the and de-escalation techniques may be used to prevent further behaviour issues arising. However, if misbehaviour continues, the class teacher seeks help and advice from the Headteacher.

The class teacher [alongside the SENCo] liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the LA Behaviour Support Service.

The class teacher reports to parents on the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

The Role of the Headteacher

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the School Behaviour Policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school and is responsible for behaviour and acting as lead DSL.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Headteacher keeps records of all reported serious incidents of misbehaviour using MyConcern.

The Headteacher has the responsibility for giving suspensions and exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

The Headteacher and Staff will consider whether any misbehaviour gives cause to suspect that a pupil is suffering, or is likely to suffer, harm. Where this may be the case as set out in KCSIE Part1, all staff will follow the Child Protection policy and speak to the Designated Safeguarding Lead.

The role of Parents/Carers

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

We explain the school rules in the School Prospectus, new parent meetings, at induction or re-induction and we expect parents to read these and support them.

We expect parents to support their child's learning, and to co-operate with the school, as set out in the Home–School Agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions with a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher followed by the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

It is the school's policy to welcome the interest and close involvement of parents. Parents are encouraged to make an appointment if they have a specific matter to discuss with the

Headteacher or teaching staff. The development of positive behaviour patterns and self-discipline is seen to be a gradual process which importantly begins at home. We hope that parents will support the school's behaviour policy.

The school ensures that parents have regular opportunities to liaise with the child's teacher and exchange information about his or her progress and behaviour.

If a child's behaviour is giving cause for concern, parents are always contacted and involved at an early stage. If a particular incident occurs, then the child's teacher will inform the parents; they will be invited into the school to talk about the incident, if this seems appropriate. The Headteacher or Assistant Headteacher will be informed if a letter is written or if the incident is of a serious nature.

The Role of Governors

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governing body must provide clear advice and guidance to the headteacher on what the school can base the behaviour policy. The governors support the Headteacher in carrying out these guidelines.

The Headteacher has the day-to-day authority to implement the School Behaviour Policy, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

Staff Development, Induction and Support

The school is committed to providing professional development opportunities on behaviour management for all staff. All newly appointed staff undertaken induction where the school's behaviour and anti-bullying procedures are shared and discussed. Further training is provided where needed.

Record Keeping

Incidents are recorded on MyConcern and monitored.

The Headteacher keeps a record of any child who is suspended or excluded.

Monitoring

The Headteacher monitors the effectiveness of this policy on a regular basis. He also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

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

Review

The areas targeted for review will be:

- The aims - are they still valid?
- The Golden Rules - are they still pertinent and being applied consistently?
- Rewards/sanctions - are they appropriate and do they act as incentives/disincentives?

Application of the Policy

This Behaviour Policy is for all of our school community. If it is to be effective everyone must use it with confidence and consistency.

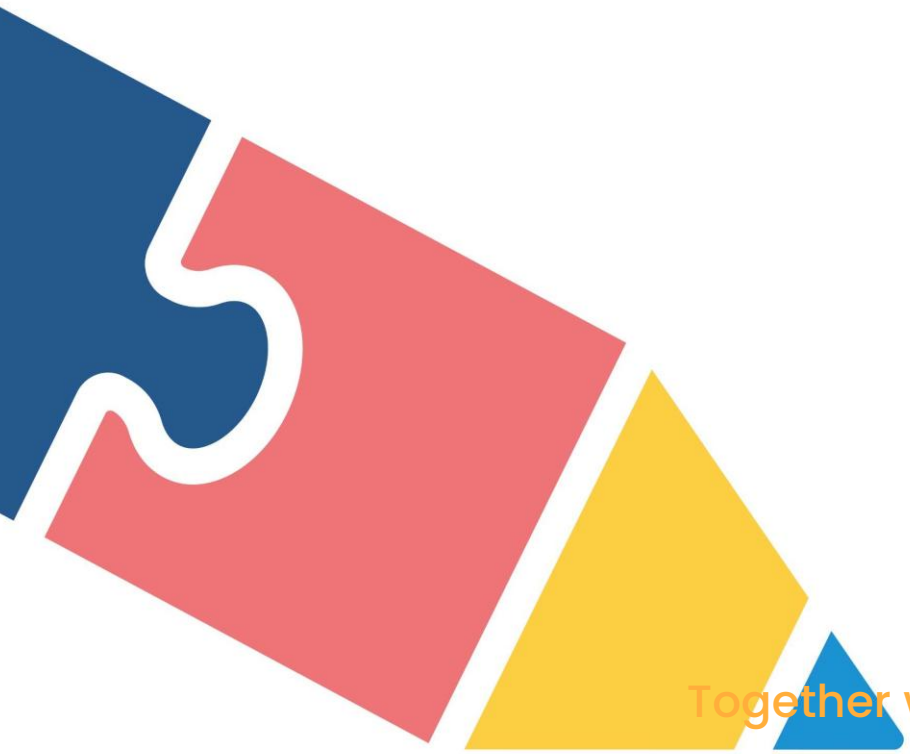
There may be occasions when specific rules need to be applied, i.e., the dining hall, science or technology lessons, on visits; however, the same principles of promoting good behaviour through the policy will always apply.

Monitor and Improve

Oldbrook School and Nursery will regularly review any behaviour and attendance data and compare to any national data sets. This will inform future plans and early interventions to support pupils and the community. Persistent absence and lateness is treated as a safeguarding concern.

The headteacher will keep up to date with Government updates and reflect changes within the Policy to inform our practice.

The headteacher will periodically invite feedback from the school community and adjust where needed.



Appendix 1: Routines and Expectations of Behaviour at Key Times of Day

Children will come into the school building from 8.40am. They should be accompanied by a parent or family member on the playground before this time.

Children will be in the homebase ready to begin the day's work, by 8.45am each day.

Children will line up quietly when asked to or when preparing to move around the school building. They will move in pairs, without talking, remembering that others may still be working, and will show consideration for others by holding doors and stepping back to let others pass, where appropriate.

At other times when moving through school on errands or to go to the library, children will observe these same rules of courtesy and consideration.

At the end of breaktimes and lunchtime, children will line up quickly and quietly when the bell is rung. They will wait in line, without talking, to be sent into class. They will walk into the building quietly, and quickly settle themselves down ready to work.

At the end of the day, children will walk quietly out of the building by their class door. They will be careful of others and not push, run or shout.

Manners

Everyone at Oldbrook will treat each other with kindness and respect. This means good manners – using "please" and "thank you"; holding doors for each other; offering to help if possible; being polite and helpful to visitors in the school; and looking after each other as fully as possible.

Respect for Property

Children will be careful of the school building and its furnishings. They will not intentionally damage or deface any part, either internally or externally.

Children will handle books, textbooks, equipment and supplies with care; they will use these things sensibly and put them away when they have finished with them or when asked. They will take responsibility for tidying up their own things. They will also help others by tidying up, when necessary, even if they have not used everything that needs putting away.

Children will use the cloakrooms with care and consideration. They will ensure their own property is put away properly and take care not to disturb and damage others' property. If something should get knocked down, they will be kind and pick it up.

The Working Environment
Children will have a respect for the various abilities of others. They will apply themselves fully to their tasks, co-operating with all staff and children with whom they might be asked to work. They will normally work quietly, ensuring that the unnecessary movement or noise does not affect the concentration of others. Children will strive to do their best in all things.

The Play Environment
Children, in their free time, will continue to be respectful of the rights and wishes of others. They are expected to be kind, caring and thoughtful. They will be expected to abide by the rules of the play area which are established to ensure that all are safe and so that the majority can make good use of the space available.

Personal Belongings
Children are discouraged from bringing to school any personal belongings of value. They must be responsible for those items they do bring and when, on occasion, they do bring something of value, it should be given to the teacher for safe-keeping.

Appendix 2: The Use of Force to Control or Restrain Children

There are occasions when the restraint of children may be necessary. The actions that we take are in line with government guidelines on the restraint of children.

All members of staff are aware of the regulations regarding the powers of teachers and other staff on the use of reasonable force to restrain pupils clarified by DfES Circular 10/98 on Section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils and the Education and Inspection Act 2006

All members of school staff have a legal power to use reasonable force. It can also apply to people whom the Headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying pupils on school organized visits. Consideration is given to pupil's with disabilities or SEND. Reasonable force can be used to:

- Prevent children hurting themselves or others, from damaging property or from causing disorder;
- Control or to restrain pupils;
- Remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behavior that disrupts the behavior of others;
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- Restrain a pupil at risk of harming themselves through physical outbursts. (This list is not exhaustive)

All staff are authorised to use reasonable force to control or restrain children.

Anti-bullying Policy

Introduction

Oldbrook First School and Nursery does not tolerate bullying of any kind including cyberbullying, harmful content, misinformation, disinformation, conspiracy theories, generative AI misuse, prejudice-based bullying and discriminatory bullying. If we discover that an act of bullying or intimidation has taken place, we will act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. Everyone has the right to feel safe and happy at school and the responsibility to ensure others feel safe and happy too.

Aims and Objectives

This policy aims to produce a consistent school response to any bullying incidents that may occur.

We aim, as a school, to produce a safe and secure environment where all can learn without anxiety.

We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

A Definition

Bullying can take a number of forms; therefore, the following definition is included to clarify our use of the word and describe what we see as bullying behaviour.

Bullying is persistent action taken by one or more children with the deliberate intention of hurting another child, either physically or emotionally through:

- name calling;
- interfering with friendships;
- physical contact;
- negative body language;
- interfering with personal belongings;
- making fun of others.
- cyberbullying
- prejudice based bullying
- discriminatory bullying

All children must be encouraged to report such acts.

The school will contact the parents of any child undertaking such acts and discuss ways to support. In cases where the behaviour persists, a second warning may be given to parent and child. This clear warning will relate the fact that bullying will not be tolerated within the school and that a child who displays negative attitudes towards others requires further support.

The support will be based on an agreed approach by school, parents and other agents. If the child or parents are not able or willing to co-operate, and the behaviour persists, the Headteacher and governors will consider suspension or permanent exclusion of the child from Oldbrook First School.

The Role of Governors

The governing body supports the Headteacher in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the governing body does not allow bullying to take place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

The governing body monitors the incidents of bullying that occur, and reviews the effectiveness of the school policy regularly. The governors require the Headteacher to keep accurate records of all incidents of bullying and to report to the governors, on request, about the effectiveness of school anti-bullying strategies.

The governing body responds within ten days, to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the Headteacher and asks him/her to investigate the case and to report back to a representative of the governing body.

The Role of the Headteacher

It is the responsibility of the Headteacher to implement the School Anti-bullying Strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying. The Headteacher reports to the governing body about the effectiveness of the Anti-bullying Policy on request.

The Headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The Headteacher draws the attention of children to this fact at suitable moments as part of the school's values. For example, if an incident occurs, the Headteacher may decide to use Assembly as a forum in which to discuss, with other children, why this behaviour was wrong

The Headteacher ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying.

The Headteacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

The Role of Staff

All staff in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place. All incidents are logged on MyConcern.

If a member of staff witnesses an act of bullying, they do all they can to support the child who is being bullied. If a child is being bullied over a period of time, then, after consultation with the Headteacher, the teacher informs the child's parents.

This may involve counselling and support for the victim and support for the child who has carried out the bullying. We spend time talking to the perpetrator, explaining why the action was wrong, and endeavour to help the child change their behaviour in future. If a child is repeatedly involved in bullying other children, the Headteacher and the Special Education Needs Co-ordinator is informed. Parents are invited into school to discuss the situation. In more extreme cases, for example, where these initial discussions have proven ineffective, the Headteacher may contact external support agencies.

Teachers will attend training, which enables them to become equipped to deal with incidents of bullying and behaviour management where necessary.

Teachers attempt to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.

The Role of Parents

Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately.

Parents have a responsibility to support the school's Anti-Bullying Policy and to actively encourage their child to be a positive member of the school.

Monitoring and Review

This policy is monitored by the Headteacher. If requested, reports are provided to governors about the effectiveness of the policy,