# OAK HILL CE PRIMARY SCHOOL

# Behaviour and Attitudes Handbook

*'In love, we learn, grow and flourish'*

*Let all that you do be done in love.*

*1 Corinthians 16:14*

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| Signed:<br>Jade Attwood, Headteacher | Chair of LAB:<br>Emma Desjardins |
| | |
| Date: September 2026 | Review date: September 2027 |

## Aims

Children' behaviour is central to the learning process and is an intrinsic element of education. At Oak Hill C of E Primary School, we aim to promote prosocial behaviour through a culture of mutual respect and by sharing the Christian values that underpin our vision. We aim to create and maintain a happy, caring and safe environment where all relationships are based on mutual respect and where each child can develop a positive self-esteem. We are committed to maintaining high standards of conduct and quality of relationships, where all members of the school community are treated with consideration and respect.

We aspire to an agreement in consistency from all stakeholders to model, teach and nurture positive behaviours and relationships. Staff are committed to excellence, aiming to achieve a spirit of trust, compassion and cooperation. We expect the highest values and standards of behaviour inside and outside the classroom, and in any written or electronic communication by all parties concerning the school.

It is our aim to:

- Respect the rights, values and beliefs of children and adults as individuals and support their self esteem
- Encourage children to reach the highest standards of personal achievement
- Enable children to take increasing responsibility for their own learning and actions
- Foster and promote good relationships, respect for others and a sense of belonging to the school community so we can 'grow together'.
- Provide a well-ordered environment in which all are fully aware of behavioural expectations
- Offer equal and equitable opportunities in all aspects of school life and recognise the importance of different cultures and religions
- Encourage, praise and positively reinforce good relationships, values, behaviour and work
- Not accept any conduct involving bullying and harassment
- Take prompt appropriate action to deal with antisocial behaviour
- Develop strategies to eliminate inappropriate behaviour both within and outside the classroom (including offsite visits)
- Care for and take a pride in the physical environment of the school
- Work as a team, supporting and encouraging one another
- Relentlessly and consistently, apply school rules.
- Use consistent and calm adult behaviour
- Adhere to our safeguarding, inclusion and discrimination policies
- Encourage parents, governors and carers to work in partnership with the school.

## Learning behaviours

### We have high expectations of pupil behaviour and we believe that:

- The most effective learning takes place when children feel safe, secure and happy.
- The most effective discipline is self-discipline not imposed discipline.

### Children are encouraged to:

- Learn to be responsible for their own learning and behaviour.
- Show consideration for the welfare and rights of both other children and adults.
- Be aware that bullying is unacceptable and will not be tolerated.

Good discipline will be maintained if all stakeholders have the same standards and provide good role models for the children. We expect all parents, who accept places for their children, to fully support our school policies. The general standard of behaviour is the collective responsibility of all stakeholders.

Good behaviour and discipline are essential for effective teaching and learning to take place.

## Our expectations

Our expectations help to underpin and support our vision, *In love, we learn, grow and flourish.* Which is further supported by our values of Friendship and Respect, Integrity, Compassion, Humility, Perseverance and Courage.

In addition to this, we encourage the children to:

- Show Respect- to everyone, always.
- We show kindness- We don't always know what other people are going through or struggling with, kindness is a gift we can give everyone.
- We demonstrate understanding- We are all different, and that is what makes us truly wonderful and unique.
- we take responsibility for our choices.

As a consequence of living out these values and expectations, children will build strong relationships, experience what it means to live as a member of an open, generous and forgiving community and benefit from a calm and secure learning environment.

### Active listening

We expect everyone in school to be demonstrating active listening. Staff and adults explicitly model the expectations and reinforce those who are showing active listening.

*Active listening is the skill of paying full attention to someone who is speaking, showing you understand, and respond in a way that helps communication. It involves focus, body language and positive interaction.*

*Not just hearing words, it is choosing to listen with your eyes, your body and your mind.*

What active listening includes:

- Full attention- children stop what they are doing and focus on the speaker
- Positive body language- sitting still, facing the speaker, calm hands and ready to learn.
- Eye contact- looking at the speaker without staring.
- Thinking about the message- children try to understand what is being said.
- Responding appropriately- nodding, answering, asking questions or following instructions.
- No interruptions- waiting for an appropriate time to ask a question or for their turn to speak.

### Active participation

Active listening includes being ready to contribute to learning at any time. Teachers use a range of questioning strategies, including hands up, cold calling and random selection (for example, lolly sticks), to ensure all children remain engaged, attentive and prepared to contribute. Children are therefore expected to listen actively throughout lessons and be ready to share their thinking when called upon. Adults use these approaches positively and inclusively to promote participation, deepen learning and ensure all voices are heard.

## Our expectations in action

### In the School Building

There will be a consistent expectation from all staff that children will walk quietly throughout the school corridors and that they will enter and exit the school hall calmly. Children are encouraged to keep cloakroom areas safe and tidy by keeping coats and bags hung securely on their allocated pegs.

### In the classrooms

Teachers will uphold the school rules consistently and fairly. Active listening and participation are explicitly taught, modelled and practised within every classroom. All children are expected to engage attentively and be ready to contribute to learning when called upon.
Children will be praised publicly and sanctioned in private. Children will conduct themselves respectfully at all times by speaking respectfully to others, taking care of school property and ensuring that the environment is conducive to learning.

### The Playground

Morning break – children are given 15 minutes to snack, use the bathrooms and get some fresh air. No equipment it to be used during this time due to time constraints.

Staff are aware of break procedures and are asked to be consistent. At playtimes, the children should not re-enter the building without permission from staff on duty.

- Children should remain on the playground where they can be seen by the adults on duty.
- If unacceptable behaviour occurs during playtime, the member of staff on duty will respond accordingly.
- At the end of break, when the bell rings, children walk sensibly to their classes.
- If children repeatedly show negative behaviours on the playground, more structured breaks away from the main play areas will be put into place.

### Lunchtimes in the hall (all staff, with particular reference to MDSAs)

We aim to provide a relaxed and enjoyable social time for our children, whilst maintaining a calm and controlled atmosphere. Children are encouraged to demonstrate good manners and communicate well with peers and staff. Adults will gain the attention of the children by putting their hand in the air and waiting for the children to do the same. Children are expected to wait in the lunch hall until given permission to go out to play.

### Lunchtime Behaviour Outside

- At lunchtimes, the children should not re-enter the building without permission from staff on duty.
- Year 5 and 6 play leaders organise and provide structured activities.

- If negative behaviour is shown by children, the behaviour policy is followed. Children are given a verbal warning highlighting the unwanted behaviour. Children will progress onto the STEPS system if unwanted behaviour continues.
- If children repeatedly show negative behaviours on the playground, more structured breaks away from the main play areas will be put into place.
- 5 minutes before the end of lunch play, a bell is rung which signals the end of equipment use. Children are expected to work together to tidy and organise the equipment they have used.
- At the end of lunchtime at Oak Hill, the children a second bell is rung, children leave the playground in key stages to prevent over crowding in the corridors.
- Space for children to remain off the main playground will be available daily. Children may chose or be asked to attend.

## Recognition of positive behaviour

We praise and reward children for prosocial behaviour in a variety of ways, both verbal and non-verbal. We seek to acknowledge and reward those children who are displaying the school Christian values, living out our vision and keeping the school rules.

We do this in the following ways:

### Instant Feedback

All staff strive to give instant praise and oral feedback throughout the day to highlight prosocial behaviour. This is an intrinsic part of how we communicate with the children as we strive to shine a light on positive behaviours. This also serves to highlight to other children excellent models of good standards of behaviour and attitudes to learning.

### Class Dojo

Children have their own 'dojo'. Each pupil has opportunities to earn 'dojo points' for demonstrating positive attributes in relation to behaviour and learning attitudes.

### Celebration Assemblies emails to parents

Children are identified and celebrated weekly in a whole school assembly. Star of the week Certificates are rewarded to children for upholding the school values and rules and also children are celebrated for producing fantastic work. Children who have shown above and beyond attitudes and behaviour can receive a Head Teacher's award.

### Emails to parents

Staff may chose to send emails directly to parents to share positive news.

## Sanctions for unwanted and negative behaviour

All staff are expected to model and insist upon the Oak Hill standard of behaviour - all day, every day.

The school is working with our children to help them understand the adult-teacher/ child relationship. We are explicitly introducing the social convention by showing them and explaining to them as often as we need to: we are here to keep them safe, they may be given instructions using respectful language eg 'Please come and sit on the carpet', this however does not imply choice, children arguing with adults will be spoken to and given opportunity to learn about how to correctly respond. When addressing the behaviour, staff

insist on the behaviour they expect not what the child is doing. E.g. 'Walk please, Remember quiet corridors'… Not 'stop running, don't talk'.

Sanctions are through a staged approach ('STEPS' related to severity and repetition of instances) and will be short, clear and non-negotiable.

- Steps are delivered immediately or as close to the incident as possible – at least during the same day. This approach is progressive and includes withdrawal of privileges, referral to the Head, letters to parents, involvement in outside agencies and ultimately suspension or permanent exclusion. Although very rare, children can, depending on the incident, go immediately to any point within the stepped approach, including permanent exclusion.
- The staged approach is not rigid, but flexible. We aim to communicate fully with our parents, but in order to help children learn from their mistakes, parents may not be contacted in the first instance.
- Each incident will be judged by the staff involved and, if necessary, in consultation with others and a decision made on this basis.
- All Step incidents are logged.

## Children with SEND or additional needs

The behaviour policy as a whole will be applicable to the majority of children. However, we recognise that for some children, alternative adjustments to the policy, or individual plans are necessary to ensure that they are given the best chance of being successful.

- Where anti-social, disruptive or aggressive behaviour is frequent, sanctions alone may prove ineffective.
- Where appropriate, a Behaviour Support Plan (BSP) will be established to help the child manage their behaviour. The teacher will create this in collaboration with parents and relevant staff. The Behaviour plan will be reviewed regularly within school and at least half termly with parents.
- The Local Authority Inclusion Team may be involved and specialist help may be sought, including managed moves or Alternative Provision (AP).
- Parents are involved at all stages of the process. A risk assessment may be put in place. This will be agreed by the parent, class teacher and SLT.

Risk assessments are put in place for all children who require additional support for dysregulated behaviours.

## Bullying

Definition of Bullying, *The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or through cyberspace*. http://www.anti-bullyingalliance.org.uk/about-us.aspx

How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?

- There is a deliberate intention to hurt or humiliate.
- There is a power imbalance that makes it hard for the victim to defend themselves.
- It is usually persistent.

Our school has clear systems to report bullying for the whole school community (including staff, parents/carers, children and young people) this includes those who are the victims of bullying or have witnessed bullying behaviour (bystanders).

Parents, children and visitors to the school are encouraged to be alert to issues of bullying and report them to school staff immediately.

If there is a potential for the incident to be a criminal offence, the procedure notes that Gloucestershire Constabulary should be contacted (e.g School Beat Officer or your local policing team).

All reported incidents will be taken seriously and investigated, involving all parties. The staff are aware of and follow the same procedures.

- All parties will be interviewed
- Parents will be informed
- Appropriate disciplinary sanctions will be implemented in accordance with the school's Behaviour Policy. These are graded according to the seriousness of the incident but send out a message that bullying in unacceptable. Responses may also vary according to the type of bullying and may involve other agencies where appropriate
- Follow up conversations will take place, in particular keeping in touch with the person who reported the situation, parents/carers
- A clear complaints procedure is in place for parents/carers who are not satisfied with the school's actions
- A range of follow-up responses and support is appropriate to the situation for all involved eg solution focused, restorative approach, circle of friends, individual work with victim, perpetrator and bystanders, referral to outside agencies if appropriate
- Liaising with the wider community will be undertaken if the bullying is taking place off the school premises i.e. in the case of cyberbullying or hate crime.

## Disruptive behaviours

If disruptive behaviour occurs, a protective consequence will need to be put in place to prevent harm to others. Wherever possible, this should be agreed in conjunction with the class teacher. This will normally mean leaving the classroom for a short period of time (with or without an adult as appropriate to the individual pupil). The staff member should support the pupil to regulate their behaviour outside the classroom by giving them different options to calm e.g. go for a walk, take a movement break, sit alone for a while. There is usually a reason for non-compliance and staff must work with the individual to understand the reason behind this behaviour.

## Serious Anti-social Behaviours

In all instances of serious anti-social behaviours, senior leadership should be informed as soon as possible. In most cases, the head teacher will take a lead in the dealing with the situation and follow up actions.

### Swearing

Swearing is never acceptable at Oak Hill. Staff should deal with swearing by:

- Dealing with the situation privately.

- Reminding the pupil that swearing is unacceptable and the reasons why.

• Exploring the reasons for the use of this language and offering support and guidance when needed.

• Staff members deciding on logical and proportionate consequences, based on the individual situation.

• Informing parents

• Recording the incident on CPOMS.

## Dangerous Physical Behaviour

It is important that all staff and pupils are kept safe within the school, therefore, dangerous physical behaviour needs to be managed appropriately to achieve this. If a pupil is demonstrating dangerous physical behaviours, they are likely to be at crisis point and staff will need support.

If a pupil is demonstrating dangerous physical behaviour:

• Remove all other pupils from the area to keep them safe. Ask a member of staff to stay with the other pupils in the class.

• Ensure another member of staff stays with you but both move out of the way of the pupil as much as possible. Step back and away from the pupil wherever possible.

• Always be mindful of safe proactive working practices (stance, proximity, awareness of exits, gateways)

• Use minimal language when pupil is at crisis point

• Seek support

• Do not try to stop the pupil from doing something dangerous if it will put you into danger. If there is a clear danger to a member of staff or pupil, even if it is not part of a plan, the law authorises the use of reasonable force.

At Oak Hll, reasonable force is defined as physical intervention used as a last resort to maintain safety that uses the minimum amount of force for the shortest possible amount of time without causing panic or pain. Any restrictive intervention must be recorded using the Physical Intervention reporting form and parent(s)/carer(s) notified. (see Appendix)

## Examples of dangerous physical behaviour:

- Hitting, kicking, biting, scratching, spitting, pushing, and punching
- Strangling
- Using objects to throw or hit
- Sharp objects used to cause harm

Once the pupil has calmed and regulated:

- Staff can explain expectations at this point if it is appropriate.
- Pupil and staff can come up with and agree on some strategies that will help the pupil to avoid reaching crisis point again, or to deal with the situation if they do reach crisis point again. Consequences decided.
- A CPOMs incident report should be completed.
- Parents must be informed.

Repeated episodes of dangerous physical behaviour will lead to a behavioural support plan and may result in being removed from class and wrap-around care provision.

### Damage to Property:

If a pupil is found to have damaged property, a logical and proportionate consequences will be dealt. Serious incidents should be recorded on CPOMs and parents should be informed.

### E-safety:

The e-safety of children (and members of staff) is paramount in all situations. If a child's actions endangers the safety of others, the class teacher will stop the activity and the child will not take part in the rest of that session.

### Drug- and alcohol-related incidents:

It is the policy of this school that no child should bring any drug, legal or illegal, to school. If a child will need prescribed medication during the school day, the parent or guardian should notify the school and ask permission for the medication to be administered. A medical form should be completed, clearly stating the time/dosage required. This should be taken directly to the school office for safekeeping. Any medication needed by a child while in school must be taken under the supervision of the designated adult worker.

The school will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents or guardians of any child involved will always be notified. If any child is found to be suffering from the effects of alcohol or other substances, parents and appropriate authorities will be informed. It is forbidden for anyone, adult or child, to bring onto the school premises illegal drugs. If a child is found to have deliberately brought illegal substances into school, and is found to be distributing these to other pupils, the child will be permanently excluded from the school.

The police and social services will also be informed.

### Use of reasonable force:

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfE Advice 'Use of Reasonable Force – Advice for Headteachers, staff and governing bodies (July 2013) (See Appendix )

Staff only intervene physically to restrain children to prevent injury to a child or adult, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

Staff hold training in positive handling, the head teacher will ensure all staff training is up to date and regularly reviewed. Any situation in which a member of staff has had to physically intervene to restrain / prevent a child from harm, a physical intervention form (see Appendix) must be completed by staff, parents and child. This must then be scanned and uploaded onto CPOMS.

## Fixed-term and permanent exclusions

'For the vast majority of pupils, suspensions and permanent exclusions may not be necessary, as other strategies can be used to support the pupils to show prosocial behaviour. If these approaches towards behaviour management have been exhausted, then suspensions and permanent exclusions will sometimes be necessary as a last resort. This is to ensure that other pupils and teaching staff can work in safety and are respected' – The school follows the DFE Guidance: Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England (September 2023) – (see Appendix)

Only the headteacher has the power to exclude a child from school. The headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the headteacher may exclude a child permanently. It is also possible for the headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this. If the headteacher excludes a child, s/he informs the parents immediately, giving reasons for the exclusion. The school informs the parents how to appeal against the decision. The headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The local board of advisors cannot either exclude a child or extend the exclusion period made by the headteacher. The headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded. It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

## Malicious allegations against staff

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy. The headteacher will also consider the pastoral needs of staff accused of misconduct.

## Recording, Support and Monitoring CPOMS

When pupils demonstrate negative or antisocial behaviours, this will be recorded onto CPOMs. The senior management team, including the SENDCo, receive alerts for all entries on CPOMS and will monitor individual pupils to ensure their needs are met. They will also use CPOMs to look for any evidence of recurring incidents that may indicate bullying.

CPOMS records are confidential and only shared with those staff who need to be aware of incidents. CPOMS records are transferred, when a child leaves Oak Hill, to their new schools.

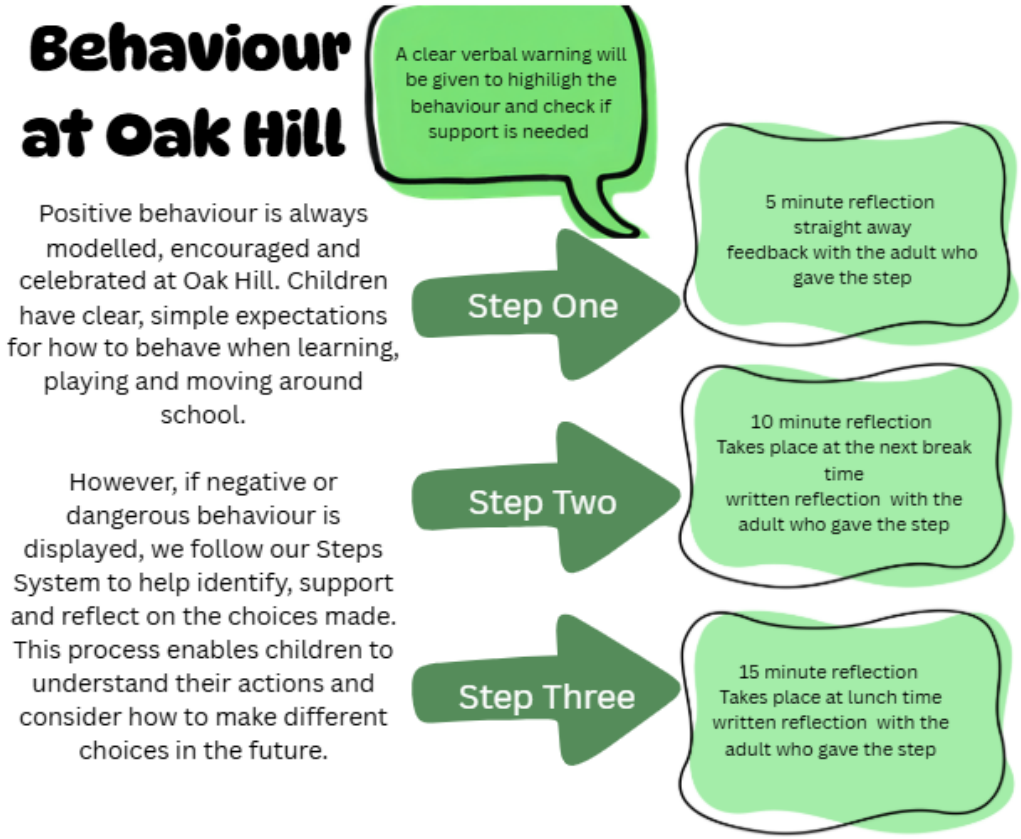
The Headteacher monitors behaviour on a regular basis by conversations with staff and monitoring Class Dojo and CPOMs. They regularly report to the governing body on any emerging issues and, if necessary, making recommendations for further improvements

# Appendices

1. Step behaviour system
2. Active listening Poster on display in classrooms
3. Significant/ restrain record sheet

DFE Guidance: Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England (September 2023)

Appendix 1:



Appendix 2.

KS1 and EYFA Active listening posters




KS2 Active listening posters






**OAK HILL CHURCH OF ENGLAND : SIGNIFICANT INCIDENT / RESTRAINT / RESTRICTION RECORD**

Name of the child or young person concerned:

Name of the person using the measure:

Names of any other people present:

Name of the person completing this record:

Date: Time: Location:

Details of the behaviour leading to the use of the measure (what the child or young person was doing or saying):

Details of any methods used to avoid the need to use that measure (what you said -what you tried):

*Tick as appropriate*

| | | | | | |
|---|---|---|---|---|---|
| Humour | | Limited choices | | Planned ignoring | |
| Verbal advice and support | | Distraction | | Calm talking | |
| Firm clear directions | | Diversion | | Calm stance | |
| Negotiation | | Reassurance | | Patience | |
| Withdrawal offered | | Withdrawal directed | | Swap adult | |
| Reminder of consequences | | Success reminders | | | |

Why was the measure necessary? (describe your dynamic risk assessment and why you honestly believed that the measure you chose was in the best interests of the child or young person)

*Tick as appropriate*

| | | | | | |
|---|---|---|---|---|---|
| Risk to self | | Risk to safe physical environment | | Risk to safe psychological environment | |
| Risk to others | | Prevention of Psychological distress | | Prevention of physical harm | |
| Prevention of criminal offence | | Temporary loss of competence or capacity | | | |

A description of the measure used (what you did and what you said):

The effectiveness of the measure:

Duration of any measure of physical restraint or restriction in minutes and any time intervals between provision of active support:

Any consequences of the use of the measure:

A description of any injury to the child concerned or any other person:

A description of any medical treatment:

| | | | |
|---|---|---|---|
| Offered | | Administered | |

External Agencies informed and supporting records:

| | | | | | |
|---|---|---|---|---|---|
| Medical referral | | Social worker | | Health and safety report | |
| LADO | | Responsible parent | | | |

Confirmation that the person authorised to make the official record has spoken to the child, or young person concerned, and the person using the measure - about the use of the measure and the feelings of them both.

Views of the young person and any additional comments :

……

……

……

Name and signature of the person authorised to make this record:

| |
|---|
| Name …….. Signature ……. |
| Name, signature and designation of person monitoring the records:<br>Name …….. Signature ……. |