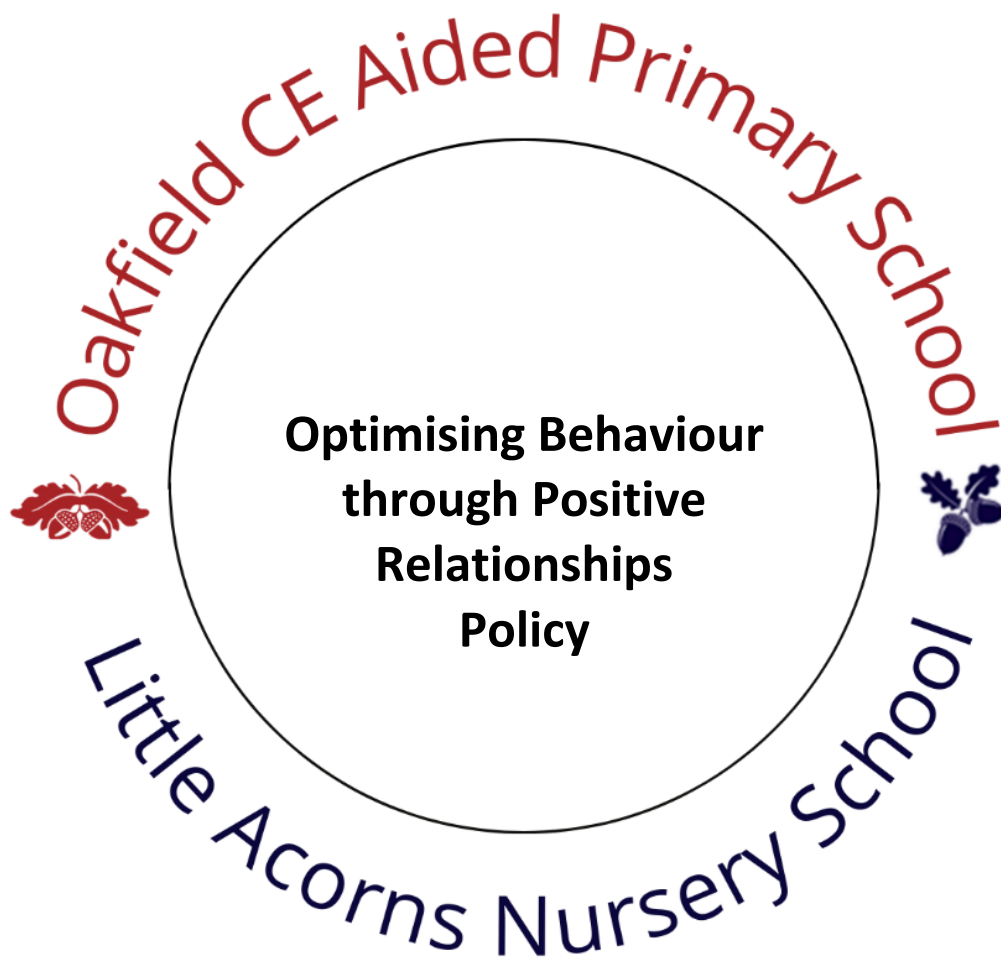
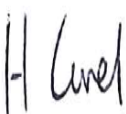
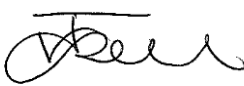




Date of Approval:	24 th March 2025
Responsible:	Vikki Reader – Headteacher
Review Date:	March 2026

Signed: 

Chair of Governors

Signed: 

Headteacher

Date: 24th March 2025

REVISION No:	Date issued:	Prepared by:	Approved by:	Comments:
1	Oct 2018	VR	CCP	Scheduled review and changes following consultation
2	Nov 2019	VR	E&S	Scheduled review and changes following consultation
3	May 2020	CH	FGB	COVID-19 Update
4	Sept2020	VR	E&S	Scheduled review and changes following consultation
5	Dec 2022	VR		Reviewed and changed following consultation
6	Dec 2023	MLG	VR	Replace exclusion with suspension Amended link for DfE guidance on reasonable force Page 6 Replaced ILC with PBS Added or prejudicial + homophobic abuse to examples Added managed move to another school under longer term considerations Page 7 Removed working and replaced with not attempting to complete work. Removed PE Added break/lunch/repair to range of possible response / consequences Appendix 3 Replaced link Added prejudicial to serious breach of behaviour Page 14 – replaced link
7	Mar 2025	VR		Title – added “through positive relationships” Family Advocate – replaced with Pastoral Team At the point of reviewing the policy a consultation is underway to update the current ‘Use of Reasonable Force advice and Guidance’ see consultation below:  Consultation on the use of reasonab Appendix 3 has been removed. The schools new ‘Suspensions and Permanent Exclusions Policy’ is referenced within this policy instead to ensure consistency of use of both policies in the entirety.

Optimising Behaviour Policy

Introduction

As a Church of England School, our optimising behaviour policy is informed by Christian values which underpin every aspect of our community's life and work, including our curriculum. These values are firmly rooted in the teachings of Jesus. Central to our policy are Jesus' words recorded in the Gospel of Matthew, widely known as the 'Golden Rule':

"So in everything, do to others what you would have them do to you."

We aim to:

- create a positive and compassionate environment in which all children can flourish and reach their full potential as God intended
- develop relationships based on **love, trust, honesty** and **hope** between all members of the school community, including parents and members of the Governing Body
- raise awareness of desired standards of behaviour by celebrating and recognising occasions where children have displayed our school values in practice
- ensure that there is clarity and consistency across our school about procedures, agreed by all stakeholders
- **de-escalate** any situation at the earliest opportunity
- make reasonable adjustments for pupils who have a disability or barriers to learning.

As a direct consequence of the Optimising Behaviour through Positive Relationships Policy :

Children will:

- build strong relationships
- benefit from a calm and secure learning environment
- be fully involved in regular reviews of the Behaviour Policy (through Children's Champions and PSHE lessons)
- understand that the school's behavioural expectations, including learning to manage and adapt their behaviours effectively in different situations, will enable them to flourish in later life.
- experience what it means to live and serve as a member of an open, generous and forgiving community.

Staff will:

- benefit from a calm and secure environment in which to teach effectively and with minimal disruption
- Convey and uphold expectations of our policy and respond consistently and fairly to misbehaviour.
- model forgiveness and **prioritise restoration**
- ensure that emotions are respected and supported through use of the 'Zones of Regulation'.
- ensure that the Six Strands model is used (in particular by our Children's Champions) to support children who struggle to demonstrate the schools expected standards of behaviour.
- build positive relationships with parents and the whole school community and work together, in particular, to address any behavioural concerns
- illustrate the link between rights and responsibilities
- conform to Teachers' Standards in respect to behaviour management
- develop personally and professionally through active engagement with CPD and evidenced based research.
- use their professional discretion to log, action and review incidents on CPOMs

For the purposes of this policy, 'staff' includes all teaching, support and administration staff. The Headteacher (HT) is responsible for setting and reinforcing the 'culture' for the Optimising Behaviour through Positive Relationships Policy to be lived out through every aspect of school life. The HT and Assistant Headteachers (AHTs) are responsible for the implementation, consistency and monitoring of procedures the school implements to support this policy.

Parents will:

- be fully informed about the school's ethos, core Christian values and the Optimising Behaviour Policy
- feel confident that all the decisions regarding behaviour are just, unbiased, and informed by the school's policy and values

- Support the school by modelling and reinforcing our OAK values and their links to life chances later on.
- Be confident that their child is developing personally, socially, academically and emotionally.
- Be offered opportunities to explore further the school's values at home through home learning activities
- Feel welcome and supported in school.

We respect individuals' right to confidentiality and will endeavour to only discuss details of each individual with their own parent/carer, unless it is a safeguarding concern in which case we have a duty of care to share with relevant professionals. All parents are encouraged to discuss concerns or questions about behaviour at the earliest possible time so that issues can be dealt with quickly and effectively.

Optimising behaviour through Positive Relationships in the school environment – Children's Champion's

The expectations of behaviour within the school are clear and when behaviour falls below the expected standards children will be given enhanced support. Oakfield has adopted the Zones of Regulation as a whole school approach to respecting emotions and optimising behaviour. In addition to this, for children who regularly struggle with any of the 6 key areas of behavioural development, we have adopted the 6 strands approach to helping develop positive behaviours.

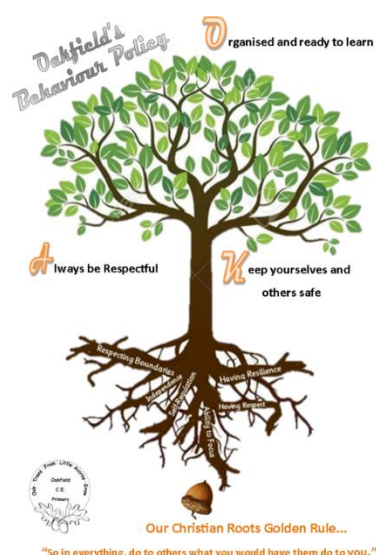
1. Respecting **BOUNDARIES**
2. Having **RESILIENCE**
3. Ability to **FOCUS**
4. Having **RESPECT**
5. **SELF-REGULATION**
6. **INDEPENDENCE**

These are all encompassed in three overarching **OAKfield** expectations, displayed in every classroom and around the school:

Organised and ready

Always respectful (*So in everything, do to others what you would have them do to you*)

Keept yourself and others safe



Strategies used at Oakfield to support and recognise behaviours

We prioritise the time needed for children to develop personally invested behaviour. The Dojo system is established throughout the school. Children's Champions have been introduced and celebration assembly recognises a whole range of positivity.

- Zone of Regulation in place throughout the school
- Praise and positive comments will be given readily. Staff are encouraged to respond to behaviour using the 'values language' in order that children understand what the value means/looks like, e.g. what respectful looks like in practice.
- Dojos – consistent across the school.

Climate setting for classrooms

We prioritise being proactive in supporting children to optimise their behaviours and acknowledge that defaulting to sanctions/consequences to 'manage behaviour' is not as effective in improving children's communication skills and ways to manage their behaviours, as time with a trusted adult. (see Appendix 1)

9. Response to Inappropriate Behaviour

When dealing with behaviour that falls below the expected standard throughout the school, adults will:

- seek to **avoid confrontation** and demonstrate compassion through **active listening** and **forgiveness where there is an acknowledgement of wrong doing. Pupils are encouraged to reflect knowing their thoughts and opinions are valued.**
- provide children with the opportunity to reflect and make amends, reminding them that it is their behaviour, not themselves, that is unacceptable
- Individual Wellbeing Plans can be implemented if a more bespoke approach is needed to optimise behaviour.

When dealing with behaviour that impedes learning and relationships within the classroom, teachers will:

- Track behaviour trends and inform using CPOMS.
- Inform parents, in person or via a telephone call, of any behaviour that they need to be aware of and keep the SENCo/AHT informed of any further escalation.
- Liaise with our Pastoral Team and attend termly SEN surgeries.

Use of Reasonable Force

Although only used as a last resort, schools must recognise that the use of reasonable force may be required. Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. Should a situation arise that requires the school to use reasonable force, the school will adhere to the DFE guidance.

https://assets.publishing.service.gov.uk/media/5a819959ed915d74e6233224/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

Schools can use reasonable force to:

- 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 behaviour that disrupts the behaviour 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.

Schools cannot:

- use force as a punishment – it is always unlawful to use force as a punishment.

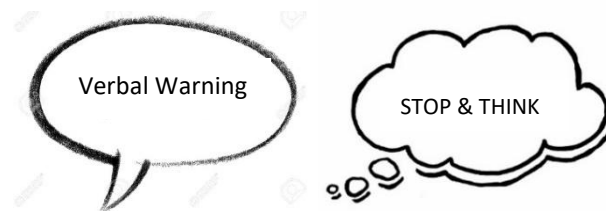
Consequences for Unacceptable Behaviour

We acknowledge that whilst this policy aims to optimise all children's' behaviour, action will need to be taken if children's behaviour becomes unacceptable (see Appendix 2 for examples).

11. Systems

Visual cues are used in every classroom

Zones of Regulation set up in every classroom to enable children to express how they are feeling.



12. Suspensions and Permanent Exclusions

There may be instances where serious misconduct exceeds acceptable boundaries and normal responses/interventions are insufficient. In such instances, the School will consider suspension or permanent exclusions as per the schools 'Suspensions and Permanent Exclusions Policy'.

13. Review

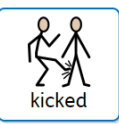
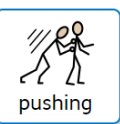
This policy will be reviewed annually. It will be published on the school's website and hard copy will be available from reception.

Appendix 1

Organised & Ready	How we can help all children? OAKFIELD ESSENTIALS ...	Individual Interventions to help optimise behaviour beyond Oakfields' essentials
- On time each morning - Has correct uniform, lunchbox and equipment - Listens, paying attention to adults and peers - Moves around the school building sensibly - Has what they need to complete learning in lessons	- Warm welcome every day - Good home school communication - Visuals in class - Clear and consistent expectations - Good class routines - Engaging learning - Resources are accessible	- Speaking/meeting with the family - Bespoke/extra family reminders - Individual timetables - EWO conversation - Adult support/modelling
Always Respectful	How we can help all children? OAKFIELD ESSENTIALS	Individual Interventions to help optimise behaviour beyond Oakfields' essentials
- Responds appropriately in a range of situations - Follows instructions from adults - Socialises well with peers - Helpful - Is mindful of others feelings and belongings - Respects similarities and differences	- Quality PSHE, worship and RE lessons - Staff modelling our values - Visuals – eg. Now and next cards - Break instructions down 6 strands and zones of regulation in place	- ELSA sessions/SEMH support - TLG time - Personalised 6 strands wall - Individual ZOR key ring - Support at playtime - Speak with the family
Keep Yourself & Others Safe	How we can help all children? OAKFIELD ESSENTIALS	Individual Interventions to help optimise behaviour beyond Oakfields' essentials
- Live out our OAK rules and school values - Enables others to learn in a calm and safe environment. - Consistently follows adult instructions	6 strands and zones of regulation in place - Trauma and emotionally literate ethos	- Individual ELSA/play therapy/MHST support - Individual wellbeing plan - Individual Risk Assessment
Unacceptable Behaviour		
Examples - Persistent misconduct (that involves SLT) - Violent behaviour towards staff or peers - Threatening behaviour, including swearing directed at adults or peers - Inappropriate or prejudicial language including racist abuse and homophobic abuse - Bullying/persistent bullying - Unauthorised leaving of school premises - Possession of offensive weapons - Persistent defiance of uniform rules - Derogatory and inappropriate sexualised language and behaviour	Immediate Response - Phone call home/meet with the family - Internal suspension Other responses could include - Timetable reduced if pattern of triggers - ELSA referral - PBS advice and support - SEN/ED Psyche advice/support - Suspension	Longer term Considerations Family support (workshop-family hub) ELSA sessions MHST referral Reduced timetable PBS in reach Managed move to another school Permanent suspension

Appendix 2

Organised & Ready	Range of possible responses/consequences
Calling out Not listening Running indoors Pushing in the line Not attempting to complete work Not having correct Uniform	Verbal warning Moving the child within the classroom Completion of work in own time – break/lunch/repair After a reminder, if child repeats, they are given time to think (next step)
Always Respectful	Range of possible responses/consequences
Persistent repetition of minor behaviours after a verbal warning. Distracting others Throwing small objects but not to hurt Inappropriate physical contact (e.g. pulling hair, pinching) Inappropriate language Refusal/Complaint against work Minor deliberate damage to school property Refusal to follow instructions Rough play including pushing Interferes with others property Leaves the room without permission	Child to stop and think! 'Time Out' Loss of playtime in 5 min increments Playground restriction (e.g. no football or loss of use of play equipment) Missing whole or part of lunch time Removal/suspension from clubs Removal of walk home pass Follow up - Restoration/re-visit Six Strands and Verbal/written apology Inclusion Team member to inform HT/AHT and support if necessary Teacher to inform parent in person or via telephone at end of day if the following needs to be applied: (24 hrs notice) - Removal/suspension from clubs - Removal of walk home pass
Keep Yourself & Others Safe	Range of possible responses/consequences
Persistent repetition of moderate behaviours Threatening behaviour Swearing/aggressive language Defiance of staff Persistent disruptive behaviour Prejudice related incident (e.g. racism or homophobia)	Removal/suspension from clubs/special events Removal of walk home pass Inclusion Team to support to avoid escalating further Internal suspension at lunchtimes and or break times Internal suspension during lessons with work completed in isolation (KS2) and time out (KS1) If the child refuses to accept the consequence given BH/HD (strategic leader) are notified. CPOMs procedures followed to capture pupil voice Teacher to inform parent in person or via telephone at end of day if any of the above have needed to be applied. Invite parent/carers to meeting External Suspension

I am O rganised & Ready to Learn	Range of possible responses/consequences
I am calling out which is disrupting my class' learning. I am not listening to others  I am running indoors  I am being disruptive in the line  I am not  completing my work I am not in correct uniform/ PE uniform	I will be given a verbal warning. I might need to sit somewhere else in my classroom. I might need to complete my work in own time. After a reminder, if I do this again, I will need to have some time to  and think 
I am A lways Respectful 	Range of possible responses/consequences
I am stopping  other children from learning.  I have thrown  things around the classroom.  I have not  used kind  hands  and feet  I may have done the following things...  pinched  pull hair  kicked  pushing etc. I have not used kind words.  I have refused  my work  I have broken  something small that belongs to school  I have refused  to follow instructions  Leaves the room  without permission 	I need some time out to  and think  I need to  lose some or all of my play time.  I am not  allowed to go on the playground equipment  I am not  allowed to go to my club  I might lose  my walk  home pass  I need to say sorry  I might say it or write it  If I refuse  my consequence, I will need to speak Mrs Doyle  or Miss Howlett  and they will phone  home. 

Keep Yourself & Others Safe 	Range of possible consequences
I am showing the same behaviour mentioned above, again and again.  I am scaring or worrying other people with my behaviour  I am swearing  and using aggressive words.  I have refused  to follow instructions from Mrs Doyle  or Miss Howlett  I am continuing  to  other children from learning.  I have been unkind  to someone because of the way they look  or what they do. (e.g racism or homophobic) I have behaved in a way which is not  age appropriate or makes someone else feel unsafe. 	I will spend playtime  or lunch time  with an adult on my own.  I will complete my work on my own, away from my class.  I will have to see Mrs Reader.  The teachers will write what I say on CPOMS.  Someone from school will phone home.  Someone from home may need to have a meeting  with Mrs Reader,  Mrs Doyle  or Miss Howlett  I may be sent home and excluded. 

Non- Negotiable consequence

Unacceptable behaviour	
I have seriously hurt  someone else. It might be a child  or an adult.  I have used derogatory language  or sexually inappropriate language or behaviour. 	I will be sent home  This behaviour is not acceptable.