



Behaviour Policy

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REVIEW HISTORY

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1. Aims

This document is a statement of the principles and strategies for managing behaviour at Woodland Grange Primary School.

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

2. Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education 2024](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2024](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

This policy complies with our funding agreement and articles of association.

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3. Roles and responsibilities

The Local Governing Body

The local governing body is responsible for:

- Reviewing the written statement of behaviour principles (appendix 1)
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

The OAK MAT CEO is responsible for approving and reviewing this policy and its implementation - see the scheme of delegation.

The governing body is responsible for reviewing and approving this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

The headteacher and SLT

The headteacher is responsible for:

- Reviewing this policy in conjunction with the governing board
- Giving due consideration to the school's statement of our behaviour expectations
- 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 children
- 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 children 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 children both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of children are being disproportionately impacted by this policy (see section 13.1)

Teachers and staff

Staff are responsible for:

- Creating a calm and safe environment for children
- Establishing and maintaining clear boundaries of acceptable child behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with children
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular children
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly (on CPOMS)
- Challenging and supporting children to meet the school's expectations

Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour 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
- Take part in the life of the school and its culture

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.

Children

Children 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
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standard, 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
- Children will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Restorative approaches

Children will be supported to develop an understanding of the school's behaviour policy and wider culture.

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

4. Our Expectations

At Woodland Grange Primary School we aim for a consistent standard of discipline throughout the school, where rules are clear and concise and where children, staff and parents work together to achieve an atmosphere of respect, both for each other and the school environment. This is encompassed by our mission statement: "Aiming high to achieve excellence and success by working together."

Our expectations

We aim for all children to:

- Have good manners
- Show self-control and self-discipline
- Work and play co-operatively
- Show care and tolerance towards others
- Respect their property, the property of others and their environment
- Show self-motivation in all aspects of school life

We aim to achieve these aims by:

- Regularly discussing acceptable modes of behaviour with individuals, groups and the whole school
- Respecting each child and what they can offer
- Applying a consistent approach
- Being role models
- Rewarding and praising good behaviour
- Sanctioning misbehaviour
- Having on-going contact with parents/carers

Rules

Rules at Woodland Grange are kept to a minimum but are based on care and respect for each other and our surroundings.

Misbehaviour is defined as:

- Disruption in lessons and at break and lunchtimes
- Poor attitude to learning
- Poor attitude towards members of staff
- Non-completion of classwork or homework

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Undesirable physical behaviour, including interfering with clothes
- Physical abuse of another child or adult, e.g., biting, kicking, punching, etc.
- Verbal abuse of another child or adult, e.g. taunting, swearing, insolence, refusal to answer, etc.
- Deliberate breakage or stealing of property
- Racial abuse, use of racist language or any form of racism
- Bullying
- Endangering the safety of themselves or others
- Absconding
- Multiple attempts to abscond within a short space of time
- Defiant behaviours such as refusing to reflect in the partner class
- Vandalism
- Theft
- Fighting
- Smoking
- Discriminatory behaviour
- Sexual violence
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Possession of any prohibited items (such as knives or any type of blade/weapon, offensive material, alcohol, cigarettes, any item that is harmful or detrimental to school discipline).

Mobile phones

Our approach to pupils having their mobile phones in school is as follows:

Children are not expected to have access to their phone at any point during the school day. This includes smart watches which should be set to have limited access eg set up as 'schooltime'. We have read the DfE's [mobile phone](#) and [behaviour](#) guidance.

- Pupils in Year 5 and Year 6 are allowed to come to school with their mobile phones as many of these pupils will walk to school independently and we recognise that parents wish them to have their phone when they are walking to and from school.
- Children in Year 5 and Year 6 who are bringing their phone into school MUST hand this in to their class teacher at the start of the school day. Children will collect their phone at the end of the day. Phones should be turned off when handed in.
- Phones must not be looked at on site at all by children in Year 5 and Year 6. If they are, phones will be handed in to their teacher to discuss this behaviour. If this happens more than once, teachers will contact parents to discuss this with them.
- If children attend before/after school clubs their phones should be kept in their bags, switched off until they leave the school premises.

5. Managing Behaviour

Rewards & Strategies for managing behaviour

For rules to be effective there must be a clear understanding by both staff and children of the consequences of keeping or breaking them.

Rewards

1. Staff will encourage children verbally and acknowledge effort and achievement
2. Acknowledgement and praise will be given in front of the class
3. Children can be sent to colleagues and the headteacher or deputy head to show and discuss their achievement
4. A house point system will run throughout the school – a cup will be awarded half termly for the winning House
5. Teachers will give their own awards, e.g., stickers, stars, stamps. Lunchtime supervisors can also issue stickers and house points and nominate children for certificates
6. Where appropriate, achievements will be reported to parents
7. Recognition will be given via a weekly 'Good News' assembly and the issuing of a Headteacher certificate or a leaf for pupils to place on our 'Tree of Aspirations' in the hall, that celebrates achievement related to one of our Aspirations for Learners

Special Mention and Celebration Assembly

- Staff can nominate a pupil for a Headteacher's Award certificate to be given out during the Friday celebration assembly. This can be for effort in work, achievement, improved behaviour, for helping or supporting others etc. Whilst pre-school pupils do not regularly come into the whole school Friday assembly, their achievements are also recognised and celebrated within the setting.
- At least one child from each class receives a certificate each week. Children may additionally bring in awards given from clubs outside school. These are also celebrated as part of the assembly.
- Regularly as part of our celebration assemblies, children may be awarded a leaf to place on our 'Tree of Aspirations' in the hall, that celebrates achievement related to one of our Aspirations for Learners. Children will also receive a certificate to take home as well as their leaf.

Aspirations for learners - We want our children to be:

- Independent thinkers
- Resilient
- Self-motivated, engaged and active
- Creative
- Risk takers
- Physically strong and confident
- Respectful and empathetic

Stickers can also be issued by the headteacher to any child that shares a piece of work or comes to discuss an outstanding attitude or behaviour. The headteacher issues Bronze, Silver, Gold or a special, gold 'Headteacher Award' sticker.

House Points

All the children are divided into 4 Houses:

Foxes Badgers Squirrels Rabbits

House Captains are appointed from Year 6 children.

The week runs from Friday. House captains collect and count the House Points on a Thursday and prepare a message for the Friday assembly. A trophy is awarded to the House with the greatest total each term. The totals are then reset to zero and the process begins again. This system complements the individual special mention certificates or Headteacher awards.

House points are collected in the foyer. When children are awarded a house point, they are given a counter and this is put in their house container.

Strategies for managing misbehaviour:

We aspire to a calm, safe and supportive environment where both children and staff are respected and can work in safety. As such, we expect all children and staff to behave appropriately at all times; this includes actively engaging with lessons and play and in pre and aftercare in Owls Hoot. When behaviour does not meet the desired expectations, a range of positive redirection and de-escalation strategies will be employed.

We recognise that managing a child's behaviour is a complex task. At all times, Woodland Grange Primary School staff will rely on their professional judgement, their knowledge of the child's individual needs and the building of positive relationships with each child in order to achieve this. It is our aim that behaviour which is not in line with school expectations is dealt with consistently by all staff and adults.

Staff at Woodland Grange Primary School are responsible for setting the tone and context for positive behaviour within the school.

When a child's behaviour falls below the standard that can reasonably be expected of them, staff will respond positively in order to restore a calm and safe learning environment and to prevent recurrence of this misbehaviour. Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards expected and by responding in a consistent, fair and proportionate manner. It is our aim that children always know with certainty that misbehaviour will be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases where necessary.

Staff will:

- Create and maintain a stimulating environment that encourages children to be engaged
- Display the 'Aspirations for Learning' on the walls of their classroom
- Celebrate children who show examples of our 'Aspirations for Learning' in class and assemblies
- Develop a positive relationship with children, which may include:
 - greeting children in the morning/at the start of lessons
 - welcoming children each morning and afternoon by standing at the door of each classroom
 - establishing clear routines
 - communicating expectations of behaviour in ways other than verbally
 - highlighting and promoting good behaviour
 - concluding the day positively and starting the next day afresh
 - having a plan for dealing with low-level disruption
- Positive framing and use of least invasive interaction

- Non-verbal reminders (non-verbal signals such as pointing towards the board/work/fingers on lips)
- Positive group correction (I almost have the whole group ready)
- Anonymous individual correction (I need one more pair of eyes on me)
- Private individual correction (You need your pencil out and I will check back in 30 seconds)

All children will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour consequences, staff will also consider what support could be offered to a child to help them to meet behaviour standards in the future.

Staff may also create individual behaviour plans to consider triggers in conjunction with the child. These will become working documents which can be added to and amended as wider understanding about the child and their individual needs are gathered.

6. Responding to Misbehaviours

Children who receive a consequence as a result of misbehaviour can expect one or more of the consequences listed below:

- A verbal reminder of the expectations of behaviour;
- A warning;
- Temporarily moving seats within the classroom;
- Time out in class – thinking time;
- Being sent to another classroom or another place to work;
- Setting of written tasks such as a reflective account of their behaviour;
- Completing missed school work during break or lunchtime.

Responding to serious misbehaviours

Depending upon the nature of the incident, a restorative behaviour discussion may be required as well as an apology between those involved. Incidents of a serious nature (may include, but not limited to prejudice-based and/or discriminatory bullying) will also be recorded on CPOMs as appropriate.

The school may use one or more of the following consequences in response to serious misbehaviours:

- engagement in restorative work;
- a verbal reminder of the expectations of behaviour;
- moving seats within the classroom;
- being sent to another classroom or another place to complete work;

- setting of written tasks such as an account of their behaviour;
- completing missed school work at home, or at break or lunchtime
- loss of unstructured playtime;
- referring the child to a senior member of staff;
- a letter or phone call home to parents;
- an individual behaviour plan;
- putting the child 'on report' for either behaviour, conduct or inappropriate language;
- removal of the child from the classroom;
- exclusion from certain areas of school premises;
- suspension (minor fixed-term exclusion, including lunchtimes;
- suspension (major fixed-term exclusion);
- permanent exclusions, in the most serious of circumstances.

For online/cyber-bullying, the perpetrator will experience the removal of access to unsupervised technology on the school's premises – a member of staff will need to accompany the child's use to allow for curriculum-based activities to be completed.

Personal circumstances of the child will be taken into account when choosing consequences and decisions will be made on a case-by-case basis

Suspension and permanent exclusions

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions. The decision to suspend or exclude will be made by the headteacher, or deputy headteacher if the headteacher is acting in their stead, and only as a last resort.

Please refer to our Suspension and Permanent Exclusions policy for more information.

Recognising the impact of SEND on behaviour

The school recognises that children's behaviour may be impacted by a special educational need or disability (SEND) and SEMD needs.

When incidents of misbehaviour arise, we will consider them in relation to a child's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a child's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from children with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy.

The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled child caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of children with SEND (Children and Families Act 2014)
- If a child has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies
- As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the child concerned and may include and be planned for as part of the Individual Behaviour Plan process:

- Short, planned movement breaks for a child with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a child with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a child with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces (sensory zones or nurture rooms) where children can regulate their emotions during a moment of sensory overload

Adapting sanctions for children with SEND

When considering a behavioural sanction for a child with SEND, the school will take into account:

- Whether the child was unable to understand the rule or instruction?
- Whether the child was unable to act differently at the time as a result of their SEND?
- Whether the child is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the child for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Considering whether a child displaying challenging behaviour may have unidentified SEND

The school's Special Educational Needs Co-ordinator (SENCO) may evaluate a child who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a child, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information.

Personal circumstances of the pupil will be taken into account when choosing sanctions, and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents/carers

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Searching, Screening and Confiscation

Any prohibited items found in a pupil's possession will be confiscated. These items will not be returned to the pupil. Parents will be called, and a meeting will be arranged with a member of SLT to discuss how the item came into the child's possession.

Prohibited items include:

- Mobile technological devices
- Knives or weapons
- Alcohol
- Any kind of drugs or medication and paraphernalia deemed to be related to drug use
- Stolen items
- Tobacco, Vapes and cigarette papers
- Matches or lighters
- 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)

We will also confiscate any item which is harmful or detrimental to school safety. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Only the headteacher, or a member of staff authorised by the headteacher, can carry out a search. A second member of SLT will be present during the search. The DSL should be informed of the search without delay.

Teaching staff will be able to confiscate mobile technological devices, and these will be taken to the office who will contact parents to collect these at a suitable time. Children in Year 5 and Year 6 may bring in a phone (see guidance and expectations)

Any search by a member of staff for a prohibited item listed in above will be recorded on CPOMS, including whether or not an item is found.

Off-site misbehaviour

Sanctions 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

Sanctions 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

Sanctions 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).

Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police. When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police. If a decision is made to report the matter to the police, the headteacher/ deputy headteacher will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

Zero-tolerance approach 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.

Children 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.

Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding for more information on responding to allegations of abuse against staff or other pupils.

5. Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none">• Racial• Faith-based• Gendered (sexist)• Homophobic/biphobic• Transphobic• Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Our academy [anti-bullying strategy is available here.](#)

6. Monitoring this policy

Monitoring And Evaluating School Behaviour

The school will collect data on the following:

- Behavioural incidents, via CPOMS
- Attendance
- Fixed term suspension and permanent exclusions
- Use of pupil support units, off-site directions and managed moves
- Surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

Monitoring This Policy

The OAK MAT CEO is responsible for approving and reviewing this policy and its implementation.

This behaviour policy will be reviewed by the headteacher and full governing body every year, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data.

Conclusion:

It is hoped that very few children will be involved in disciplinary programmes.

During all stages, staff will look very carefully at the following points:

- The attitude of the child in question
- The effect of the behaviour on other children
- The health and safety of other individuals
- The effect of the behaviour on the educational process

All cases will be looked at individually within the framework laid down by the Code of Practice, and whatever programme is followed the safety and education of all children will be our main consideration.

If, after all these considerations, behaviour shows no improvements, fixed term and ultimately permanent exclusion from school will be considered.

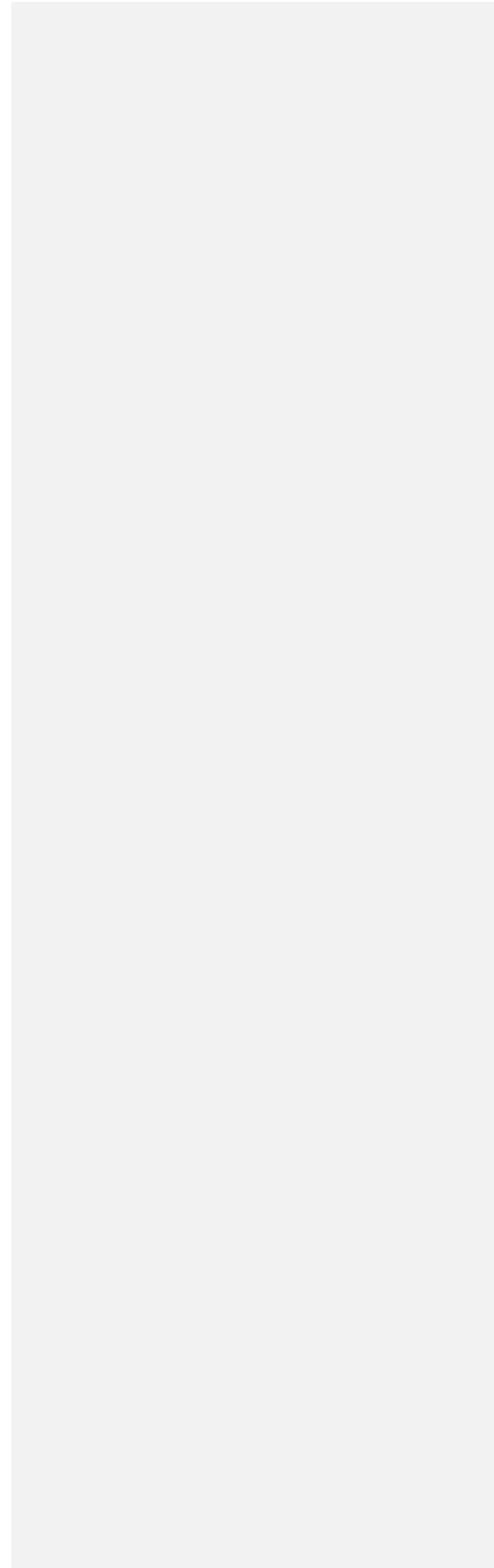


Our School Rules

Our school is a happy place because:

- We are kind, sensible, polite and respectful at all times.
- We listen to adults and each other.
- We follow instructions immediately.
- We always work hard and do our best.
- We are responsible and look after school, our own and other people's equipment.

Appendix 2





Our Sanctions

If we don't follow our school rules:

- We will get a verbal reminder.
- We will be given a warning.
- We will be asked to move seats.
- We will have a time out in class.
- We will have a time out in another part of the school (another classroom, area of the hall or playground)
- We will be sent to Mrs Brown or Mr Parker, and they may contact our parents.

Appendix 3 – Example of Behaviour Reflection Sheet

Behaviour Reflection

Name:

Class:

Date:



What happened?	<hr/> <hr/> <hr/>
What did I do?	<hr/> <hr/> <hr/>
What did other people do?	<hr/> <hr/> <hr/>
How did I feel?	<hr/> <hr/> <hr/>

Behaviour Reflection



What could I have done differently?	<hr/> <hr/> <hr/>
What did I achieve?	<hr/> <hr/> <hr/>
What could have gone better?	<hr/> <hr/> <hr/>
What have I learnt?	<hr/> <hr/> <hr/>