OAKLANDS PRIMARY ACADEMY

BEHAVIOUR POLICY

OCTOBER 2026

Next Review Date: October 2027

Staff should make themselves aware of all policies and amendments or updates to policies and adhere to the same, which will be made available on relevant websites and internal data and computer systems.

Executive Summary - Oaklands Primary Academy Behaviour Policy October 2026:

- **Positive and inclusive school culture:** Staff are expected to treat children with dignity and respect, listen to their views and recognise individual differences. The aim is a safe, supportive environment where pupils take responsibility for their behaviour and achieve academically and socially.

- **The Five Rs:** The school's core values are Resilient, Respectful, Resourceful, Responsible and Risk Taker. These underpin expectations for both pupils and staff throughout the school day.

- **Clear daily expectations:** Pupils should follow instructions, listen respectfully, work hard, play fairly, look after belongings and move calmly around school. Specific expectations cover classrooms, playgrounds, assemblies and the dining hall. Bullying, violence and abusive language are unacceptable. Good behaviour is also expected on visits and when travelling to and from school.

- **House Points:** Points recognise the Five Rs, kindness, staying on task and good work. Teachers normally award one point, or two in exceptional circumstances; SLT can award up to 10 for exceptional work or behaviour. The winning House each half term receives a Colours Day, allowing pupils to wear their House colour.

- **Golden Coins for whole-class behaviour:** Adults can award coins for positive class behaviour, such as lining up, moving around school and behaving well in assemblies. Teachers cannot award coins to their own class, and coins cannot be removed once earned. Twenty coins earn a whole-class reward.

- **Merits and celebration awards:** Pupils earn merits for demonstrating the core values, presented during Friday's Celebration Assembly and recorded in their Oaklands Passport. Completing the passport earns a Head of School letter, badge and certificate. "Star of the Week" and "Star of the Term" recognise excellent behaviour and achievement.

- **Emotional regulation:** Staff and pupils are trained in Zones of Regulation to help children recognise emotions and develop ways to manage them. Visual reminders support conversations and self-regulation throughout the academy.

- **"Remind, Warn, Out" classroom system:** Pupils receive a reminder, then a warning. If behaviour continues, they go to the Head of Year for five minutes to complete a task, before returning sensibly. Persistent concerns are escalated to SLT. The Assistant Headteacher may arrange lunchtime reflection, with further escalation to the Head of School and parental contact where needed.

- **Lunchtime procedures:** Responses progress from a verbal warning to approximately five minutes' time out, then referral to the Senior Midday Supervisor. Physical violence or racist comments trigger immediate SLT involvement and removal from the playground. Repeated concerns lead to parental discussions and consideration of adapted lunchtime provision.

- **Three stages of behaviour monitoring:** Stage 1 – white monitoring, using a Behaviour Monitoring Audit to help develop individual rewards; Stage 2 – yellow

Behaviour Concern Report; and Stage 3 – red Behaviour Final Report. Stage 2 and 3 reports include regular SLT review and are sent home daily for parents to sign and return. Stage 2 usually lasts two weeks. Senior leaders may move pupils directly to Stage 2 or 3 when necessary.

- **Support for vulnerable pupils:** Behaviour strategies may be adapted to individual needs. Monitoring helps identify targeted support, including individual education or behaviour plans, pastoral programmes and specialist advice.
- **Oaklands Creative Learning Centre:** The specialist provision uses an "iceberg approach" to identify underlying causes and triggers. Its staged support includes adapted teaching, visual timetables, individual motivators, behaviour support plans, risk assessments, specialist intervention and formal reviews of needs. Specialist provision teachers and teaching assistants receive annual positive handling retraining.
- **Searches, confiscation and physical intervention:** The policy sets out procedures for searching pupils and possessions, confiscating prohibited items and using reasonable force or physical intervention to protect people and property. Phones, smart watches and tablets must be handed in and stored securely during the day.
- **Suspension and permanent exclusion:** Serious or repeated dangerous, disruptive or offensive behaviour may result in suspension. Permanent exclusion is described as exceptional, although a single extreme incident may warrant it. The separate Suspension and Permanent Exclusion Policy applies.
- **Parents, recording and monitoring:** Parents are expected to support positive behaviour, sanctions and regular, punctual attendance. Concerns should initially go to the class teacher, then senior leaders. Incidents are recorded on Arbor. Serious incidents are logged weekly and reviewed fortnightly with the CEO to identify patterns and support early intervention.
- **Remote learning:** During closures, pupils should complete work, seek help and follow online safety rules. Additional support and alternative arrangements are available where needed.

The policy is reviewed annually, with the next review scheduled for October 2027.

OAKLANDS PRIMARY ACADEMY

BEHAVIOUR POLICY

The Trust acknowledges its legal duties under the Equality Act 2010, particularly with respect to both safeguarding and pupils with SEND.

This policy has been drawn up in accordance with the Trust's obligation under The Education (Independent School Standards) (England) Regulations to ensure that arrangements are made to safeguard and promote the welfare of pupils, and its duty under the Independent Schools Standards Regulations to have a written behaviour policy.

Philosophy

At Chancery Education Trust, we have adopted a positive approach to discipline. All pupils are treated the same and we have high expectations of all our pupils. All members of staff deal with any inappropriate behaviour fairly and consistently.

The pupils need to know exactly where the boundaries are and what happens if they step over them. Behaviour expectations are, therefore, taught to pupils on a regular basis so that they know exactly:

- What is expected of them
- What the consequences are **before** they make the wrong behaviour choice

All staff are expected to support children with their engagement in their behaviour for learning by fostering positive relationships and ensure that all children are treated with dignity and respect, listened to and heard – that staff are aware of children's differences and personalities and enable this policy to meet all needs and that no child goes unnoticed.

Aims of the Behaviour Policy

- To encourage good behaviour
- To develop children's positive self-image by supporting them to make good decisions and wise choices
- To create a positive, supportive and secure environment based on a sense of community and shared values, where pupils are enabled to achieve academically and socially
- To ensure respect for everyone in our school community
- To ensure that all staff treat children equally and fairly and provide opportunities for children to speak, share and be heard

Objectives

- To encourage outstanding behaviour at all times
- To ensure that we are all following the 5R's Respectful, Resourceful, Resilient, Responsible, Risk Taker
- To encourage the recognition of good behaviour
- To provide a consistent approach

- To provide a positive atmosphere in the Academy
- To provide a well-structured environment
- To provide early intervention so poor behaviour does not escalate
- To teach the child to be responsible for his/her actions
- To ensure property is respected and pride in the Academy and each other is nurtured
- To provide teachers and other adults with effective techniques of dealing with poor behaviour

Expectations for Everyone – Staff and Children

- All members of the Academy must treat others and themselves with respect
- To follow the 5R's – Respectful, Resourceful, Resilient, Responsible, Risk Taker
- Everyone must have high aspirations and try their best to make sure they achieve their goals
- Everyone is expected to respect and be responsible for all property and belongings
- Everyone is expected to respect the Academy environment
- Everyone must be considerate to others when moving around the Academy, by walking carefully, calmly and quietly
- Hold doors open for others
- Speak quietly to others when moving around the Academy
- Food or drink must not be consumed when walking
- No physical violence is acceptable
- No abusive language is acceptable
- Everyone is expected to be punctual

Expectations for Pupils

Pupils should:

- Keep prohibited items away from the Academy. These include:
    - Sharp or dangerous objects
    - Toys and expensive personal belongings - unless express written permission by the Academy for any events, special days etc.
    - Mobile phones, smart watches and tablets need to be handed into the class teacher/office and locked away securely throughout the day
- Wear the correct school uniform (including PE kit)

Positive Playground Behaviour

Pupils should:

- Stay in the playground, and only leave if permission has been given from an adult
- Play in areas that are allowed
- Play games kindly and fairly
- Share equipment and show consideration to everyone
- Look after the equipment
- Listen to each other
- Use kind words and show each other respect
- Follow instructions

- Line up silently to show their teachers that they are ready for learning
- To follow the 5R's – Respectful, Resourceful, Resilient, Responsible, Risk Taker

At the end of playtime, the teacher blows a whistle or ring a bell. Pupils must stand still – and stop their game or conversation.

On the second whistle or bell, pupils must walk quietly to their line, line up in single file and wait for their class teacher to lead them into the building/classroom without talking.

Positive Classroom Behaviour

Pupils should aim to:

- Be ready to learn at all times
- Follow your teacher's instructions
- Be patient and not interrupt others or speak while they are speaking
- Stay focussed and complete all tasks to the best of your ability
- Put your hand up if you wish to ask or answer a question
- Work well with everyone in your class – be kind, gentle and respectful at all times
- When working with others, listen to their views with respect and kindness
- Bring the right equipment to school
- To follow the 5R's – Respectful, Resourceful, Resilient, Responsible, Risk Taker
- Children understand the "Remind, Warn, Out" System
    - Remind the child of the rules if they are breaking them
    - Warn the child that they have one more chance
    - Send the child out of class for five minutes to the head of year to complete a task and then return sensibly.
- If the child persists this will be escalated to SLT.

Positive Behaviour in Assemblies

Pupils should:

- Enter the assembly hall in silence
- Listen very carefully to the person leading the assembly
- Participate in the assembly – for example, when asked to answer a question or share an idea (children will usually be asked to raise their hand)
- When asked to leave the hall, leave in silence
- To follow the 5R's – Respectful, Resourceful, Resilient, Responsible, Risk Taker

Dining Hall Behaviour

Pupils should:

- Make sure their hands are clean before they eat
- Walk quietly into the dining hall, and remain with 'quiet voices' when they line up at the counter

- If appropriate bring a healthy packed lunch to the Academy. Prohibited - nuts or products containing nuts, or any other allergenic foods. Children must refrain from bringing in drinks a high sugar content
- Take the first available seat where the lunch supervisor indicates
- Be polite to other children and adults
- Eat with good manners
- Remain seated until they have finished eating
- Clear away their tray and glass, leaving the table clean
- To follow the 5R's – Respectful, Resourceful, Resilient, Responsible, Risk Taker

Interacting with Other People

- Bullying is not accepted (please refer to the Anti-Bullying policy)

Children are also expected to behave well on their way to and from the Academy as well as on the Academy visits.

Teachers' Powers to Discipline Pupils

- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006)
- The power also applies to all paid staff with responsibility for pupils, such as teaching assistants (unless the Head of School says otherwise)
- Teachers can discipline pupils at any time the pupil is in the Academy or elsewhere under the charge of a teacher, including on Academy visits
- Teachers can also discipline pupils in certain circumstances when a pupil's poor behaviour occurs outside of the Academy
- Teachers can confiscate pupils' prohibited property

Pupils' Conduct Outside the School Gates – Teachers' Powers

- Teachers have the power to discipline pupils for poor behaviour outside of the school premises "to such an extent as is reasonable". These will be proportionate and fair responses that may vary according to the age of the pupils, and any other special circumstances that affect the pupil
- In response to non-criminal bad behaviour and bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school, parents/carers will be informed

Teachers May Discipline Pupils For:

Poor behaviour when the pupil is:

- Taking part in any Academy - organised or Academy -related activity or
- Travelling to or from the Academy
- Not wearing school uniform
- Poor behaviour at any time, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the Academy or
- Poses a threat to another pupil or member of public or
- Could adversely affect the reputation of the Academy

In all cases of poor behaviour, the teacher can only discipline the pupil on Academy premises or elsewhere when the pupil is under the lawful control of the staff member.

Teachers' Power to Search a Pupil

Searching with Consent

Academy common law powers to search:

- Academy staff can search pupils with their consent for any item. Staff will take account of the pupil's ability to give consent, considering the child's age or other factors

Also note:

- The Academy is not required to have formal written consent from the pupil for this sort of search. It is enough for the teacher to ask the pupil to turn out his or her pockets or ask if the teacher can look in the pupil's bag, desk or locker and for the pupil to agree
- If a member of staff suspects a pupil has a banned item in his/her possession, they can instruct the pupil to turn out his or her pockets or bag and if the pupil refuses, the teacher can apply an appropriate punishment, such as outlined in the sanctions
- A pupil refusing to co-operate with such a search raises the same kind of issues as where a pupil refuses to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances, schools can apply an appropriate disciplinary penalty

Searching Without Consent

What the law says:

The Head of School and staff authorised by the Head of School have the power to search pupils or their possessions, without consent, where they suspect the pupil has a "prohibited item". Prohibited items are:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Vapes
- Fireworks
- Pornographic images

- Mobile phones, smart watches and tablets (except for Year 6 who are able to bring in phones, but they need to be handed into the office on arrival at the Academy)
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property

The Head of School and staff authorised by the Head of School can use such force as is reasonable when searching a pupil without consent for the above mentioned prohibited items.

The Head of School or staff authorised by the Head of School can carry out the search, as long as:

- They are the same sex as the pupil being searched; and there must be a witness (also a staff member) and, if at all possible, they should be the same sex as the pupil being searched
- There is a limited exception to this rule. An authorised member of staff can carry out a search of a pupil of the opposite sex without a witness present, but only where the staff member reasonably believes that there is a risk that serious harm will be caused to a person if a search is not conducted immediately and where it is not reasonably practicable to summon another member of staff
- The member of staff has reasonable grounds for suspecting that a pupil is in possession of a prohibited item

Establishing Grounds for a Search

- Teachers can only undertake a search without consent if they have reasonable grounds for suspecting that a pupil may have, in his or her possession a prohibited item. The teacher must decide in each particular case what constitutes reasonable grounds for suspicion. For example, they may have heard other pupils talking about the item or they might notice a pupil behaving in a way that causes them to be suspicious
- In the exceptional circumstances when it is necessary to conduct a search of a pupil of the opposite sex or in the absence of a witness, the member of staff conducting the search should bear in mind that a pupil's expectation of privacy increases as they get older
- The powers allow school staff to search regardless of whether the pupil is found after the search to have that item. This includes circumstances where staff suspect a pupil of having items such as illegal drugs or stolen property which are later found not to be illegal or stolen

Location of a Search

- Searches without consent can only be carried out on the Academy premises or, if elsewhere, where the member of staff has lawful control or charge of the pupil, for example on Academy trips in England or in training settings.

During the Search

- The person conducting the search may not require the pupil to remove any clothing other than outer clothing
- 'Outer clothing' means clothing that is not worn next to the skin
- 'Possessions' means any goods over which the pupil has or appears to have control – this includes desks, lockers and bags
- A pupil's possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff

Lockers and Desks

- Under common law powers, Schools and Academies are able to search lockers and desks for any item provided the pupil agrees. Schools and Academies can also make it a condition of having a locker or desk that the pupil consents to have these searched for any item whether or not the pupil is present
- If a pupil does not consent to a search (or withdraws consent having signed a consent form) then it is possible to conduct a search without consent but only for the "prohibited items" listed above

Children's Classroom Trays

- As children's classroom trays are deemed to be the property of the classroom (and therefore directly managed and overseen by the teacher), the Head of School and staff authorised by the Head of School may also search without consent any classroom tray used by a pupil in order to view and check its contents.

Teachers' Power to Use Reasonable Force

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

The Head of School and authorised staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

Confiscation of Inappropriate Items:

There are two sets of legal provisions, which enable Academy staff to confiscate items from pupils:

1) The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of any

confiscated items provided they have acted lawfully. The Academy we would keep the item secure and contact the parent/carer.

2) Power to search without consent for 'prohibited items' including:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Vapes
- Fireworks
- Pornographic images
- Mobile phones, smart watches and tablets (except for Year 6 who are able to bring in phones, but they need to be handed into the office on arrival at the Academy)
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property

Vulnerable Pupils

During their time at the Academy some pupils will require extra support in managing their behaviour. At these times the behaviour strategy may need to be adapted to support vulnerable pupils.

The behaviour tracking sheets from class teachers and a member of the Senior Leadership Team (SLT) will be collated to provide the SLT with an overview of pupil progress. This will enable targeted support for vulnerable pupils.

This information will contribute towards:

- Individual Education and /or Behaviour Plans
- Pastoral Support Programmes
- Support from the outside agencies/ specialist professionals

Helping Pupils to Self-Regulate and Manage their Emotions

All staff and pupils are trained in Zones of Regulation which will allow staff and children to engage when emotions get too high and begin to develop a pathway to self-regulation. Signs are displayed throughout the Academy to allow children and staff to have meaningful conversations supporting mechanisms for pupils that need guidance in self-regulation.

Positive Handling & Restraint

There can be times when a pupil's behaviour requires staff physical support to ensure the pupils' own safety, the safety of other pupils and staff, or that property is not seriously damaged. This can require the use of physical interventions.

In the case of a child being at risk, putting others at risk or damaging property the child's parents or carers will be called and asked to pick up their child immediately.

Where a child may need very close contact it is imperative that parents know that the use of PPE where appropriate may be used to help avoid cross contamination or any potential virus spread.

Core Values



The 'Five Rs'

The 'Five Rs' are as follows:

- Resilient
- Respectful
- Resourceful
- Responsible
- Risk Taker

Rewards

House Points

We aim to reinforce good behaviour by the use of praise and House Points. House Points are intended to foster positive student behaviours and classroom culture. Students earn '**House Points**' based on their classroom conduct and achievements.

House Points are awarded for:

- Demonstrating examples of the 'Five Rs'
- Kind/considerate behaviour
- Staying on task
- Good class and/or homework

All parts of the day are monitored and are worth House Points. The type of good behaviour awarded with House Points will depend on the needs of the individual child. Each teacher will only award 1 House Point at a time, however 2 House Points may be awarded under exceptional circumstances. They will also be responsible for organising a manageable system that will monitor the number of points each House has in their class.

For exceptional work or behaviour shown by a child, the teacher is able to send the child to see a member of SLT who will praise and speak to the child. SLT are able to give up to 10 house points at a time.

Throughout the week children can be awarded House Points, and these will be collated/counted within each class or year group at the end of each week ready for the Celebration Assembly.

At the end of each half term, the House who has been awarded the most House Points will be announced and receive a reward of 'Colours Day'. On this day every child from that House is allowed to come to school wearing their House colour.

Golden Coins

Golden coins are used to recognise, reinforce, and reward whole class behaviours. They can be given to classes by adults within school who notice these behaviours but cannot be given by class teachers to their own class; the behaviours must be noted by another adult.

Coins are collected within a prominent display in the classroom with a record kept of the date and reason for the awarding of the coin. Golden coins cannot be taken away once awarded. When a class has collected 20 coins, they receive a whole class reward which is decided in conjunction with the teacher and the headteacher/ principal.

Whole class behaviours rewarded under this scheme include:

- Good lining up on the playground
- Appropriate moving about through the school
- Good behaviour in assembly
- Excellent behaviour in the classroom as noted by another adult

Merits

Merits can be awarded to children by any member of staff, as/when they demonstrate or model one of the core values.
Each child has an 'Oaklands Passport', and a member of staff will award a merit by giving a note to the SLT who will then award the merit during Friday's celebration assembly in front of the school. The child will then receive a stamp in their passport. Once a child has a completed 'Oaklands Passport' (i.e. each core value signed/stamped at least once), they will be sent a letter from the Head of School, and they will be awarded a school badge and certificate.

Star of the Week and Star of the Term

Each teacher will nominate a child who has behaved exceptionally well that week and/or has completed excellent work as their 'Star of the Week'. These names are read out during 'Celebration' assembly, each week, and the children will be awarded with a certificate.

At the end of each term, each teacher awards a child 'Star of the Term'. This recognises children who go above and beyond. In a special assembly, the class teachers share the 'story behind their success' with all the children in school. The child also receives a special certificate to commemorate the achievement.

Sanctions

The rules and consequences are pre-taught and the sanction is a logical and just outcome for inappropriate behaviour. The stages are as follows:

1. Remind
2. Warn
3. Out – The child will be sent to their Head of Year, or a member of the Senior Leadership Team

Class teachers will make a record of any inappropriate/disruptive behaviour on Arbor.

Continued bad behaviour

- An Assistant Headteacher will be notified if the if the Head of Year deems it necessary. The Assistant Headteacher will run "reflection time" for these children within the first 30mins of Lunchtime.
- The child will be sent to the Head of School, if the Assistant Headteacher deems it necessary. The Head of School may choose to inform the CEO. Parents/Carers will be contacted

Lunch Times

On the playground, as in the classroom, consistency is needed.

Children will be recommended for House Points for good behaviour and keeping to the 'Five Rs'.

If there is a serious incident the Senior Midday Supervisor will report it to a member of the Senior Leadership Team.

The following stages are to be followed in the playground:

- ✓ Warning Child verbally warned of inappropriate behaviour and the reason why it is inappropriate explained. Child remains on the playground
- ✓ Time Out Child spoken to about their behaviour and asked to stand away from

others who are playing. This is for 5 minutes depending on the incident

- ✓ Intervention Child sent to Senior Midday Supervisor. If necessary, they will inform the Senior Leadership Team and the class teacher. The Senior Midday Supervisor will record incidents on Arbor

If there is physical violence, or racist comments are ever made, children will be sent immediately to the to the Senior Leadership Team via radio, who will remove from the playground.

If a child is involved in physical violence, the child is sent to a member of the Senior Leadership Team where the incident is investigated and appropriate consequences are issued.

If a pattern of inappropriate behaviour during lunchtimes is emerging, the Head of School will become involved and parents/carers will be invited into school to discuss their child's behaviour whereby consideration will be given to more adaptive lunch time provision.

Behaviour Reports

The following measures are put in place in a discretionary way in accordance with the professional judgement of the Senior Leadership Team.

A child may be placed directly on stage 3 of the Final Report if the Senior Leadership Team believes it is necessary.

White
Stage 1 - Behaviour Monitoring Report

If a class teacher is concerned/worried about a pupil's behaviour, they may choose to use a Behaviour Monitoring Audit (appendix 5), which assists in monitoring behaviour within the classroom and support staff in developing individual reward systems, parents will be called in for a discussion about this to provide updates.

Yellow
Stage 2 – Behaviour Concern Report

If there are on-going concerns over a pupil's behaviour the Head of School/SLT may wish to put the child on Behaviour Concern Report as a means to monitoring the child's behaviour closely. Note: A child may be placed directly on a Stage 2 Report if the Head of School/SLT deem it necessary. Throughout the school day the child reports regularly to a member of Senior Leadership Team with their report. Praise and positive reinforcement are given for good behaviour. Each lesson is monitored and annotated accordingly.

A letter will be sent to the parent/carer informing them that their child has been placed on a Stage 2 Behaviour Concern Report. (Refer to Appendix 1). In order to promote a positive and supportive partnership between the Academy and the parent/carer, the report will be sent home with the child on a daily basis. The parent/carer should review their child's report and provide any comments. They must sign and date the report, and ensure that their child takes it back in to school the

following day. The child will need to show their report to either the Head of School or a member of the SLT to review. The report will be in place for a time-limited period, usually two weeks.

Red
Level 3 – Behaviour Final Report

A child will be placed on a Stage 3 Behaviour Final Report, in the event that the above warnings have been imposed and have failed to produce a positive outcome. Note: A child may be placed directly on a Final Report if the Head of School/SLT deem it necessary.

The Head of School or member of the SLT may decide to put a child on a Behaviour Final Report in the event of serious, repeated behaviour that poses a danger to the child concerned or others. Repeated disruptive behaviour that impedes the learning of the child concerned or others, or inappropriate behaviour, including swearing, assaulting staff, damage to premises or offensive behaviour, may result in a suspension from school. In exceptional circumstances a permanent exclusion, when all other strategies, external agency help, Behaviour Support Plan have failed. Parents/Carers will be immediately telephoned and the sanction will be confirmed in writing. Suspensions and Permanent exclusions will be notified to the appropriate Local Authority Officers and departments, following DfE Guidance for permanent exclusions.

A letter will be sent to the parent/carer informing them that their child has been placed on a Stage 3 Final Report. (Refer to Appendix 2). In order to promote a positive and supportive partnership between the Academy and the parent/carer, the report will be sent home with the child on a daily basis. The parent/carer should review their child's report and provide any comments. They must sign and date the report, and ensure that their child takes it back into school the following day. The child will need to show their report to either the Head of School or a member of the SLT to review. Should the child fail to produce their signed report card then it may be necessary for the Head of School to call and confirm with the parent/carer that they have seen their child's report card.

If a pattern of inappropriate behaviour is emerging, the Head of School will become involved, parents/carers will be invited into the Academy to discuss their child's behaviour. The child may be heading for suspension.

Parents/Carers

Parents/Carers are under a legal duty to ensure that their child (aged 5-16) receives a suitable full-time education at a school (unless other suitable arrangements have been made), and pupils' parents/carers must ensure that their child attends punctually and regularly.

Parents/Carers have an important role in supporting this policy and are responsible to a large extent for their child's good behaviour at the Academy.

We would hope that parents/carers will celebrate their child's good behaviour and support any sanctions the Academy applies. If parents/carers have any concerns about how their child's behaviour is being managed, they should contact the classroom teacher initially. If this does not resolve the issue, parents/carers should speak to the Head of School or Deputy/Assistant Headteacher.

Record Keeping and Monitoring

Weekly serious incident reports are kept by the Head of School to log any incidents of abuse, racist/sexual harassment/child-on-child / homophobia/transphobia/ significant bullying/online incidents.

On a fortnightly basis these reports are presented from each Academy School within the Trust (as a standing Agenda item) at the Head of School and Principal's meeting with the CEO.

The reports are discussed/analysed by the CEO and Head of School to identify patterns in order to intervene early, to prevent abuse, racist/sexual harassment/child-on-child /homophobia/transphobia/significant bullying/online incidents.
(See Appendix 3 - Weekly Review of Pupil Behaviour Form).

To reinforce a culture where sexual harassment and online sexual abuse are not tolerated record-keeping and monitoring of sexual harassment and sexual violence, including online communications is regularly reviewed as part of this process.

Suspension & Permanent Exclusion

Please refer to the Suspension & Permanent Exclusion Policy.

The Additionally Resourced Provision – Oaklands Creative Learning Centre

Here at Oaklands Creative Learning Centre, we use the 'iceberg approach' to managing behaviour. This involves identifying the behaviour or symptom and the underlying factors/triggers that may be the cause. From here, an individualised, positive behaviour plan can be structured to minimize the challenging behaviour. We adopt the Positive Handling Approach when managing and de-escalating challenging and unsafe behaviour. This includes the use of restraint where required by the staff who are qualified in this technique.

Stage 1

General strategies used in class for all pupils –

- Differentiated curriculum.
- A calm, ordered environment.
- Symbols and photos to aid understanding.
- Visual class timetable where appropriate.
- Individualised visual timetables.
- Individualised motivators.
- Distraction techniques to pre-empt incidents.
- Reduced language suitable for the individual child.
- Makaton signing to support language where appropriate.
- Daily relaxation sessions.
- A reward system linked to 'choosing time'.

Stage 2

Frequent refusals to comply with requests, hitting other children and/or adults on a daily basis; general disruption to the class; pupil may need to be withdrawn or removed for short periods to refocus; risk assessment may show behaviour risk rating as low-medium after control measures in place.

- More individualised strategies:
- Individual behaviour support plan drawn up for specific behaviours
- Parents informed, asked to sign IBSP and given a copy
- Risk assessment if appropriate
- Use of non-teaching areas to withdraw a child (or others) if necessary
- Individual workstation
- Individualised timetabled support if necessary
- Continued use of a more individualised reward/motivation system

Stage 3

Challenging behaviour escalates; pupil is often violent and/or disruptive on a daily basis; above strategies are not effective in meeting pupil's needs; more detailed analysis of pupil's needs undertaken; pupil needs a significant level of adult support to maintain acceptable behaviour; risk rating is medium after control measures in place.

- Continued use of the above strategies
- Intervention by the SEND Advisory Service and other Advisory teachers
- Parents fully informed of all major incidents

Stage 4

Continued frequent displays of violent behaviour towards staff and/or other pupils; pupil causing significant disruption to classroom order; pupil attempting to or causing significant damage to property; pupil needs full time individual support to maintain order; limit damage and protect other pupils;

- Formal review of child's needs
- An Interim Review will be arranged to discuss and review the child's needs if the above strategies are not successful.

Stage 5

All issues are placed in the hands of the Head of School.

SEN Intervention: Collation of the evidence, IBSP and any other documentation relating to the pupil referral process.

Positive Handling Approach to Managing Challenging & Unsafe Behaviour

We adopt the Positive Handling Approach to managing and de-escalating challenging & unsafe behaviour. This includes the use of restraint where required by the staff who are qualified in this technique. The staff who are qualified and retrained annually include the:

- All Teachers in the Specialist Provision
- All Teaching Assistants in the Specialist Provision

Expected Intervention Outcome:

If improvement does not occur and the pupil will not comply with school rules and regulations or, a pupil shows behaviour and actions of such an extreme nature as those cited above then the Head of School, with support from the Local Governing Board, Assistant Headteacher, Key Stage Leader and where appropriate the SENCO and Class Teacher will look to:

- review all the evidence and referral procedures and decide upon a course of action that will lead to:

- suspension
- permanent exclusion

Exclusion will never be considered lightly and will always involve notification of the Governors through the Chair of Governors and appropriate members of the Borough authorities. Exclusion may be temporary (suspension) or permanent. In exceptional circumstances it could result after only one incident should this be felt the only appropriate course of action.

With a child requiring this level of support it would be expected that they would be within the Special Needs Code of Practice and a close contact between child / class teacher / SENCo / parent will have been established.

A support plan will have been discussed between the people concerned and this support plan will be known to all members of the team to ensure appropriate and continuous action.

The ARP link their sanctions into the Oaklands Primary Academy's reward system to reinforce and encourage appropriate behaviour.

Expectations for pupils at home

Remote learning rules

If pupils are not in school due to school closure, such as a global pandemic, we expect them to follow all of the rules set out below to ensure that they are able effectively continue their learning at home.

Parents should also read the rules and ensure their children follow them. Parents should contact the school, if they think their child might not be able to comply with some or all of the rules, so we can consider alternative arrangements with them and support them with their learning.

- Complete work set by teachers
- Seek help if they need it, from teachers using the class email addresses
- Alert teachers if they're not able to complete work
- adhere to e-safety rules and appropriate internet safety when using devices and the internet

Additional support and differentiated learning will be provided for those children who have additional needs.

The Inclusion team and Well-being Team will work together to plan for children who need additional support.

Dealing with problems

If there are any problems with pupils adhering to rules around remote learning, including if they don't engage with the remote learning set for them, we will:

- Organise a meeting with parents/carers to offer support
- Identify if the style of home learning is not appropriate ie. Using devices online when internet connection is poor or if a child requires a more practical approach and hard copies of work provided
- Add details of how you'll follow up on this. You'll likely want to get in touch with parents and see if there's any issues you can help them address.

Appendix 1 – Stage 2 Yellow Behaviour Concern Report Letter to parent/carer

Dear [ ]

Please be advised that your child has been placed on a Behaviour Concern Report - because [ENTER A BRIEF REASON AS TO WHY THE CHILD HAS BEEN PLACED ON REPORT]

In accordance with our Behaviour Policy a child will be placed on a Behaviour Concern Report if the Class teacher believes that there are on-going concerns over a pupil's behaviour. The Head of School may wish to put the child on a Behaviour Concern Report as a means to monitoring the child's behaviour closely.

Throughout the school day the child reports regularly to a member of the Senior Leadership Team with their Report and praise and positive reinforcement is given for good behaviour. Each lesson is monitored and annotated accordingly.

The report will be sent home with your child each day. Please ensure that you provide your comments, sign and date the report. Your child **must** return this report to the Head of School or a member of the SLT daily.

We are firmly committed to working in partnership with you, and would appreciate your cooperation in this matter. Hopefully through working together we will see a positive change in your child's behaviour.

Yours sincerely

Appendix 2 – Stage 3 Red Behaviour Final Report Letter to parent/carer

Dear [ ]

Due to your child's continued disruptive and unacceptable behaviour, I regret to inform you that he will be placed on a Behaviour Final Report – Stage 3 until further notice.

In the interest of clarity, I wish to explain that the Behaviour Final Report is the most severe and significant stage of our Behaviour Policy prior to exclusion and constitutes a final written warning. The targets for your child to aim for, which are recorded on their report, are as follows:

1. [Enter 4 targets]
2.
3.
4.

We will monitor your child's progress in the forthcoming days and weeks, highlighting any positive behaviour they exhibit, sharing with you and celebrating outcomes.

However, for every occasion there is a recorded behaviour breach, there will be corresponding punishment.

A member of the Senior Leadership Team will be in touch with you to arrange a convenient time for you to come into school to work together to discuss a Behaviour Support Plan.

The report will be sent home with your child each day. Please ensure that you provide your comments, sign and date the report. Your child **must** return this report to the Head of School or a member of the SLT daily.

We are firmly committed to working in partnership with you, and would appreciate your cooperation in this matter. Hopefully through working together we will see a positive change in your child's behaviour.

Yours sincerely

Appendix 3 – Record Keeping and Monitoring Form

WEEKLY REVIEW OF SERIOUS PUPIL INCIDENTS

Pupil Name:	A N Other			
Year Group:	Year 4			
Date of Incident:	15/06/2022			
Name of Staff Reporting:	Mrs J Smith			
Name of SLT Member involved:	Miss N Won			
Reported to DSL:	15/06/2022			
	Sexual Harassment / Child-on-child	**Racism**	**HBT** *(homophobic, biphobic, transphobic)*	**Bullying**
Details:	Enter details in relevant column/box	EXAMPLE		
Action/Next Steps:	Enter details in relevant column/box			

Pupil Name:				
Year Group:				
Date of Incident:				
Name of Staff Reporting:				
Name of SLT Member involved:				
Reported to DSL:				
	Sexual Harassment/ Child-on-child	**Racism**	**HBT** *(homophobic, biphobic, transphobic)*	**Bullying**
Details:				
Action/Next Steps:				

Pupil Name:				
Year Group:				
Date of Incident:				
Name of Staff Reporting:				
Name of SLT Member involved:				
Reported to DSL:				
	Sexual Harassment/ Child-on-child	**Racism**	**HBT** *(homophobic, biphobic, transphobic)*	**Bullying**
Details:				
Action/Next Steps:				

Supporting Policies and Procedures

- Anti-bullying Policy
- Educational Visits Policy
- Suspension and Permanent Exclusion Policy
- Home School Agreement
- Child Protection and Safeguarding Policy
- SEND Policy

Monitoring and Implementation Policy

The policy is reviewed annually, although the Trust may vary or amend it periodically to ensure that we fulfil our obligation around the Behaviour Policy. All proposed changes to this policy would be made following the approval from the Committee.

	Name	Date
Policy written by	Head of School	October 2026
Review by Committee	CET Board	October 2026
Approved by Committee	CET Board	December 2026
Adopted by Governing Board	Local Governing Board	February 2027
To be reviewed annually		
Review by	October 2027	