Behaviour Policy

Start Date:	July 2026
Review Date:	July 2028

The Oaks Infant School

Behaviour Policy

Our Ethos (Written Statement of Behaviour Principles)

At The Oaks, we understand that children are learners; socially, personally and academically. We recognise that all behaviour is communication, and take into account the functions of the behaviours, the observable and hidden aspects of behaviour as well as the behaviour cycle. With respect to these, we seek to be proactive rather than reactive in our approach to a positive Behaviour Policy. At every point we, as adults, need to understand this and to always see behaviour (wanted or unwanted) as a learning point. Behaviour is also inextricably linked to relationships, and so nurturing and fostering our relationships with each and every child, and between children, is fundamental in enabling children to develop their ability to self-regulate, to manage their own relationships and to become responsible and self-assured learners.

In order to achieve this, we teach the children about managing their own behaviour, feelings, conduct, relationships and learning behaviours through the Zones of Regulation approach. We emphasise the value of certain behaviours and attitudes through our three simple Behaviour Expectations and 'The Learning Wood'. Consistency is key with developing exemplary behaviour and so all staff are expected to uphold the principles within this policy.

This policy is based on the philosophy that all children in the school have the right to learn, to be taught and to receive the attention of the teaching staff. The rights of individual children to learn can only be properly enjoyed when adults are consistent in their approach to teaching children about behaviour and their expectations of behaviour. All adults must consistently model and uphold the expectations within school.

Whenever a pupil significantly disrupts others, the actions taken by the staff should be within the framework of this policy.

Expectations

At The Oaks, we have three clear expectations of all children and staff. There are only three expectations so that these are easily remembered, applied, referred to for absolute consistency amongst all adults in school.

Our Expectations are that we are:



We use our Expectations as a whole school approach to promoting the expected behaviour in school. The Expectations are discussed and reinforced through assemblies, circle time and Personal Development lessons, but they also pervade all that we do all day every day. Our Expectations are prominently displayed in each classroom and around the school using Widgit symbols.

We have a number of consistent systems in school which support our ethos and the promotion of personal development, behaviour for learning and good conduct. These include:

- Recognition Boards – The focus of the board may be social behaviours or learning behaviours and can be flexibly used according to the needs of the class. In Reception the recognition boards would initially be used to support children's understanding of the Expectations, however once they are ready to move on from this the focus will be as required. When a pupil demonstrates the behaviour that is on the Recognition Board well, they (or an adult) move their photograph or peg on to it. At the end of the session / day those on the Recognition Board are collaboratively celebrated in their classrooms.
- Celebration Assemblies – each week teachers recognise an individual pupil's success. These are rewarded with recognition by the senior leader in assembly, a sticker, a certificate and contributions to a whole-school display.

Supporting children to meet the school's Expectations





Where a child's behaviour does not meet our expectations, we will follow our classroom support plans and use scripting and the 30 second intervention. Staff have been training in Emotion Coaching to support children further.

There will be verbal reminder, using limited language e.g. 'You need thinking time because that behaviour was not kind'. This may be followed up by the pupil having a conversation with a staff member during the child's play or break time to discuss the behaviour and why

it was unacceptable. For younger children, this may be thinking time for reflection. The adult will then discuss this with the child at the end of their thinking time and reinforce the associated Expectation. Restorative Justice Approaches will be applied where necessary (see below).

Parents will be contacted regarding any persistent or serious behaviour incidents and, if appropriate, an Individual Behaviour Plan put in place, with regular review meetings between school staff and parents.

In very rare occasions, if all of the above strategies are exhausted and there is no change to the behaviour or the behaviour causes physical harm to another pupil or adult, then the child may be suspended in accordance with the suspension policy. Suspensions are only decided by the Executive Headteacher or by the Head of School. (Please refer to the school's Suspensions and Exclusions policy)

Restorative Justice Approaches

RJA is an understanding that we work best when part of a community and that to do so we need an understanding of how a community works, self awareness of our responsibilities to that community and shared communication skills.

Restorative Justice is a process that resolves conflict. It promotes telling the truth, taking responsibility, acknowledging harm as appropriate responses to conflict and in doing so creates accountability.

It is a very valuable tool as it not only allows the harmer to see the impact of their behaviour but also allows the "harmed" person the opportunity to see if they contributed to the conflict in anyway by their own behaviour. Both participants are then able to agree their own resolution regarding how they are going to treat each other in the future. This gives both a personal stake in the success of the contract. By looking at what harm has been caused it brings the participants together to develop a solution.

Restorative Approaches are based on four key features:
RESPECT – for everyone by listening to other opinions and learning to value them
RESPONSIBILITY - taking responsibility for your own actions
REPAIR – developing the skills within our school community so that its individual members have the necessary skills to identify solutions that repair harm and ensure behaviours are not repeated
RE-INTEGRATION - working through a structured, supportive process that aims to solve the problem (and allows young people to remain in mainstream education).

At The Oaks, all staff follow the RJA procedure and principle when dealing with conflict. This involves asking the same questions every time with all parties affected present (taking into account their age and cognitive aptitude). The questions are:

- What's happened?
- How were you feeling?
- Who's been upset?

- What do you need to make things better? (You may also ask 'How can we move forward?')

The use of these questions ensures consistency with behaviour management across all staff members and allows children to learn to resolve issues. Children also learn to understand the effect their actions have on others, which has been proven to reduce incidents of similar behaviours.

Additional Needs

The guidance in this policy will be used for the majority of the children, however, we recognise that for some of our children, including those with Special Educational Needs and Disabilities (SEND), a more personalised approach or behaviour plan may be needed. This might be a total communication approach alongside the whole school Behaviour Policy in order to maintain expectations. However, it may also be more individualised and specific than this.

Where identified, children may also have individual support plans drawn up in partnership with the school, parents, and where possible, the child themselves. These are live working documents and will be reviewed regularly and updated as and when needed.

Bullying

Reporting of any incident which might be interpreted as bullying behaviour must be taken very seriously - see the school's Anti-Bullying Policy.