



BEHAVIOUR POLICY

“Every child deserves a champion: an adult who will never give up on them, who understands the power of connection and insists they become the best they can possibly be.”

Rita Pierson

Recommended by: Sarah Allen

Recommendation Date: 17.08.2026

A handwritten signature in black ink, appearing to be 'Doug Mills', with a long horizontal line extending to the right.

Ratified by: Doug Mills

Position on Board: Chair of Governors

Ratification Date: August 2026

Next Review: Autumn 2027

Policy Tier: School

"Every child deserves a champion: an adult who will never give up on them, who understands the power of connection and insists they become the best they can possibly be."

- Rita Pierson, Educator



1. Introduction

At Oak Hill First School, we believe that every child deserves to be known, valued and supported by adults who believe in their potential.

Behaviour is learned, taught and strengthened through positive relationships, consistency and a strong sense of belonging. We are committed to creating an inclusive, calm and safe environment where every child feels successful and supported to thrive.

We recognise that positive behaviour grows from strong relationships, clear expectations and a sense of belonging. Through consistency, compassion and high expectations, we help children develop the skills they need to flourish both in school and beyond.

Inspired by Rita Pierson's belief that every child deserves a champion, we strive to ensure every child at Oak Hill feels valued, understood and supported. We recognise that adults create the conditions in which children can succeed.

2. Aims of the Policy

This policy aims to:

- Create a safe, calm and inclusive learning environment where all children can thrive.
- Develop a framework within which children can mature emotionally and relationships can flourish.
- Explicitly teach, model and practise positive behaviour and self-regulation skills.
- Help children understand the impact of their behaviour on themselves and others.
- Encourage children to take ownership of their actions and make positive choices.
- Create an atmosphere in which effective learning can take place and children can fulfil their potential.
- Promote positive attitudes through socially acceptable behaviour whilst learning and playing.
- Foster a strong sense of belonging within classrooms and across the wider school community.
- Develop children who are considerate, respectful and responsible members of society.
- Work in partnership with parents and carers to ensure a consistent approach to supporting positive behaviour.

3. Legal Framework

This policy has due regard to relevant legislation and statutory guidance including:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE Use of Reasonable Force
- SEND Code of Practice (0-25)
- Mental Health and Behaviour in Schools
- Behaviour in Schools (2024)
- Keeping Children Safe in Education
- Searching, Screening and Confiscation
- Suspension and Permanent Exclusion Guidance

This policy should be read alongside:

- Child Protection and Safeguarding Policy
- SEND Policy
- Anti-Bullying Policy

- Positive Handling Policy
- Suspension and Exclusion Policy
- Complaints Policy
- CRST Behaviour Principles
- Parental Conduct Policy

4. Our School Expectations

At Oak Hill we are:

Ready

- Prepared for learning.
- Following instructions.
- Trying our best.
- Showing resilience when learning becomes challenging.

Respectful

- Using kind words and actions.
- Showing good manners.
- Looking after people, property and the environment.
- Valuing differences.

Safe

- Making safe choices.
- Moving calmly around school.
- Helping everyone feel secure and able to learn.
- Looking after ourselves and others.

These expectations are explicitly taught, modelled and revisited throughout the school year.

5. Our Behaviour Approach

Our approach is influenced by the work of Paul Dix and informed by evidence highlighting the importance of positive relationships, belonging, wellbeing and emotional development in supporting children to thrive. It is underpinned by five key principles which work together to create a calm, inclusive and supportive learning environment.

Positive Relationships

We recognise that positive relationships are at the heart of successful behaviour. Every child deserves a trusted adult who notices them, supports them and helps them succeed.

Children behave best when they feel known, valued and understood.

Relentless Routines

Clear and consistent routines reduce uncertainty and help children feel safe, successful and ready to learn.

Recognition

We deliberately notice, acknowledge and celebrate positive conduct, effort and contribution.

Recognition may include:

- Specific verbal praise.
- Positive communication with home.
- Celebration assemblies.
- Leadership opportunities.
- Sharing success with others.
- Class celebrations and experiences.

Supportive Guidance

Adults provide clear instruction, modelling, coaching and support to help children meet expectations and make positive choices.

Restorative Follow Up

When things go wrong, we support children to reflect, repair relationships and learn from their actions.

Our restorative approach is not about avoiding consequences. It is about ensuring that actions are accompanied by reflection, repair and learning.

6. Creating a Sense of Belonging

At Oak Hill, every child belongs to both a classroom community and the wider school community.

We recognise that a strong sense of belonging is a protective factor for children's wellbeing, engagement and behaviour. We therefore seek to ensure that every child feels connected to their classroom, valued by adults and peers, and able to participate fully in school life.

Our animal-named classrooms help foster identity, pride, connection and collective responsibility. Children are encouraged to support one another and contribute positively to their classroom community.

We aim to ensure every child:

- Feels welcomed each day.
- Has positive relationships with adults and peers.
- Experiences success.
- Has opportunities to contribute their ideas and talents.
- Feels valued and heard.
- Knows they are an important member of the Oak Hill community.

7. Teaching Behaviour and Self-Regulation

We recognise that behaviour must be taught in the same way as reading, writing and mathematics.

Staff will:

- Explicitly teach routines and expectations.
- Model positive behaviours.
- Provide opportunities to practise and rehearse routines.
- Give feedback on behaviour choices.
- Re-teach expectations when necessary.
- Support children to develop self-regulation skills.

Children are supported to:

- Recognise and manage emotions.
- Build resilience.
- Resolve conflict appropriately.
- Understand the impact of their behaviour on others.
- Develop independence.
- Take ownership of their behaviour.

8. Responsibilities

Staff

Staff will:

- Meet and greet children positively.
- Refer consistently to Ready, Respectful and Safe.
- Model expected behaviours.
- Build positive relationships.
- Plan engaging learning that meets children's needs.
- Notice and recognise positive conduct.

- Follow up concerns consistently.
- Address behaviour calmly and respectfully.
- Retain ownership of behavioural issues and restorative follow-up.
- Never ignore behaviour that compromises learning, wellbeing or safety.

Parents and Carers

Parents and carers are expected to:

- Support the school's behaviour expectations.
- Work in partnership with staff.
- Maintain open communication.
- Support agreed strategies.
- Model positive behaviour and respectful relationships.

Leaders

Leaders will:

- Be visible and approachable.
- Model the school's behaviour expectations.
- Support staff in maintaining consistency.
- Celebrate successes.
- Communicate positively with families.
- Identify and support training needs.
- Monitor behaviour information and interventions.

SENDCo

The SENDCo will:

- Support pupils whose behaviour may be linked to additional needs.
- Advise staff regarding reasonable adjustments.
- Coordinate Behaviour Support Plans and Risk Reduction Plans where needed.
- Liaise with external agencies.

Senior Mental Health Lead

The Senior Mental Health Lead will oversee the school's approach to emotional wellbeing, mental health and SEMH needs.

Governing Body

The Governing Body will:

- Monitor implementation of the policy.
- Review behaviour outcomes.

- Ensure compliance with statutory guidance.

Pupils

Pupils are expected to:

- Follow school expectations.
- Treat others with kindness and respect.
- Seek help when needed.
- Report unsafe or concerning behaviour.

9. Responding to Behaviour

Stage 1: Prompt

Adults provide calm guidance and support.

Examples include:

- "I am noticing that you are..."
- "I am wondering if you are feeling...?"
- "It is not okay to..."
- "This is not Ready, Respectful or Safe."
- "I will help you. Let's sort this out together."

Adults recognise positive improvements as soon as behaviour changes.

Stage 2: Reminder

If behaviour continues, adults provide a clear and supportive reminder.

Examples include:

- "This isn't expected behaviour."
- "I know you can..."
- "What helped you get back on track last time?"
- "I will help you."

Adults continue to guide children towards success.

Stage 3: Reflection Time

If behaviour continues despite support:

- "You are... and that isn't okay."
- "Which school expectation have you broken?"

- “What do you need to do to become Ready, Respectful and Safe again?”

Reflection time is intended to support regulation, reflection and successful re-engagement with learning.

Putting Things Right

At Oak Hill, we believe children learn best when they are supported to understand the impact of their actions and take positive steps to put things right.

Following reflection time, children may be supported to:

- Practise or rehearse the expected behaviour.
- Complete learning that has been missed.
- Repair any harm caused.
- Restore relationships with others.
- Reflect on the choices they have made.
- Contribute positively to their classroom or school community.
- Receive additional support from an adult.

Actions will always be proportionate, respectful and focused on learning. The purpose is not to shame or punish children, but to help them develop responsibility, self-regulation and positive behaviour choices.

Stage 4: Restore

Following reflection time or a serious incident, restorative conversations take place.

Questions may include:

- What happened?
- What were you thinking or feeling?
- Who has been affected?
- How have they been affected?
- What needs to happen to put things right?
- What will you do differently next time?

The aim is to restore relationships, repair harm and support learning.

10. Serious Behaviour Incidents

Most behaviour concerns are successfully managed through positive relationships, supportive guidance, restorative conversations and classroom-based interventions.

Occasionally, behaviour may significantly impact the safety, wellbeing or learning of others. In these circumstances, additional support from school leaders may be required.

Examples include:

- Physical aggression.
- Serious verbal abuse.
- Bullying.
- Discriminatory behaviour.
- Sexual harassment.
- Deliberate damage to property.
- Theft.
- Behaviour that places the child or others at risk.
- Persistent behaviours that have not improved despite support and intervention.

Serious incidents will be recorded on *CPOMS as soon as possible and no later than the end of the school day.

The Designated Safeguarding Lead and/or a member of the Senior Leadership Team will be informed where appropriate.

Parents and carers will normally be informed on the same day or as soon as reasonably practicable unless doing so would compromise a safeguarding investigation.

Any behaviour incident that may indicate a safeguarding concern will be managed in accordance with the school's Child Protection and Safeguarding Policy.

Where a child has been affected by the behaviour of another pupil, appropriate support will be provided. The school will seek to repair relationships and restore a sense of safety and belonging for all involved.

The school will consider SEND, neurodiversity, medical needs, trauma and other vulnerabilities when determining support, reasonable adjustments and responses.

Where patterns of behaviour emerge, Behaviour Support Plans, Risk Reduction Plans or pastoral interventions may be implemented and reviewed regularly.

11. Children with Additional Needs and SEND

We recognise that behaviour can sometimes be a form of communication and may indicate an unmet need.

Staff will seek to understand the underlying reasons for behaviour and make reasonable adjustments where appropriate.

We recognise that behaviour may sometimes reflect emotional wellbeing needs, communication differences, neurodiversity, developmental factors, adverse childhood experiences, trauma or other vulnerabilities. Staff will seek to understand the factors influencing behaviour and respond through support, reasonable adjustments and appropriate intervention.

Some children may require co-regulation before they can independently regulate their emotions and behaviour.

Where behaviour causes ongoing concern:

- Additional support may be provided.
- Behaviour Support Plans may be developed.
- Risk Reduction Plans may be implemented.
- External agencies may be involved. The school will work closely with families to ensure provision remains supportive, personalised and effective.

Alternatives to suspension and exclusion will be considered wherever appropriate and reasonable.

12. Recording and Monitoring Behaviour

Significant incidents, safeguarding-related behaviour concerns, bullying incidents, discriminatory incidents, suspensions and any behaviour requiring ongoing monitoring will be recorded on *CPOMS.

Behaviour incidents should be recorded as soon as possible and no later than the end of the school day.

Behaviour information will be used to:

- Identify patterns and trends.
- Inform pastoral support.
- Support SEND provision.
- Evaluate interventions.
- Promote consistency across the school.

Where concerns persist, staff may use observations and ABC approaches (Antecedent, Behaviour and Consequence) to help understand behaviour and identify appropriate support.

Further guidance can be found in Appendix 1: Behaviour Recording on *CPOMS.

13. Working in Partnership with Parents and Carers

We believe positive behaviour is most effectively supported when schools and families work together.

Communication may include:

- Informal conversations.
- Class Dojo.
- Parent consultations.
- Telephone calls.
- Meetings.
- Newsletters.
- Positive communications home.

Our aim is to build strong, trusting relationships with families.

14. Positive Handling

The school follows its Positive Handling Policy.

Reasonable force may only be used:

- To prevent injury.
- To prevent serious damage to property.
- To maintain safety.
- To prevent serious disruption.

Any use of reasonable force will be recorded and communicated to parents or carers on the same day wherever possible.

15. Behaviour Outside School

The school reserves the right to respond to behaviour occurring:

- On educational visits.
- On journeys to and from school.
- During school events.
- Online.
- Where the behaviour may affect the welfare of pupils.
- Where the behaviour may affect the reputation of the school.

16. Online Behaviour

The school recognises that children's online behaviour can have a significant impact on their wellbeing, relationships and the wider school community.

All pupils are expected to demonstrate the same standards of behaviour online as they do in school and to behave in a way that is Ready, Respectful and Safe.

Children should:

- Be kind and respectful in all online interactions.
- Use appropriate language when communicating digitally.
- Treat others with dignity and respect.
- Report anything online that makes them feel unsafe, worried or uncomfortable.
- Follow the school's Acceptable Use Agreement.
- Use technology responsibly and safely.

The school will respond to online behaviour where it:

- Takes place using school devices, systems or accounts.
- Involves members of the school community.
- Constitutes bullying, discrimination, harassment or child-on-child abuse.
- Impacts the wellbeing, safety or education of pupils.
- Brings the school into disrepute.
- Creates conflict or disruption within school.

Incidents of online bullying, discriminatory behaviour, inappropriate messaging, sharing of harmful content or any behaviour that may pose a safeguarding risk will be addressed in accordance with the school's Child Protection and Safeguarding Policy, Anti-Bullying Policy and Behaviour Policy.

Where necessary, incidents will be recorded on *CPOMS and parents or carers will be informed.

The school is committed to helping children become responsible digital citizens and will teach online safety, respectful communication and responsible use of technology through the curriculum.

17. Bullying, Discrimination and Child-on-Child Abuse

Oak Hill First School is committed to providing a safe, inclusive and respectful environment for all members of the school community.

Bullying, discriminatory behaviour and child-on-child abuse are never acceptable and will always be taken seriously.

All concerns will be investigated promptly, sensitively and fairly in line with the school's Anti-Bullying Policy, Child Protection and Safeguarding Policy and relevant statutory guidance.

The school will take appropriate action to:

- Stop the behaviour.
- Protect those affected.
- Address the needs of all children involved.
- Repair relationships where appropriate.
- Prevent further incidents from occurring.

Appropriate support will be provided to any child who has experienced harm, as well as to any child whose behaviour has caused concern. Parents and carers will be informed and involved where appropriate.

Incidents that meet safeguarding thresholds will be recorded on *CPOMS and managed in accordance with safeguarding procedures.

18. Suspension and Permanent Exclusion

Suspensions and permanent exclusions are always considered a last resort.

They will only be used:

- Following serious breaches of this policy.
- Where allowing a pupil to remain in school would seriously affect the education, welfare or safety of others.

The school will follow current statutory guidance and work closely with families throughout the process.

Appendix 1: Behaviour Recording on *CPOMS

Purpose

Behaviour records help the school to:

- Identify patterns and trends.
- Understand individual needs.
- Design appropriate support.
- Monitor the effectiveness of interventions.
- Support safeguarding and wellbeing.
- Ensure consistency across the school.

Recording Expectations

Staff should record:

- What was seen.
- What was heard.
- Who was involved.
- When it happened.
- Where it happened.
- Actions taken.
- Outcome.

Staff should:

- Use factual language.
- Include direct quotes where appropriate.
- Avoid assumptions and opinions.

ABC Reflection

Antecedent

What happened before the behaviour?

Behaviour

What was observed?

Consequence

What happened afterwards?

This information can help identify patterns, triggers and effective support strategies.

Suggested *CPOMS Recording Template

- Date and time
- Location
- Pupil(s) involved
- Staff present
- Factual incident description
- Any injury sustained
- Any property damage
- Immediate actions taken
- Physical intervention used (if applicable)
- Safeguarding concern identified (if applicable)
- Parent/carers contact
- Outcome
- Follow-up actions
- Review date (where required)
- Recorded by

BACK TO SUCCESSFUL LEARNING

The purpose of this pathway is to ensure that all adults respond consistently, calmly and predictably when behaviour falls below expectations. The emphasis is on support, learning, responsibility and restoration rather than punishment.

Appendix 3: Recognition and Class Celebrations

Recognition and Celebration at Oak Hill

At Oak Hill First School, we believe that recognition strengthens positive behaviour, relationships, belonging and community.

Recognition helps children understand which behaviours contribute positively to our school culture and encourages them to continue making positive choices.

Recognition is not intended to be transactional. Our aim is to celebrate effort, contribution, kindness, perseverance and positive conduct rather than encourage children to behave in exchange for rewards.

Recognition in Practice

Recognition may include:

- Specific verbal praise.
- Positive communication with home.
- Class Dojo messages.
- Celebration assemblies.
- Sharing successes with other adults.
- Opportunities for responsibility and leadership.
- Displaying and celebrating work.
- Whole-class recognition.

Adults are encouraged to provide regular recognition for positive conduct and effort through deliberate noticing and positive interactions.

Class Recognition

Classes may receive collective recognition when they consistently demonstrate the school's expectations of:

Ready

Respectful

Safe

Class recognition is intended to celebrate working successfully together as a community.

Class Marbles

Teachers may use class marbles (or an agreed class collection system such as leaves, acorns or jigsaw pieces) as a visual representation of collective success.

Marbles should:

- Be awarded to the whole class.
- Recognise collective effort and positive conduct.
- Be linked to Ready, Respectful and Safe behaviours.
- Be used consistently and fairly.
- Never be removed once earned.

Marbles are not intended to be used as a sanction system.

Class Celebrations

When a class has demonstrated sustained positive conduct and collective success, they may earn a shared celebration experience.

Possible celebrations include:

- Additional story time.
- Outdoor learning opportunities.
- Class picnic.
- Hot chocolate and a story.
- Creative arts session.
- Team games.
- Dance session.
- Nature walk.
- Teacher's choice activity.
- Pupil-chosen celebration experience.

The focus should be on shared experiences that strengthen relationships and belonging.

Oak Hill Together Time

Oak Hill Together Time is a celebration of collective success.

Classes may earn Together Time when they have consistently demonstrated the values and expectations of the school.

Together Time provides an opportunity for:

- Building class community.
- Celebrating success.
- Strengthening relationships.
- Creating positive memories.

Recognition Principles

At Oak Hill:

- Recognition is valued more highly than rewards.
- Collective success is celebrated.
- Positive conduct receives first attention.
- Relationships remain at the centre of our approach.
- Celebration strengthens belonging and community.

Recognition supports children to become increasingly independent, self-regulated and responsible members of the Oak Hill community.

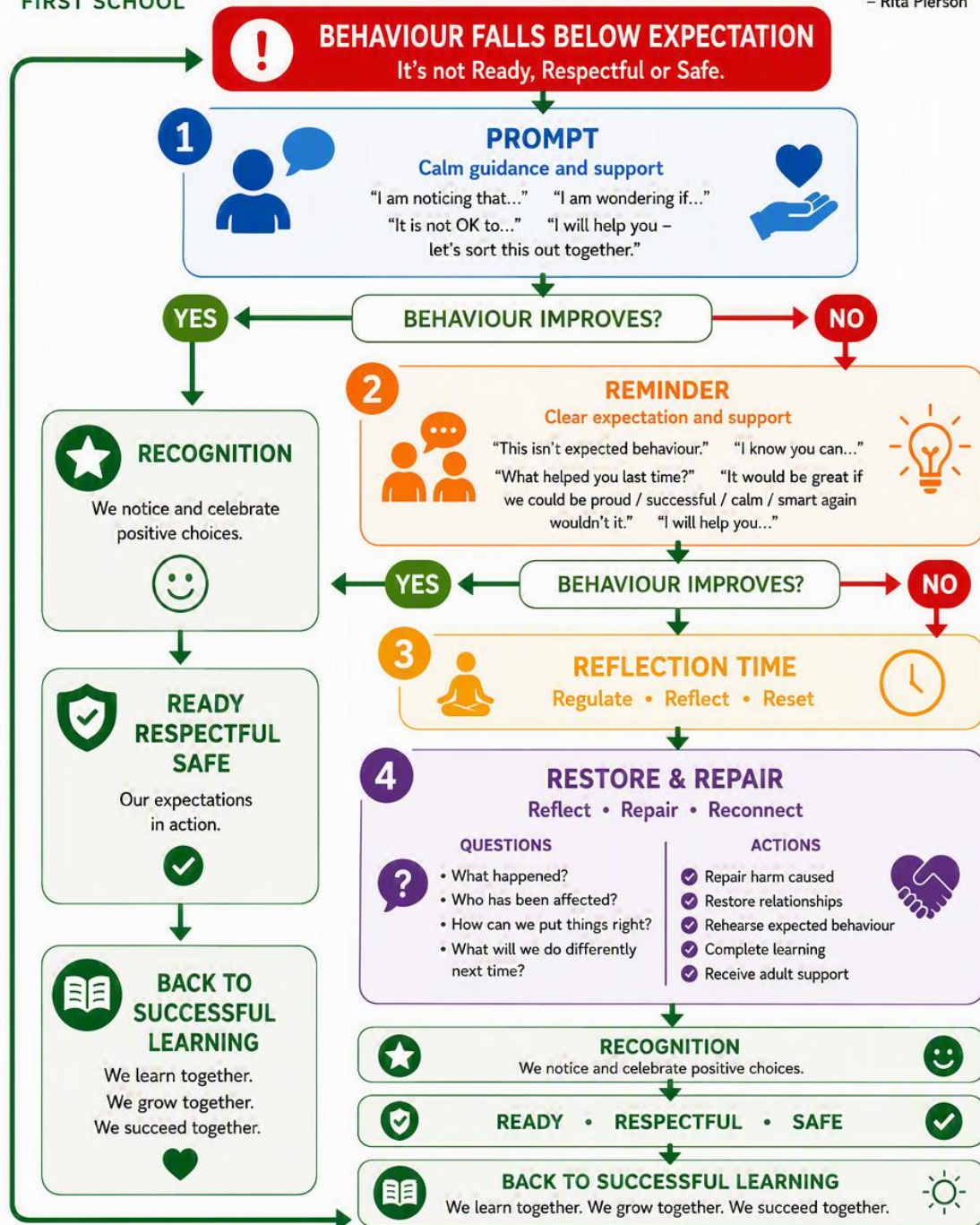


Oak Hill Behaviour Response Pathway

We respond calmly, consistently and with care.

Our goal is to help every child be the best they can possibly be.

"Every child deserves a champion: an adult who will never give up on them, who understands the power of connection and insists they become the best they can possibly be."
– Rita Pierson



Relationships • Routines • Recognition • Restoration • Belonging

Oak Hill Behaviour Approach

Relationships • Routines • Recognition • Restoration • Belonging

Every child deserves a champion. – **Rita Pierson**