



POLICY: Behaviour	SIGNATURE CHAIR OF GOVERNORS: <i>Gavin C Brown</i>
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BEHAVIOUR POLICY

FOR OXLEY PRIMARY SCHOOL

VERSION: SEPTEMBER 2026

Introduction

Oxley Primary School's ethos can be summarised in three simple statements:



These powerful messages are also our school rules. They aim to support the entire school community to make the most of each and every day, so that we can be the best we can.

Mission Statement: *Oxley Primary School aims to provide a caring, secure and stimulating environment in which all children can achieve the highest academic, personal and social standards, reaching their individual goals through a close partnership between home and school.*

This policy links to:

- Anti-Bullying Policy
- The Governors' Statement of Behavioural Principles document
- Special Educational Needs and Disability Policy
- Safeguarding Policy
- Child on Child Abuse Policy
- Restrictive Intervention & Positive Handling Policy

Safeguarding Statement:

This policy should be read in conjunction with the **Child Protection and Safeguarding policy**. The Headteacher and school staff should consider whether a child's behaviour gives cause to suspect that the child may be suffering, or is likely to suffer, significant harm. This is particularly important in the case of a sudden and/or unexpected change in a child's behaviour. Where this is the case, staff should be directed to follow the school's Child Protection and Safeguarding policy. In particular, all staff must be alert to signs of possible child on child abuse.

Behaviour Policy

Oxley has a strong tradition of excellent standards of behaviour. At the heart of this is the relationships formed between pupils, staff and parents / carers.

We also recognise the crucial role that parents and carers play in achieving these high standards. We ask that parents and carers help us by continuing to promote the school's ethos, including our 'I can' attitude which aims to develop children's ability to persevere in the face of new challenges, and to raise their self-esteem. We encourage parents and carers to contact school the moment they have any concerns.

1) Aims of the Policy

- To encourage a calm, purposeful and happy atmosphere within the school.
- To foster positive caring, respectful attitudes towards everyone where achievements at all levels are acknowledged and valued.
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour.
- To have a consistent approach to managing behaviour throughout the school, working closely with parents and carers.
- To make boundaries of acceptable behaviour clear.
- To raise awareness about appropriate behaviour, including that which could be unsafe.
- To help pupils, staff and parents have a feeling of common purpose.

2) We expect staff:

- To treat all children fairly and with respect.
- To raise children's self-esteem and develop their full potential.
- To provide a challenging, age-appropriate, interesting and stimulating curriculum.
- To create a safe and pleasant environment.
- To apply the school rules, rewards and sanctions clearly and consistently.
- To be an excellent role model.
- To form good relationships with parents and carers, so that all children can see that the key adults in their lives share a common aim.

3) We expect parents and carers:

- To make children aware of appropriate behaviour in all situations.
- To encourage independence and self-discipline.
- To show an interest in all that their child does in school.
- To foster good relationships with the school.
- To support the school in the implementation of this policy.
- To be aware of the school rules and expectations.
- To report any concerns regarding the conduct of pupils to the **school** and **not** to attempt to intervene directly.

4) Promoting Good Behaviour in School

At Oxley, we adopt a whole-school approach to the development of high standards of behaviour. These include:

- Children are clear on the school values/rules.
- The school's **ethos** and **curriculum**, including PSHE/Citizenship, British Values, Assemblies.
- Encouraging pupils to act as good role models.
- A clear system for rewards and sanctions.
- Ensuring children have access to a range of visitors in school and a variety of visits offsite.

5) Oxley Primary School Rules

Our school rules follow our “**I can**” core values:



6) The School's Approach to Maintaining Good Behaviour

The core of our approach is the colour-coded card system we have in every class. We say “**It's Good to be Green.**” Pupils have regularly been involved in reviewing our behaviour policy and recently selected new house names and rewards that they strongly feel would support pupils at Oxley make positive behaviour choices.

a) Rewards for good and excellent behaviour:

- **House points** are given for good behaviour, for excellent contributions to lessons or to whole-school activities. Each half term, the total number of points for each house are announced and the winning house receives a reward and is awarded the House Cup. House points can be given in various ways:
 - Gold/ orange tokens for positive behaviours displayed in the classroom
 - Blue tokens for positive behaviours displayed at lunchtime
 - Green tokens are given by the Headteacher/ Deputy Headteacher for being awarded green cards or for an outstanding “I can” attitude

- Classes can choose to have their own rewards, too. When an agreed number of rewards have been earned, the children help to decide on a special treat – sometimes it's a dressing up session, a film show, bikes & scooters, games, etc.
- Each week, one child from each class is chosen as the **Star of the Week** for showing behaviours that meet our core values set out above. These children receive a special certificate and praise in front of the whole school.
- We present **Special Recognition Awards** which are awarded every term; parents and carers are invited to attend these assemblies.

Green Cards are awarded for particularly good examples of behaviour, effort or attitude. When a child is awarded a green card, they visit the Headteacher to talk about their excellent behaviour or attitude.

b) Sanctions for inappropriate behaviour:

We adopt a graduated approach. At each stage, children are given opportunities to modify their behaviour.

1. The child will be given a verbal warning about their inappropriate behaviour.
2. If the child continues to behave inappropriately, they will be asked to move their card: from **green** to **yellow**. If they modify their behaviour at this point, the card will be moved back to green.
3. If they continue to repeat the poor behaviour, they move the card to **red**.

Red cards are given for the following:

- Repeated failure to follow an instruction from an adult.
- Behaviour that disrupts the learning of others.
- Deliberately hurting another child or adult verbally or physically.

In the event of a child receiving a Red card, they will have to speak to the **Headteacher** (or the Deputy Headteacher in the absence of the Headteacher) to discuss their behaviour and consider the impact that it has had. The red card is also logged on the school system with a brief explanation for why the red card was given. The **parents / carers** of children who receive a Red card will be contacted to inform them about what has happened.

Following the issue of a red card, consequences could include:

- Verbal 'sorry' and/or written letters of apology;
- Missing part or all of the break times for that day to reflect on their behaviour.
- Spending a short amount of time in another class to observe good behaviour.
- Parents or carers of children who have been issued with several red cards (i.e. 3 or more times in a half term) will be asked to meet with the class teacher and Headteacher to discuss the behaviour, along with any possibly underlying causes, and to work together to find a solution.

Following the Red Card sanction, the matter is deemed to be resolved and the child's card returns to Green.

7) Children with Special Educational Needs and Disabilities (SEND):

Sometimes, children have particular needs or circumstances in their lives that make achieving consistently good behaviour difficult. The school rules will still apply to them, but the staff will employ different strategies to support them to make appropriate choices and be proud of their behaviour. The school will seek advice and involvement from external agencies (eg Educational Psychologist) where necessary.

Where a child's particular needs lead to more challenging behaviour, we will draw up an **individual behaviour plan** that will be agreed between the child, the parents / carers and the teacher. The plan will be reviewed on a termly basis, or more frequently if required.

8) Physical Restraint of a pupil (Refer to the school's Restrictive Intervention & Positive Handling Policy)

In very rare situations, where a child is refusing to follow a reasonable instruction, the law allows staff to physically intervene using 'reasonable' force. This would only ever be used as a **last resort** when a child's behaviour is:

- Causing or highly likely to cause harm to themselves, another child or member of staff.
- Damaging property.

Staff working with pupils at risk of needing physical intervention are given Team-Teach Training and are therefore able to physically restrain a pupil should this ever be necessary. Where a child presents a high risk of needing positive handling, an Individual Behaviour Plan, Pupil-Specific Risk assessment and Individual Positive Handling Plan will be put in place. However, this does not remove the same power to any paid employee, should an occasion arise where physical restraint would be deemed necessary, for example in an emergency.

Should a child ever be physically restrained, the parents/carers of the child would be notified immediately. Any parent who requires further information regarding physical restraint can request further details from the school office.

9) Exclusion

We do not wish to exclude any child from school, but sometimes this may be necessary as a last resort. Therefore when all reasonable strategies have been attempted and have failed (including internal sanctions and the application of any available support), exclusion may be the next option for the school. The decision to exclude a pupil can only be made by the **Headteacher** (or the Deputy Headteacher in the absence of the Headteacher).

Exclusions will occur if:

- Children repeatedly violate the Behaviour Policy.
- Children seriously assault children or staff.

- Children commit serious breaches of the Behaviour Policy, including causing significant damage to property.
- Exclusions from lunchtimes will also be considered if children are repeatedly violating the Behaviour Policy during this time.

Exclusion procedure

- Most exclusions are of a fixed term nature and are of short duration (usually between one and three days).
- The DfE regulations allow the Headteacher to exclude a pupil for one or more fixed periods not exceeding 45 school days in any one school year.
- The Governors have established arrangements to review promptly all permanent exclusions from the school and all fixed term exclusions that would lead to a pupil being excluded for more than 15 days in a school term or missing a public examination.
- Following the decision to exclude, parents are contacted immediately where possible. A letter will be sent, giving details of the exclusion and the date the exclusion ends.
- Parents have a right to make representations to the Governing Board and the Local Authority as directed in the letter.
- A return to school meeting will be held following the expiry of the fixed term exclusion and this will involve a member of the Senior Leadership Team and other staff where appropriate. During this meeting an individual Behaviour Plan will be reviewed (or written, if not already in place), which will include a review date.
- During the course of a fixed term exclusion where the pupil is to be at home, parents are advised that the pupil is **not** allowed on the school premises, and that daytime supervision is their responsibility as parents/carers.
- Records relating to exclusions will be stored confidentially.

Permanent Exclusion

The decision to exclude a pupil permanently is a serious one. There are two main types of situation in which permanent exclusion may be considered:

1. The first is a final, formal step of a concerted process for dealing with disciplinary offences following the use of a wide range of other strategies, which have been used without success. It is an acknowledgement that all available strategies have been exhausted and is used as a last resort. This would include persistent and defiant misbehaviour including bullying (which would include racist or homophobic bullying) or repeated possession and/or use of an illegal drug on school premises.
2. The second is where there are exceptional circumstances and it is not appropriate to implement other strategies and where it could be appropriate to permanently exclude a pupil for a first or 'one off' offence. These might include:
 - Serious actual or threatened violence against another pupil or a member of staff.
 - Sexual abuse or assault.
 - Supplying an illegal drug.

- Carrying an Offensive Weapon (Offensive weapons are defined in the Prevention of Crime Act 1993 as “any article made or adapted for causing injury to the person; or intended by the person having it with him for such use by him”).
- Arson.
- Behaviour which poses a significant risk to the child’s own safety.

The school will involve the police for any relevant offences. These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour seriously affects the discipline and well-being of the school.

10) Monitoring

The Headteacher and Deputy Headteacher monitor the effectiveness of this policy on a regular basis. They report to the Governing Board on the effectiveness of the policy and, if necessary, make recommendations for further improvements.

The school keeps a variety of records of incidents of misbehaviour. The Headteacher and Deputy Headteacher record serious incidents reported to them and these records are kept in a file in the Headteacher’s office and on CPOMS (electronic record system). Records include:

- Serious incidents of misbehaviour (red cards).
- Incidents of bullying.
- Racist incidents.
- Homophobic incidents.
- Incident taken place online

The school keeps a record of any pupil who is excluded for a fixed term or who is permanently excluded. It is the responsibility of the Governing Board to monitor any exclusions, and to ensure that the school policy is administered fairly and consistently.