OAKDENE
PRIMARY ACADEMY

GROWING FOR EXCELLENCE

BEHAVIOUR POLICY
2026-2027

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A GREAT PLACE **TO BE A PART OF**

MEMBER OF THE WADE DEACON TRUST

Oakdene Primary Academy – Growing Through Excellence

Statement of Intent and Purpose

At Oakdene Primary Academy, our mission statement represents our shared aspiration for every child, member of staff and family within our community. We bring this vision to life through *The Oakdene Way* and our six core values, which underpin all aspects of school life.

We believe that outstanding behaviour is fundamental to creating a safe, respectful, and ambitious learning environment where all children can thrive. Our behaviour expectations are rooted in positive relationships, mutual respect, and a commitment to helping every child become a confident, responsible, and successful member of society.

Our Aims

At Oakdene Primary Academy, we aim to:

- Enable every child to achieve their full potential, both academically and personally.
- Develop responsible, respectful citizens who value themselves, others, and the wider environment.
- Foster independence, resilience, and a lifelong love of learning.
- Equip children with the skills, flexibility and adaptability needed to succeed in an ever-changing world.
- Create a nurturing environment where every child feels valued, safe, included, and confident.
- Promote positive relationships built on kindness, empathy, honesty, and respect.
- Encourage children to take ownership of their choices, actions, and behaviour.
- Celebrate effort, achievement, and personal growth across all aspects of school life.

Our Commitment

We are committed to maintaining the highest standards of behaviour through a consistent, fair, and restorative approach. Our expectations apply to all members of the school community and are implemented with clarity, kindness, and integrity.

We recognise that every child is unique. While our expectations remain high for all, we acknowledge that some pupils may require additional support, guidance or reasonable adjustments to help them succeed. In line with the Equality Act 2010 and our inclusive ethos, we are committed to ensuring that our policies and practices promote equality, remove barriers to success and meet the individual needs of all learners, including those with special educational needs and disabilities (SEND).

Through strong partnerships between school, home and the wider community, we strive to ensure that every child at Oakdene Primary Academy flourishes both socially and academically, leaving us as a confident, compassionate and capable young person, fully prepared for the next stage of their education and beyond.

At Oakdene Primary Academy, we are committed to promoting equality, diversity, and inclusion in line with the Equality Act 2010 and the Public Sector Equality Duty. All pupils have equal access to a broad and balanced curriculum, and we use inclusive resources that positively represent diverse cultures, backgrounds, abilities, and experiences. Through The Oakdene Way, we foster a respectful, supportive, and inclusive environment where every child is valued, treated fairly, and encouraged to demonstrate kindness, responsibility, and respect for others.

The Oakdene Way

At Oakdene Primary Academy, we have high expectations for behaviour and conduct. We believe that positive behaviour creates the best conditions for learning, wellbeing, and personal development. The Oakdene Way sets out the values and behaviours expected of all members of our school community and underpins everything we do. By consistently following our four school rules, we create a safe, respectful, and inclusive environment where everyone can thrive:

- Be Ready
- Be Respectful
- Be Resilient
- Be Safe

All pupils, staff, parents, and visitors are expected to uphold and model *The Oakdene Way* at all times.

Our Values

Our core school values are at the heart of everything we do and shape the behaviour, attitudes, and choices we expect from our children. Each half-term, one of our values is selected as a whole-school focus, providing opportunities for pupils to explore its meaning and importance through assemblies, classroom activities, and singing practices. This helps to reinforce our shared ethos and encourage children to demonstrate the value in their everyday actions

School Values celebrated half-termly

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Responsibility	Respect	Friendship	Honesty	Determination	Pride

Through our School Values, we nurture children to become confident, curious, and enthusiastic learners who show kindness, respect and understanding towards others. We are committed to creating an inclusive environment where every child feels safe, valued and supported to achieve their full potential. By celebrating diversity, embracing individual differences, and promoting equality of opportunity, we help our pupils develop empathy, resilience, and a strong sense of belonging. Our aim is for every child to leave our school prepared to thrive and make a positive contribution in a diverse and inclusive society.

Our Visible Consistencies

At Oakdene Primary Academy, all adults are expected to consistently demonstrate the following behaviours:

- We meet and greet pupils every day.

- We follow up all conversations and every incident that occurs to ensure learning and restoration take place.
- We explicitly teach and reinforce behaviours and routines.
- We support all children and each other.
- We build positive relationships and emotional currency.
- We praise in public and reprimand in private.
- We apply behaviour expectations and consequences fairly and consistently.
- We promote self-regulation and emotional literacy.
- We use scripted and restorative conversations.
- We communicate calmly, respectfully, and consistently.
- We maintain high expectations for behaviour, attendance and conduct always.
- We model the behaviours, attitudes, and values we expect from pupils.
- We create an inclusive environment where every child feels safe, valued, and supported.
- We recognise and respond appropriately to the individual needs of pupils, including those with SEND and additional vulnerabilities.
- We promote positive behaviour through encouragement, recognition, and celebration of success.
- We work collaboratively with parents and carers to support pupils' behaviour and wellbeing.
- We maintain a safe, calm, and purposeful environment that supports learning.
- We address any behaviour that may impact on safeguarding, wellbeing, or the dignity of others promptly and appropriately.

Roles and Responsibilities

The Governing Board is responsible for:

- Helping to establish and promote the principles and values of the school.
- Ensuring that a written behaviour policy is in place and reviewed regularly.
- Evaluating and reviewing this policy to ensure that it is lawful, fair, inclusive, and non-discriminatory.
- Monitoring the effectiveness of the policy and its impact on pupils and staff.
- Ensuring the school fulfils its statutory duties relating to behaviour, equality, safeguarding and SEND.
- Supporting leaders in maintaining high standards of behaviour and conduct throughout the school.
- Ensuring that appropriate resources and training are available to support effective behaviour management.
- Holding school leaders to account for the implementation and effectiveness of the behaviour policy.
- Ensuring stakeholder views, including those of staff, pupils and parents, are considered when reviewing behaviour culture and practice.
- Ensuring that behaviour expectations contribute to a safe, respectful, and inclusive environment for all pupils.

The Headteacher is responsible for:

- The day-to-day implementation of the Behaviour Policy.
- Establishing and maintaining a culture of high expectations for behaviour and conduct.
- Ensuring all staff understand and consistently apply the school's behaviour systems.
- Providing training, guidance, and support for staff.
- Monitoring behaviour, attendance and conduct across the school and acting where necessary.
- Ensuring appropriate support and reasonable adjustments are in place for pupils with SEND or additional needs.
- Reporting to governors on behaviour trends, exclusions, suspensions, and behaviour outcomes.
- Promoting a safe, calm, and inclusive environment where all pupils can learn and thrive.

Staff are responsible for:

- Implementing the Behaviour Policy consistently.
- Modelling positive behaviour and respectful relationships.
- Teaching and reinforcing expected behaviours and routines.
- Maintaining high expectations for all pupils.
- Recording, monitoring, and following up on all behaviour incidents, where appropriate.
- Supporting pupils to regulate their behaviour and make positive choices.
- Working in partnership with parents, carers and external agencies when required.
- Taking account of pupils' individual needs and making reasonable adjustments where appropriate.

Pupils are responsible for:

- Demonstrating the school's values in their actions and attitudes.
- Following school expectations and routines.
- Treating others with kindness, respect, and consideration.
- Taking responsibility for their behaviour and learning from mistakes.
- Contributing positively to a safe, inclusive, and respectful school environment.

Parents and Carers are responsible for:

- Supporting the school's behaviour expectations and values.
- Working in partnership with the school to promote positive behaviour.
- Communicating concerns appropriately and respectfully.
- Ensuring their child attends school regularly and punctually.

- Supporting agreed strategies that help their child succeed socially, emotionally, and academically.

These additions align well with the DfE's emphasis on a whole-school culture, clear expectations, inclusion, SEND considerations, safeguarding, parental partnership, and consistent implementation.

3) Routines and Expectations

Staff Induction

All new members of staff receive a copy of the Behaviour Policy at their induction meeting with the headteacher. All staff are informed about and receive updated training on the behaviour policy at least annually in September each year, or when any significant changes to the behaviour policy are made.

Positive Routines

Each class will maintain clear and easy-to-follow routines set out by staff, who will develop a positive, friendly hard-working atmosphere in their own classroom. This should include at least the following:

• Start of the day - all children will be greeted at the door when they arrive at their classroom every day, just as they would if entering a household.

• Assemblies – children will stand behind their chair and will be expected to line up and walk into and from assembly sensibly and silently. In assembly, children are expected to listen to and join in with the music as they enter/leave. They are also expected to contribute to topics/themes on discussion.

• Walking in from break/lunch – children should be collected from the playground by staff. They will walk in alphabetical order (or a specific class order), and sensibly put coats away/wash hands before entering class.

• Routines will be established for giving out and collecting resources and books, whilst ensuring no children are in any area without adult supervision.

Values Within the Curriculum

• Oakdene School Values underpin the curriculum.

• Values are threaded throughout topics and lessons as part of our curriculum work in class to underpin learning.

Values Songs & Videos

• Our school has unique songs for each of our values, written specifically for Oakdene.

• These songs are learnt and performed by the children and staff.

• The songs are also used as background music (in addition to other suitable songs) for videos made each half term by staff to highlight our values and achievements. These videos are made available to the school community on our school website and/or social media pages.

Anti-Bullying and Promoting Positive Relationships

At Oakdene Primary Academy, we are committed to creating a safe, inclusive, and respectful environment where every child feels valued and protected. Bullying of any kind is not tolerated and is dealt with promptly and effectively in line with our Anti-Bullying Policy.

Our school values play a key role in preventing bullying and promoting positive behaviour. Through our curriculum, assemblies, daily interactions, and behaviour systems, we teach children the importance of kindness, respect, empathy, and responsibility towards others.

- Our behaviour expectations, alongside our systems of rewards and consequences, encourage children to make positive choices and treat others with respect.
- Respect is the whole-school value focus during the second half of the autumn term and is reinforced through Anti-Bullying Week activities.
- This is followed by our Friendship value during the first half of the spring term, helping pupils to develop positive relationships and an understanding of inclusion and belonging.
- Safer Internet Day provides further opportunities to discuss respectful behaviour, online relationships, and digital responsibility.
- Online safety, digital literacy, and appropriate online conduct are taught throughout the year, with dedicated learning in the autumn term and regular revisiting through Computing and Personal Development lessons.
- We explicitly teach children how to challenge prejudice, celebrate diversity, and demonstrate respect for all members of our community.
- We promote an environment where children feel confident to speak to a trusted adult if they have concerns about bullying, unkind behaviour, or online safety.

By embedding these values throughout school life, we help children develop the skills and understanding needed to build positive relationships and contribute to a safe, respectful, and inclusive school community

Upholding Our Values Beyond the School Gates

We have high expectations of our pupils and believe that our school values should be demonstrated both in and out of school.

Children are expected to uphold the standards of behaviour associated with Oakdene Primary Academy whenever they are:

- Wearing school uniform.
- Travelling to and from school.
- Representing the school at events, sporting activities, or educational visits.
- Participating in any activity linked to the school.

Pupils are expected to act with kindness, respect, and responsibility towards others and to contribute positively to the reputation of the school.

Where behaviour outside of school has an impact on the wellbeing, safety, or reputation of members of the school community, the school reserves the right to investigate and apply appropriate sanctions in accordance with this policy.

We are committed to ensuring the safety and wellbeing of our pupils, staff, and the wider community. By maintaining clear expectations and consistent responses to behaviour, we

ensure that everyone associated with Oakdene Primary Academy can learn, work, and interact in a safe, respectful, and supportive environment.

Extended Services

Oakdene Primary Academy is committed to maintaining high standards of behaviour across all aspects of school life. The expectations set out in this Behaviour Policy apply to all pupils attending any school-led or school-approved extended provision, including:

- Breakfast Club.
- After-School Club.
- Extra-curricular clubs and activities.
- Holiday provision operated on behalf of the school.
- Educational visits and enrichment activities.

All providers delivering extended services on behalf of the school will be expected to follow the principles, expectations and procedures outlined in the Oakdene Behaviour Policy. Providers will be given access to relevant school policies and guidance to ensure a consistent approach to behaviour management across all settings.

Staff and providers are expected to:

- Promote the school's values and behaviour expectations.
- Use positive relationships and praise to encourage appropriate behaviour.
- Apply behaviour expectations fairly, proportionately, and consistently.
- Support pupils to reflect on their behaviour and make positive choices.
- Take account of pupils' individual needs, including any SEND, safeguarding, or pastoral considerations.

Positive behaviour will be recognised and celebrated in the same way as during the school day. Where inappropriate behaviour occurs, staff will follow the school's agreed behaviour procedures. Any significant incidents will be communicated to school leaders and parents/carers as appropriate.

By maintaining consistent expectations across all extended provision, we help children feel safe, supported, and successful wherever they engage with the Oakdene community.

Pupil Transition

We recognise that times of transition can be both exciting and challenging for children and families. Oakdene Primary Academy is committed to ensuring that all pupils experience a positive, supportive, and successful transition into, through and beyond our school.

Transition arrangements are designed to promote wellbeing, inclusion, belonging, and continuity, while recognising that some pupils may require additional support as they adjust to new environments, expectations, and routines.

New Pupils Joining Oakdene

When a pupil joins Oakdene Primary Academy during the academic year, we will:

- Provide a welcoming and supportive induction.
- Ensure pupils and families are introduced to key staff, routines, and expectations.
- Explicitly teach and reinforce school values, behaviour expectations, and classroom routines.
- Share relevant information between schools and agencies, where appropriate, to support a successful transition.
- Identify any additional needs and put appropriate support in place as early as possible.

Transition Between Year Groups

At the end of each academic year, pupils are given opportunities to meet their new teacher and become familiar with their new learning environment.

During transition activities and at the beginning of each academic year, staff will:

- Re-establish school values, expectations, and routines.
- Build positive relationships with pupils and families.
- Support children to understand any changes to classroom organisation and expectations.
- Ensure children feel safe, confident, and prepared for the next stage of their education.

Early Years Foundation Stage (EYFS)

Additional transition arrangements are in place for children joining Reception to support a successful start to school. These may include:

- Parent and carer information meetings.
- Visits to and from nursery or pre-school settings.
- Opportunities for children to visit the school and meet staff.
- Information-sharing between educational settings and families.
- A graduated transition programme tailored to individual needs where appropriate.

Enhanced Transition Support

Some pupils may require additional transition arrangements, including those with SEND, social, emotional, or mental health needs, those who are vulnerable, or those joining from alternative educational settings.

Where required, the school will work in partnership with families, previous settings, and external agencies to provide:

- Additional visits and familiarisation sessions.
- Visual supports and personalised transition plans.

- Enhanced pastoral support.
- Reasonable adjustments to help pupils settle successfully into school life.

Through careful planning and strong partnership with families, we aim to ensure that every child feels welcomed, included and ready to thrive as a member of the Oakdene Primary Academy community.

Oakdene Behaviour Blueprint

• This document (see Appendix) is a less detailed version of the behaviour policy (this document).
• A copy is kept in each classroom were this is displayed and referred to.

4. Rewards in School

Rewards and Recognition

At Oakdene Primary Academy, we believe that positive behaviour should be recognised, celebrated, and encouraged. Our approach is designed to develop intrinsic motivation by helping children understand the importance of making positive choices, while also using meaningful rewards to reinforce our school values and expectations.

Through praise, recognition, and celebration, we aim to foster a culture where children feel valued, motivated, and proud of their achievements. Rewards are linked to our school values and recognise not only academic success but also effort, resilience, kindness, responsibility, respect, and contribution to the school community.

Values Awards

Values Awards are presented at the end of each half-term to recognise pupils who have consistently demonstrated the school's current value focus.

- Two awards are presented in each class.
- One recipient is nominated by staff in recognition of their commitment to the value.
- One recipient is chosen by their peers, helping children recognise and celebrate positive role models within their class.
- Children are encouraged to consider how nominees have demonstrated the value through their behaviour, attitudes, and relationships with others.
- Parents and carers of award recipients are invited to attend the Values Assembly where awards are presented.

These awards reinforce the importance of living our values each day and recognising the positive impact individuals have on our school community.

Weekly Celebration Certificates- Star Pupil

Weekly Celebration Certificates are presented during our Celebration Assembly to recognise pupils who consistently demonstrate our school values through their actions, attitudes, and achievements.

Each week, two children from every class receive this special award. Recipients are selected by class teachers and support staff in recognition of their positive contribution to school life.

Certificates may be awarded for:

- Excellent behaviour
- Outstanding effort and perseverance
- Resilience when facing challenges
- Significant improvement in learning
- Kindness and respect towards others
- Leadership and responsibility
- Positive contributions to the school community

We encourage all children to share their achievements with their families and celebrate their success at home.

Reading Award

Alongside our Celebration Certificates, we also present a Reading Award each week. This award recognises children who have shown a love of reading, made excellent progress, read regularly at home, or demonstrated enthusiasm and commitment to developing their reading skills.

Mathematician of the Week

Our Mathematician of the Week award celebrates children who have shown outstanding achievement, effort, problem-solving skills, resilience, or enthusiasm in mathematics. This award highlights those who embrace challenge, think creatively, and demonstrate a positive attitude towards their mathematical learning.

By recognising success regularly, we help to build confidence, motivation, and a sense of pride in personal achievement.

Class Dojo Rewards

Class Dojo is used across the school as a consistent system for recognising positive behaviour, effort, and achievement.

Dojo points may be awarded for:

- Demonstrating school values.

- Showing excellent behaviour and attitudes to learning.
- Producing work of a high standard.
- Demonstrating resilience, perseverance, and a growth mindset.
- Being a positive role model for others.
- Showing kindness, responsibility, and respect.
- Making a positive contribution to the school community.

All staff can award Dojo points, ensuring that positive behaviour is recognised both within classrooms and across the wider school environment.

Dojo points are awarded based on the following guidelines:

1 dojo point = Good effort

2 dojo points = Very Good

3 dojo points = Outstanding

Weekly Dojo Awards

Each week, individual achievements are celebrated during Celebration Assembly.

- The two pupils in each class who have earned the highest number of Dojo points are recognised.
- Awards celebrate consistent effort, positive attitudes and commitment to the school's values and expectations.
- Recognition focuses on personal achievement and contribution rather than competition alone.
- Children will work towards 6 individual Dojo awards across any academic year. This will celebrate the number of Dojo points that the children earn for effort, achievement etc
- They include Bronze, Silver, Gold, Platinum, Silver, and Rainbow. (See Appendix) Children can earn these individually. Equally, children will be able to earn incentives through totalling their class Dojo Points collectively. There will be a virtual school Dojo shop which will be agreed by our Year 6 JLT. Rewards will be included in the Appendix but include items such as a football, class set of tennis balls, individual VIP seat in assembly etc will be included. Children can spend their Dojo Points on individual rewards, as well as whole class.

Team Points and House Awards

Every pupil belongs to one of our four schoolhouses:

- St Andrew
- St David
- St George

- St Patrick

Dojo points contribute towards each house team's total.

- House points are celebrated weekly during Celebration Assembly.
- An overall winning house is announced each week.
- House competitions promote teamwork, collaboration, responsibility, and a shared sense of belonging.
- The house with the highest total at the end of each term receives a whole-team reward, such as a non-uniform day or another agreed celebration.

Recognition Beyond Rewards

While rewards are an important part of recognising positive behaviour, Oakdene Primary Academy places equal importance on developing children's intrinsic motivation. We want pupils to make positive choices because they understand their value and impact on others, not simply to receive a reward.

Adults across the school promote this through:

- Meaningful praise and encouragement.
- Positive relationships.
- Opportunities for pupil leadership and responsibility.
- Celebration of personal growth and improvement.
- Recognition of effort, character, and contribution to the school community.

Through this balanced approach, we aim to develop confident, responsible, and self-motivated learners who consistently demonstrate the values of Oakdene Primary Academy

Additional Rewards and Recognition

At Oakdene Primary Academy, we believe that positive behaviour, effort, and achievement should be recognised and celebrated in a variety of meaningful ways. Alongside our whole-school rewards systems, staff use a range of additional strategies to acknowledge pupils who consistently demonstrate our values and make positive contributions to school life.

Headteacher and Assistant Headteacher Awards

Exceptional work, outstanding effort, significant achievement, or exemplary behaviour may be recognised through:

- Headteacher's Awards.
- Headteacher's stickers.
- Assistant Headteacher's stickers and Awards.

Children may be referred to a senior leader by a member of staff when they have demonstrated behaviour, attitudes or achievements that go above and beyond everyday expectations.

Stickers and Classroom Recognition

Staff may use stickers and other age-appropriate rewards to acknowledge:

- Effort and perseverance.
- Positive attitudes to learning.
- Kindness and consideration for others.
- Demonstration of school values.
- Personal improvement and achievement.

These rewards may be used in classrooms, during lunchtimes and across the wider school environment.

Positive Communication with Home

Strong partnerships between home and school are important in supporting children's success.

Staff may contact parents and carers to celebrate achievements through:

- Positive Class Dojo messages.
- Telephone calls home.
- Verbal feedback at the end of the school day.
- Recognition during assemblies and school events.

Sharing positive news helps strengthen relationships and ensures children's successes are celebrated both at school and at home.

Praise and Recognition

The most important reward we offer is positive feedback from adults.

All staff are expected to regularly recognise and reinforce positive behaviour through:

- Verbal praise.
- Encouragement and acknowledgement.
- Celebration of effort, progress, and achievement.
- Recognition of positive choices and contributions.

As pupils mature, we encourage them to understand that positive behaviour is an expectation rather than something that always results in a tangible reward. Our aim is to develop intrinsic motivation so that children make positive choices because they understand their value and impact on others.

This is closely linked to our school value of **Pride**, where pupils are encouraged to take personal responsibility for their behaviour, learning and conduct, and to feel proud of the positive contributions they make to our school community.

Recording and Celebrating Achievement

To ensure achievements are celebrated and recorded consistently:

- A Celebration Assembly record is maintained by the school.
- Weekly certificate winners, individual Dojo award recipients, and house team results are recorded.
- Class teachers ensure information is submitted in advance of each Celebration Assembly.
- Designated Year 6 pupil leaders may support with updating records and preparing celebration materials under staff supervision.

These systems help us recognise success, celebrate achievement, and promote a culture where positive behaviour and effort are valued across the school community.

5. Unacceptable Behaviour

At Oakdene Primary Academy, we are committed to providing a safe, respectful, inclusive, and nurturing environment where all pupils can learn and thrive. We have high expectations for behaviour and do not tolerate behaviour that causes harm, distress, disruption or places the safety and wellbeing of others at risk.

The examples below are not exhaustive and are intended to provide guidance on behaviours that are considered unacceptable. All incidents will be considered in context, taking into account pupils' age, stage of development, individual needs, any safeguarding concerns, and any relevant SEND considerations.

Physical Aggression

Physical aggression includes any deliberate act intended to cause physical harm, injury, intimidation, or fear. Examples include:

- Fighting or violent behaviour.
- Hitting, kicking, punching, biting, or scratching.
- Hair pulling.
- Spitting.
- Deliberately obstructing or physically intimidating another person.
- Holding, restraining, or grabbing another person inappropriately.
- Play fighting that escalates or causes injury, distress, or disruption.
- Possession, use, or threatening use of an object that could cause harm.

- Any behaviour that places the safety of others at risk.

Verbal Abuse and Harmful Language

Verbal abuse includes language or behaviour that causes emotional harm, fear, humiliation, or distress. Examples include:

- Swearing directed at others.
- Threatening or intimidating language.
- Aggressive or abusive comments.
- Deliberate unkindness.
- Humiliation or ridicule.
- Name-calling.
- Spreading rumours.
- Lying that causes harm to others.
- Encouraging others to exclude, intimidate or target an individual.
- Discriminatory or prejudicial language.

Persistent Disruptive Behaviour

Persistent disruptive behaviour prevents effective teaching and learning and may include:

- Repeated refusal to follow reasonable instructions.
- Deliberate disruption of learning.
- Persistent low-level disruption.
- Defiance or refusal to engage with established routines.
- Repeated breaches of school expectations.
- Behaviour that negatively affects the learning, safety, or wellbeing of others.

Child-on-Child Abuse

Oakdene Primary Academy recognises that children can abuse other children and that such behaviour must never be dismissed as "banter", "part of growing up" or "children being children." All allegations and concerns will be taken seriously and addressed in accordance with the school's safeguarding procedures and Keeping Children Safe in Education (KCSIE).

Child-on-child abuse may include:

- Physical abuse.
- Emotional abuse.
- Sexual violence.
- Sexual harassment.
- Harmful sexual behaviour.

- Upskirting.
- Initiation or hazing-type behaviours.
- Coercive, controlling, or exploitative behaviour.
- Sharing inappropriate images.
- Online abuse.
- Bullying and cyberbullying.
- Abuse motivated by protected characteristics or perceived differences.

Safeguarding concerns will be referred to the Designated Safeguarding Lead (DSL) in line with safeguarding procedures.

Bullying

Bullying is behaviour that is:

- Deliberately intended to hurt, intimidate, or distress another person.
- Repeated over time.
- Difficult for the victim to defend themselves against.

Bullying may be:

- Physical.
- Verbal.
- Emotional.
- Social.
- Online (cyberbullying).
- Prejudiced or discriminatory.

Bullying related to race, religion, disability, sex, sexual orientation, gender reassignment, or any other protected characteristic is taken particularly seriously and may be recorded and investigated as a prejudice-related incident.

The above list is not exhaustive and may include other behaviours

Discriminatory Behaviour

Oakdene Primary Academy is committed to equality and inclusion. Behaviour that discriminates against, demeans, or targets an individual or group because of a protected characteristic is unacceptable.

This includes:

- Racist abuse.

- Religious prejudice.
- Disability-related discrimination.
- Homophobic, biphobic or transphobic language or behaviour.
- Sexist language or behaviour.
- Any other discriminatory comments, actions, or conduct.

Such incidents will be recorded, investigated, and addressed appropriately in line with the Equality Act 2010, safeguarding procedures, and DfE guidance. [gov.uk], [gov.uk]

Sexual Misconduct

Sexual misconduct of any kind is unacceptable and will be addressed in accordance with safeguarding procedures.

This includes:

- Sexual harassment.
- Sexual violence.
- Sexual assault.
- Unwanted sexual comments.
- Sexualised name-calling.
- Inappropriate touching.
- Sharing sexual images.
- Sexually abusive behaviour online.
- Behaviours that create an intimidating, hostile, or degrading environment.

All concerns relating to sexual misconduct will be reported to the DSL and managed in accordance with KCSIE and relevant safeguarding guidance. [assets.pub...ice.gov.uk], [gov.uk]

Online Misconduct

Pupils are expected to demonstrate the same standards of behaviour online as they do in person.

Unacceptable online behaviour may include:

- Cyberbullying.
- Harassment.
- Sharing inappropriate content.
- Taking or sharing images without consent.
- Misuse of social media or digital platforms.
- Online behaviour that causes harm, distress or reputational damage to members of the school community.

The school may investigate incidents that occur online where these have an impact on pupils, staff, or the wider school community. [assets.pub...ice.gov.uk]

Drugs, Alcohol and Prohibited Items

The following are prohibited:

- Possession, use, or supply of illegal drugs.
- Possession or use of alcohol.
- Smoking or vaping.
- Possession of tobacco, nicotine, or vaping products.
- Misuse of prescribed or over-the-counter medication.
- Possession of substances that may cause harm.

Incidents involving prohibited items will be managed in accordance with DfE guidance, safeguarding procedures and, where necessary, police involvement. [gov.uk], [gov.uk]

Damage to Property

This includes:

- Deliberate damage to school property.
- Damage to another person's belongings.
- Vandalism.
- Graffiti.
- Arson or attempted arson.

Pupils may be required to take responsibility for repairing or replacing damaged property where appropriate and reasonable.

Theft

This includes:

- Taking property without permission.
- Stealing from pupils, staff, or visitors.
- Theft of school property.
- Extortion or coercion involving property or money.

Behaviour Beyond the School Site

The school's Behaviour Policy may be applied where pupils' behaviour occurs outside of school and there is a clear link to the school community.

This includes behaviour when a pupil is:

- Attending a school-organised or school-related activity.
- Travelling to or from school.

- Wearing school uniform.
- Representing Oakdene Primary Academy.
- Otherwise, identifiable as a pupil of the school.

The school may also respond to behaviour that occurs outside school, including online, where it:

- Negatively affects the safety or wellbeing of pupils, staff, or members of the school community.
- Constitutes bullying, harassment, or discrimination.
- Involves safeguarding concerns.
- Risks bringing the school into disrepute.
- Has the potential to disrupt the orderly running of the school.

Any response will be reasonable, proportionate, and consistent with DfE Behaviour in Schools guidance, safeguarding legislation, the Equality Act 2010, and Keeping Children Safe in Education.

A useful Hierarchy of Behaviours/ Sanctions (Appendix E) has been developed by staff to clearly map the severity of different undesirable behaviour choices and what sanctions may be used in response to them.

Managing Unacceptable Behaviour – The Behaviour Pathway

At Oakdene Primary Academy, we believe that behaviour is a form of communication and that all children should be supported to make positive choices. Our Behaviour Pathway provides a clear, consistent, and restorative approach to managing behaviour across the school and ensures that all staff respond in a fair, predictable, and supportive manner.

The purpose of the Behaviour Pathway is to:

- Promote positive behaviour and self-regulation.
- Provide clear and consistent responses to inappropriate behaviour.
- Support pupils to understand the impact of their actions.
- Maintain a calm, safe, and purposeful learning environment.
- Ensure behaviour concerns are addressed at the earliest stage possible.
- Enable pupils to successfully repair relationships and reintegrate into learning.
- Provide appropriate support and intervention based on individual need.

The pathway is designed to help staff identify behaviour early, use de-escalation strategies effectively and provide support at the right time. Wherever possible, the focus is on restoring relationships, teaching expected behaviours, and helping pupils make better choices in the future.

All members of the school community, including staff, pupils and parents/carers, should be familiar with the Behaviour Pathway and understand the expectations, support systems and consequences outlined within it (see Appendix C).

Consistent Adult Responses

When managing behaviour, staff will:

- Remain calm, respectful, and professional.
- Use clear and consistent language.
- Focus on the behaviour rather than the child.
- Seek to de-escalate situations before they escalate further.
- Listen to pupils and consider their perspective.
- Apply consequences fairly, reasonably, and proportionately.
- Take into account pupils' age, stage of development, SEND, additional needs, and any known vulnerabilities.
- Use restorative conversations to support reflection, accountability, and positive change.
- Work in partnership with parents and carers where appropriate.

Early Intervention and Support

The school recognises that behaviour may sometimes be linked to additional needs, social, emotional, or mental health difficulties, trauma, adverse childhood experiences, safeguarding concerns, or special educational needs.

Where patterns of behaviour emerge, staff will consider whether a pupil requires additional support, intervention, or assessment. This may include involvement from the SENDCo, pastoral team, Designated Safeguarding Lead (DSL), external agencies, or other appropriate professionals.

Reintegration Following Behaviour Incidents

Where a pupil has been removed from a lesson, worked in an alternative space, received a sanction, or required additional support, staff will seek to ensure that reintegration takes place as quickly and successfully as possible.

This may include:

- A restorative conversation.
- Reflection on the incident and its impact.

- Agreement of future expectations.
- Support to repair relationships.
- Additional pastoral or emotional support where required.

The goal is always to return pupils to learning, rebuild relationships and prevent future incidents.

Serious Incidents (Severe Clause)

While the Behaviour Pathway will be followed wherever appropriate, the Headteacher and senior leaders reserve the right to take immediate action in response to serious incidents.

Examples may include, but are not limited to:

- Behaviour that poses a significant risk to the safety of pupils, staff, or others.
- Physical assault.
- Serious bullying.
- Child-on-child abuse.
- Sexual violence or sexual harassment.
- Discriminatory behaviour, including racist, homophobic, biphobic, transphobic, sexist or disability-related incidents.
- Possession of prohibited items.
- Substance misuse.
- Serious damage to property.
- Any behaviour that gives rise to a safeguarding concern.

In such circumstances, the school may bypass stages of the Behaviour Pathway and implement an immediate and proportionate response, which may include parental involvement, internal suspension, suspension, referral to external agencies or other appropriate measures.

All serious incidents will be managed in accordance with the school's safeguarding responsibilities, the Equality Act 2010, Keeping Children Safe in Education (KCSIE), and current Department for Education behaviour guidance.

Our Commitment

Our aim is not simply to manage behaviour but to teach behaviour. Through clear expectations, consistent responses, positive relationships, and appropriate support, we help children develop the self-regulation, responsibility, and resilience they need to succeed both in school and in later life.

MANAGING UNDESIRABLE BEHAVIOUR – THE BEHAVIOUR PATHWAY

A simple 'Behaviour Path' has been developed so that all staff can clearly identify how to respond to behaviour as it escalates/de-escalates. (Appendix C)

The aim is always to provide the right support at the right time, in order to encourage positive behaviour choices and swift reintegration into the main classroom.

Staff, parents, and pupils should all be aware of and always refer to the behaviour pathway to manage undesirable incidents of behaviour that occur in school.

SEVERE CLAUSE: This does not affect the Headteacher's right to take immediate action in the case of any serious incident.

The Behaviour Pathway		
	Class-based Behaviour Management Strategies	
	Informal Advice from key stage leader, pastoral lead, or SENCO	
	Senior Leadership team involvement and meeting with parents	
	Individual Risk Management Plan (IRMP) in liaison with the senior leadership team and/or pastoral lead and SENCO	
	Formal pastoral support programme – including referral to external agencies	
	Suspension and exclusion – breaktime, lunchtime, internal, fixed-term, permanent exclusion	

Recording and Monitoring Behaviour Incidents

At Oakdene Primary Academy, behaviour incidents are recorded to ensure that concerns are monitored effectively, appropriate support is provided and any emerging patterns are identified at an early stage.

Incidents will be recorded where:

- Behaviour has escalated beyond normal classroom management strategies.
- Behaviour is becoming repetitive or persistent.
- A pupil has reached a stage within the Behaviour Pathway that requires additional intervention.
- Support from a member of the Senior Leadership Team has been required.

- The incident involves bullying, discrimination, child-on-child abuse, sexual harassment, sexual violence, safeguarding concerns, or any other serious behaviour.
- The incident results in a significant consequence, intervention, or parental involvement.

The school uses CPOMS to record behaviour, safeguarding, and wellbeing concerns in a consistent and secure manner. Staff are responsible for ensuring that records are factual, professional, and completed within an appropriate timescale.

Behaviour incidents occurring during lunchtime will be reported to the class teacher and, where appropriate, a member of the Senior Leadership Team. The severity, frequency and nature of the incident will determine whether a record is entered onto CPOMS and whether further action is required.

Severe Clause: Responding to Serious or Unsafe Behaviour

The safety and wellbeing of pupils, staff and visitors is always the school's highest priority. While Oakdene Primary Academy is committed to using the Behaviour Pathway to support pupils in making positive choices, there may be occasions when behaviour presents a significant risk to safety or seriously disrupts the learning environment.

In such circumstances, staff and school leaders may bypass stages of the Behaviour Pathway and take immediate action to safeguard those involved.

Examples of serious or unsafe behaviour may include, but are not limited to:

- Behaviour that places the pupil or others at risk of harm.
- Physical assault or violence.
- Serious threats or intimidation.
- Child-on-child abuse.
- Sexual harassment or sexual violence.
- Serious bullying, including cyberbullying.
- Racist, homophobic, biphobic, transphobic, sexist, or other discriminatory incidents.
- Possession of a prohibited or dangerous item.
- Serious vandalism or damage to property.
- Deliberate attempts to leave supervision or put themselves or others in danger.
- Persistent behaviour that prevents the safe and effective operation of a classroom or the school.
- Any behaviour that constitutes a safeguarding concern.

Where serious incidents occur, school leaders will consider the most appropriate response, which may include:

- Immediate removal from the classroom or activity.
- Involvement of senior leaders.
- Contact with parents or carers.
- Restorative and safeguarding interventions.
- Development or review of a Safety and Support Plan.
- Internal suspension.
- Suspension.
- Permanent exclusion in the most serious cases and were permitted under statutory guidance.

The school will always consider its duties under the Equality Act 2010, SEND legislation and statutory guidance when responding to behaviour incidents. Reasonable adjustments will be considered for pupils with SEND, while recognising that all pupils have a responsibility to behave safely.

Where behaviour raises safeguarding concerns, staff will follow the school's safeguarding procedures and consult the Designated Safeguarding Lead (DSL) without delay. Incidents involving child-on-child abuse, sexual harassment, sexual violence, or harmful sexual behaviour will be managed in accordance with Keeping Children Safe in Education (KCSIE) and the school's Child Protection and Safeguarding Policy. [assets.pub...ice.gov.uk], [gov.uk]

Safety and Support Plans

Where a pupil demonstrates ongoing behaviours that present a risk to themselves or others, the school may develop a Safety and Support Plan.

This plan will:

- Identify known triggers and risk factors.
- Outline preventative strategies and reasonable adjustments.
- Detail support and intervention arrangements.
- Clarify the roles of staff, parents, and external agencies.
- Set out agreed responses to incidents.
- Be reviewed regularly to ensure effectiveness.

Positive Handling and Restrictive Physical Intervention

Oakdene Primary Academy adopts a preventative approach to behaviour management. Staff aim to avoid the need for physical intervention through:

- Positive relationships.
- Clear expectations and routines.
- De-escalation strategies.
- Restorative approaches.
- Early intervention and support.

However, there may be exceptional circumstances where physical intervention is necessary to prevent immediate harm.

In line with Department for Education guidance, reasonable force may be used only where it is necessary and proportionate to:

- Prevent a pupil from injuring themselves.
- Prevent a pupil from injuring another person.
- Prevent serious damage to property.
- Prevent behaviour that would seriously disrupt the good order and discipline of the school.
- Prevent the commission of a criminal offence. [gov.uk], [assets.pub...ice.gov.uk]

Any use of reasonable force will:

- Be a last resort.
- Use the minimum force necessary.
- Last only for as long as required.
- Be reasonable, proportionate, and appropriate to the circumstances.
- Be recorded and reported in accordance with school procedures.
- Parents/carers will normally be informed as soon as possible following any significant physical intervention.

Suspensions and Permanent Exclusion

Oakdene Primary Academy aims to use preventative and supportive approaches wherever possible. However, suspension or permanent exclusion may be used where behaviour is serious enough to warrant this response.

The Headteacher may consider suspension or permanent exclusion for serious breaches of the Behaviour Policy, including where:

- There has been serious actual or threatened violence.
- A pupil's behaviour poses a significant risk to the safety or welfare of others.
- There has been serious bullying or discriminatory behaviour.
- There have been incidents involving prohibited items.
- There has been sexual misconduct or child-on-child abuse.
- Allowing the pupil to remain in school would seriously harm the education, welfare, or safety of others.

All decisions regarding suspension and exclusion will be lawful, reasonable, fair, and proportionate and will follow current Department for Education statutory guidance. Alternative strategies and support will be considered where appropriate, particularly for pupils with SEND or identified vulnerabilities. [gov.uk]

Prohibited Items

To maintain a safe learning environment, pupils must not bring the following items into school:

- Knives or weapons, including imitation weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco products.
- Cigarettes, vapes and vaping equipment.
- Fireworks.
- Pornographic or indecent images.
- Items linked to extremist or harmful propaganda.
- Any article that could be used to cause injury, threaten safety, or damage property.

Possession of any prohibited item will be treated seriously and may result in sanctions, safeguarding referrals, suspension, permanent exclusion, and/or involvement of external agencies where appropriate.

Searching, Screening and Confiscation

School staff have legal powers to search for, confiscate, and dispose of prohibited items in accordance with Department for Education guidance.

Only the Headteacher, or a member of staff authorised by the Headteacher, may conduct a search.

Given the age of the pupils at Oakdene Primary Academy, parents/carers will normally be informed before a search takes place wherever this is safe and practical. However, there may be circumstances where an immediate search is necessary to protect pupils or staff.

Where prohibited items are found, the school will take appropriate action, which may include:

- Confiscation of the item.
- Contact with parents/carers.

- Safeguarding referrals.
- Involvement of the Police or other agencies where required.
- Behaviour sanctions in line with this policy.

Mobile Phones and Electronic Devices

Pupils are not permitted to use mobile phones, smart watches with communication functions or personal electronic devices during the school day unless specifically authorised by the Headteacher for exceptional circumstances.

Where a pupil needs to bring a mobile phone to school, for example when travelling independently before or after school:

- The device must be switched off on arrival.
- It must be handed to the School Office for secure storage.
- It will be returned to the pupil at the end of the school day.

For school events, discos, performances or other activities, mobile phones may be collected and stored securely for the duration of the event where appropriate.

Parents and carers remain responsible for any content captured, shared, or published outside school-controlled activities. Any misuse of technology that impacts members of the school community or brings the school into disrepute may be investigated and addressed under this Behaviour Policy and the school's Online Safety Policy.

Searching, Screening and Confiscation

In accordance with Department for Education guidance, only the Headteacher, or a member of staff authorised by the Headteacher, may carry out a search of a pupil for items identified within the school's Behaviour Policy.

Given the age and stage of development of pupils at Oakdene Primary Academy, parents/carers will normally be informed before a search takes place wherever this is appropriate, safe, and practical to do so. However, the school reserves the right to act immediately where there are concerns relating to the safety, welfare or wellbeing of pupils, staff, or others.

Any search will be conducted lawfully, respectfully, and proportionately, considering the individual circumstances of the pupil and the nature of the concern.

Mobile Phones and Personal Electronic Devices

Pupils are not permitted to use mobile phones or personal electronic devices during the school day.

Where a pupil needs to bring a mobile phone to school for safety reasons, for example when travelling independently to or from school or visiting another location after school, the device must:

- Be switched off before entering the school site.
- Be handed to the School Office immediately upon arrival.
- Be stored securely during the school day.
- Be collected by the pupil at the end of the school day.

Mobile phones must not be used on the school site without the permission of a member of staff.

For school events and activities taking place outside normal school hours, such as discos, film nights or other organised events, mobile phones may be collected and stored securely by school staff for the duration of the event and returned at the end.

Where parents and carers are attending school events, the school may not be able to control the use of personal devices. In these circumstances, parents/carers are expected to use phones and electronic devices responsibly, respect the privacy of others and ensure that any images, recordings or online content do not compromise safeguarding, breach confidentiality or bring members of the school community or the school into disrepute. These expectations are supported through the Home-School Agreement and relevant school policies.

Related Policies and Guidance

This Behaviour Policy should be read alongside the following statutory guidance, legislation, and school policies:

Statutory Guidance and Legislation

- Keeping Children Safe in Education (KCSIE) 2026
- Behaviour in Schools: Advice for Headteachers and School Staff
- Suspension and Permanent Exclusion Guidance
- Searching, Screening and Confiscation Guidance
- Use of Reasonable Force Advice for Schools
- Equality Act 2010
- SEND Code of Practice: 0–25 Years
- Working Together to Improve School Attendance
- Children Act 1989 and 2004
- Human Rights Act 1998

School Policies

- Safeguarding and Child Protection Policy
- Anti-Bullying Policy
- SEND Policy
- Inclusion Policy
- Attendance Policy
- Equality Policy
- Mobile Device Policy
- Online Safety Policy
- Relationships, Sex and Health Education (RSHE) Policy
- Staff Code of Conduct
- Suspension and Exclusion Procedures
- Health and Safety Policy
- Home-School Agreement

Together, these policies and guidance documents support Oakdene Primary Academy's commitment to maintaining a safe, inclusive, respectful, and nurturing environment where all pupils can learn, achieve and thrive. All behaviour management practices should be considered alongside the school's safeguarding responsibilities, equality duties, and commitment to supporting the individual needs of every child.

APPENDIX

Staff Scripts

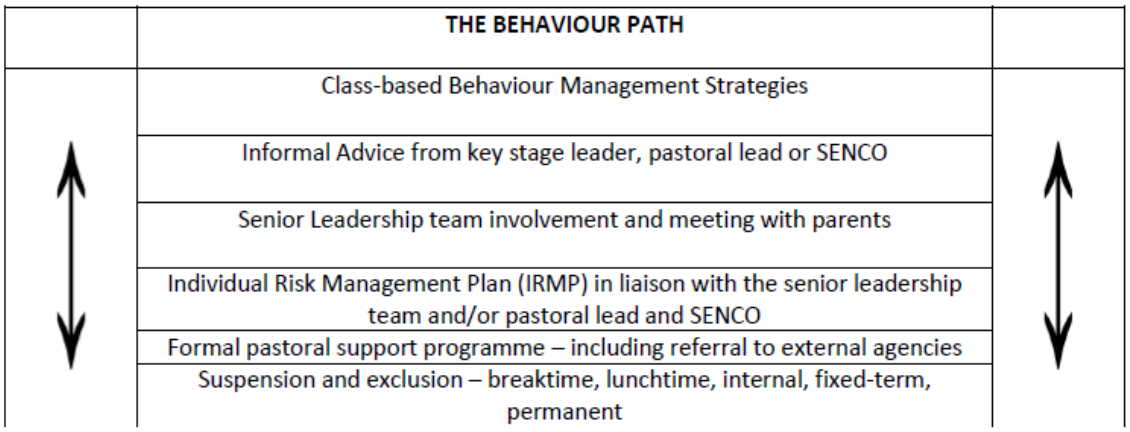
Staff to ensure that positive phrasing is applied when de-escalating

De-escalation Script	**30 Second script**
Name… I can see something is wrong. I am here to help. Talk and I will listen. Come with me and…	I've noticed that… It was the rule about being ready/respectful/resilient that you chose to break. You have chosen to ignore the value of… Remember last week/yesterday etc when you (discuss and frame positive behaviour choices that the child has made.) That's the……(child's name) I need to see now. Thank you for listening.

Positive phrasing	Negative phrasing
Stand by me	Stop being silly
Put the pen on the table	Don't throw a pen
Walk in the corridor	Stop running
Stay seated in your chair	Be good
Walk with me to the classroom	Calm down

Limited Choice
Where shall we talk – here or in the library?
Put the pen on the table or in your tray
I am making a drink – orange or blackcurrant?
Are you going to site on your own or with the group?
Are you starting your work with words or with pictures?

APPENDIX – THE BEHAVIOUR PATHWAY EXPLAINED:



STEP 1 - CLASS-BASED BEHAVIOUR MANAGEMENT STRATEGIES

See encouraging pro-social behaviours outlined above in the 30 second script

STEP 2 - INFORMAL ADVICE FROM SENCO/PASTORAL LAD/KEY STAGE LEAD

The class teacher will approach the inclusion team for more individualised advice relating to behaviour displayed from a child/group of children. At this point, the child's parents will be informed of the discussion. The outcome of the discussion will be recorded on CPOMS.

STEP 3 - SENIOR LEADERSHIP TEAM INVOLVEMENT & MEETING WITH PARENTS

Behaviour is becoming more serious or happening on a more frequent basis. Advice will be sought from more senior members of staff. If this level of intervention is required, a formal meeting with parents will be arranged to discuss how to move forward. Meeting minutes to be recorded and added to the child's CPOMS record.

STEP 4 - INDIVIDUAL RISK MANAGEMENT PLAN (IRMP) IN LIAISON WITH SENIOR LEADERS/PASTORAL/SENCO

Children who are displaying behaviours that require over and above the normal class-based behaviour management systems will require an individual risk management plan. This plan will be written by the appropriate school leader, alongside the class teacher and parents, to plan the best way in which to manage an individual child's behaviours and the risks these may present when they are at school. Pastoral support will be given first to create a profile of the pupils needs and to identify triggers.

STEP 5 - FORMAL PASTORAL SUPPORT PROGRAMME – INCLUDING REFERRAL TO EXTERNAL AGENCIES

When a child at Oakdene displays behaviours that place them at risk of exclusion, either internally or externally, a pastoral support plan will be put into place. This is a formal, 16-week programme supported by the senior leadership team and pastoral lead, written alongside parents, that provides targeted support for children at risk of exclusion. This will be regularly reviewed and will include more regular meetings

between senior staff and parents. This will also usually involve referral to agencies from outside the school.

STEP 6 – SUSPENSION or EXCLUSION – BREAK TIME, LUNCHTIME, INTERNAL, FIXED-TERM, PERMANENT

Suspension or Exclusion is a rarely used sanction within the school behaviour policy. The decision to exclude, whether permanent, fixed period or lunchtime, is taken very carefully and will be based upon strict adherence to local authority procedures.

APPENDIX - HIERARCHY OF BEHAVIOURS AND SANCTIONS

	LEVEL 1	LEVEL 2		LEVEL 3		LEVEL 4		LEVEL 5	
SANCTIONS	Non-verbal or verbal rule reminders 3 minutes off break or lunch (class-based sanctions)	Reflection Record on CPOMS Inform parents	Inform: Phase leader Inclusion lead as needed	Reflection Record on CPOMS Meeting with parents	Inform: Phase leader Inclusion lead or senior lead as needed	SLT involved; Meeting with parents; Risk Assessment or Support Plan	Inform: Phase Leader Inclusion lead Deputy Head Headteacher	Pastoral Support Plan; Head involved; Possible Suspension or exclusion	Inform: Phase Leader; Inclusion Lead; Deputy Head; Head Teacher
		Persistent Level 1 Behaviours		Persistent Level 2 Behaviours		Persistent Level 3 Behaviours		Persistent Level 4 Behaviours	
Refusal	• Not sitting on chair properly • Not listening • Making a poor effort • Not following uniform and jewellery policy	• Refusal to follow basic classroom instruction • Wandering around classroom • Being dishonest with staff		• Leaving the classroom without permission within supervised area • Refusing to do work or avoiding work • Refusing to come out of toilets or hiding place • Telling lies to an adult to get another in trouble		• Leaving the classroom without permission away from adult supervision • Refusing to follow any instructions from any members of staff		• Leaving the school site without permission	
Verbal	• Calling out • Interrupting • Inappropriate chattering	• Answering back or interrupting rudely • Swearing under breath or when frustrated • Name calling or unkind remarks • Insulting family or loved ones		• Using language which offends others • Swearing to make others laugh		• Swearing directly at people • Racist, sexist or homophobic abuse as a singular incident		• Serious verbal abuse • Racist, sexist or homophobic abuse, taunting or harassment	
Damage	• Interfering with the property of others • Accidental damage to school or personal property	• Defacing own work • Minor deliberate damage to property • Deliberately throwing/flicking small items		• Defacing others' work • Deliberately damaging school or personal property		• Proven stealing of school or personal property • Substantial damage to school property		• Arson • Serious, deliberate damage to school or personal property	
Disruption	• Distracting others • Fiddling with things • Not sitting on the carpet properly	• Encouraging others to misbehave by supporting their poor behaviour choice		• Disrupting the class so that learning is affected • Manipulating others to make a poor behaviour choice		• Persistent, significant disruption to learning • Using threats to force others to make poor behaviour choices • Extortion		• Persistent, significant disruption to learning despite numerous strategies engaged to de-escalate	
Physical	• Unwanted physical contact – jostling, small pushes or shoves, poking, invading personal space	• Unsafe play, causing an injury to another • Unsafe contact during football		• Threatened violence • Deliberate minor physical assault: hitting, strangling, punching, kicking, pinching • Spitting on things		• Possession of object that could be used to harm someone • Serious fighting • Deliberate serious physical assault: hitting, strangling, punching, kicking, pinching • Spitting at someone		• Deliberate serious wounding • Sexual misconduct	

Oakdene Primary School – Behaviour Policy

	LEVEL 1	LEVEL 2		LEVEL 3		LEVEL 4		LEVEL 5	
SANCTIONS	Non-verbal or verbal rule reminders 3 minutes off break or lunch (class-based sanctions)	Reflection Record on CPOMS Inform parents	Inform: Phase leader Inclusion lead as needed	Reflection Record on CPOMS Meeting with parents	Inform: Phase leader Inclusion lead or senior lead as needed	SLT involved with provision planning; Meeting with parents; Risk Assessment or Support Plan	Inform: Phase Leader Inclusion lead Deputy Head Headteacher	Pastoral Support Plan Head involved Possible Suspension or exclusion	Inform: Phase Leader; Inclusion lead; Deputy Head; Head Teacher
		Persistent Level 1 Behaviours		Persistent Level 2 Behaviours		Persistent Level 3 Behaviours		Persistent Level 4 Behaviours	
Substance Abuse	•	•		•		•		• Smoking or Vaping • Alcohol or substance abuse • Inappropriate use of prescribed or over-the counter drugs • Possession of illegal drugs • Drug dealing	
Bullying	•	• Rumours being spread about other child(ren)		• Single incident of child-on-child abuse • Evidence of single incident of cyberbullying		• Monitor for bullying with regularly targeted behaviour incidents from one child to another including what is included within child-on-child abuse. • More than one incident of cyberbullying		• Proven and persistent bullying • Persistent child-on-child abuse.	
Consequences	• Non-verbal reminder • Verbal reminder • Final warnings • 3-minutes off break or lunch	• Reflection with class teacher at lunchtime (written at KS2 and verbal at KS1) • Completion of work at a different time • Re-do work • Change of position in class • Loss of privilege (different for different children)		• Formal meeting to be held with parents to discuss way forward • Reflection carried out with phase leader • May be longer reflection/loss of privilege time • Removal from classroom / individual space • Restorative work necessary, possibly with pastoral lead		• Formal meeting with parents with headteacher or deputy headteacher • Individual Risk Management plan (IRMP) in place • Structured lunch and playtime • Possible increased adult support • Referral to external agencies • Changes to curriculum/timetable • Possible part-timetable • No trips or parental supervision on trips • Internal exclusion		• Headteacher meeting with parents • Pastoral support plan completed • Suspension • External exclusions – fixed term or permanent	

Reasonable adaptations will be made where the school feels necessary.

The school recognises that behaviour is a form of communication. When making behaviour decisions, staff will consider a pupil's age, development, SEND, SEMH needs, disability, safeguarding needs, and individual circumstances. Reasonable adjustments will be made where appropriate in line with the Equality Act 2010.

Oakdene Primary Academy
Wade Deacon Trust
FIERIS OREIS

OAKDENE PRIMARY ACADEMY

GROWING THROUGH EXCELLENCE

Our 3Rs



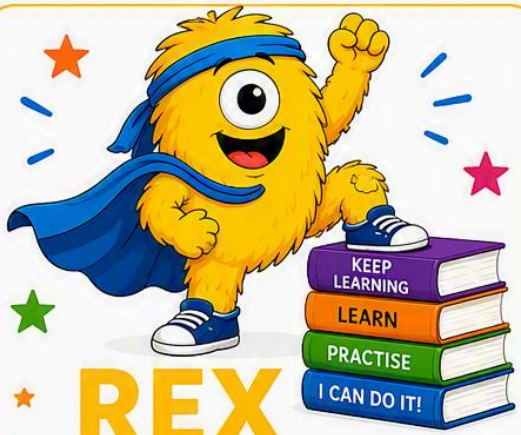
ROCKY
– READY –

Ready to learn, ready to shine!



ROSIE
– RESPECTFUL –

Kind hands, kind words, kind hearts.



REX
– RESILIENT –

I keep going when things get tough!



SAMMY
– SAFE –

Safe choices help everyone learn.

We celebrate our differences and stand together.

In our school, everyone belongs.



FIX IT TICKET

I CAN FIX IT!

Before asking an adult,
try your best to
fix it yourself.



Name: _____ Date: _____



What Happened?

Describe what happened.



How did this affect others?

Who was affected and how?





What can I do to fix it or make it better?

What steps can I take?





What can I do next time?

What will I do differently?





FIX IT TICKET



I CAN FIX IT!

Before asking an adult, try your best to fix it yourself.

Name: _____ Date: _____



What Happened?

Describe what happened.





How did this affect others?

Who was affected and how?





What can I do to fix it or make it better?

What steps can I take?



What can I do next time?

What will I do differently?



THE OAKDENE WAY



READY • RESPECTFUL • RESILIENT • SAFE

IN THE CLASSROOM

We are ready to learn together.

- We stay in our seats
- Follow instructions first time
- Work collaboratively
- Take pride in our work



Our 3Rs

- READY to Learn
- KIND HANDS, KIND WORDS, KIND HEARTS
- I KEEP GOING WHEN THINGS GET TOUGH

AROUND SCHOOL

We move around our school safely.

- Walk sensibly
- Use quiet voices
- Hold doors open
- Respect shared spaces



PLAYTIMES

We play together and include everyone.

- Be friendly
- Solve disagreements peacefully
- Play active
- Stay safe



KINDNESS COUNTS

We are kind every day to everyone.

- Be kind
- Help others
- Celebrate success
- Show empathy



IN THE DINING HALL

We eat together politely and respectfully.

- Use good manners
- Stay seated
- Use quiet voices
- Leave your area tidy



TAKE PRIDE

We take pride in our appearance, equipment and our school.

- Wear uniform correctly
- Look after our school
- Take care of the property at our school



PERSONAL BELONGINGS

We look after our things and other people's things.

- Look after your belongings
- Keep belongings organised
- Use school equipment responsibly



LOOK AFTER OUR SCHOOL

We look after our school environment.

- Put litter in the bin
- Care for our environment
- Help keep our school beautiful



We celebrate our differences and stand together.

In our school, everyone belongs.

THE OAKDENE WAY

READY • RESPECTFUL • RESILIENT • SAFE

READY

- Arrive at school on time.
- Have all of your equipment ready.
- Wear the correct school unif
- Show that listening an to learn.

RESPECTFUL

- Use kind words.
- Use good manners such as please and thank you.
- Hold doors open

RESILIENT

- Listen to and follow instructions from all adults.
- Keep trying when learning becomes challenging

SAFE

- Walk calmly around school.
- Make safe choices.
- Follow school

Ar
Re

LEVEL 5 HEADTEACHER INTERVENTION & CONSIDERATION OF SUSPENSION

PERSISTENT LEVEL 4 BEHAVIOUR EXAMPLES

- Leaving the school site without permission
- Serious assault / threatened violence
- Sexual violence or sexual assault (managed in accordance with safeguarding procedures)
- Possession of weapon / use of weapon
- Smoking / vaping
- Drug dealing / supply of substances
- Hate incidents / persistent bullying
- Behaviour creating significant safeguarding risk

RESPONSE

- Headteacher involvement
- Pastoral Support Plan
- Suspension (where appropriate)
- Managed Move (where appropriate)
- Consideration of Permanent Exclusion (last resort following statutory guidance)

PROTECTED CHARACTERISTICS

- Racism
- Sexism
- Homophobia
- Biphobia
- Transphobia
- Disability discrimination
- Religious discrimination
- Prejudice-based incidents

SEARCHING, SCREENING & CONFISCATION

Where there are reasonable grounds to suspect a pupil may be carrying a prohibited

DRUGS, ALCOHOL & VAPING

- Smoking / vaping
- Alcohol misuse
- Possession of prohibited medication
- Illegal drugs
- Drug dealing / supplying substances

WEAPONS & DANGEROUS ITEMS

- Possession of item that could cause harm
- Possession of a weapon

SUPPORT

OUR EXAMPLES

xualised language

se harm

rvision

iate)

support

ite)

OAKDENE PRIMARY ACADEMY

GROWING THROUGH EXCELLENCE

100 DOJO POINTS AWARD

BRONZE MONSTER ACHIEVEMENT

Congratulations!

This certificate is proudly presented to

_____

for demonstrating outstanding commitment to The Oakdene Way and achieving

100 DOJO POINTS

Through positive choices, excellent effort and consistently showing our school values:

READY · RESPECTFUL · RESILIENT · SAFE

you have earned the

BRONZE DOJO MONSTER AWARD



Keep collecting points as you work towards:

- **SILVER MONSTER AWARD** — 250 Dojo Points
- **GOLD MONSTER AWARD** — 500 Dojo Points
- **DIAMOND MONSTER AWARD** — 1000 Dojo Points

Date: _____

Signed: _____
Headteacher

OAKDENE PRIMARY ACADEMY

GROWING THROUGH EXCELLENCE

250 DOJO POINTS AWARD

★ SILVER MONSTER ACHIEVEMENT ★

Congratulations!

This certificate is proudly presented to

_____

for demonstrating outstanding commitment to The Oakdene Way and achieving

★ 250 DOJO POINTS ★

Through positive choices, excellent effort and consistently showing our school values:

READY RESPECTFUL RESILIENT SAFE

★ you have earned the ★

SILVER DOJO MONSTER AWARD



Keep collecting points as you work towards:

BRONZE MONSTER AWARD
100 Dojo Points

GOLD MONSTER AWARD
500 Dojo Points

DIAMOND MONSTER AWARD
1000 Dojo Points

Date: _____

Signed: _____
Headteacher

OAKDENE PRIMARY ACADEMY

GROWING THROUGH EXCELLENCE

500 DOJO POINTS AWARD

GOLD MONSTER ACHIEVEMENT

Congratulations!

This certificate is proudly presented to

_____

for demonstrating outstanding commitment to The Oakdene Way and achieving

500 DOJO POINTS

Through positive choices, excellent effort and consistently showing our school values:

READY RESPECTFUL RESILIENT SAFE

you have earned the

GOLD DOJO MONSTER AWARD



Keep collecting points as you work towards:

BRONZE MONSTER AWARD
100 Dojo Points

SILVER MONSTER AWARD
250 Dojo Points

DIAMOND MONSTER AWARD
1000 Dojo Points

Date: _____

Signed: _____
Headteacher

OAKDENE PRIMARY ACADEMY

GROWING THROUGH EXCELLENCE

750 DOJO POINTS AWARD

PLATINUM MONSTER ACHIEVEMENT

Congratulations!

This certificate is proudly presented to

_____

for demonstrating outstanding commitment to The Oakdene Way and achieving

750 DOJO POINTS

Through positive choices, excellent effort and consistently showing our school values:

READY RESPECTFUL RESILIENT SAFE

you have earned the

PLATINUM DOJO MONSTER AWARD



Keep collecting points as you work towards:

- **BRONZE MONSTER AWARD** — 100 Dojo Points
- **SILVER MONSTER AWARD** — 250 Dojo Points
- **GOLD MONSTER AWARD** — 500 Dojo Points
- **PLATINUM MONSTER AWARD** — 750 Dojo Points
- **DIAMOND MONSTER AWARD** — 1000 Dojo Points

Date: _____

Signed: _____
Headteacher

OAKDENE PRIMARY ACADEMY

GROWING THROUGH EXCELLENCE

1000 DOJO POINTS AWARD

DIAMOND MONSTER ACHIEVEMENT

Congratulations!

This certificate is proudly presented to

_____

for demonstrating outstanding commitment to The Oakdene Way and achieving

1000 DOJO POINTS

Through positive choices, excellent effort and consistently showing our school values:

READY RESPECTFUL RESILIENT SAFE

you have earned the

DIAMOND DOJO MONSTER AWARD



Keep collecting points as you work towards:

- **BRONZE MONSTER AWARD** — 100 Dojo Points
- **SILVER MONSTER AWARD** — 250 Dojo Points
- **GOLD MONSTER AWARD** — 500 Dojo Points
- **PLATINUM MONSTER AWARD** — 750 Dojo Points
- **DIAMOND MONSTER AWARD** — 1000 Dojo Points

Date: _____

Signed: _____
Headteacher

OAKDENE PRIMARY ACADEMY

GROWING THROUGH EXCELLENCE

1250 DOJO POINTS AWARD

RAINBOW MONSTER ACHIEVEMENT

Congratulations!

This certificate is proudly presented to

_____

for demonstrating outstanding commitment to The Oakdene Way and achieving

1250 DOJO POINTS

Through positive choices, excellent effort and consistently showing our school values:

READY RESPECTFUL RESILIENT SAFE

you have earned the

RAINBOW DOJO MONSTER AWARD



Keep collecting points as you work towards:

- BRONZE MONSTER AWARD — 100 Dojo Points
- SILVER MONSTER AWARD — 250 Dojo Points
- GOLD MONSTER AWARD — 500 Dojo Points
- PLATINUM MONSTER AWARD — 750 Dojo Points
- DIAMOND MONSTER AWARD — 1000 Dojo Points
- RAINBOW MONSTER AWARD — 1250 Dojo Points

Date: _____

Signed: _____

Headteacher