



Behaviour Policy (including EYFS)

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Policy Owner:	Roxann Dowling
Ratified @ FGB/Committee Name & Date:	E&W 23.01.2025 FGB 10.02.2025

Date	Amendment	Staff Member
12.12.25	Addition of 10. Inclusion, SEND and Neurodiversity	GM
16.1.25	Corporal Punishment and restrain, Exclusions	GM
4.2.26	Addition of effects domestic abuse on children	RD
9.2.26	Extended roles and responsibilities to include Governors	GM

Mission Statement

We are committed to providing a supportive, enjoyable and family style environment in which every child is nurtured and encouraged to achieve their potential through a broad-based curriculum and opportunities for developing sporting, dramatic, artistic and musical talents.

Statement of Aims & Objectives

- To enable each child to fulfil their own academic and personal potential.
- To instil in every child the importance of developing personal initiative and to foster in them a belief that they can fulfil their potential in any area of school life.
- To provide a broad based academic and extra-curricular education that is delivered in such a way as to satisfy the learning needs of each and every pupil.
- To help each pupil to develop both a set of Christian values and an understanding and appreciation of other religious beliefs.
- To learn the difference between right and wrong and to appreciate that rights and responsibilities are equally balanced.
- To develop and promote a sense of caring and community between the pupils within the school and the wider community as a whole.



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- To instil in each pupil a high degree of self-respect and respect for their fellow pupils, teachers and other adults.
- To prepare each child for the transition to the next stage of their education and to be able to take advantage of any opportunities as they present themselves

Safeguarding

Oakhyrst Grange School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. At this school we respect and value all children and are committed to providing a caring, friendly and safe environment for our pupils so that they can learn in a relaxed and secure atmosphere. We believe that every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Oakhyrst Grange School. We recognise our responsibility to safeguard all who access school and promote the welfare of all of our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying. This should be read in conjunction with the Safeguarding Policy.

All staff will be asked to complete training annually following KCSIE updates. Further safeguard training will take place throughout the year. All staff must wear their lanyards at all times.

The Safeguarding governor is: Pauline Clark Pauline.clark@oakhyrstgrangeschool.co.uk

DSL: Roxann Dowling (Head of EYFS)

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1. RATIONALE

This Behaviour Policy establishes a whole-school, consistent approach to promoting positive conduct, emotional regulation, and respectful relationships. It ensures that all pupils feel safe, valued and able to learn in an environment characterised by high expectations and a strong culture of respect.

The policy supports the school's core values of independence, resilience, respect, curiosity and kindness and is underpinned by a trauma-informed, relational approach. All behaviour is viewed as a form of communication, and staff respond with clarity, consistency and compassion.

We are an Operation Encompass School. Domestic Abuse is an issue of epic scale and it exists in all strata of society, it occurs in every ethnic group, every age group, every makeup of relationship, in every part of our country and in every continent. The harm caused to a child living with domestic abuse is far reaching and can last throughout their life course. This harm can be caused at each and every stage of their lives, from conception onwards and, whilst the impact may change, develop and vary dependent upon the individual, the age of the child and the nature and duration of the domestic abuse, the harm is very real. The implications for children are well researched and serious and can therefore impact upon health, emotional wellbeing, behaviour, academic progress and success, physical development, creating disruptive relationships and disorganised attachments. Children are often living in a state of heightened anxiety and hyper vigilance. Their homes, rather than being a place of safety and security, are a place of stress, trauma and fear, leading to feelings of insecurity and danger.

This policy applies to all pupils, including those in the EYFS.

2. AIMS

Our aims are to:

1. Promote self-discipline and self-regulation.
2. Ensure that all pupils feel happy, safe and secure.
3. Recognise, model and reinforce positive behaviour.
4. Establish consistent expectations across the school.
5. Foster strong relationships between staff, pupils and parents.
6. Create a respectful community in which differences are valued.
7. Maintain a learning environment where pupils can thrive academically and socially.

3. BEHAVIOUR PRINCIPLES



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The governing body sets out the following behaviour principles:

- Every pupil has the right to learn without disruption.
- Every pupil has the right to feel emotionally and physically safe.
- Adults model the behaviour we expect from pupils.
- Responses to behaviour are consistent, predictable and proportionate.
- Behaviour management is the responsibility of all staff.
- Public shame, humiliation, or withdrawing earned rewards must never be used.
- Physical restraint will only ever be used as a last resort when necessary to prevent harm.
- All significant behaviour incidents are recorded and monitored.
- Parents are partners in promoting positive behaviour.

4. WHOLE-SCHOOL BEHAVIOUR FRAMEWORK (UNIVERSAL SYSTEM)

4.1 In the Early Years, we prioritise positive behaviour by celebrating and reinforcing good choices through our Sun, Rainbow and Star behaviour chart. Children are encouraged to take responsibility for their actions, and when they demonstrate positive behaviour—such as tidying up independently, being a kind friend, or helping their teacher—they move up the chart to the Rainbow, and then to the Sun if further positive behaviour is seen. Each time a child moves up, they receive a sticker on their personal sticker card, with the opportunity to earn up to ten stickers each week. Every Friday, children who have collected stickers proudly take their sticker card home to share their achievements with their families.

In the Early Years, we follow the whole-school three-step reminder system to support children in making positive behaviour choices.

4.2 No Behaviour Charts are used Y1 – Y6 (unless children need care using a behaviour support card)

All behaviour responses are adult-led and managed discreetly.

4.3 Standard Whole-School Reminder System

All staff use the following three-step, standardised structure:

1. Reminder – A calm, clear verbal reminder of the expected behaviour.
2. Warning – A second reminder, signalling that a consequence will follow if behaviour does not change.
3. Consequence – A proportionate action from the sanctions list (Section 7).

This approach ensures clarity, fairness and consistency for all pupils.



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5. RECOGNISING POSITIVE BEHAVIOUR

Positive behaviour is encouraged and reinforced throughout the school and linked to the school's values. Recognition is focused on effort, progress, kindness and contribution, not competition. The school refers to the 'Oakhurst Grange Way,' which incorporates our school values: Kindness, respect, curiosity, independence, resilience, aspirations, responsibility. In accordance with Article 12 of the UN Convention of the Rights of the Child, OGS involves the children in reviewing and setting the school's Code of Behaviour, for example through: Assemblies, School Council, Form Time, PSHE, Roles and Responsibilities e.g. Digital Leaders, Eco Monitors, Wellbeing Ambassadors, Buddy and House meetings.

Whole-School Rewards:

- House Points (never removed once awarded)
- Verbal Praise
- Stickers or Stampers
- Achievement Award Board
- Sharing Work with Senior Staff
- Class-Based Collective Rewards (e.g. marble jar)
- 'Praise Postcards' and positive parent emails
- Celebration Assembly
- Top table lunch
- Golden Time

6. ROLES AND RESPONSIBILITIES

All Staff:

- Uphold high expectations for behaviour.
- Use the reminder-warning-consequence model consistently.
- Maintain calm, respectful interactions.
- Record incidents where required on CPOMS.
- Work collaboratively with colleagues and parents.

Class Teachers:

- Establish routines and expectations.
- Build strong relationships with pupils.
- Communicate with parents when behaviour concerns arise.



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Support Staff:

- Follow the school's behaviour system.
- Reinforce class expectations.
- Report concerns to the class teacher.

Senior Leaders:

- Support staff with behaviour management.
- Oversee CPOMS monitoring.
- Meet with parents as required.
- Implement sanctions up to exclusion if necessary.

Parents/Carers:

- Support the school's behaviour expectations.
- Communicate openly with staff.
- Work in partnership when behaviour concerns arise.

Governors:

- Report to Chair of Governors on serious misbehavior or any concerns
- Report overview of CPOMS in DSL Safeguarding Meeting

7. CONSEQUENCES (STANDARDISED WHOLE-SCHOOL SYSTEM)

Sanctions are restorative, proportionate, private, age-appropriate. Public punishment or removal of earned rewards is not permitted.

EYFS

As with the rest of the school, consequences are age-appropriate and include moving down the behaviour chart, always paired with a private restorative conversation to help children reflect and reset. Movement up or down the chart is always discussed with children individually rather than addressed as a whole class. Our behaviour chart is placed discreetly within the classroom, away from high-traffic areas, to maintain dignity and privacy. Importantly, while children may move down the chart, any stickers they have earned for positive behaviour are never removed.



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Y1-Y6

Low-Level Behaviours:

Examples: calling out, chatting, off-task behaviour.

Response: reminder → warning → consequence

Possible consequences:

- brief reflection time. This could also include individual pupils having a designated break out space or working with another member of the staff team to support self-regulation.
- completing work at break
- restorative conversation

Moderate Behaviours:

Examples: repeated low-level behaviour, refusal, unsafe conduct.

Response: reminder → warning → consequence

Possible consequence:

- a period of reflection time during break
- restorative conversation
- possible parent meeting or contact
- CPOMs recording

Serious or High-Level Behaviours:

Examples: aggression, bullying, discrimination, damage to property, child-on-child abuse concerns.

Response: reminder → warning → consequence

Possible sanctions:

- immediate removal from situation especially if safety is required
- SLT involvement
- CPOMS recording
- parent meeting
- internal reflection time
- temporary exclusion
- permanent exclusion



8. RESTORATIVE PRACTICE

Restorative conversations should be used following incidents. Staff may use:

1. What happened?
2. What were you feeling?
3. Who has been affected?
4. What needs to happen next?
5. What will you do differently next time?

9. RECORDING AND REPORTING

All significant incidents, safeguarding concerns, or repeated behaviours must be logged on CPOMS. Staff follow the school's safeguarding procedures and consult senior leaders where necessary.

10. INCLUSION, SEND AND NEURODIVERSITY

The school recognises that all children are unique, individual and valued, and that behaviour is influenced by a wide range of developmental, emotional and neurological factors.

We are committed to inclusive practice and to meeting the needs of pupils with Special Educational Needs and Disabilities (SEND) and those who are neurodivergent, including but not limited to autism, ADHD, speech and language needs, sensory processing differences and social, emotional or mental health needs.

Key principles include:

- Behaviour is viewed as a form of communication.
- One size does not fit all; equality does not always mean identical responses.
- Adjustments may be necessary to support children to succeed.
- Where a child's behaviour is linked to SEND, neurodiversity or additional needs:
- Reasonable and proportionate adaptations to the behaviour framework may be made where this is in the child's best interests.
- Strategies may include visual supports, movement breaks, sensory regulation tools, adapted consequences, or individual behaviour support plans.
- Any adaptations are supportive and aim to promote regulation and long-term independence.

The school will:

- Work collaboratively with families, recognising parents and carers as experts in their child.



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- Involve the SENCo, pastoral staff and external professionals where appropriate.
- Ensure staff are supported through guidance and training to understand and respond effectively to diverse needs.
- Monitor and review strategies regularly to ensure they remain effective and appropriate.

All pupils are held to high expectations, but these expectations are flexible and responsive, ensuring that every child is supported to thrive socially, emotionally and academically.

Exclusions

The Headteacher may exclude a pupil for a period of between 1 day and 1 week for very serious indiscipline or less serious offences where repeated action has proved ineffective. If exclusion is ineffective, the school may be forced to require the pupil to leave the school.

Only the Headteacher, in consultation with the Chair of Governors, may exclude a pupil, whose behaviour she feels, is seriously unsatisfactory. Pupils may be excluded for one or more fixed periods not exceeding more than 30 days in one school year or permanently.

A decision to exclude a pupil permanently is only to be taken as a last resort, when a wide range of strategies for dealing with disciplinary offences has been employed to no avail, or an exceptional 'one off' offence has been committed, e.g.:

- Serious violence, actual or threatened, against another pupil or a member of staff;
- Serious abuse or assault;
- Cases of severe and persistent bullying (including cyber bullying);
- Supplying an illegal drug;
- Carrying an offensive weapon.

Parental Co-operation

Parental co-operation forms part of the contract between the school and all parents of pupils at the school. A refusal to abide by the terms of an exclusion may be considered a breach of contract.

Appeals

Parents are entitled to appeal to the Governing Body against an exclusion. A letter stating the intention to appeal should be sent to the Clerk to the Governors, at the school. A hearing will be set up as quickly as possible, but within two weeks at the latest. The Governors' decision is final.

Continuing Education

During any fixed-period of exclusion the school continues to provide education for a pupil, for example through work to be completed at home. The school considers ways in which to reintegrate the pupil post-exclusion.

Permanent Exclusion



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Should a child be permanently excluded the school will support in managing the pupils' transition to another school by:

- Ensuring there are close communications with the parents and the next school
- Explaining to the new school the strategies which have worked well for the pupil
- Ensuring the relevant paper work is sent to the next school
- Providing appropriate work for the pupils in the interim between leaving St Hilary's and the next school.

Corporal Punishment and Use of Physical Restraint

In accordance with the law the school does not use or threaten corporal punishment or use physical restraint.

The Headteacher, however, has authorised the staff to use 'reasonable force', when necessary, to prevent pupils from: (DFE July 2011)

- endangering themselves or other pupils and staff;
- causing serious damage to the premises and property.

Definition of Corporal Punishment

Corporal punishment means the intentional application of force as a punishment. This includes not only the use of the cane or other implement, but also other forms of physical chastisement intended as punishment (such as slapping, punching, pushing, prodding, throwing missiles and any other forms of rough handling).

Definition of Physical restraint

- Physical restraint is the positive application of force with the intention of controlling the pupil's behaviour in order to protect him/her from harming himself/herself or others or seriously damaging property.
- Physical restraint occurs whenever a member/s of staff, intentionally, using force, physically restricts a pupil's movement against his/her will.

St Hilary's does not advocate use of physical restraint and develops an ethos where the use of physical restraint will not be necessary. If it becomes necessary in exceptional circumstances to use physical restraint, it should be an act of care, not a punishment.

When might it be appropriate to use reasonable force?

- A pupil attacks a member of staff, or another pupil;



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- Pupils fighting;
- A pupil is causing, or at risk of causing injury;
- A pupil is running in a corridor or on a stairway in a way in which he/she might have or cause an accident likely to injure himself/herself or others;
- A pupil absconds from class or tries to leave school;
- A pupil persistently refuses to obey an order to leave the classroom;
- A pupil is behaving in such a way that is seriously disrupting a lesson.

Procedures

- Before resorting to physical restraint staff will have tried all alternatives especially those which have been successful in the past in preventing the pupil's behaviour from becoming a danger to him/herself or others. Acceptable forms of restraint will be limited to the minimum force necessary to prevent the pupil from harming him/herself.
- Where the regular use of physical restraint is necessary with an individual, the strategies to be used will be devised and recorded in the individual pupil's planning document. This should be done in conjunction with parents and, where possible, the child.
- Where it has been necessary to use physical restraint, the incident will be discussed with the pupil and his/her point of view recorded.
- Parents/carers will be informed when physical restraint has been used and will be given the opportunity to discuss the matter with the school.
- Staff will be given the opportunity to discuss with the Headteacher, and at staff meetings, incidents where physical restraint was employed and in particular, to identify whether any alternative strategy might have been equally effective.
- Staff training needs will be identified and suitable information and training provided as appropriate.

There is no legal definition of reasonable force but the following may be considered helpful:

"If the circumstances of the particular incident warrant it; the degree of force must be in proportion to the circumstances; the age, understanding and sex of the pupils."

This policy is subject to regular review.