



Positive Behaviour Policy for Oakwood Primary Academy

December 2025

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1. Our Beliefs for our children

We believe every child has the right to learn, free from disruption and with positive incentives. For children to do their best, to stay motivated, and to aim high, they need to feel safe and happy.

This behaviour policy provides clear guidelines for everyone in our school, setting out what is expected. All behaviour efforts will focus on creating positive learning spaces, showing good behaviours, and making these expectations clear to everyone involved. Our Positive Behaviour Policy will focus on supporting our children to be successful, and any consequence a child receives will aim to support them to make positive next steps.

2. Our Vision and Values

Our vision is to create an environment where every child can thrive through high-quality learning experiences, preparing them for the next stage of their educational journey.

To achieve our vision, we will:

- Encourage all our children and staff to excel and collaborate with one another, to ensure the best outcomes and progress for all.
- Develop joyful learning communities that work together to improve standards and outcomes for our children, as part of a wider community.
- Ensure that we remain committed to the following values that underpin the way we work:
 - Democratic – we will provide a democratic place of learning in all our schools, one that embraces individuality, tolerance and an acceptance of each other.
 - Inclusive – for all groups of children to have the support and access to be able to achieve as well as, or better than, their peers.
 - Excelling – maintain consistently high expectations and outcomes across our schools, amongst staff, learners, parents and carers.
 - Collaborative – encourage our children and staff to excel and collaborate with one another, to ensure the best outcomes and progress for all.

3. The Discovery Way

To achieve our vision and values, our team has developed behaviours which describe how we should interact day-to-day with our colleagues, parents, children, communities and stakeholders by:

- Developing positive relationships with children, staff and parents
- Collaborating with others to get the best outcomes for our children
- Showing respect to everyone and everything
- Embracing innovation, looking for creative ways to do things
- Offering support and encouragement to staff and children and take a genuine interest and appreciate their contribution
- Bringing passion and energy and give our best every day
- Evaluating and improving performance

Our children will:

- 1) Always keep themselves and others safe by following the school rules.
- 2) Always show respect to members of staff and each other.
- 3) Always have kind hands, feet and words to each other and adults.

- 4) Always treat the school building, resources and property with respect.
- 5) Always listen carefully and follow instructions showing focus and engagement.
- 6) Always allow others to learn and progress and do the same for themselves
- 7) Always wear the correct uniform, taking pride in their presentation.
- 8) Always behave in a way which makes us all proud both inside and out of school.

These are spoken about in classrooms, assemblies, meetings with parents, communications with stakeholders and are part of every moment of every day. If a child is being educated from home (virtually) then these rules should still be maintained.

We ask that parents and carers model these behaviours and encourage their children to follow these rules.

Where appropriate, reasonable adjustments may be made to ensure all pupils can meet behavioural expectations.

4. Rewards and Sanctions

Beyond children wanting to do the 'right thing', we also offer a multitude of rewards.

Oakwood Primary Academy children enjoy these rewards which all staff use to positively reinforce behaviour:

- All staff will verbally praise children during conversations and interactions in and outside of school.
- Marking – Whilst the school operates a verbal marking policy, all children will be praised for their efforts and learning during lessons and will be awarded house points where relevant.
- House Points – Awarded to recognise positive behaviours linking to the schools Golden Rules.
- Headteacher Stickers– A reward for those selected by staff to show learning to the Headteacher.
- Headteacher Postcard - Children who make exceptional progress and achieve great results in phonics or times tables have a post card sent home by the Headteacher.
- Word Millionaire's - Children are rewarded for becoming 'Word Millionaires' with a certificate presented in the Celebration Assembly.
- Oakwood Legend Postcard – A winner is chosen from every class each week. These children have demonstrated excellent behaviour, learning or both.
- Facebook – Used to celebrate in and out of school learning and achievement with families and the local community.
- Attendance – There are several incentives related to positive attendance such as class, whole school and individual rewards. These are shared every Thursday in assembly and at the end of term.

Schools uses a number of sanctions to enforce the school rules to ensure a safe and positive learning environment for all children. Each sanction is determined appropriately to each individual situation.

Our Approach – Step by Step

In the Classroom

We use a positive approach to behaviour that enables children several opportunities to make the right choice if/when they make poor behaviour choices. The process for this is listed below:

1. Staff will begin by giving the child 'a glance' to indicate that they need to stop what they are doing. The member of staff will also celebrate, acknowledge and reward good behaviour being displayed by other children around the child to encourage them to do the same.

2. Staff will identify the child displaying the negative behaviour and remind them of the expectations then put a 'first warning' visual reminder on their desk to remind them.
3. Staff will identify and move the child within the class to reset their behaviour and place a 'second warning' visual as a final reminder to stop what they are doing.
4. Staff will issue a 'Yellow Card' and send child to the relevant senior member of staff (at the next available break in learning) to complete the Behaviour Ladder, seen in Appendix 1, and written Reflection seen in Appendix 2.

At every opportunity, members of staff will use positive praise and encouragement to enable the child to reverse any of the steps above should they show a positive change in their behaviour.

Approaches for Positive Behaviour at Break Time and Lunch Time

- Staff will begin by giving the child 'a glance' to indicate that they need to stop what they are doing.
- The member of staff will remind the child of acceptable behaviour during social times and direct the child to an adult led activity.
- The child will be given a five-minute time-out to reflect on how they can make better choices.
- Issue a 'Red Card' and send child to the relevant senior member of staff to complete the Behaviour Ladder and written Reflection.

Please note, Yellow Cards will be issued for classroom and indoor behaviour whereas Red Cards will be issued for outdoor behaviour.

At every opportunity, members of staff will use positive praise and encouragement to enable them to reverse any of the steps above should they show a positive change in their behaviour.

Dealing with serious misconduct

Serious misconduct, in or out of the classroom, will be referred to the Headteacher who will investigate and address the situation on an individual basis.

Serious misconduct includes stealing, hurting other children, swearing, blatant rudeness, deliberate disobedience or defiance, vandalism, behaviour which persistently impedes others from working, racism or bullying. These sorts of incidences could incur a sanction that expedites the usual Behaviour Ladder due to their severity.

Incidents are recorded and investigated by a senior member of staff. Consequences may include loss of play or privileges or withdrawal from class activities or other more serious sanctions and will be dependent upon the nature of the misconduct.

Repeated incidents of behaviour which contravene the code may mean the school seeks the advice of external agencies. A support plan and/or behavioural risk assessment may be drawn up.

Serious one off breaches or repeated breaches of the school rules may lead to a suspension (fixed term exclusion) or permanent exclusion.

If property has been damaged, then school may ask parents to provide or fund replacements.

Children who persistently breach the school rules may have specific plans to follow with different steps of interventions and sanctions, depending on the individual need.

In some circumstances, children may have a report card issued. These work well as recorded positive behaviour is praised and emphasized.

Parents and carers will be notified on all occasions of misbehaviour. This will usually take place at the end of the school day verbally although this will vary depending on the seriousness of any incident and availability of the parent or carer.

Inclusion and Diversity

As an inclusive school, we recognise that some special educational needs and/or disabilities may impact a child's ability to consistently follow the behaviour policy in the same way as their peers. Some children will have an individual plan which is aligned to their needs with alternative strategies such as movement breaks, visual supports etc. These documents are managed by the SENCo and Teachers; they are shared with parents, carers and the children to which they relate.

Our aim is to ensure that all children are supported to meet the school's expectations, while also making reasonable adjustments as required. However, the full range of sanctions and rewards remain the same for all children in the school.

5. Positive Learning Culture and Behaviour Curriculum

All staff are responsible for setting the tone and context for positive behaviour within the school. They will:

- Create and maintain a stimulating environment that encourages the engagement of pupils
- Remind children of the school rules regularly
- Have an inclusive approach that meets the needs of children with SEND
- Develop a positive relationship with pupils, which may include:
 - a. Greeting pupils in the morning/at the start of lessons
 - b. Establishing clear routines
 - c. Communicating expectations of behaviour in ways other than verbally
 - d. Highlighting and promoting good behaviour
 - e. Concluding the day positively and starting the next day afresh
 - f. Deal with low-level disruption effectively and efficiently so that learning time is not disturbed
 - g. Using positive reinforcement and encouragement

Restorative practice will be embedded within all that we do to provide pupils with the tools to develop emotionally, socially, intellectually, and morally. This will focus on building positive relationships, fostering empathy, promoting accountability, and encouraging personal growth. These skills are not only essential for their current well-being but also lay a foundation for their success as compassionate, responsible, and engaged members of society.

Therefore, restorative conversations with a child following a behavioural incident, at a time that is appropriate to the child, is essential in them understanding the situation and outcome. These conversations will take place with staff in school and in conjunction with parents and carers at home too.

6. Bullying

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

- Deliberately hurtful
- Repeated, often over a period of time

- Difficult to defend against
- Intentional

Details of our school's approach to preventing and addressing bullying are set out in our Anti-Bullying Policy.

7. Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's behaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our Safeguarding and Child Protection Policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

8. Roles and Responsibilities

The Headteacher is responsible for:

- Reviewing and approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with disruptive behaviour
- Monitoring how staff implement this policy to ensure rewards and consequences are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the Safeguarding and Child Protection Policy to offer pupils both consequences and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy.

Staff

Staff are responsible for:

- Creating a calm and safe environment for pupils, using a relational approach
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils, including the adhering to individual behaviour plans and adapted provision where appropriate.
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly
- Challenging pupils to meet the school's expectations
- Passing on information to parents and carers, almost always on the same day

- Listening to children with an unbiased approach.

Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the policy
- Support the school's approach with the child.
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the Teacher promptly
- Take part in any pastoral work following behaviour incidents (for example, attending reviews of specific behaviour interventions) and attending meetings following an incident on the Behaviour Ladder. Generally, meetings will be arranged for the same day or next morning to ensure the next day of school is a fresh reset.
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school.
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy and working in collaboration with them to tackle behavioural issues.

Pupils

Pupils will be made aware of expectations of behaviour during their time in school and supported to meet these:

- The expected standard of behaviour they should be displaying at school
- The duty to follow the behaviour policy
- The school's rules and routines
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- The pastoral support that is available to them to help them meet the behaviour standards

9. Online Behaviour

Strategies for managing unacceptable use of such technologies are clearly stated in the E-Safety Policy users are aware of these strategies. The school acknowledges and celebrates positive use of technology; users understand that the school may take action and intervene, where appropriate, in online incidents that take place at and beyond school.

Sanctions are clearly stated in the E-Safety Policy and teachers are aware that investigations can take place into Online incidents that have happened outside of school, involving the necessary agencies if appropriate.

10. Suspensions and Permanent Exclusions

Please see the Exclusion Policy for further information regarding Suspensions and Permanent Exclusions.

Appendix 1: Behaviour Ladder

Dear parent/carers

In line with our behaviour policy, your child has received a Yellow/Red Card because of his/her behaviour in the classroom/playground today.

From this diagram you can see where he/she is on the Behaviour Ladder and the consequence of this.

Behaviour Ladder

Level 6	Permanent Exclusion At the discretion of the Headteacher	
Level 5	Suspension At the discretion of the Headteacher	
Level 4	Out of School Seclusion At the discretion of the Headteacher	
Level 3	In-school Seclusion At the discretion of the Headteacher	
	In-school Seclusion At the discretion of the Headteacher	
Level 2	Detention (45 minutes after school, age appropriate) At least a 24-hour notice period will be given. No choice, child must attend and be picked up by parent/carers. Meeting with a senior member of staff.	
	Detention (30 minutes after school, age appropriate) At least a 24-hour notice period will be given. No choice child must attend and be picked up by parent/carers. Meeting with a senior member of staff.	
Level 1	Yellow Card (3) Letter to parents/carers and after-school detention. Meeting with Teacher and a senior member of staff.	Red Card (3) Letter to parents/carers and after-school detention. Meeting with Teacher and a senior member of staff.
	Yellow Card (2) Loss of social time and letter to parents/carers. Meeting with Teacher and senior member of staff.	Red Card (2) Loss of social time and letter to parents/carers. Meeting with Teacher and senior member of staff.
	Yellow Card (1) Warning and letter to parents/carers. Meeting with Teacher.	Red Card (1) Warning and letter to parents/carers. Meeting with Teacher.
Ground Level	General Classroom Behaviour Policy Children who respond to everyday rewards and sanctions do not get a Behaviour Triangle.	

Further

Actions:.....

We would be grateful if you could discuss this with your child to try to ensure they go no further on the Behaviour Ladder ahead of the meeting with your child's Teacher.

If you would like to discuss this further, please do not hesitate to contact the School Office on 01752 775478.

Kind regards

Appendix 2: Reflection Form

Child's name		Date:	
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Date:	Name:	Member of Staff:
What was I doing?		
Why was I behaving in this way?		
How did this impact my learning and the learning of others?		
How could I ensure this does not happen again?		
What changes do I need to make to my behaviour?		
Anything else I want to add?		