



Oaklands School

“The best for all, the best from all”

Policy for Supporting Pupil Behaviour

Date reviewed:	Review Cycle	Policy Review Date:
11 Feb 2025	Annually	Spring 2026

Behaviour Management Policy

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1.1 Introduction

At Oaklands School we know that appropriate behaviour is essential for effective teaching and learning to take place.

Success in setting and keeping to expectations and boundaries depends on factors including:

- purposeful leadership by the Headteacher
- development of a whole school approach
- commonly agreed policies and procedures on pupil behaviour
- regular and consistent use of a system of rewards and consequences.
- use of effective classroom management techniques
- development of a pleasant working environment
- actively developed parent/school relationships.

1.2 Whole School Approach

The school proactively supports the development of positive and successful behaviour as opposed to managing problematic behaviour.

1.3 Roles and responsibilities

The governing board

The governing board is responsible for:

Reviewing and approving the written statement of behaviour principles

Reviewing this policy in conjunction with the Headteacher

Monitoring the policy's effectiveness

Holding the Headteacher to account for its implementation

The Headteacher

The Headteacher is responsible for:

- Reviewing this policy in conjunction with the governing board
- Giving due consideration to the school's statement of behaviour principles
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully

- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from behaviour records is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

Teachers and staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing this policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly (using CPOMs)
- Challenging pupils to meet the school's expectations
- The senior leadership team (SLT) will support staff in responding to behaviour incidents.

Parents and carers

Parents and carers, where possible, should:

- Get to know this policy and reinforce it at home where appropriate
- Support their child in adhering to this policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school

- The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

Pupils

- Pupils will be made aware of the following during their induction into the behaviour culture:
- The expected standard of behaviour they should be displaying at school
- The school's behaviour expectations
- The rewards they can earn for meeting the behaviour expectations, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards
- Pupils will be supported to meet the behaviour expectations and will be provided with repeated induction sessions wherever appropriate.
- Pupils will be supported to develop an understanding of the school's behaviour expectations and wider culture.

1.4. Positive Behaviour Support and development

Consistent expectations of promoting positive behaviour are essential. Positive behaviour support includes the way pupils enter and leave the classes, adults praise pupils efforts, teachers differentiate the curriculum, and in the giving of immediate and specific feedback. Adult behaviour sets the expectation of positive pupil behaviour.

Restorative approaches are a key feature of our school and aims to prevent any issues between children developing into significant or long term problems. Oaklands is a restorative school and this is the ethos and process for how the school manages behaviour incidents.

1.5. Good Practice

Oaklands school ensures that:

- Clear expectations of behaviour (being, Ready, Respectful, Safe) are in place that are reasonable, fair and clear to understand.
- Good home/school liaison and cooperation is in place.
- All staff know to whom they should refer when in need of help or advice
- New staff are actively supported by more experienced colleagues (e.g. Middle Leaders, Senior Leadership Team (S.L.T)).
- There is a positive and supportive pastoral support including effective use of rewards, consequences and restorative meetings.

2. Aims of the Behaviour Management Policy

- To provide consistent positive support and development for students.
- To be understood and supported by the whole school community
- To create a caring atmosphere in which teaching and learning can take place in a safe and happy environment.
- To teach values and attitudes as well as knowledge and skills
- To recognise and reward positive and improved behaviour
- To make clear to pupils the range of consequences that follow poor behaviour.
- To treat problems when they occur in a caring and sympathetic manner in the hope of achieving an improvement in behaviour.

3. Focused approach to responding to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

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

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.

4. The ethos at Oaklands school

4.1 Oaklands School Ethos “The best for all, the best from all”

To provide quality learning opportunities so that every child develops and makes progress in a happy and safe environment.

4.2 Oaklands School's Values

- Developing emotionally healthy minds
- Providing pathways to success
- Supporting pupils to become confident and resilient young adults

4.3 Oaklands School's Mission Statement

We believe in making a lasting difference, by giving students the tools to meet the challenges of the future.

4.4 Behaviour Expectations

The behaviour expectations to support learning and progress at Oaklands is based on all stakeholders contributing to the school to ensure it is:

Ready – Everyone is prepared, supported and reminded about being ready to learn

Respectful – Everyone is respectful to each other and the school, so the environment is pleasant and positive

Safe – Everyone strives to keep each other safe, both emotionally and physically.

4.5 Rewards

The reward system is based around the principles of consistent, short term, medium term and and ongoing rewards across all key stages and subjects.

Short term rewards include ‘Class Dojo’ points awarded to students displaying positive behaviour and physical rewards are kept in a basket in each room for those that go over and above the norm. Class Dojo points are linked to school behaviour targets and are designed to:

- Raise self esteem.
- Recognise and reward positive behaviour.
- Reinforce and maintain positive behaviour.
- Encourage enthusiasm for learning.
- Modifying pupil behaviour and attitudes.

Class Dojo Points can be given out at any time during the lesson especially during the beginning and plenary session. The children should be actively involved in how points are awarded in order to promote ownership of the system and of their own behaviour. They should be encouraged to suggest points that could be given to other children.

Medium term targets involve the use of 'nuggets'. These are awarded to those pupils who display the characteristics of an Oaklands pupil (i.e. pupils that display the behaviour expectations of being Reday, Respectful and Safe) in their day to day school life. The nuggets are collected in school weekly and once a target amount is reached, we have a whole school reward reflecting our belief that every member of the school is responsible for the collective behaviour.

Ongoing rewards centre around the use of 'Class Dojo' to award and track bonus points to students. These points are collected and rewarded weekly with a reward to those children who have collected the most points.

Weekly Reward Assemblies

Reward assemblies are used to set the targets and thoughts for the week. We also celebrate attendance.

Reward assemblies include form tutors selecting students who have achieved the target for the week. House points allocated on Dojo or during sports competitions are also celebrated.

4.6 Consequences

Consequences are many and varied, and range from non-verbal disapproval by the teacher through to permanent exclusion.

The most commonly used consequences for problematic behaviour are:

- Missing out on Class Dojo points
- Being timed-in & timed-out (plus loss of Dojo points) – i.e. missing choice activities at break or lunchtime.
- A phone call to parents/carers or a message in diary.
- Internal Exclusion (students educated away from their peers)
- Parents/Carers attending school to meet with a member of staff.

If these actions do not bring about an improvement in behaviour the consequence can be fixed term exclusion (in the first instance short fixed term) followed eventually by permanent exclusion.

Please note – these consequences listed above can and may be implemented when the expectations of the School Uniform Policy (e.g. regularly attending in full school uniform), which is found on the school website are not followed.

Consequences related to Child on Child Abuse (including Sexual Violence, Sexual Harassment and Harmful Sexual Behaviour)

School recognises that children are capable of abusing their peers. It will not be passed off as 'banter' or 'part of growing up'. Any concerns, disclosures or allegations of child-on-child abuse will be addressed via the school's child protection procedures.

We want everyone to feel included, respected and safe in our school. We will support and listen to all of the pupils involved if an incident of sexualised violence or harassment occur. Support will be offered to all parties involved so

that behaviours can change. Our Relationship, Sex, and Health Education curriculum will cover what healthy and respectful behaviour towards one another looks like.

Different sanctions will be appropriate for different 'levels' of sexualised behaviours. Parents will be involved after all incidents – this could be a phone call, meeting or told at the end of the day. After a serious incident, we may need to inform the police.

Appropriate sanctions include (all include a restorative focus):

- A verbal warning
- Apologise to their peer
- A letter/ phone call to parent
- A meeting with parent
- Isolation
- A period of internal exclusion
- A fixed-term exclusion

Our response to each incident will be proportionate to the incident and we will consider:

- The age and development stage of the alleged perpetrator
- The nature and frequency of the alleged incident
- How to balance the sanction alongside education and safeguarding support.

4.7 Recording pupil behaviour

Problematic behaviour that warrants time-out or greater sanction will be recorded on a the CPOMS system. This will be analysed by SLT to monitor any pupil's overall behaviour and ensure the appropriate sanctions take place and parents are contacted.

Individual Behaviour Monitoring Forms (Reports) will be used to record incidents or behaviours that may not require sanction, but which may inform the overall picture of a pupil's general behaviour.

Consistent poor behaviour will result in a pupil being put on report. This entails taking a report card to every lesson where the teacher comments on behaviour during the lesson. This provides a closer level of monitoring of an individual pupil.

A form tutor or member of the senior leadership team will inform the parent of any pupil whose general or specific behaviours are giving cause for concern. A note of any contact with parents relating to behavioural concerns will be kept on CPOMS system.

4.8 Restrictive Physical Intervention (Physical Restraint)

There will, unfortunately, be times when it may be necessary to administer a physical intervention to support a pupil.

It must be stressed that the process of physical intervention is to support a child, and is never used as a consequence for negative behaviour. Physical intervention is used as a very last resort, when it is deemed as absolutely necessary to do so. For example, physical intervention may be necessary to keep someone physically safe or prevent a student from committing considerable damage to school property.

The Headteacher, together with the Designated safeguarding Lead review all incidents where physical intervention has had to be used to support a child.

4.9. Mobile Phones

Pupils are permitted to bring their mobile phone to school (many pupils often listen to music on their phone when transported to and from school). Once they arrive at school they must give their phone to their form tutor/class teaching assistant who will store it securely until the end of the day. Failure to adhere to this expectation will result in a consequence being given, along with the pupil no longer being permitted to bring their phone to school.

4.10. Confiscation, searches, screening

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Confiscation

Any prohibited items (listed below) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

Prohibited items are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Electric cigarettes / Vapes
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)
- Electric devices (e.g. mobile phones), if it is suspected that a pupil hasn't handed it into their form tutor / class teaching assistant as instructed.

We will also confiscate, and if necessary, search a child for any item that is deemed as potentially harmful or detrimental to school discipline and safeguarding requirements. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the Headteacher, or by the Headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**

In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**

It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the Headteacher, designated safeguarding lead (or deputy) or a member of the Senior Leadership Team who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched

- Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the Headteacher to try and determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots

Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including:

- Bags

Please note that lockers do not count as a pupil's possession, as these are the property of the school, and are only a place for pupils to store their permitted equipment. The lockers do not lock and are not a secure provision.

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3

If they believe that a search has revealed a safeguarding risk

All searches for prohibited items including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents

Parents will always be informed of any search for a prohibited item. A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

4.11. Removal from classrooms (i.e. Internal Exclusion)

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision or guidance of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed on the same day that their child is removed from the classroom.

If a parent/carer does not agree to the internal exclusion as a consequence, or if the pupil does not respond appropriately, then the consequence will escalate to a fixed-term exclusion.

4.12 Off-site misbehaviour

Consequences may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Consequences may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Consequences will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

5. Restorative Approaches

Oaklands is a Restorative School. This means that the principle of Restorative Justice and Practice is central to the ethos of supporting pupils. The aim of the school is to help pupils take responsibility for their behaviour and to make informed and positive choices when facing situations and challenges. Restorative Practice runs throughout the curriculum and the pastoral system. All staff are trained to deal with any issues in a restorative manner to help pupils contribute positively to school life.

The behaviour lead is available during morning and afternoon registration to support the restorative justice process by facilitating meetings between children or supporting teachers by taking their class while this takes place.

Appendix 1: An overview of some of the rewards and consequences used at Oaklands School

Rewards

Catch the children doing the right thing and reward them to reinforce this behaviour. It has been proven to be much more effective than telling children off or punishing children if they are not following behaviour expectations.

Dojo & rewards

- Dojo can be used by form teachers to review behaviour for a class over the day or week. Eg: Hand out basket items for highest achiever.
- Basket items can be given to students for behaviour above the expected level.
- Top 10 from each year-group enter the Monday raffle for £5.
- All points count towards house cup.
- Each half term the % positive points will be used in conjunction with attendance figures to decide which children should enjoy a reward time.
- A warning can be given but don't take points away. This happens during time out.

Nuggets

Should be used to reward behaviour when you do not have access to dojo; on the yard, moving between lessons, assembly, etc. Have some in your pocket and give them out as often as you can.

Dealing with negative behaviour

- Try all positive actions first
- Quiet verbal warning
- Visual warning
- Consequence 1,2,3. (always return to step 1 before escalating consequence level. Isolation may be given by SLT after review of incidents reported on CPOMS)
- Call office for help (when appropriate and necessary)
- Evacuate class

Consequences:

Escalation of internal consequences

1. Time in (up to 15 mins break or lunch)
2. Time out (15 mins break or up to 20mins for lunch)
3. Time out both breaks (win back for good behaviour)
4. Internal Exclusion (win back after lunch for good behaviour)

At stages 2-4 a phone call home may be made.

Please note – these consequences listed above can and may be implemented when the expectations of the Uniform Policy (e.g. regularly attending in full school uniform) are not followed.

Report cards.

There is a generic form on the behaviour area of the network. For younger children a simplified weekly form may be more appropriate. Cards should be:

1. linked to behaviour targets that the child needs to be working on.
2. Reviewed daily and used for positive reinforcement; dojo points if targets are met, phone calls home etc.
3. Time limited. One or 2 weeks at most.