



Oaktree Nursery and Primary School

Behaviour Policy

2025 – 2026

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Oaktree Nursery and Primary School

Behaviour Policy

Every Child, Every Chance, Every Day

Our Nurturing ethos is at the very heart of everything we do at Oaktree.

Introduction

Oaktree Nursery and Primary School recognises that a child's behaviour is a response to their feelings and emotions and can be affected by situations that occur within and outside school. Oaktree has a highly skilled, Attachment and Trauma Aware staff and we pride ourselves on understanding each child as an individual and helping them to develop strategies to manage their emotions and therefore their behaviour. A child's behaviour is the responsibility of all members of staff who will take time to talk to, listen to and understand a child's perspective and then work with them to find a solution to any issue that arises.

Key to our behaviour policy is the understanding of the principles that 'Being fair does not necessarily mean treating all the same' and that any child's behaviour is viewed as communication. All children are different, so being fair to everyone requires an understanding of what strategies will be most effective in their success in managing their own behaviour.

'Oaktree listens and understands and helps us to make better behaviour choices. It is not a 'shouty' school' Year 6 child.

At Oaktree we support every child to reach their full potential. All pupils are given the support and encouragement necessary to help them to make progress and feel positive about their achievements.

Children learn best when they feel safe, secure and valued. We aim to create an environment where all stakeholders – adults and children – feel safe, happy and valued; where they can learn, take risks in their learning and are safe to work and play. At Oaktree we believe that every child is unique and has their own individual needs, and that every learning opportunity counts.

This behaviour policy was developed by staff, pupils and governors and is reviewed and updated annually.

Policy Aims

We aim:

- To use positive behaviour management strategies including de-escalation to maintain high standards of behaviour
- To listen to all stakeholders involved when there has been a problem
- To deal with incidents fairly
- To provide high quality learning and teaching
- To provide a stimulating learning and teaching environment
- To provide a stimulating curriculum
- To set and review clear learning and behaviour targets
- To manage behaviour through a clear, calm and consistent approach
- To explicitly teach positive learning behaviour

To enable children to make positive choices about their behaviour **Values and Whole School Approach**

At Oaktree, we expect high standards of behaviour from all children, and everyone is expected to treat each other and other people's belongings and school resources with care and respect. These expectations are modelled by staff and explicitly taught through our curriculum and school values of:

- Be Optimistic
- Have Ambition
- Be Kind
- Be Truthful
- Be Resilient
- Have Empathy
- Show Equity

Rules need to be applied consistently throughout the school by all adults, including teachers, Teaching Assistants, Mid-day Supervisory Assistants and visitors. We have a strong emphasis on recognising and celebrating positive behaviours. If a member of staff sees a child misbehave, they should speak quietly to that child, whilst maintaining a reasonable distance, and inform the class teacher about what has happened.

Building Self Esteem

Self-esteem is the picture each person has of themselves and their strengths and limitations. This personal self-image influences all important choices made later in life. Teachers need to create a safe environment where other adults and children can feel secure. Each child and adult are valued as an individual with his or her own specific needs and should be treated accordingly. However, for the school to function smoothly, certain common approaches to whole school behaviour are necessary. Creating a safe environment will include the following:

- Valuing children's opinions and build relationships
- Being positive and generous with praise
- Thinking about how adults talk and listen to children and how children talk with adults giving time for children to succeed using positive body language (e.g. smiling)
- Looking at class organisation (does it give the teacher and children time to work intensively, free from interruption?)
- Labelling the act, not the child (e.g. I like you as a person, but I don't like what you've done)
- Finding opportunities to praise good behaviour (e.g. sharing time)
- Sharing a problem in Circle Time, when necessary
- Encouraging children to analyse their own behaviour and take responsibility for it
- Allowing children space and time to calm down.

Definitions

At Oaktree we do not tolerate any form of bullying, violence, harassment, child on child or sexual harassment or violence and will deal with any incidents immediately, in line with our Safeguarding and Anti-Bullying policy and procedures.

Bullying can be:

- Emotional - being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical - pushing, kicking, hitting, punching or any use of violence
- Prejudice based and discriminatory - Racial (racial taunts, graffiti, gestures) Faith-based, Gendered (sexist), Homophobic/biphobic, Transphobic, Disability-based
- Sexual - unwanted physical contact or sexually abusive comments
- Verbal (Direct or in-direct) - name-calling, sarcasm, spreading rumours, teasing
- Cyber - All areas of internet, such as email & internet chat room misuse, also including mobile threats by text messaging & calls Misuse of associated technology, i.e. camera & video facilities

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Policy into Practice

Rewards

As much as possible we use positive behaviour management strategies such as praise, in--class reward systems and Rainbow Room/Individual rewards in order to help children make positive choices. These play an important part in classroom management and so need a high status and must be consistently applied.

Consequences

In the event of positive strategies being ineffective the following system of behaviour management is suggested:

Step 1

A verbal warning is given, making it clear to the child concerned that this is step 1 of the consequences system. A reminder is given about the expected behaviour and the need for the child to think about and make the right choices.

Step 2

A second warning is given, making it clear that it is a serious warning and this is step 2. The reminder about behaviour choices is reiterated, making it very clear what behaviour is expected.

Step 3

The child is given a Time Out within class (e.g. sitting in a quiet area away from the main group). They are reminded to think about (and if possible discuss with an adult) how they could change their behaviour choices in order that they can successfully re-join the group.

Step 4

The child is given a Time Out in the agreed partner class if it is felt they would not disrupt that class. If necessary (and possible) they are escorted to the partner class. They are encouraged to think very carefully about how they are going to behave on return to their own class.

Step 5

The final step would be to be sent to the Headteacher (or next most senior member of staff). Incidents at step 5 will result in parents being informed by phone call or email.

Any behaviour resulting in Step 3 onwards is recorded on the school's CPOMS system.

These warnings are not carried over from the day before; each day is a new start and a new chance. If the behaviour is unsafe or extremely inappropriate, staff should immediately move to the final step.

In the event of a serious breach of the behaviour policy, DfE Suspension and Permanent Exclusions Guidance (2024) is followed. The Headteacher or Senior Leadership Team (in the absence of the Headteacher) has the right to suspend a pupil for a fixed period and, for very serious breaches, the Headteacher has the right to exclude on a permanent basis. This, however, is very rare, and is only considered once all other strategies to improve a pupil's behaviour have been implemented.

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
- Manage the incident internally
- Refer to Early Help
- Refer to children's social care
- Report to the police

Please refer to our Child Protection and Safeguarding Policy for more information.

Break times and Lunch times

We aim to provide a stimulating environment for the children at break and lunchtimes. Some children find the playground difficult to manage at times and they may need to access Rainbow Room. This is with agreement of the class teacher and Rainbow Room Manager. Some children may go home for lunchtimes if their behaviour is causing significant concern and will be allowed to return following the implementation of a behaviour agreement involving school, child and parents/carers. Abusive behaviour of any kind is not tolerated.

Records of Behaviour

All behaviour incidents are recorded on CPOMS. Staff are also encouraged to record positive behaviour in this way, especially if this marks a positive change in the choices that a child is making.

Individual Behaviour Plans

Some children may need an Individual Behaviour Plan, part of which may take the form of a Risk Assessment if there is an on-going identified risk of the child themselves, other children or members of staff being hurt. This is completed by the SENCo or Headteacher, in consultation with Parents/Carers.

Rainbow Room staff and our SENCo are actively involved in supporting children with emotional and behavioural difficulties. We believe it is vital to work with parents where the behaviour of their child is

impacting negatively on the learning or safety of themselves or others in school. This may take the form of a Home School book or card, letters or phone calls home, informal and formal meetings to review their child's behaviour. Depending on the level of concern of the behaviour the Headteacher, the Chair of Governors or Deputy or SENCo may be involved in these meetings as well as the class teacher. A referral to the SEMH Nyland Outreach Team or a 'managed move' or alternative placement may also be considered for some children.

At Oaktree we believe that, by working in close partnership with all stakeholders, our children can display excellent social and learning behaviours, which will enable them to achieve their full potential.

Statutory Guidance:

Education Act 2011

Equality Act 2010

DFE Suspension and Exclusions Guidance (2024)

Additional Guidance:

Behaviour in Schools (2024)

Supporting Policies:

Safeguarding and Child Protection

SEND

Positive Handling

Inclusion






Equal Opportunities

Teaching & Learning






Equality Scheme

Anti-Bullying Policy

Classroom Behaviour Chart – Guide for adults

Behaviours may include:	STAGE	Consequences - as appropriate to age of child
<ul style="list-style-type: none"> Calling out Not following instructions Talking when time to listen Distracting others Running along corridors 	 Verbal Warning	<ul style="list-style-type: none"> Adult reminds child of expected behaviour Warning that if the behaviour continues child will be moved
<ul style="list-style-type: none"> Repeated calling out Continuing not following adult instructions Continuing talking when time to listen Repeatedly distracting others 	 Yellow	<ul style="list-style-type: none"> Child to move to another part of the classroom Child to have time out to walk around outside classroom with adult
<ul style="list-style-type: none"> Continued low level disruptive behaviours Not following adult instructions Unkind language Hurting others - boisterous or careless behaviour Not taking care of resources 	 Orange	<ul style="list-style-type: none"> Child to miss some of next playtime
<ul style="list-style-type: none"> Behaviour which disrupts learning of others Unkind language including indirect swearing Hurting others Damaging or breaking school resources 	 Red 1	<ul style="list-style-type: none"> Child to move to another classroom for a session Parents informed by class teacher at the end of the day
<ul style="list-style-type: none"> Intentionally causing injury Vandalism Racism or other form of discrimination Intentional aggressive use of unkind language including swearing at others 	 Red 2	<ul style="list-style-type: none"> SLT involved Internal exclusion for a session or a day Parents informed immediately

Playground Behaviour Chart – Guide for adults

Behaviours may include:	STAGE	Consequences - as appropriate to age of child
<ul style="list-style-type: none"> Not following adult instructions Excluding others from games Not using play equipment properly Running instead of walking to and from playground 	 Verbal Warning	<ul style="list-style-type: none"> Adult reminds child of expected behaviour
<ul style="list-style-type: none"> Not playing games e.g. football by the rules Playing rough Being a 'bad sport' 	 Yellow	<ul style="list-style-type: none"> Second verbal reminder of expected behaviour Warning of time out if behaviour continues Possible ban from playing ball games for rest of that play time
<ul style="list-style-type: none"> Not following adult instructions Unkind language Hurting others - boisterous or careless behaviour Not taking care of playground equipment 	 Orange	<ul style="list-style-type: none"> Time out for part or whole of playtime
<ul style="list-style-type: none"> Refusal to follow adult instructions Unkind language including indirect swearing Intentionally hurting others Intentionally damaging or breaking playground equipment 	 Red 1	<ul style="list-style-type: none"> Miss the next playtime/s Parents informed by class teacher at the end of the day
<ul style="list-style-type: none"> Ignoring/arguing with adults Intentionally causing injury Using discriminatory language Intentional aggressive use of unkind language including swearing at others Vandalism 	 Red 2	<ul style="list-style-type: none"> SLT involved Internal exclusion for a session or a day Parents informed immediately