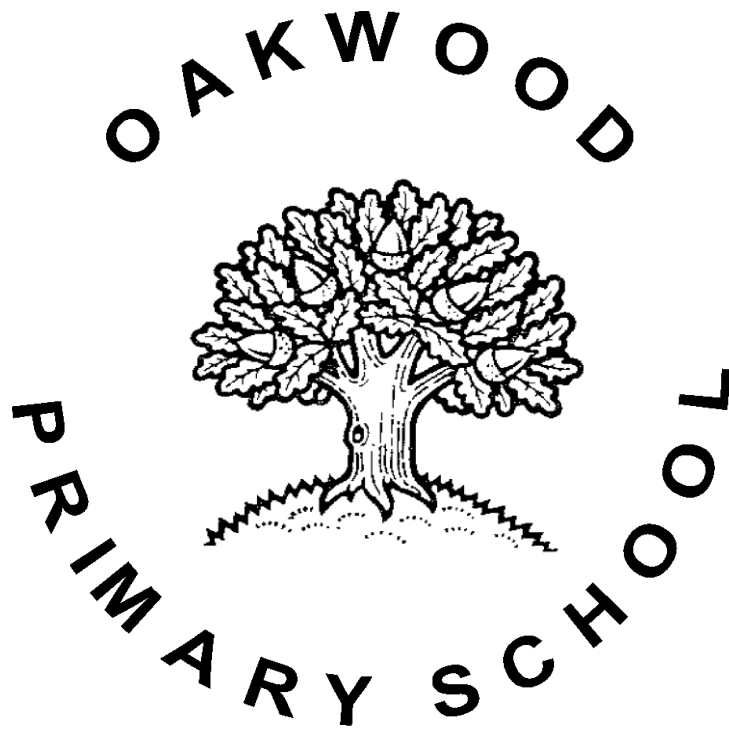




Relationships and Behaviour Policy

Date agreed by governors: June 2026

Review date: June 2027

Relationships and Behaviour Policy

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

Aims and Ethos

At Oakwood Primary School, we believe that relationships are the heart and core of our community. This policy is built upon the foundation of **Positive Regard**, an approach that positions deep, meaningful connections and positive relationships as the core to growth, safety and learning.

Our approach is rooted in our school values: **kindness**, **curiosity** and **ambition**.

- We show kindness by ensuring every interaction is grounded in respect and care.
- We show curiosity by seeking to understand the underlying causes of a child's behaviour rather than judging the external behaviour.
- We maintain high ambition for all our pupils, holding consistent expectations while providing the individual support needed to achieve them in our **high challenge, high support** ethos.

We recognise that children behave best when they feel safe, valued and understood, and strong relationships underpin these feelings. Oakwood believes in a relational approach to behaviour, also known as relationship-based practice ([Appendix A](#)). Every adult at Oakwood shows **unconditional positive regard** to all pupils. Unconditional positive regard is a term created by Carl Rogers, a psychologist, that means every child is treated with care, respect and support without judgement, regardless of the challenges they may face or display. This does not mean we accept the behaviour; it means that we support the child to improve their behaviour. A goal of unconditional positive regard is to build emotional safety so pupils feel valued and empowered to learn and grow. Creating an environment built on this care is a collective responsibility of the pupil, parents and school staff.

In recent years, schools across England have faced increasing challenges in relation to pupil behaviour. Government data shows that suspensions and exclusions have risen compared to pre-pandemic levels, with over 312,000 suspensions recorded in the Spring Term of the academic year 2024 - 2025 ([Suspensions and permanent exclusions in England - Explore education statistics](#)). This policy recognises the realities of the current educational climate, while remaining committed to creating an environment where everyone feels happy, safe and secure, and where pupils become positive, responsible and increasingly independent members of the school community.

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

- [Anti-Bullying Policy](#)
- [Child Protection Policy](#)
- [Equality and Diversity Policy](#)
- [SEND Policy](#)
- Restrictive Physical Intervention Policy

All parts of this policy apply 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 including outside of school hours
- 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.

Safe behaviour ([Appendix A](#))

The Golden rules at Oakwood are	
We are gentle	because we want everyone to feel safe, calm and cared for
We are kind and helpful	because we want everyone to feel happy, supported and included.
We listen	because we want to learn from each other and understand what people need
We are honest	because we want to trust each other and solve problems together
We work hard	because we want to learn new things and feel proud of our achievements
We look after property	because we want our school to be tidy, safe and ready for everyone to learn

Strategies to promote safe behaviour

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

- showing Unconditional Positive Regard for pupils by building positive relationships with pupils and their parents throughout their time at Oakwood, including in everyday interactions, on transition days and “Meet the Teacher” meetings
- setting high expectations for the behaviour of everyone in our community
- teaching, modelling, praising and celebrating the behaviour and attitudes we want to see
- teaching self-regulation strategies to all pupils
- 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
- 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 clutter-free 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
- being good role models to both colleagues and pupils through explicit behaviours
- 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. Oakwood rewards safe behaviour, as we believe that this will develop an ethos of kindness and co-operation. Pupils should develop a clear understanding that demonstrating safe behaviour is rewarding in itself and can also bring about positive experiences and feelings in others. This is central to our policy and consequences 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 awards (eg. Golden Knife and Fork)
- Special mentions
- Person of the week
- Celebration assembly and newsletter
- Phases will also have their own reward systems such as table points or a marble jar

Behaviour as a communication

At Oakwood, we view behaviour as a form of communication. A safe behaviour ([Appendix A](#)) is communicating that a child feels happy and secure in their environment with secure relationships with those they are working with. A harmful or dangerous behaviour ([Appendix A](#)) is often a child's way of communicating that they are experiencing distress, overwhelm or in need of help and support.

When behaviour incidents occur, staff may show professional curiosity to understand any underlying reasons for behaviour. We recognise, however, that not all behaviours require this level of investigation. Some behaviours are low-level and can be addressed quickly and proportionately.

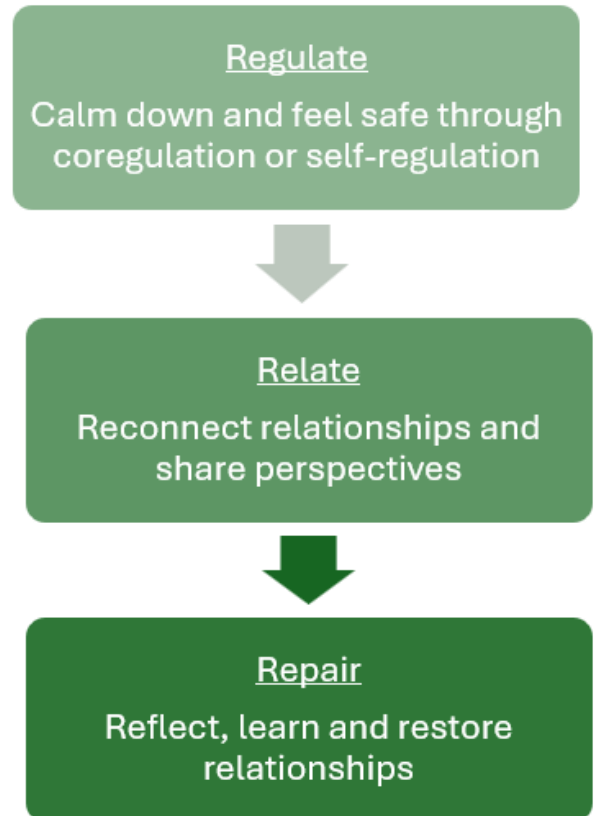
We recognise that it can be incredibly challenging for a child to understand or explain *why* they are behaving in a certain way. Therefore, finding out the cause is an adult-led process of inquiry working alongside the child. Staff use their professional skills to calmly uncover what the child may be experiencing, exploring factors like emotional regulation, sensory changes, or external anxieties, rather than merely focusing on correcting the surface behaviour.

The framework: Regulate, Relate and Repair

To ensure a consistent and predictable response to behaviour incidents, Oakwood utilises a framework: **Regulate, Relate** and **Repair**. This approach can be followed systematically for a behaviour incident. For low-level incidents, the response will be proportionate and may not follow this framework.

Step 1: Regulate

We recognise that emotional regulation is a prerequisite for reflection and learning. When a child is in a state of distress or dysregulation, staff will prioritise helping the child calm down, feel safe and calm their fight, flight or freeze response. Emotional regulation is explicitly taught at Oakwood with the aim for all children to self-regulate effectively. When a child cannot regulate independently, adults will step in to co-regulate with them, using their own calm presence, tone, and body language to lower the child's stress levels. Staff are trained in co-regulation and self-regulation techniques (such as deep pressure exercises, repetitive rhythmic movements, and whole-class grounding). Staff will move to the relate step when the pupil is emotionally regulated; the duration of this step will vary from child to child. This could be minutes, days or weeks and staff will use their professional judgement to determine when the child is regulated.



Step 2: Relate

Once a child is calm and regulated, the adult focuses on reconnecting and repairing the relational bond. Staff actively show unconditional positive regard during this phase. This means we show care without judgement. Staff will explore what occurred using the **My truth, your truth, the truth** model. The adult gives the child space to voice their personal ("my truth"), ensures the perspectives of others are shared respectfully ("your truth"), and collaborates with the child to construct a shared understanding of the actual event ("the truth"). The adult will seek to understand the causes of the behaviour and what it is communicating.

Step 3: Repair

The final step supports the child to reflect, learn from the incident and actively restore relationships. This involves a structured restorative conversation and debrief process. This step is done together using 'we' language as the adult is working 'with' the child, not 'doing to' the child. Rather than enforcing passive compliance, the adult works with the child to think about:

- What happened leading up to the event
- Who was impacted by the actions
- What skills or strategies can be learnt or used next time to prevent the behaviour from reoccurring
- How they can actively right the wrong and move forward positively.

We believe that behaviour can change. It can change when a pupil feels safe. It can change through building nurturing relationships with staff and other children. It can change by providing repeated, positive experiences and using specific praise to foster positive behaviours. Importantly, positive behaviours are learned, and through putting in place educational consequences that support the child to learn and do the right thing next time, we can prevent future harmful or dangerous behaviour.

Consequences: Educational and Protective

Consequences are designed to be necessary, logical, fair, proportionate and carefully tailored to the individual child's age, development and needs. We categorise consequences into two distinct types:

1. Educational consequences

Because behaviour is something that is learned, some children require additional teaching, support or practice to succeed. Educational consequences may happen following harmful or dangerous behaviour. They focus on building the direct social-emotional or behavioural skills the child needs support with, helping them learn how to meet Oakwood's high expectations. Consequences are treated as an opportunity to learn and grow.

These are example behaviours and possible corresponding educational consequences. This is not an exhaustive list, but a list designed to provide insight into how consequences work at Oakwood.

Example behaviours	Possible corresponding educational consequence example
Low level disruption to classroom learning	Non-verbal reminder given. This may be followed by a verbal reminder that focuses on what positive behaviour we would like to see the child do.
Refusing to engage with classroom learning	Making up lost learning in the next available timeslot (this could be break time) accompanied by a supportive discussion on why that learning is important. Work can also be sent home to complete.
Damaging property	Tidy up the mess that was made or helping to repair a damaged item.
Not following a school rule, such as running inside	Rehearsing the skill needed to follow the rule, such as practising walking safely though the school.
Exhibiting a behaviour that has a harmful emotional or social impact on a peer or staff member	Writing or having help to write a meaningful apology letter as part of the relationship restoration process. This could also be a verbal apology.
Displaying a harmful or dangerous physical action	A collaborative discussion and plan put in place with a trusted adult for managing anger

	(or another associated emotion) in that specific situation. The plan is then monitored and revisited regularly.
A widespread or group-wide struggle to maintain a school value	Delivery of a tailored PSHE or Protective Behaviours lessons designed specifically for the class or peer group.
A behaviour driven by a specific emotion	Explicit teaching on a particular emotion and identifying physical cues in the body (early warning signs). A plan put in place for the child to notice these signs and interrupt their thought pattern before negative behaviour.

2. Protective consequences

Protective consequences are temporary adjustments used to ensure that all pupils and staff feel safe, secure and happy while a child is still learning to manage and safely navigate their behaviour. Protective consequences recognise all children's right to feel safe and happy in their school environment. They protect the school community and the learning environment while the child is learning to manage their behaviour, rather than serving as a punishment. Protective consequences do not change behaviour or teach children how to behave differently, so must always be accompanied by educational consequences.

These are example behaviours and possible corresponding protective consequences. This is not an exhaustive list, but a list designed to provide insight into how consequences work at Oakwood.

Example behaviours	Corresponding protective consequence example
Dysregulated behaviour that actively prevents other pupils from focusing on their education	Completing a task in an alternate space.
Harmful or dangerous behaviours that could result in harm to another person	Removal of the child (or, if not possible, the other children) from the area, away from visual or audible triggers. If this is at lunchtime, it could result in the child having their lunch or lunch break at a different time or place.
Possible harmful or dangerous behaviours that could result in harm to another person	The child is accompanied by an adult at certain times in the day or staff are directed to monitor the child closely.
Having conflicts with table partners or off-task behaviour	Re-seated to a different location.
Using classroom resources unsafely	Removal of the resource from the child's area.

We do not believe in ‘punishments’ as this can lead to poor relationships and a negative self-fulfilling prophecy. Pupils must always be treated with appropriate sensitivity; sarcasm, humiliation and put-downs are **never** acceptable.

Oakwood’s approach to consequences focuses on repairing the harm caused, preventing it from happening again, and returning to learning as quickly as possible. Any staff member can consider consequences for a child, with a focus on understanding the cause of the behaviour, as this will be the focus for the educational consequence.

We expect all of our parents and carers to support the school in these consequences to secure positive outcomes for our pupils. Parents may be informed of any consequences for their child when the behaviour incident is explained to them.

Positive Behaviour Plan

In a small number of cases, a child’s behaviour may be identified as dangerous or posing a risk to themselves or others, as identified by a risk calculator ([Appendix F](#)), and in these cases an **Early Prognosis Plan** ([Appendix G](#)) or **Positive Behaviour Plan** may be created for the child ([Appendix H](#)). These plans outline what a child needs to be successful at school. Additionally, they state specific de-escalation strategies that are effective for the child to ensure that all adults can respond to the needs of the child in a clear, structured manner. Positive Behaviour Plans are written by class teachers and/or senior leaders in conjunction with parents of the child. All adults working with the child at school are informed of the behaviour plan. Positive Behaviour Plans will be reviewed by class staff, in conjunction with parents, at least termly. Reviews may happen more frequently if the needs or behaviours of the child change.

Analysing patterns of behaviour

Harmful or dangerous behaviours may be recorded on CPOMs. CPOMS is an online recording platform Oakwood uses to record behaviour incidents, bullying concerns and safeguarding concerns. Staff members use their professional judgement to determine if the behaviour incident should be recorded, taking into consideration the impact of the behaviour and the frequency of the behaviour. Behaviour data is used to identify pupils who may benefit from early intervention or who may be at risk of suspension or exclusion. Class teachers and Key Stage Leads will monitor data for patterns of repeated behaviour that may indicate a child needs further support. Class teachers may meet with parents to discuss support for children who are displaying patterns of harmful or dangerous behaviour ([Appendix E](#)).

The Behaviour Lead will use CPOMs to analyse wider patterns of behaviour across the school. This will include analysing incidents for children with protected characteristics under the Equality Act to ensure that incidents are not disproportionate for any particular group. Behaviour analysis will be used to inform staff training and to report on behaviour to school governors.

Support for impacted pupils and staff

We recognise that behaviour incidents can have an emotional and/or physical impact on the pupils and staff who experience the incident. Supporting these individuals is a vital part of our response to behaviour incidents. Behaviours which cause harm to others are not acceptable, and our response reflects both our commitment to maintaining a safe environment and to supporting all individuals involved.

Where practical and where harm has been caused, a debrief process will occur after a behaviour incident to ensure that everyone involved can process what happened, feel secure and move forward positively. In this debrief, children who are affected by harmful or dangerous behaviour are given time to share their perspective and truth of the incident. Staff explicitly reassure them that the school is actively responding to keep them and the school environment safe. Where needed, additional targeted support may be provided ([Appendix E](#)).

Where children are in proximity to unsafe or potentially harmful behaviour, staff may take immediate action to reduce risk, including directing or removing pupils from the area where appropriate.

All staff are trained in behaviour management and, where relevant, in the safe use of restrictive physical intervention. While such intervention is always a last resort, staff may use reasonable force where it is **necessary, proportionate and in the best interests of the pupil**, including to prevent harm to a pupil or others, prevent serious damage to property, prevent disorder, or to maintain the safety and good order of the school environment.

Where appropriate, staff will use de-escalation strategies prior to any physical intervention; however, staff will act immediately where there is a clear and present risk and delay would increase the likelihood of harm.

The use of physical intervention will be in line with the school's Restrictive Physical Intervention Policy, which sets out in full the legal framework, definitions, and procedures for its use, including recording and reporting requirements. Individual Positive Behaviour Plans ([Appendix H](#)) may outline specific agreed approaches for some pupils, but do not limit staff from exercising their professional judgement in response to dynamic risk.

Staff can use the school's internal communication system to call for immediate support from phase colleagues or senior leaders. Staff should only use the phrases "change of adult" or "supported regulation" plus their location when communicating via walkie talkie.

Staff impacted by behaviour incidents are given the space to debrief with senior leaders and access professional support to prevent burnout and sustain an atmosphere of unconditional positive regard.

Debrief process

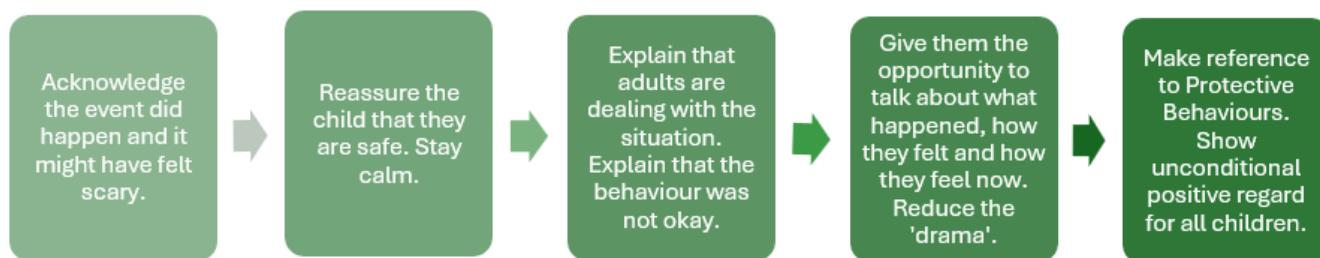
When a behaviour incident occurs, the child who demonstrated the harmful or dangerous behaviour, the children who were impacted by the behaviour, and staff members could benefit from a debrief process. A debrief can help everyone involved process what happened, feel secure and move forward positively. The mnemonic **TELL** provides structure to the debrief process. The debrief should occur at the right **Time** which may mean waiting until the child is regulated to begin. The debrief should happen in a suitable **Environment** away from distractions and possibly away from where the behaviour incident occurred if this is going to distress the child. The debrief is the time to **Listen** and understand what happened using the My Truth, Your Truth, The Truth model. Finally, the debrief should help the child to **Learn** from their actions and move forward in a positive way.

A debrief with the child who demonstrated the harmful or dangerous behaviour may look like the following:



We do not ask children to tell us **why** they behaved a certain way as this is a cognitively demanding question that children often cannot answer or answer incorrectly. Instead, we ask our staff to be professionally curious and try to understand any contexts or underlying reasons for the behaviour.

A debrief with other children who were impacted by the behaviour may look like the following:



Staff members will regularly debrief with each other to offer professional advice on how best to support a pupil.

Special educational needs and disabilities (SEND), inclusivity and equity

Our policy is built upon a firm commitment to **equity, not equality**. **Equality** means treating every single child exactly the same, whereas **equity** recognises that some children will receive more or different support than others to ensure that **all** can successfully access and meet Oakwood's high behaviour expectations. This reflects our approach of **high challenge, high support** where expectations remain consistent while provision is adapted to meet individual needs.

We maintain high, consistent standards for every child, rooted in a high challenge, high support ethos, but the pathways to achieving those standards are individualised. We explicitly recognise that the root cause of behaviours exhibited by children with SEND can be distinctly different from children without SEND. Challenges with executive functioning, sensory overload, communication barriers or social anxiety mean that their behaviours can be involuntary communications of acute distress.

Consequently, adaptations to educational and protective consequences can be made to ensure they are appropriate for a child's specific developmental age, SEND profile and circumstances. Where a child requires individualised adaptations, these may be detailed in a **Positive Behaviour Plan** ([Appendix H](#)) and/or a **SEND Support Plan**, which are written by class teachers in active partnership with parents and overseen by our SENCo.

Communication with parents

At Oakwood, we value having strong, working relationships with parents and carers. We are committed to working collaboratively to support children, whether they have experienced an incident or have exhibited harmful or dangerous behaviour. Parents will be informed when a behaviour incident involving their child has been recorded on CPOMS. This will be on the day of the incident where possible. Communication may take place through face-to-face discussions, telephone calls or email depending on the nature of the concern. For lower-level day-to-day regulation adjustments, teachers will often catch you informally to celebrate progress or let you know what strategies worked well.

When communicating with parents, we will share relevant details pertaining to your child to ensure openness and to support a shared understanding of the situation. While we aim to provide clear and open communication, we are unable to share information about other children. We recognise that this can be frustrating; however, this approach ensures that we uphold confidentiality. Staff are committed to working in partnership with parents to identify strategies and next steps to support your child effectively.

To maintain a safe, orderly environment, school staff may need to act immediately. This may include, but is not exhaustive of, taking action such as implementing an educational or protective consequence, guiding a child through regulation or moving a child to a safer space to ensure the safety of our community.

This means that staff will often act in accordance with this policy before contacting parents. While we deeply value collaboration and will update parents regarding significant or persistent patterns of behaviour on the same day wherever practical, immediate onsite action remains the statutory duty and professional priority of the staff.

Removal from the classroom, fixed-term suspensions and permanent exclusions

Following Positive Regard ideology, removal from the classroom, fixed-term suspensions and permanent exclusions are utilised as a last resort, usually after other support has been put in place. We recognise that suspensions and exclusions might not, in and of themselves, improve a child's behaviour.

Suspensions are never used as a punishment. Instead, a fixed-term suspension can be used to create an essential period of time for the school, family and external professionals to comprehensively review the current support and provision we are providing. This allows us to adapt strategies, seek external advice and modify the environment so we can better meet the child's needs and foster a successful, positive experience upon their return.

In specific circumstances, suspensions can be used when the safety of a member or members of the Oakwood community is seriously compromised. The following are examples (not exhaustive) of when suspension can be used:

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a pupil
- Verbal abuse or threatening behaviour against an adult
- Use, or threat of use, of an offensive weapon or prohibited item ([Appendix M](#))
- Bullying
- Racist abuse
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability
- Persistently disruptive behaviour which negatively impacts on the learning of others.

Any instance of the above behaviours should be reported to a senior leader immediately in person. The senior leader should ascertain the facts of the situation and refer to the suspensions flow-chart in [Appendix I](#) to ascertain whether the Headteacher should be informed of the incident.

The duration of suspensions is determined by the headteacher. The pupil will be provided work throughout any removal from the classroom or fixed-term suspension.

Incidents which warrant fixed term **suspension** or **permanent exclusion** are at the discretion of the headteacher but must follow [Local Authority Guidelines](#). Individual contexts and circumstances may be considered when deciding if a pupil will be suspended or excluded. Where practical, pupil and parent views will be taken into account when making the decision whether to suspend or exclude. In line with government guidance, decisions will be based on a '**balance of probabilities**' approach to whether something is likely to have happened. School staff should follow the suspensions and exclusions flow chart ([Appendix I](#)) if behaviour may warrant suspension or exclusion. Suspensions and exclusions are reported termly to the Governing Body.

Following any fixed-term suspension, a **reintegration meeting** can take place before the child returns to the classroom environment. This meeting is a structured space to:

- Re-establish and actively strengthen the relationships between the child, school staff, and the family.
- Clearly set out the enhanced support in place for the child.
- Ensure the child knows they are welcomed back with unconditional positive regard.

Frequently asked questions (FAQs)

Q: Why does it seem that some children receive different consequences or more support than my child for the same behaviour?

A: At Oakwood, we practice **equity, not equality**. Equality means treating every child exactly the same, whereas equity means giving every child exactly what they need to meet our high expectations. Some children have underlying special educational or emotional needs that may

impact why a behaviour is occurring. To be fair and effective, our educational and protective consequences are tailored to each child's individual needs and development.

Please see the [SEND section](#) and [support for impacted pupils section](#) for further information related to this question.

Q: What is "Positive Regard"? Does it mean there are no boundaries or clear standards for bad behaviour?

A: Not at all. Positive Regard is a rigorous approach that places high-quality relationships at the core of accountability. We hold high standards for behaviour and learning. However, we believe that holding boundaries works best when children feel safe, respected, and valued. When a boundary is crossed, we address it through a consistent framework ([Regulate, Relate, Repair](#)) that focuses on teaching the child the skills they need to change their behaviour, rather than simply punishing them. We might summarise this approach as **“firm but fair” or “high challenge, high support.”**

Q: How can I expect to be contacted about a behaviour incident that involved my child?

A: Please read the [parent and carer communication section](#) of this policy.

Q: Why wasn't I contacted immediately when an incident happened in the classroom this morning?

A: Please read the [section on immediate operational practice](#).

Q: What are "Educational Consequences"? Why don't you use traditional detentions or punishments?

A: Please read the [section on educational consequences](#) for a definition and see [Appendix C](#) for example educational consequences. Traditional punishments rarely teach a child how to behave better; they often just create resentment and damage the relationship between the child and the school. Because behaviour is a skill that must be learned, we use **educational consequences** to directly address what went wrong. If a child struggles to line up, they practice lining up; if they break something, they help fix it; if they harm a relationship, they take part in a guided restorative conversation to learn how to make it right. This ensures the boundary is clear while giving the child the tools to succeed next time.

Q: How can I support the school when my child is involved in a behaviour incident?

A: The most powerful way you can support your child and the school is through partnership, curiosity and alignment with Oakwood's approach to behaviour as set out in this policy. Because our school uses the **Positive Regard** approach, we do not look to blame or simply punish; instead, we look to understand and teach. You can mirror this at home by using these three steps:

1. Embrace curiosity over judgment: When discussing the incident with your child, try to adopt our school value of curiosity. Instead of asking *"Why did you do that?"* (which children often genuinely do not know the answer to), ask open questions like, *"What were you feeling*

before that happened?" or "What do you think you needed in that moment?" This helps us work together to find the root cause of the behaviour.

2. Reinforce the "Regulate, Relate, Repair" Process:

- Regulate: Give your child space to fully calm down before trying to talk about what happened.
- Relate: Listen to their perspective ("their truth"), but gently remind them that the school adult will have also listened to other children's perspectives to find "the collective truth".
- Repair: Talk to them about how they can actively help make things right. Reinforce that the educational consequences put in place by the school (such as practicing a routine or writing an apology) are not punishments, but valuable opportunities to learn a new skill.

3. Show your child that we are a united team: Children feel safest and behave best when they see that their parents and their teachers trust and support one another. Even if your child is upset, reassuring them that both you and the school care about them unconditionally—and are working together to support them—helps them take responsibility and move forward with a clean slate.

Q: My child was involved in an incident caused by another pupil. How does Oakwood ensure my child feels safe and supported?

A: Please read the [section on support for impacted pupils](#) for how we ensure your child feels safe and supported. We also offer a [continuum of pastoral support](#) that can be received by children who experience an incident.

Q: What do I do if I suspect my child is being bullied?

A: At Oakwood, the emotional safety and well-being of children is our absolute priority. If you have any concerns that your child is experiencing bullying, we urge you to take the following steps immediately so we can work together to address it:

1. Reach out to the Class Teacher: Please always contact your child's class teacher as your very first point of call to discuss your concerns. Because they know your child deeply and see them daily, they can immediately increase monitoring, gather information, and offer direct pastoral care.
2. Read our [Anti-Bullying Policy](#): We highly recommend reading our school's dedicated Anti-Bullying Policy (available on the school website). This document clearly outlines how Oakwood defines bullying, how we investigate reports, and the specific strategies we use to resolve issues and protect children.
3. It is helpful (but not a requirement) if you complete a Bullying Concern Form: To help us understand the situation fully, you can request and complete a **Bullying Concern Form** from a member of staff. This allows you to log specific dates, times, or incidents, which gives our staff a clear framework to investigate thoroughly.
4. Trust the Process: Once you share your concerns, please be assured that we will act swiftly. In line with our Positive Regard ethos, we will support your child to feel safe and secure while using educational and restorative practices to address and change the

behaviour of anyone else involved. You will be contacted by the Anti-Bullying Lead to ensure progress has been made.

Q: How is the Relationships and Behaviour Policy applied at breaktime and lunchtime?

A: Our commitment to Positive Regard doesn't stop at the classroom door. The Relationships and Behaviour Policy is applied exactly the same way at breaktime and lunchtime as it is during lessons.

Our lunchtime and playground staff are trained in the same high expectations, school values, and the Regulate, Relate, and Repair framework. If a behaviour or regulation incident occurs outside:

- Staff will immediately support the child to safely calm down (Regulate).
- They will explore what happened using our My Truth, Your Truth, and The Truth model (Relate).
- They will guide the child through an Educational or Protective Consequence to help them learn from the moment (Repair).

To ensure complete continuity, a member of our Play Team or lunchtime supervision team will report what occurred directly to your child's class teacher at the end of the break. This handover ensures that class teachers are fully informed, can monitor how your child is doing for the rest of the day and can update you if necessary.

Q: How does this policy apply to children in Early Years (Acorns)?

A: The policy is exactly the same in Acorns as it is across the rest of the school. We maintain the same high standards and expectations for behaviour, but we adapt how we teach and respond to it based on the age of the children aligning with our high challenge, high support ethos.

Our Early Years staff understand early childhood development. When a behaviour incident occurs, they will carefully assess what is developmentally appropriate for that child's age, language skills and emotional maturity. While we still use the [Regulate, Relate, and Repair approach](#), co-regulation is a core focus here. Staff will actively help young children name their feelings and calm their bodies, as they are still learning how to navigate big emotions. Any educational or protective consequences used will be directly aligned with the child's developmental stage.

This ensures our youngest children feel safe, secure and unconditionally cared for.

Q: How is this Relationships and Behaviour Policy applied to children with special educational needs and disabilities (SEND)?

A: Please read the [SEND section](#) of this policy for further information on how we apply this policy when children have SEND.

Roles and responsibilities

To embed Positive Regard across our school culture, staff operate with clear, defined responsibilities.

Pupils

It is the responsibility of pupils to:

- Follow the Golden Rules, follow the Relationships and Behaviour Policy ([Appendix C](#)) and take responsibility for their own behaviour
- Demonstrate Oakwood's values of **kindness, curiosity and ambition**
- Follow class rules and routines
- Follow Oakwood's Behaviour Curriculum ([Appendix D](#))
- Adhere to Oakwood's uniform policy

All staff

All staff take immediate personal responsibility for promoting safe behaviour and managing harmful or dangerous behaviour with calm, supportive and firm language. It is the responsibility of all staff to:

- Build positive relationships and show unconditional positive regard to all pupils in every interaction.
- Implement strategies to promote safe behaviours.
- Follow the *Regulate, Relate, and Repair* framework for behaviour incidents, ensuring safety and emotional calm come first.
- Gather proportionate, relevant information regarding behaviour incidents from pupils and colleagues respectfully showing professional curiosity with regard to the cause of a behaviour.
- Implement educational and/or protective consequences to help a child learn safe behaviours.
- Use clear, consistent, calm language, including using positive directives telling pupils what **to** do (rather than what **not** to do). This includes being aware of body language that is open and non-threatening.
- Focus on the primary behaviour (responding to secondary behaviour can escalate a situation).
- Maintain sensitivity and discretion when speaking about the behaviour of specific pupils.
- Give additional support to children who have experienced an incident and explain any actions through a debrief.
- Report behaviour incidents on CPOMS and assign the incident to the Key Stage Lead. Staff members use their professional judgement to determine if the behaviour incident should be recorded, taking into consideration the impact of the behaviour and the frequency of the behaviour.
- Report dangerous behaviour incidents to a senior leader immediately, in person.
- Report any behaviour patterns or sudden changes that might indicate a safeguarding concern or child-on-child abuse directly to the DSL.
- Model the high standards, values and respectful behaviours expected of our school community.

Teachers

Class teachers work closely with children on their behaviour as they may have the strongest relationship with the child. In addition to the above, it is the responsibility of the class teacher to:

- Induct all pupils, including pupils joining mid-year, into the Oakwood culture, routines and the Behaviour Curriculum ([Appendix D](#))
- Proactively contact parents informally to celebrate positive choices, behavioural progress, and early improvements.
- Intervene early and connect with parents informally if low-level behavioural concerns or harmful or dangerous behaviour patterns begin to emerge.
- Communicate directly and supportively with parents of children who have experienced an incident.
- Seek support and guidance when needed, including liaising with the Behaviour Lead and/or SENCo to put in place additional support for pupils in their class.
- Write, implement and review tailored Positive Behaviour Plans in collaboration with parents, the Behaviour Lead and the SENCo ([Appendix H](#)).

Behaviour Lead

The Behaviour Lead is: Miss Bird

It is the responsibility of the Behaviour Lead to:

- Ensure the Relationships and Behaviour Policy meets DfE guidance.
- Provide a comprehensive behaviour induction for all new staff, ensuring full understanding of the Positive Regard approach and this Relationships and Behaviour Policy.
- Design, arrange, and/or deliver regular staff training on emotional co-regulation, relational and restorative practices, safe behaviour strategies and behaviour tracking via CPOMs.
- Support staff when addressing highly complex or challenging situations.
- Give developmental feedback to staff on their implementation of the Relationships and Behaviour Policy and Positive Regard approach.
- Actively gather and respond to pupil feedback regarding the safety and behaviour culture of the school.
- Monitor CPOMs data to analyse school-wide trends, paying careful attention to equity and ensuring consequences are fair across all protected characteristics.
- Coordinate with the SENCo to establish structured, targeted pastoral interventions for children requiring individual support.
- Track behaviour and report on policy effectiveness regularly to the Governing Body.

Headteacher

It is the responsibility of the headteacher to:

- Ensure the consistent, fair application of the Relationships and Behaviour Policy across the school.
- Ensure the safety and welfare of all pupils and staff within the Oakwood community.
- Model positive relationship-building and support staff when addressing highly complex or challenging situations.
- Retain legal authority regarding the use of statutory suspensions and permanent exclusions, ensuring they are managed strictly in accordance with [local guidelines](#).

- Report suspensions and exclusions to the school governors.

Parents

It is the responsibility of parents to:

- Support the school in the implementation of the policy and the Golden Rules, in accordance with the Home School Agreement
- Partner with the school to promote our high expectations for learning and behaviour, ensuring their child arrives on time, fully attends, and strictly adheres to Oakwood's uniform policy.
- Contact the class teacher via the school office regarding any concerns or home circumstances that might impact their child's emotional regulation or behaviour, so staff can provide proactive support.
- Work in active partnership with the school in the implementation of this policy, recognising that our educational and protective consequences are designed to help their child learn and grow. This includes:
 - Reinforce the school's expectations of behaviour in conversations at home
 - Explain and support the school's application of consequences in conversations at home
- Foster an open relationship with their child by encouraging them to discuss their worries, focusing exclusively on their own child's behaviour, and utilising the appropriate school forms (such as the bullying concern form) or policies (such as the [Communication](#) or [Complaints Policy](#)) to resolve specific issues.
- Model the high standards of behaviour, care, and mutual respect that we expect from all members of our school community during all interactions.

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 high standards of behaviour, care, and mutual respect that we expect from all members of our school community during all interactions.

Appendices

Appendix A: Definitions of terminology

Appendix C: Child-friendly Relationships and Behaviour Policy

Appendix D: Behaviour Curriculum

Appendix E: The continuum of pastoral support

Appendix F: Risk calculator

Appendix G: Early Prognosis Plan

Appendix H: Example Positive Behaviour Plan

Appendix I: Suspension and exclusion flow chart

Appendix J: Zones of Regulation

Appendix K: Anxiety Mapping

Appendix L: ABCC Tool

Appendix M: Banned items at Oakwood School

Appendix A: Definitions of terminology

- **Unconditional positive regard:** a term created by Carl Rogers, a psychologist, that means every child is treated with care, respect and support without judgement, regardless of the challenges they may face or display. A goal of unconditional positive regard is to build emotional safety so pupils feel valued and empowered to learn and grow
- **Safe behaviour:** behaviour that has a positive or neutral impact on the child, other children, adults, the environment or property. Behaviour can be physically or emotionally safe.
- **Harmful behaviour:** behaviour that has a negative impact on the child, other children, adults, the environment or property. Behaviour can be physically or emotionally harmful.
- **Dangerous behaviour:** behaviour that puts the child, other children or adults at risk of significant harm. We define dangerous behaviour as behaviour that scores 6 or higher on the Risk Calculator.
- **Relationships-based practice or relational practice:** involves staff building genuine positive relationships with children rooted in care and respect. Maintaining high, shared expectations for behaviour that ensures safe, calm learning environments that addresses any form of harmful behaviour, whilst giving support to children who need it. (**High challenge, high support**).
- **Equity:** providing different levels of support based on individual needs to achieve a fair outcome

Appendix C: Child-friendly Relationships and Behaviour Policy

Our School: What we want it to be like:

Our school is a happy school where kindness and respect are 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?

Following the school rules creates a safe and happy place to learn and I would be contributing to this. This means a lot to my friends, peers and teachers.

Sometimes, 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?

Teachers will help me change my behaviour by helping me understand why I might have behaved that way. By understanding this and learning how to do the right thing, through educational consequences, I will follow the Golden Rules. Sometimes, protective consequences might be put in place whilst I am learning what to do next time. Teachers will always show that they care for me and are working with me to repair what was harmed or who was impacted.

The Golden rules at Oakwood are

We are gentle 🤝	because we want everyone to feel safe, calm and cared for
We are kind and helpful ❤️	because we want everyone to feel happy, supported and included
We listen 👂	because we want to learn from each other and understand what people need
We are honest ✔️	because we want to trust each other and solve problems together
We work hard 💪	because we want to learn new things and feel proud of our achievements
We look after property 🧹	because we want our school to be tidy, safe and ready for everyone to learn

Appendix D

Oakwood Primary Behaviour Curriculum

Oakwood's Behaviour Curriculum aims for all pupil's behaviour to reflect the values of the school (**kindness, curiosity and ambition**), 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. It is taught in behaviour class assemblies, PSHE lessons and Protective Behaviour class assemblies. 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. Adaptations are made for specific pupils to align with developmental stages.

Overview of Content

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
All year groups	Assess the previous key stage's content and revise where appropriate	Explicit teaching of the full behaviour curriculum	Explicit teaching of the full behaviour curriculum	Ongoing revision of knowledge and skills linked to behaviour curriculum	Ongoing revision of knowledge and skills linked to behaviour curriculum	Assess the current key stage's content

Whole school routines

<u>Noise levels</u> 0. Silent 1. Whisper 2. Table talk 3. Presenter	<u>Silent/attention signal</u> 1. Adult places hand straight in the air, brushing their ear 2. Child quickly recognises and places their hand straight in the air, brushing their ear. 3. When your hand is in the air, you do not speak. This is modelled by all adults in the room. 4. Put your hand down when the adult who first raised their hand does.	<u>Lining up</u> 1. Bell is the signal 2. Walk into the line 3. Face forwards 4. Directly behind the person in front 5. Hands by your side 6. Walk silently, looking where you are going We walk on the left.	<u>1, 2, 3</u> 1. Thumb: stand up silently 2. Forefinger: move silently 3. Middle finger: sit down	<u>Playtime</u> 1. Bell for toys away 2. Whistle to line up 3. Second bell for silence 1. Choose it 2. Use it 3. Put it away	<u>Presentation</u> All books should be labelled with the following, in the following order: • First name AND surname of child • Class name • Subject All spelling must be correct. Correct use of capital letters. Book number, top right hand corner, small. Neat handwriting as per year group expectation. There must be <u>NO doodling or other writing</u> on or in ANY books.
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Linking to Golden Rules

We are gentle	We are kind and helpful	We listen
Use a calm and polite tone of voice Walk through corridors calmly on the left Play safely and happily Have gentle hands and feet Only touch people if they want to be touched, for example a handshake An inside voice is used when in the school building	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	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
We are honest	We work hard	We look after property
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	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 Focus on the work and avoid distractions. 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	Remember to bring a water bottle to school Care for our own property, like a coat or jumper 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

Outcomes

By the end of each phase, each child will be able to discuss and demonstrate the following behaviours in their daily interactions and behaviours in school:

EYFS	Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Begin to recognise and name different emotions. Start to recognise and manage their feelings. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and follow instructions involving several ideas or actions. Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Understand that if they persevere, they can tackle challenges. Explain the reasons for rules, know right from wrong and try to behave accordingly. Work and play cooperatively, taking turns with others. Start to understand children's rights and this means we should all be allowed to learn and play. I am learning what being responsible means. Form positive attachments to adults and friendships with peers. Understand how it feels to belong. Show sensitivity to their own needs and the needs of others. Identify something they are good at and understand everyone is good at different things. Understand that we are similar and different to the people around us. Understand that being different makes us all special. Tell someone why they think their home is special. Wear the correct indoor and outdoor clothing. Stay within the boundaries set by an adult. Look around carefully before running or throwing. Understand why it is good to be kind and use gentle hands. Tell someone how to be a good friend. Find a safe space for large or active games. To enjoy working with others to make school a good place to be. Know which words to use to stand up for themselves when someone says or does something unkind.
KS1	Regulate their own body by keeping hands and feet to themselves. Use a polite tone of voice when speaking to others. Use polite phrases regularly, including <i>please</i>, <i>thank you</i>, <i>sorry</i>, and acknowledging kindness. Offer greetings when meeting someone for the first time in the day (e.g., "Good morning"). Walk sensibly through corridors and rooms, keeping to the left-hand side. Sit properly on the carpet and on a chair. Stay in their seat or place unless they have permission to move. Respect others' right to learn by putting their hand up before speaking.

	Focus on work during learning time, avoiding distractions. Keep tables and trays tidy, and help others tidy once they are finished. Tidy one activity before moving onto the next. Maintain an appropriate noise level for the activity (e.g., silence, indoor voices) and check the noise display for guidance. Complete learning within the given time. Arrive at school on time. Use classroom and playground equipment safely and for its intended purpose. Tell the truth when recounting an event. Notice when they have upset or frustrated someone and seek adult support to resolve the situation. Stop when someone says “STOP.” Include others in their games. Celebrate others’ successes (e.g., saying “Well done” when someone wins, reassuring someone who has lost). Begin to identify when they have made a mistake and understand that this is okay. Have a simple conversation with someone else, asking a question and listening carefully to the answer. Look at people and make eye contact when they are speaking to them. Show kindness to others (e.g., smiling). Know what to do if they feel dysregulated (linked to Zones of Regulation Appendix J).
LKS2	Speak with a calm and polite tone of voice to adults and children. Hold doors open for others. Respect others’ learning by avoiding distractions and minimising behaviours that could disturb them. Recognise mistakes in their learning and suggest at least two strategies that could help. Maintain a reciprocal conversation with others, asking relevant questions, listening carefully, and building on what has been said. Celebrate the achievements of others, showing happiness when they succeed. Show sportsmanship: celebrate winners and sympathise with those who have lost. Show care for others by noticing when they are upset or when they need support. Check in with others during play to make sure everyone is okay and having fun. Pick up something that someone has dropped and return it to them. Keep their workspace tidy and help others do the same. Prepare equipment for upcoming lessons. Complete homework on time. Respect the culture, beliefs, and views of others. Know when it is appropriate to apologise and do so sincerely. Respond appropriately when others are upset. Know to use the toilet mainly at break or lunch so that learning time is not interrupted. Help others regulate their noise level when asked. Support others when they are dysregulated (linked to Zones of Regulation Appendix J). Propose fair and practical solutions when encountering conflict.
UKS2	Help others recognise when they are distracting and hold a kind, productive conversation to reduce disruptions. Recognise that mistakes are part of the learning process and use strategies to move forward. Participate actively in conversations with adults and peers, listening attentively, showing interest through body language, and

	deepening the discussion with thoughtful responses. Model good sportsmanship and empathise with those who have lost. Look for ways to help others and offer support without being asked. Use appropriate, respectful language at all times. Accept responsibility for their actions and their impact on others. Adapt their play to ensure everyone is having fun and included. Show gratitude when others do something kind. Act as a positive role model in the playground, helping everyone have a safe and enjoyable playtime. Articulate how their choices affect others, both positively and negatively. Put away and silence their dumbphone before entering the school gate. Walk to and from school independently, following road safety rules. Take part in the wider school community responsibly. Work confidently with others, recognising personal strengths. Adapt to different roles and responsibilities in group situations. Practise self-care strategies to prepare for challenging or pressurised situations.
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We recognise that much of our behaviour curriculum matches the Personal, Social and emotional Development in the Early Years Framework. Furthermore, it aligns with the school's chosen PSHE curriculum.

Whilst we maintain high expectations for all children, we recognise there are some children who may be unable to meet some, most or all of our outcomes. Appropriate adaptations may be made in a small number of situations.

THE CONTINUUM OF PASTORAL SUPPORT AT OAKWOOD



There are different levels of support we can provide for children as part of our pastoral provision. The following table provides an overview of the provisions available, though not exhaustive. Bespoke strategies for individual children may be considered.

UNIVERSAL PROVISION

Explicit teaching of the Behaviour Curriculum (Appendix J).
Respond to behaviours in the moment, quietly and in a private space away from others.
Use a calm voice wherever possible and a controlled, raised voice only where necessary to achieve a positive behavioural outcome.
Whole class regulation teaching and time within timetables for regulation.
Opportunity for co-regulation with staff members.
Zones of Regulation teaching and opportunities to practice (Appendix K).
Clutter-free learning spaces with clear visual timetables and predictable classroom routines.
Positive directives and conditional praise.
Distract by arousing the child's curiosity following the idea of 'curious not furious'.
Natural consequences for positive and negative behaviour, including educational and protective consequences (Appendix C and D).
Debrief process.
Comic strip cartoons, social stories and role play.
Sensory and/or regulation breaks, including access to calm corners.
Discussion at Play Team meetings for children that need to be more closely monitored at break times for a set period of time.

ORDINARILY AVAILABLE FOR ALL AS REQUIRED.

Universal, high-quality environmental and relational strategies embedded in daily classroom and lunchtime practice to foster safety and regulation.
This can be delivered by any member of staff.

TARGETED PROVISION

Provision of an Early Prognosis Plan (Appendix L), Positive Behaviour Plan (Appendix F) and/or SEND Support Plan.
Short-term focused individual support targets overseen by the behaviour team.
Individual or small group social skills, PSHE, Circle of Friends, Zones of Regulation (Appendix K) or Protective Behaviours sessions.
Individualised self-regulation toolkit access (Appendix K).
Individualised visual aids.
Individualised rewards system.
Regular home-school communication check-ins, such as a Home-School Book.
Targeted anxiety mapping (Appendix M), risk calculator (Appendix E) and/or ABCC behaviour tracking (Appendix N).
Use of scripts to deescalate behaviour and offer predictability for the child.
Personalised physical environment adjustments.
Individual regulation schedule.
One-on-one time with a new teacher in preparation for the transition from one academic year to another.

FOCUSED SUPPORT

Short-term, structured interventions designed for individuals or small groups who need explicit help to bridge gaps in social-emotional or regulation skills.

SPECIALISED PROVISION

Collaborative involvement and referrals to external specialists including:

- Educational Psychologists
- Mental Health Support Team (MHST)
- STEP2
- Child and Adolescent Mental Health Service (CAMHS)
- PALMS
- Local Authority behaviour teams, including LINKS, VISTA and Cedars.

Possibility of a reduced timetable for a set period of time.

INTENSIVE SUPPORT

Highly personalised adjustments and external professional collaborations for children experiencing profound barriers to regulation and safe behaviours. This is delivered by specialist providers working with the Oakwood team.

Appendix F: Risk calculator

Risk Calculator

Name	
DOB	
Date of Assessment	

Harm/Behaviour	Opinion Evidenced O/E	Seriousness Of Harm A 1/2/3/4	Probability Of Harm B 1/2/3/4	Severity Risk Score A x B
Harm to self				
Harm to peers				
Harm to staff				
Damage to property				
Harm from disruption				
Criminal offence				
Harm from absconding				

Seriousness	
1	Evidence of upset or disruption.
2	Evidence of needing support internally from our school resources – e.g first aid, nurture, budget allocation.
3	Evidence of needing intervention from external agencies outside of school resources – e.g. hospital, professional counselling or group work, insurance claim.
4	Evidence of harm that cannot be resolved e.g. disability, sectioned mental health, loss through arson.
Probability	
1	Incidents were more than a year ago with no identified triggers remaining. There is evidence of historical risk and no evidence of current risk.
2	Incidents occur approximately on a monthly basis. The risk remains relevant.
3	Incidents occur approximately on a weekly basis. The risk is likely to occur again
4	Incidents are daily or constant. The risk is persistent

Risks which score 6 or more (probability x seriousness) should have strategies listed on the plan

Appendix G: Early Prognosis Plan

Date:

Staff member:

The behaviour

Unemotional, non-judgemental, factual description, including severity and frequency.

1.

Pupil voice

2.

Function

Sensory

3.

Escape / Avoidance

4.

Attention

5.

Tangible

6.

Do we still need more information?

Health & wellbeing

Including diagnoses, diagnostic pathways being explored, physiological responses, mental health factors, additional medical needs, barriers etc.

7.

Do we still need more information?

Context

Home

8.

School

9.

Community

1.

Do we still need more information?

Cultural relevance

10.

Do we still need more information?

Appendix H: Example Positive Behaviour Plan

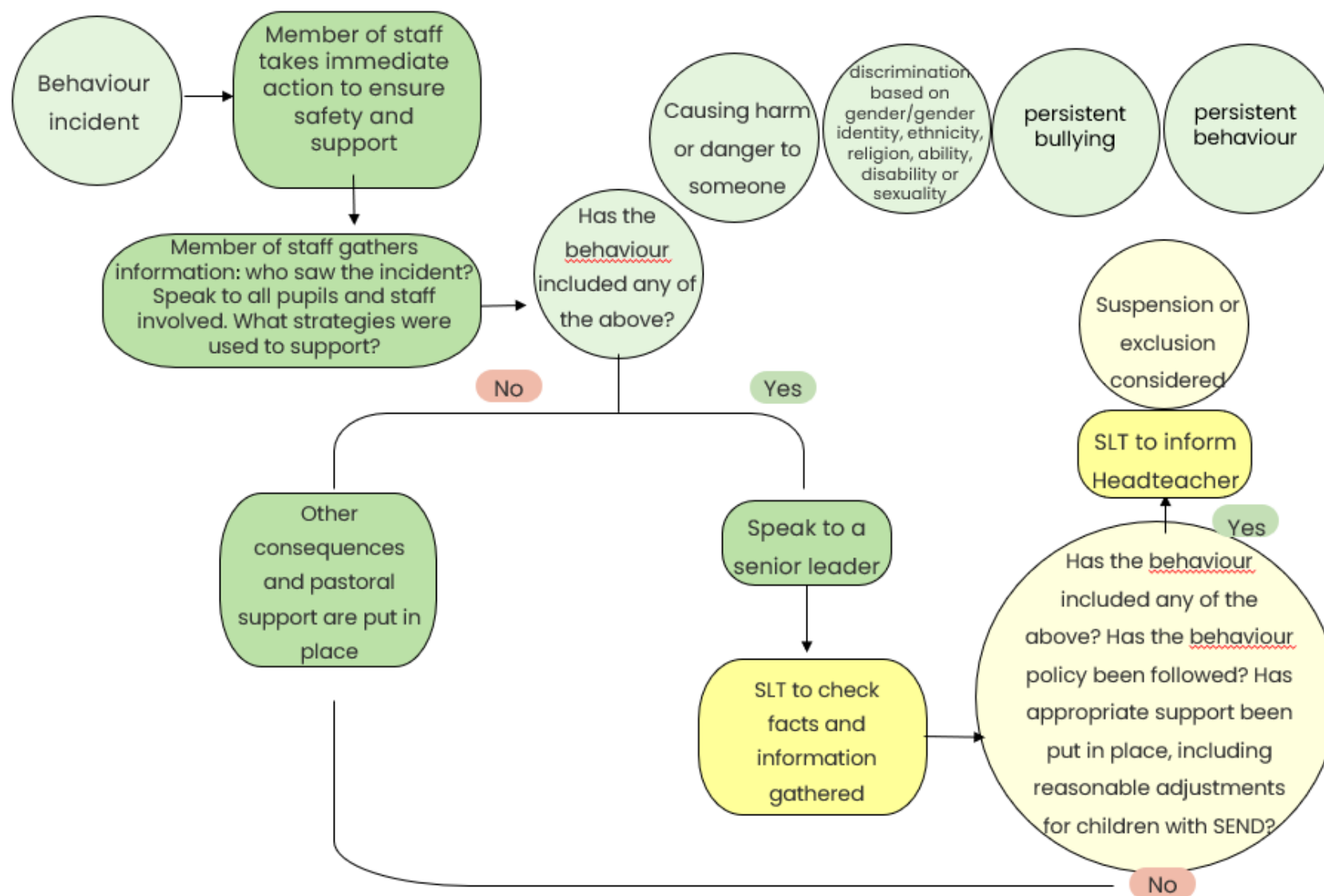
Positive Behaviour Plan										
Name					Age		DOB		Class	
	Medical		EHCP (Y/N)		Pathway		Date of Completion		Version	1
	Information about the child:									
	Strengths:									
	Areas for development:									
	Strategies to prevent stages of crisis: <u>When arriving at school in the morning:</u> <u>Throughout the day:</u> <u>When leaving school:</u>									
Key Staff involved with the child					Quick Wins					
Stages of Crisis & Support										
Stage of Crisis	What types of behaviour are displayed?	What are the triggers? What leads to this behaviour being shown?	Preferred Support Give examples of distractions, diversion, support needed etc.	Specific Sensory Regulation Strategies						
				Up Regulating	Down Regulating					
1. Anxiety/Trigger Key staff to support at this stage										
2. Defensive: Escalation/ De-escalation Key staff to support at this										

stage					
3. Crisis Key staff to support this stage					
4. Recovery Key staff to support this stage					
5. Depression Key staff to support this stage					
6. Restoration/Debrief Key staff to support this stage					

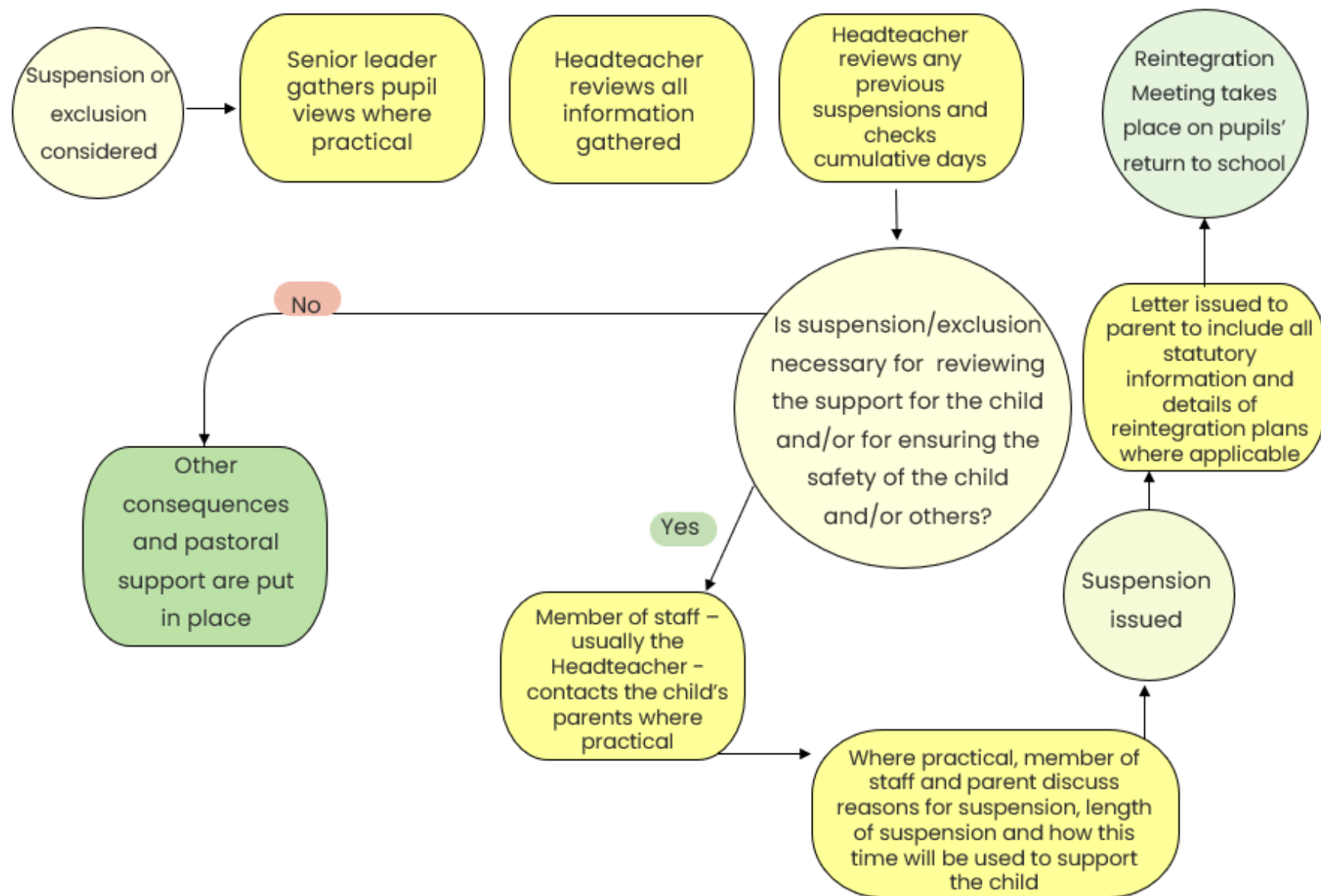
CALM Communication			
Communication	Awareness and Assessment	Listening and Learning	Making Safe
Stance and posture Gesture Facial expression Intonation Scripts	Reading Behaviour Anticipating what might happen next Knowledge of handing plans	Give time and space Allow pauses for take up time Give them a way out	Objects Space Hotspots Safety responses

Further Information			
Safe Place(s)		Any considerations for school trips	
Staffing Considerations (Support/Avoid)		Pastoral Team Comments	

Appendix I: Suspensions and exclusions flow chart (2 pages)



Suspensions and exclusions flowchart – consideration of a suspension



Suspensions and exclusions flowchart – if a suspension is considered

Appendix J: Zones of Regulation

The ZONES of Regulation™ Reproducible E The Zones of Regulation Visual

The ZONES of Regulation™

			
BLUE ZONE Sad Sick Tired Bored Moving Slowly	GREEN ZONE Happy Calm Feeling Okay Focused Relaxed	YELLOW ZONE Frustrated Worried Silly/Wiggly Excited Loss of Some Control	RED ZONE Mad/Angry Terrified Elated/Ecstatic Devastated Out of Control

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THE ZONES of REGULATION®



BLUE ZONE

Blue Zone Tools

Stretch



GREEN ZONE

Green Zone Tools

Drink water



YELLOW ZONE

Yellow Zone Tools

Deep breaths



RED ZONE

Red Zone Tools

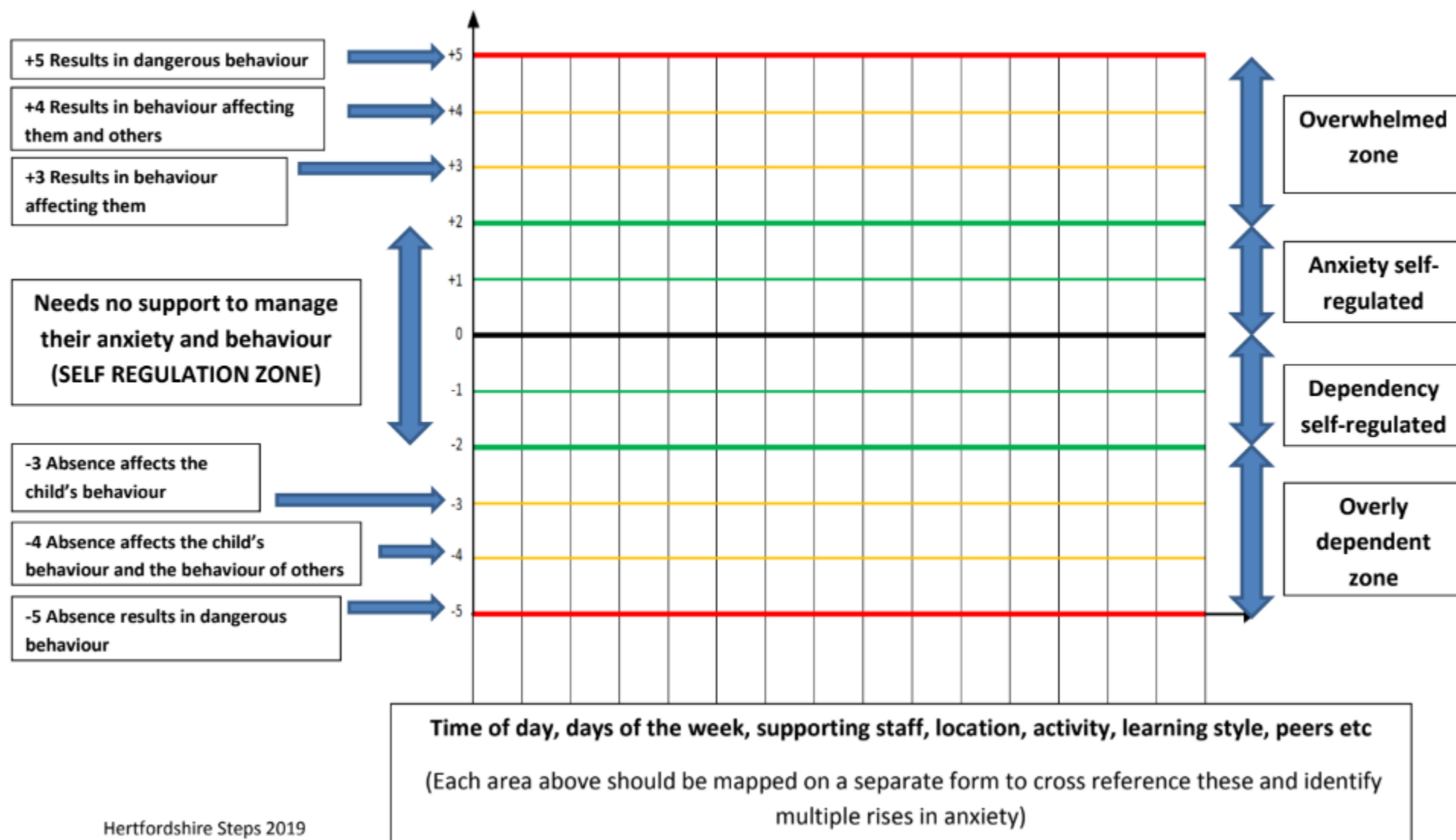
Take a break

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Appendix K: Anxiety Mapping

Anxiety mapping guidance

Anxiety Mapping



Appendix L: ABCC Tool



OAKWOOD PRIMARY SCHOOL

ABCC chart: a way of problem-solving



A Where? Who with? When? Why? What led up to the behaviour or incident? What was happening just before?	B Write down what actually happened. Write what you saw or heard.	C What happened next? What did you do? What did s/he do? What did other children do?	C What was the child trying to communicate with their behaviour? What was the child having difficulty with? What do I think was causing the behaviour?	Risk assessment Prioritise behaviour Red Amber Green Consider risk to children, staff, property

Appendix M: Banned items

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, and 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).

Oakwood staff 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.

Banned items may be confiscated and parents may be asked to collect these.

Where possible, parents will be informed on the same day if their child or their child's possessions have been searched.

Mobile phones:

All pupils are banned from bringing **smartphones** and **smart watches** to school (see above).

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.