

Positive Behaviour Policy

Date adopted: September 2024

Review date: September 2025

Positive Behaviour Policy

'Behaviour is the way we act and respond to people and to situations we find ourselves in'

Aims

Our Behaviour Policy encompasses our school values: **kindness, curiosity and ambition**.

We aim for all members of the Oakwood community to show **kindness** in their interactions. We show **curiosity** when exploring underlying reasons for behaviour. We have the **ambition** that every member of the school community feels valued and respected, and that each person is treated fairly and well. The school behaviour policy is therefore designed to support the way in which all members of the school can work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure, and where pupils become positive, responsible and increasingly independent members of the school community.

Positive behaviour and a calm, organised environment are necessary pre-requisites for effective teaching and learning and to ensure all members of the school are able to enjoy and benefit from the full range of activities and opportunities provided.

At Oakwood, we all have a shared responsibility for behaviour throughout the school. Every pupil in the school is the responsibility of every adult in the school. A consistent approach is needed to ensure that pupils, parents and staff have the same high expectations of behaviour.

The Golden Rules at Oakwood are:

We are gentle
We are kind and helpful
We listen
We are honest
We work hard
We look after property

Strategies to promote positive behaviour

We believe that well-planned teaching and learning promotes positive behaviour. At Oakwood, this includes:

- providing stimulating lessons, matched to prior attainment which captures the interests of the pupils
- being aware of and planning for the social, emotional and learning needs of the pupils in their class, including through teacher handover meetings before the start of a new academic year
- building relationships with pupils and their parents throughout their time at Oakwood, including on transition days and "Meet the Teacher" meetings
- providing opportunities for pupils to work co-operatively as a class, in teams, pairs or independently
- planning pro-actively for smooth transition times in class, around school and in the playground, including planning time at the start of each term to refresh rules and routines
- providing a learning environment that is tidy and well organised
- clear routines including visual timetables
- teaching pupils about values including honesty and respect for others
- using PSHE lessons, assemblies, and other opportunities to develop self-reflection and self-esteem
- Protective Behaviours assemblies for all pupils, teaching pupils strategies for protecting their own physical and emotional safety
- using positive directives telling pupils what **to** do (rather than what **not** to do) and giving reasons why
- teaching, modelling, praising and celebrating the behaviour and attitudes we want to see
- being good role models to both colleagues and pupils through explicit behaviours
- some classes will devise a class charter in addition to displaying the Golden Rules

Praise, Reward and Celebration

We aim to create a positive ethos in school. The school rewards positive behaviour, as it believes that this will develop an ethos of kindness and co-operation. Pupils should develop a clear understanding that demonstrating positive behaviour is rewarding in itself and can also bring about positive experiences and feelings in others. This is central to our policy and may include:

- Specific praise and feedback
- Showing good work to other classes, or other members of staff
- Good work and achievements being displayed around the school for example Work of the week
- Positive communication with parents
- Golden knife and fork
- Golden dustpan and brush
- Golden clock
- Golden awards
- Special mentions
- Person of the week
- Celebration assembly and newsletter
- Individual classes may also have their own reward systems such as table points or a marble jar

Strategies to help maintain the calm and prevent escalation

On occasions, pupils will behave in a way that is not conducive to good learning or relationships. If this is the case staff may:

- review what is causing this learner to behave in this way and put actions in place to lessen their anxiety or anger (this may involve the use of anxiety mapping or an ABC tool)
- give attention and praise to those who are demonstrating the desired behaviour (proximal praise)
- give a non-verbal warning (e.g. changing position in the classroom to re-gain the pupil's attention)
- discuss problems with pupils quietly and in a private space away from others
- state clearly what the inappropriate behaviour is and how to correct it
- use positive directives telling pupils what **to** do (rather than what **not** to do)
- give up to ten seconds of 'take-up time'
- focus on the primary behaviour (responding to secondary behaviour can escalate a situation)
- use a calm voice wherever possible and a controlled, raised voice only where necessary to achieve a positive behavioural outcome
- wherever possible, give the pupil a chance to right the wrong
- wait for pupils to be emotionally regulated before expecting them to reflect on the behaviour
- use open body language, giving children space
- always re-establish relationships after correction

Strategies listed above are intended to give an overview of a wider-range of strategies that may be adopted. The list is not exhaustive and not all strategies will be used in each individual context.

Consequences

If behaviour escalates, then pupils will move to different tiers with different consequences (Appendix A). Each tier should be expressed as an opportunity for a pupil to reflect on and improve their behaviour. Staff should explain why the consequence is in place and what behaviour they want to see. When a pupil is not emotionally regulated, these consequences and discussions may happen after the pupil has had time to calm down.

There are two types of consequences: educational and protective. Educational consequences acknowledge that behaviour is learnt, and that some children may need additional support or practise to succeed in this area, just as any other area of our curriculum. Protective consequences support the right of other pupils to feel safe and happy in school and may include loss of break time or removal from particular activities.

Where pupils repeatedly demonstrate a certain behaviour, this may result in an escalated consequence.

Pupils must always be treated with appropriate sensitivity; sarcasm, humiliation and put-downs are never acceptable.

We expect all of our parents and carers to support the school in these consequences to secure positive outcomes for our pupils.

Removal from classroom, fixed term suspensions and permanent exclusion

Removal from classroom is a serious consequence and may be applied where there has been a pattern of challenging behaviour and/or where there has been a serious incident (Appendix A). Removal from classroom may be for a short period, part of a day or for one or more days. This will be determined by a senior leader. Where possible, parents will be informed on the same day if their child has been removed from the classroom. We do not need parental consent to remove a pupil from the classroom.

The pupil will be provided work throughout any removal from classroom/fixed term suspension. Pupils will be supported to re-integrate back into the classroom through reflective and supportive conversation with a member of staff and with parents included where possible.

Incidents which warrant fixed term **suspension** or **permanent exclusion** are at the discretion of the Head Teacher and the Strategic Governing Body, but must follow Local Authority Guidelines. Individual contexts and circumstances may be considered when deciding if a pupil will be suspended or excluded. In line with government guidance, decisions will be based on a 'balance of probabilities' approach to whether something is likely to have happened.

The following types of behaviour may result in fixed term suspension or permanent exclusion (this list is not exhaustive):

- a serious physical attack on another pupil
- physically attacking a member of staff
- persistent bullying
- persistently disruptive behaviour which negatively impacts on the learning of others

Where practical, pupil and parent views will be taken into account when making the decision whether to suspend or exclude.

School staff should follow the suspensions and exclusions flow chart (appendix F) if behaviour may warrant suspension or exclusion.

Bullying

For information on how we aim to prevent and respond to bullying, please see our Anti-Bullying Policy

Physical intervention

Staff are trained how to safely use physical intervention on the rare occasion this might be necessary to avert danger to any pupil. When responding to behaviour, staff will **ONLY** use physical intervention when the pupil is in danger or putting others in danger.

Inclusive practice

All children have the right to feel safe and the Golden Rules apply to every child at Oakwood. We have high expectations of all children at Oakwood, including children with SEND. We recognise that behaviour support and responses may need to be adapted to meet the needs of children with SEND, for example through individual strategies, pastoral interventions and/or more detailed Behaviour or SEND plans, in discussion with child's parents or carers. Adaptations to the educational and protective consequences can be made to meet the specific needs of each pupil, their age and any special circumstances that affect the pupil.

Behaviour outside school

This policy applies to pupils who are in school during the school day and in addition when

- taking part in any school-organised or school-related activity
- travelling to or from school
- wearing school uniform
- behaviour poses a threat to another pupil
- there could be repercussions for the orderly running of or reputation of the school

This does not diminish the responsibility of parents outside of school hours.

Analysing patterns of behaviour

Behaviour is recorded on CPOMs. Class teachers analyse and review patterns of low-level behaviour of children in their class. They will use this information to identify pupils who may benefit from early intervention or who may be at risk of suspension or exclusion. Class teachers will meet with parents to discuss support for children who are displaying patterns of challenging behaviours. This may include identification of SEND and/or referral to external agencies where appropriate.

The following behaviours may be indicative of a safeguarding concern and should be reported to the DSL:

- Sudden changes in a pupil's behaviour
- Child-on-child abuse/bullying

The Behaviour Lead will use CPOMs to analyse wider patterns of behaviour across the school. This will include analysing consequences for children with protected characteristics under the Equality Act to ensure that consequences are not disproportionate for any particular group.

Behaviour analysis will be used to inform staff training.

Roles and responsibilities

Pupils

It is the responsibility of pupils to

- follow the Golden Rules and take responsibility for their own behaviour
- demonstrate Oakwood's values
- follow class rules and routines
- follow Oakwood's Behaviour Curriculum
- adhere to Oakwood's uniform policy

Staff

It is the responsibility of all staff to

- take personal responsibility for managing behaviour including low-level disruption
- implement positive strategies within this policy, including setting clear and consistent rules and routines in the classroom and teaching the Behaviour Curriculum
- use clear, consistent language and body language that is firm, respectful and supportive
- gather relevant information from other staff and pupils regarding behaviour incidents, time gathering information should be proportionate and may happen with individuals or groups
- apply this policy consistently, fairly and respectfully
- where behaviour incidents may indicate a safeguarding concern, to report this to the DSL in accordance with the Child Protection Policy
- pro-actively reflect on own practice and seek to further develop skills in behaviour management, including by attending training
- maintain sensitivity and discretion when speaking about behaviour of specific pupils
- model the values and standards of behaviour that we expect from all members of our school community

Class Teachers

It is the responsibility of Class Teachers to

- induct pupils in their class to the Behaviour Policy and culture of the school, including pupils who join mid-year
- informally contact parents to recognise positive behaviour and improvements in behaviour
- intervene early and informally contact parents where low-level concerns arise
- give additional support to children who have been particularly impacted by others' behaviour and explain any actions taken
- communicate with the parents of children who have been particularly impacted by others' behaviour
- collaborate with parents to plan reasonable and appropriate support for pupils including Behaviour Plans or SEND Support Plans where relevant
- liaise with the Behaviour Lead/SENCo to put in place additional support for pupils in their class

Behaviour Lead

It is the responsibility of the Behaviour Lead to

- ensure all new staff receive a behaviour induction and read and understand the Behaviour Policy
- lead and/or arrange regular training on behaviour and the use of CPOMs for all staff
- gather and respond to pupil feedback on Oakwood's behaviour culture
- give developmental feedback to staff on their implementation of the Behaviour Policy
- liaise with the SENCo to co-ordinate pastoral interventions for pupils who need additional support with their behaviour

The Behaviour Lead is: Miss Bird

Headteacher

It is the responsibility of the Headteacher to

- implement this policy consistently throughout the school
- report to governors on the effectiveness of this policy
- ensure the health, safety and welfare of all children in the school
- ensure the health, safety and welfare of staff
- support school staff by implementing and modelling positive behaviour strategies
- maintain or delegate the record keeping of all reported serious incidents of poor behaviour
- give fixed-term or permanent exclusions to individual children for serious acts of unacceptable behaviour, after consultation with the Governing Body
- model the standards of behaviour that we expect from all members of our school community

Parents

It is the responsibility of parents to

- talk to their child about the school's expectations of work and behaviour
- encourage their child to discuss problems and challenges
- support the school in the implementation of the policy and the Golden Rules, in accordance with the Home School Agreement
- contact the class teacher via the school office if they have any concerns about their child.
- contact the class teacher, key stage lead or behaviour lead if they have any concerns with the way behaviour has been managed, further information can be found in Oakwood's Complaints Policy
- complete a bullying concern form if they have concerns their own child is being bullied
- update the school on circumstances that might impact their child/children's behaviour
- work collaboratively with the school if there is challenging behaviour in the home or at school, including by accepting and supporting consequences put in place
- focus on the behaviour of their own child/children
- ensure good attendance and punctuality
- ensure pupils adhere to Oakwood's uniform policy
- model the standards of behaviour that we expect from all members of our school community

Governors

It is the responsibility of governors to

- oversee these general guidelines on standards of behaviour and review their effectiveness
- understand how this policy relates to government guidance
- support the head teacher in carrying out this policy
- model the standards of behaviour that we expect from all members of our school community

This policy should be read in conjunction with the following documents:

- Anti-Bullying Policy
- Child Protection Policy
- Complaints Policy
- Equality Policy
- SEND Policy
- SEND Information Report

Appendices

- Appendix A: Behaviour Tiers
- Appendix B: EYFS/KS1 Reflection Sheet (optional)
- Appendix C: KS2 Reflection Sheet (optional)
- Appendix D: Behaviour Policy (children's version)
- Appendix E: Behaviour Curriculum
- Appendix F: Suspensions and Exclusions flow chart
- Appendix G: Banned items

Appendix A

Behaviour Tiers

The lists of behaviours and educational consequences are examples/guidance and not exhaustive. Staff will need to use their professional judgement/a 'best fit' approach on occasion. Senior leaders may talk to/support children at lower tier levels where the leader is one of the first/nearest adults, as part of their wider staff role.













STAGES	ACTIONS TAKEN	NOTES
<p style="text-align: center;">Tier 1</p> <p>Eg. shouting out, distracting others, unkindness, pushing in line, goading, answering back</p>	<p>Positive action suggested (reminders of further sanctions)</p> <p>Educational/Protective consequence put in place by TA/Class Teacher</p> <p>Behaviour may be recorded in behaviour area on Cpoms</p>	<p>1 + 1 in same day = 2</p> <p>= formal reflective discussion with Behaviour Lead</p>
<p>Persistent T 1 behaviour</p> <p style="text-align: center;">Tier 2</p> <p>Eg. swearing, name calling, damaging property, lashing out (pushing/shoving during game), leaving class</p>	<p>Educational/Protective consequence put in place by TA/Class Teacher</p> <p>Recorded in behaviour area on Cpoms</p> <p>Class teacher to inform parents</p> <p>Formal reflective discussion with Behaviour Lead</p> <p>Where a child has SEND, their support may be overseen by the SENCO</p> <p>Letter to parents</p>	<p>2 + 2 in a half term</p> <p>= 3 week target setting with Behaviour Lead</p> <p>2 + 2 + 2 in a half term</p> <p>= 3</p> <p>= formal reflective discussion with Deputy Head</p>
<p>Persistent T 2 behaviour</p> <p style="text-align: center;">Tier 3</p> <p>Intent to harm, repeated refusal, verbal abuse, homophobia, racism, sexual harrassment, disability discrimination</p>	<p>Educational/Protective consequence put in place by TA/Class Teacher</p> <p>Recorded in behaviour area on Cpoms</p> <p>Class teacher to inform parents</p> <p>Formal reflective discussion with Deputy Head</p> <p>Where a child has SEND, their support may be overseen by the SENCO</p> <p>Letter to/meeting with parents</p>	<p>Monitored by CT / Deputy Head</p> <p>3 + 3 in an academic or calendar year</p> <p>= Parents contacted by Headteacher</p>
<p>Persistent T 3 behaviour</p> <p style="text-align: center;">Tier 3 (upper)</p> <p>Bullying, violence, serious challenge to authority, leaving school without permission</p>	<p>Recorded in behaviour area on Cpoms</p> <p>Formal reflective discussion with Headteacher</p> <p>Where a child has SEND, their support may be overseen by the SENCO</p> <p>Letter to/meeting with parents</p> <p>Fixed term suspension/permanent exclusion considered</p> <p>Governors informed</p>	<p>Possible managed move to another school considered</p>
<p>Persistent T 3 behaviour</p> <p style="text-align: center;">Tier 4</p> <p>Verbal/physical abuse to staff, pupil attack</p>	<p>Recorded in behaviour area on Cpoms</p> <p>Formal reflective discussion with Headteacher</p> <p>Where a child has SEND, their support may be overseen by the SENCO</p> <p>Letter to/meeting with parents</p> <p>Fixed term suspension/permanent exclusion considered</p> <p>Governors informed</p>	<p>Possible managed move to another school considered</p>
<p>Persistent T 4 behaviour</p> <p style="text-align: center;">Tier 4 (upper)</p> <p>Repeated tier 4 behaviour</p>	<p>Recorded in behaviour area on Cpoms</p> <p>Formal reflective discussion with Headteacher</p> <p>Where a child has SEND, their support may be overseen by the SENCO</p> <p>Letter to/meeting with parents</p> <p>Fixed term suspension/permanent exclusion considered</p> <p>Governors informed</p>	<p>Possible managed move to another school considered</p>

Stage of behaviour	Examples	Possible consequences	Comments
Tier 1	<ul style="list-style-type: none"> • Interrupting • Shouting out • Distracting others • Ignoring instructions • Silly noises • Pushing in the line • Goading • Answering back to an adult • Throwing objects • Not adhering to the uniform policy 	<p>After 2 occasions on the same day move to tier 2</p> <p>Verbal reminder Warning with choice/consequence Educational consequence eg. making up learning time lost in break Change of seating</p>	<p>Praise in public, sanction in private Children will discreetly be told they have a verbal reminder. Recorded on Cpoms Regularly praise good behaviour. Proximal praise. Give children choices for what they should be doing with clear consequence for what will happen next.</p>
Tier 2	<p>Persistent tier 1 behaviour <i>Behaviours that begin at tier 2:</i></p> <ul style="list-style-type: none"> • Affecting other pupil's learning • Swearing • Name calling • Inappropriate remarks • Inappropriate use of technology • Damaging school's/pupil's property • Leaving class without permission • Pushing/shoving during a game 	<p>After 3 occasions in 1 half term move to tier 3</p> <p>Reflection time at lunchtime In class move Educational consequence eg. repairing damage Protective consequence eg. non-participation in an activity After 3 occasions formal conversation with behaviour lead</p>	<p>Children will discreetly be told they will have a Tier 2 recorded. Recorded on Cpoms. Parents informed by class teacher. Parents to be informed by a letter home if children have 3 occasions of Stage 2 during a half term.</p> <p>For persistent behaviour, Class Teachers will use appropriate monitoring/tracking systems eg. annotated weekly timetables, ABC charts, daily report cards to analyse patterns of behaviour</p>
Tier 3	<p>Persistent tier 2 behaviour <i>Behaviours that begin at tier 3:</i></p> <ul style="list-style-type: none"> • Throwing objects with intent to harm • Repeated refusal to follow tasks (3 or more times in a lesson, or patterns of behaviour building up over time) • Offensive remarks to children • Homophobia with the intent to upset/insult others • Verbal abuse to an adult in school • Stealing • Racism • Disability discrimination 	<p>After 2 occasions within a year move to stage 4</p> <p>Deputy Head informed Telephone call to inform parents Protective consequence: loss of playtimes/lunchtimes due to being unsafe Educational consequence eg. social stories Removal from classroom</p>	<p>Situation to be monitored by teachers, Behaviour Lead and Deputy Head.</p> <p>This may include regular meetings with parents in order to work together to support the child.</p>
(Tier 3 – upper)	<p>Persistent tier 3 behaviour <i>Behaviours that begin at tier 3 (upper):</i></p> <ul style="list-style-type: none"> • Bullying, including online bullying • Fighting with intent to harm • Violence • Very serious challenge to authority • Leaving school without permission 	<p>Deputy Head informed Meeting with parents Loss of playtimes/lunchtimes Removal from classroom/suspension considered</p>	<p>Situation to be monitored by class teacher, Behaviour Lead, Key Stage Leader and Deputy Head</p>
Tier 4	<p>Persistent tier 3 behaviour <i>Behaviours that begin at tier 4:</i></p> <ul style="list-style-type: none"> • Persistent verbal abuse to a member of staff • Physical abuse to any member of staff/adult • Malicious physical assault on another pupil requiring medical attention 	<p>Head teacher informed Meeting with parents Suspension for a fixed term</p>	<p>Situation to be monitored by the Head teacher. When this stage is entered, a managed move will be considered to another school.</p>
(Tier 4 – upper)	<p>Repeated tier 4 behaviour</p>	<p>Governor disciplinary sub-committee convened Permanent exclusion from school</p>	

Appendix B

I am reflecting on my learning behaviour

*Thinking about my behaviour will help me link my thoughts, feelings and actions
Thinking about my thoughts, feelings and actions will help me choose the best actions*

Name	Class	Date			
What happened?					
How did you feel? (please circle)					
 Happy	 Frustrated	 Sad	 Angry	 Hurt	 Scared
Which Golden Rule did you not follow? (please circle)					
We are gentle	We are kind and respectful	We listen	We are honest	We work hard	We look after property
How might other people feel? (please circle)					
 Happy	 Frustrated	 Sad	 Angry	 Hurt	 Scared
What are your plans to help put things right?					

Please pass this on to the class teacher, then pass on to the Behaviour Lead.



Appendix C

I am reflecting on my learning behaviour in another class

Thinking about my behaviour will help me link my thoughts, feelings and actions
Thinking about my thoughts, feelings and actions will help me choose the best actions

Name	Class	Date	Time
What happened? What were your feelings? What did you do?			
Which Golden Rule did you not follow? What was it you did that did not follow this rule?		<u>Golden Rules</u> <ul style="list-style-type: none">- We are gentle- We are kind and helpful- We listen- We are honest- We work hard- We look after property	
What could you have done differently?			
Why would this have been better?			
How might other people feel?			
Why might they feel this way?			
What are your plans to help put things right?			

Behaviour Policy for Children

Our School: What we want it to be like:

Our school is a happy school where respect is very important. It is a school where we celebrate that we are all different and are proud of our differences.

We want everyone to behave in a friendly and respectful way with no bullying.

Adults in school will teach us about behaviour.

Everyone at our school is equal and should be given the same opportunity. This means that everyone has what they need to be successful (it doesn't mean that we treat everybody the same).



What happens if I follow the school rules?

I get rewards such as:

Verbal praise

Special mentions

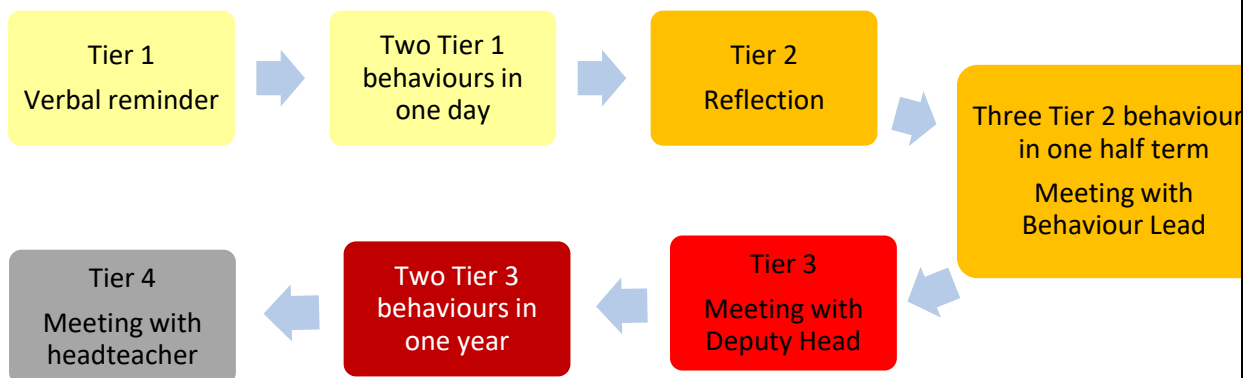
Golden award

Dojo points

Table points

Good news shared with parents

What will happen if I do not follow the school rules?



Some behaviours start at Tier 2 or Tier 3.

Behaviour examples	Consequences
<p>Tier 1 behaviour examples</p> <ul style="list-style-type: none"> - Shouting out - Unkindness - Distracting others - Pushing in line - Answering back - Goadng - Doodling (unless agreed) - Walking around the classroom (without permission) 	<p>An adult will remind me of the Golden Rule I am not following. I will be able to change my behaviour to make a better choice.</p>
<p>Tier 2 behaviour examples</p> <ul style="list-style-type: none"> - Swearing - Pushing during a game - Name calling - Leaving the classroom without asking - Damaging property - Inappropriate use of technology 	<p>If I continue to make choices not to change my behaviour, with support from the adults, I may need to complete a reflection sheet. I will talk to an adult about how my behaviour has affected me and others. There may be an educational consequence such as moving places or a protective consequence to help to keep others safe and happy.</p> <p>If I make a choice with my behaviour which damages property or if I hurt others I will need to complete a reflection sheet. My teacher or another adult will help me to understand how my behaviour has affected me and others and how I can make better choices in the future. There will be an educational consequence to help me learn about my behaviour or a protective consequence to help me understand my role in for keeping myself and others safe and happy.</p> <p>My teacher or another adult I work with will talk to my grown-ups to let them know what has happened.</p>
<p>Tier 3 behaviour examples</p> <ul style="list-style-type: none"> - Hurting someone on purpose (physically) - Bullying - Discrimination - Refusing to follow instructions repeatedly - Leaving school without permission - Verbal discrimination 	<p>If I make a choice with my behaviour which damages property or hurts others three times in one half term, the behaviour lead will talk with me to understand the choices I have been making and how I can change my behaviour.</p> <p>If I make a choice with my behaviour which hurts or offends others, or if my behaviour is dangerous, I will have a conversation with the Deputy Head. The Deputy Head may meet with my parents to talk through ideas to help me improve my behaviour. I may need to spend time learning somewhere else to keep others safe.</p>
<p>Tier 4</p>	<p>If I continue to make any of the behaviour choices above after I have had support from the Deputy Head, I will need to meet with the Headteacher. I may need to spend time learning somewhere else.</p>

Appendix E

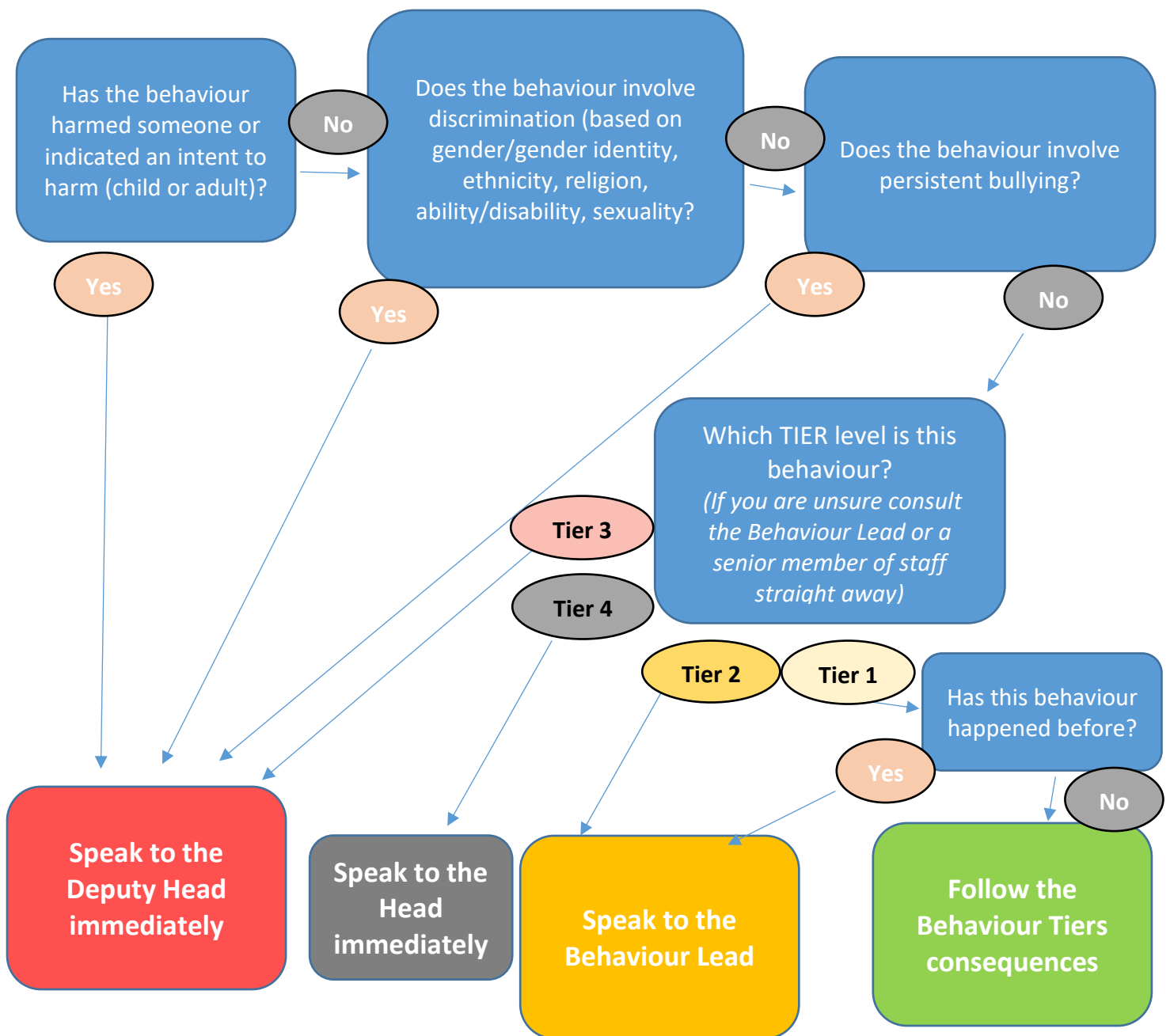
Oakwood Primary Behaviour Curriculum

Oakwood's Behaviour Curriculum aims for all pupil's behaviour to reflect the values of the school, readiness to learn and respect for others. It is closely aligned to our Golden Rules. This curriculum is taught to pupils from the start of the academic year in Autumn 1 and is reinforced throughout the year. Children at Oakwood are clear on what behaviour is expected and encouraged. Positive reinforcement is provided when expectations are met, such as golden awards and special mentions.

We are gentle	We are kind and helpful	We listen
<p>Use a calm and polite tone of voice Walk through corridors calmly on the left Play safely and happily Keep my hands and feet to myself An inside voice is used when in the school building</p>	<p>Say please and thank you Hold doors open for people Talk kindly to other pupils Say good morning/afternoon to adults Smile at others Respect others' right to learn Stand facing the front and silently when in a line Know that it is important to show gratitude to others by thanking people for what they have done for me Including others in my games and listen to their ideas</p>	<p>When an adult raises a hand: look up, put down all equipment and raise a hand Look at the person talking Put my hand up when I have something to say Follow teacher instruction Sit sensibly in the classroom Build on what others have said Line up for lunch when my class is called Stay in a seat during a lesson</p>
We are honest	We work hard	We look after property
<p>Accept responsibility if you make a mistake Tell the truth Say sorry Ask for help when we need it If you see/experience something that you feel is unkind or unfair, tell a teacher</p>	<p>Know that I arrive on time to school Complete homework on time Sit down quickly for the start of activities Always underline the date and WALT with a ruler and pencil Always write neatly and clearly Use joined handwriting from Year 2 onwards In maths, I should write one digit in each box Using the toilet at break time and lunchtime mainly</p>	<p>Remember to bring a water bottle to school Tidy up your own workspace and the classroom Tidy up playground equipment even if we didn't use it Use equipment how it is designed to be used Recycle as much as possible Have a tidy tray Leave the toilets clean and tidy</p>

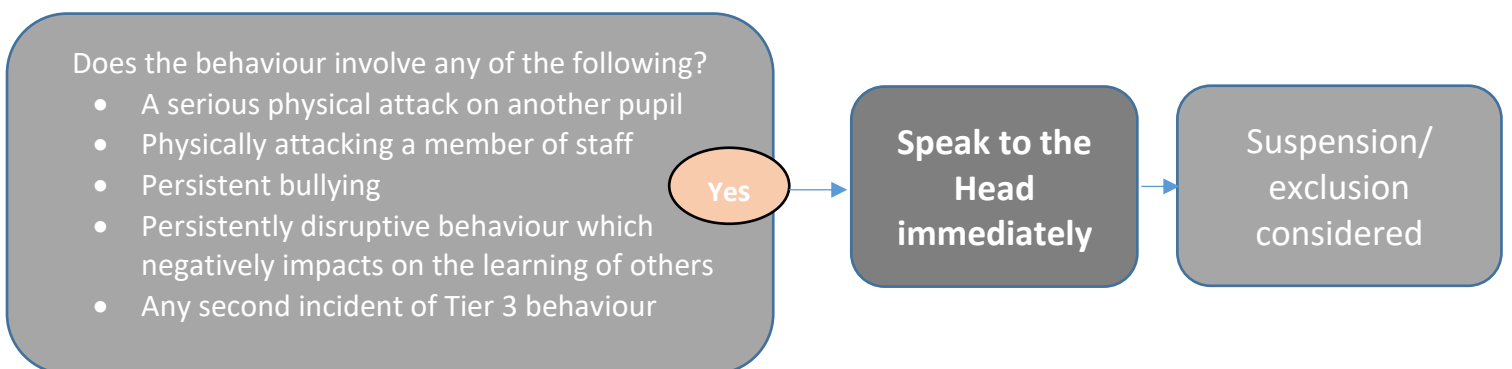
Appendix F

Suspensions and Exclusions Flow Chart for staff



The Behaviour Lead should check all facts and consult this Flow Chart from step 1.

The Deputy Head should check all facts and ask:



Appendix G

Banned Items

The following items are banned at Oakwood School:

- Cigarettes
- Fireworks
- Illegal Substances
- Pornography
- Vapes

Pupils and adults are banned from having any of the above items at school and, in addition, pupils are banned from having the following items:

- Alcohol
- Knives and weapons
- Matches
- Sweets and chewing gum
- Smartphones
- Smartwatches*

* Banned smartwatches include devices that: can send or receive calls or messages, can connect to the internet, have gaming features, can connect to any other device. Does not include watches that only have fitness monitoring features (although these may be confiscated for a short time if causing a distraction).

Senior Leaders have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a banned item.

Mobile phones:

Pupils in Year 5 and Year 6 who walk to or from school alone are permitted to bring a 'dumbphone' to school. These should be turned off and stored in bags during school hours.

Pupils from EYFS to Year 4 are not permitted mobile phones in school.