

Oatlands Junior School

Behaviour and Relationships Policy



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In developing our Oatlands Junior School Behaviour and Relationships Policy the Headteacher, Staff and Governors have followed advice given in in the Department for Education [Behaviour and Discipline in Schools \(January 2024\)](#) document, as well as related Government legislation and advice and Local Authority advice and materials.

Rationale

At Oatlands Junior School we want our Behaviour and Relationships Policy to ensure that our children should grow into caring, self-disciplined, respectful and independent learners who acquire skills and knowledge through the development of positive self-esteem. We want them to act upon a personal set of well-founded values and attitudes with an increasing sense of personal responsibility towards, and as members of, the community. We acknowledge our legal duties under [the Equality Act 2010](#), in respect of safeguarding and in respect of pupils with Special Educational Needs.

Aims

We aim to:

- Have a consistent restorative approach to behaviour throughout the school providing clear boundaries and teaching appropriate behaviour;
- Provide a calm, safe, purposeful and happy atmosphere within school, where everyone feels safe and secure;
- Encourage self-discipline so that each child learns to accept responsibility for their own behaviour, using restorative practice to support every child;
- Ensure that every member of the school community behaves in a considerate, respectful and co-operative way towards others;
- Provide additional and different behaviour support and guidance for pupils with specific needs;
- Prevent bullying;
- Ensure that pupils complete assigned work;
- Foster positive relationships between all members of the school community.

Restorative Practice

Restorative practices are used at Oatlands Junior School to support our Aims, fostering positive relationships between all members of the school community.

At our school, we are committed to fostering a nurturing environment where every child feels valued and empowered. We believe in the power of restorative practices to build a community based on mutual respect, responsibility, and personal growth.

We understand that children are learning and growing, and that mistakes are a natural part of this process. Our approach to behaviour is not punitive but restorative, meaning that we focus on repairing harm and restoring relationships rather than simply punishing misbehaviour.

Our restorative practices include:

- Encouraging open dialogue among students to express their feelings and perspectives.
- Facilitating peer mediation sessions where students can resolve conflicts with the guidance of trained staff.
- Implementing reflective practices (Restorative Discussion and Restorative Conference) that help students understand the impact of their actions on others.
- Providing opportunities for students to make amends and contribute positively to the school community.
- Collaborating with families to support the social and emotional development of their children.

We aim to equip our students with the skills to manage their behaviour, understand the consequences of their actions, and resolve conflicts constructively. Through restorative practices, we strive to create a school atmosphere where every student can thrive academically, socially, and emotionally.

How we will achieve our aims (ethos):

- We will establish clear rules and boundaries. We will have a clear set of rights, expectations and rules for all members of the school community. Each class will agree and display its own rules. Playground rules are linked to our values.
- We will provide a caring community whose values are built upon mutual trust and respect for all, where children and adults have access to support and advice where needed.
- We will ensure that all children understand the rewards and consequences. Wherever possible a problem solving approach will be adopted by children and adults to resolve differences. Consequences may still need to be enforced but the decision is shared and explained.
- The adults in school have an important responsibility to model high standards of behaviour in their dealings with children and with each other as their example has an important influence on the children.
- Where unacceptable behaviour becomes a persistent problem in an individual, which is affecting his/her learning, or the learning of others, then a bespoke monitoring record will be implemented for a fixed time period and reviewed in partnerships with parents and

carers. We will seek the support and co-operation of parents/carers. We will involve parents for feedback on positive behaviour as well as unacceptable behaviour.

Reasonable Adjustments

On occasions it is necessary to make adaptations to our Behaviour and Relationships Policy to better suit the needs of a specific child. Staff will have due regard to the [SEND Code of Practice and Equalities Act 2010](#). For pupils with SEND it may be entirely appropriate to make adjustments to the behaviour policy. Class teachers will make such adaptations in consultation with the Senior Leadership Team and Inclusion Leader.

Equal opportunities does not mean treating all children the same. It means giving all children the same opportunities.

Examples of reasonable adjustments could include:

Helping children cope with change and transitions within the school day:

- Putting structure within unstructured time.
- Greetings are important at the start and end of the day.
- Use of additional resources, including objects and visuals.
- Regular staff briefing
- Standing item of SLT agenda (Behaviour and Relationships within school) – sharing monitored children's experiences
- Behaviour monitored and recorded

Basic classroom strategies:

- Seating arrangements.
- Regulation management.
- Build in successes – notice strengths first before stating negatives.
- Being immediately available to reconnect following a conflict.

Remembering the '4 Rs':

- [Regulate yourself](#) first – be calm.
- [Regulate the child](#)
- [Relate to the child](#) – understanding that they are upset and that they are struggling. If the first three Rs have worked, only then can you move on to - • [Reasoning with the child](#).

Transitions

We recognise that transition into Oatlands Junior School and onward to secondary school can be stressful for many pupils, especially those pupils who may be anxious or have SEND. We endeavour to make these transitions as smooth as possible by responding to the individual needs of child e.g. arranging additional visits to new class/school, creating photo books in preparation etc.

Local Governing Body Principles

- All School staff and pupils will be polite and respectful at all times, to each other and to visitors.
- Any form of discrimination or bullying will be addressed promptly.
- Staff and the governing body will provide opportunities for pupils to take responsibility and be involved in decision making.
- Expectations of both staff and pupils will be explicit and consistent.
- Staff will be fair and consistent and foster a culture in which pupils' achievements are recognised and celebrated.
- Staff will be empowered to take prompt and effective action when pupils behave inappropriately.
- The school will work in partnership with home and external agencies to maximise the chances of every pupil behaving responsibly, particularly those who display continuous disruptive behaviour.
- Staff will have the power to search pupils for prohibited items and materials e.g. knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Whenever possible, searches will be conducted by Senior Staff (Headteacher, Deputy Headteacher and Assistant Headteacher) accompanied by another member of staff.
- Staff can confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully. ([Section 94 of the Education and Inspections Act 2006](#)).
- The power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. This also applies to authorised staff when conducting a search for prohibited items and materials as detailed above;
- The power to discipline beyond the school gate e.g. when pupils are on the way to or from school, when they can be identified as a pupil of the school, when wearing the school uniform and when they are taking part in school visits;
- Will provide pastoral care for staff accused of misconduct.

Roles and Responsibilities

Bullying is the responsibility of all stakeholders within school. (Also see [OJS AntiBullying Policy](#))

Governors will be informed via the Headteacher's report of significant or recurring incidents.

Governors are responsible for:

- Making, and from time to time reviewing, a written statement of general principles to guide the Headteacher in determining measures to promote good behaviour and discipline amongst pupils; ([Section 88\(2\) of the Education and Inspections Act 2006](#)).
- Notifying the Headteacher and giving her related guidance if the governing body wants the school's behaviour policy to include particular measures or address particular issues.
- A duty under [section 175 of the Education Act 2002](#) requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

- Supporting our School in providing a calm, safe, purposeful and happy atmosphere, where everyone feels safe and secure.
- Ensuring that the school has a Behaviour and Relationships Policy, which is implemented, communicated, published, monitored, evaluated and reviewed.
- Making appropriate resources available for the Behaviour and Relationships Policy to be fully implemented.

Headteacher and Staff (teaching and support staff) are responsible for:

- Providing a calm, safe, purposeful and happy atmosphere within school, where everyone feels safe and secure.
- Discussing and consistently reinforcing School Expectations and Rules.
- Ensuring that they are aware of the Behaviour and Relationships Policy and that they have the necessary skills to deal with situations as they arise.
- Implementing, communicating, publishing, monitoring, evaluating and reviewing the School Behaviour and Relationships Policy.
- Ensuring that every opportunity is made to resolve conflicts, should they arise, in a manner that maintains positive relationships.
- Acting as excellent role models.
- Managing challenging behaviour in accordance with the School Behaviour and Relationships Policy.
- Keeping parents/carers informed of behaviour issues as they arise.

Parents/carers are responsible for:

- Supporting the School policies, including the Home School Agreement;
- Ensuring the children arrive at school on time and have regular attendance;
- Working with the School to encourage children to maintain School Expectations and Rules;
- Ensuring that they support the creation of a safe and secure school. This includes ensuring that their child does not bring to school inappropriate items and materials as detailed above;
- Acting as good, positive role models.

Pupils are responsible for:

- Allowing others to learn and play happily and safely without interference;
- Treating others fairly and courteously;
- Being considerate and respectful towards everyone;
- Listening to others;
- Following the School Expectations and Rules.

Rights, Values, Rules and Routines

We will manage behaviour through the consistent application of rules, rewards and consequences. **Rights**

As a school we firmly believe that everyone has the following rights:

1. A right to learn.

2. A right to feel safe and happy.
3. A right to respect.

Values

Oatlands Junior School Vision:

We are a community where children are empowered to unlock their full potential and which celebrates independence, tolerance, success and excellence.

Our School Values:

We are Oatlands Juniors We're Amazing!

We're friendly, kind and caring

We're tolerant and respect one another

We're enthusiastic and positive We love to learn!

We imagine and create

We try new things and learn from our mistakes

We work together and help each other We're determined and always do our best.

'Caring about today, creating successful tomorrows'

Classroom Rules

Each class draws up a good behaviour charter at the beginning of each school year. This is written in age appropriate language and includes the shared ethos of the school. The 'Class Charter' is displayed in the classroom, signed by every child and adult in the class.

Playground Rules

- Children must always play where they can be seen.
- At the beginning of the day and when the field is in use the bell will be rung once for children to pack away playground equipment and line up in pairs at class planters.
- During snowy weather children should bring a change of shoes to be worn in school.
- Toys and balls should not be brought into school for playtime.

Beyond the Classroom

We recognise that this Behaviour and Relationships Policy must support the management of behaviour around the school, at lunchtimes, playtimes, during extra-curricular activities and when pupils are elsewhere under the charge of a teacher, including on school visits. The policy is therefore provided to and discussed with all staff.

Midday supervisors are made aware of and understand the reward and consequences system. Concerns regarding children's behaviour at lunchtime will be brought to the class teachers' attention. Midday supervisors are also able to use rewards and consequences from those detailed below.

Our wrap around care provider, Fun Club and any extra-curricular activities that are run by school staff and external providers also follow this Behaviour and Relationships Policy. In the case of an adult volunteer then an allocated member of teaching staff will liaise to provide support and take decisions regarding rewards and consequences. Where inappropriate

behaviour occurs repeatedly then the pupil's entitlement to attend will be reviewed in consultation with parents.

Rewards and Consequences

Rewards

The purpose of a reward system is to reinforce appropriate behaviour, attitudes to learning and recognise quality work, as well as encouraging the development of self-esteem in all areas of a child's life. In order to support and reinforce the type of behaviour and attitudes that reflects the ethos of Oatlands Junior School, we have drawn up a clear system of rewards. All members of staff use this throughout the school.

Rewards at Oatlands Junior School		
Daily	Weekly	Each Half term
<ul style="list-style-type: none"> • Oatlands Points Golden Time – up to 25 minutes per week. 	<ul style="list-style-type: none"> • Achievement Award certificates, presented in the weekly Celebration Assembly. • Scarth's Celebrations – one child per class is invited to the Headteacher's office to share their learning and have a treat. 	<ul style="list-style-type: none"> • Top 3 Oatlands Points earners from each class are invited to a treat – to be decided by Wellbeing Champions. • Special Mentions – this is a certificate for 2 children in the class who have 'stood out' to their teacher.
	<p>playground representing the school's values.</p> <ul style="list-style-type: none"> • Rewards for completing reading passports, Times Tables Rockstars and learning all multiplication facts (Year 4), presented in the weekly Celebration Assembly. • Headteacher's Awards. 	

We will ensure that all children attending Oatlands Junior School have a clear understanding of the rewards that we use.

Consequences

Any consequences of unacceptable behaviour must reflect Oatlands Junior School's use of Restorative Practice. The aim of any consequences are to enable the child to return to their learning with an understanding of how unacceptable behaviour affects the values of the School.

In the event of unacceptable behaviour, we recognise that consistency of approach is required. Children will not earn golden time minutes in lessons where they are not demonstrating the school's values. We also use a range of appropriate consequences which are decided on a case-by-case basis and may include:

- Opportunity to reflect on their behaviour with an adult;
- Time out for reflection/calming down;
- Loss of privileges e.g. duties, monitors etc.;
- Loss of Golden Time minutes
- Confiscation of pupils' property if this breaks the school rules e.g. mobile phones or articles that have been or could be used to commit an offence or cause harm;
- Personalised targets and rewards;
- School based community service to repair damage caused by pupil, e.g. litter picking, tidying a room, removing graffiti;
- Parental involvement;
- Internal suspension
- Fixed-term suspension;
- Permanent exclusion.

A child should always be made aware of how the school rules have not been met and what needs to be done next time.

When repeated Stage One behaviour is deemed as bullying (Several Times and On Purpose – STOP), after warnings and consequences have not had a positive impact, then the AntiBullying Stages for addressing this behaviour will be implemented ([See Anti-Bullying Policy](#)).

1 st Reminder of the Rule			
Types of behaviour	Consequence	Record	Who
Talking whilst adult or other children are Touching others Running in class/corridors Calling out Wearing of jewellery	Verbal reminder	None	CT

The following examples of types of behaviour listed are not exhaustive.

Warning (Yellow Card)

Types of behaviour	Consequence	Record	Who
Repeated behaviour from the stage above. Shouting across the room. Ignoring instructions. Doodling in books. Ridiculing others work.	Make clear what the warning is for Refocus behaviour we want to see Email or text sent home if required – i.e. reminder for full uniform	None	CT

Stage 1 - Loss of Golden Time minute for that session (Red Card)

Types of behaviour	Consequence	Record	Who
Repeated behaviour from the stage above. Arguing with other pupils Refusal to communicate	Lose 5 minute for that week's Golden Time from that session. (This cannot be earned back.) Making up time at break/lunchtime in the class room a maximum of 5 minutes (Reflection sheet).	CPOMS	CT
	Practising behaviour required. Have a Restorative Discussion*, encouraging pupil to repair the situation which may require a meaningful apology		

Stage 2 – Short duration of time out in another class

Types of behaviour	Consequence	Record	Who

Repeated behaviour from stage 1 Deliberate misbehaviour Walking out of the class Hurting other children Swearing or rudeness Repeatedly not following instructions.	Time out in another class within the child's year group for up to one session. This may include staying in over playtime – however a movement break will be given (accompanied by an adult) at another time Duration may include missing a particular activity if behaviour is a health and safety issue Loss of privilege Restorative Discussion*	CPOMS Parent / carer contacted and informed of the issue	CT YL
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Stage 3 – Sent to senior member of staff (Year Leader)

Types of behaviour	Consequence	Record	Who
Repeated behaviour from stage 2. Physical aggression towards pupils or staff Provoking a child so that there is a fight. Spitting Behaviour which compromises health and safety of themselves or others	Missing playtime to reflect on behaviour Missing activity if behaviour, health and safety issue Restorative Discussion Restorative Conference* (if another child(ren) has been involved)	CPOMS Parent / carer contacted and informed of the issue. Agreement to work together	YL
		on the behaviour	

Stage 4 – Internal Suspension

Types of behaviour	Consequence	Record	Who
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Repeated behaviour from stage 3	<p>Time spent in another class on an internal suspension with a senior teacher from the leadership team</p> <p>Breaktimes are taken indoors with a senior leader – however a movement break will be given (accompanied by an adult) at another time</p> <p>DHT to contact parents</p> <p>Restorative Discussion*</p> <p>Restorative Conference* (if another child(ren) have been involved)</p>	<p>CPOMS</p> <p>Parent / carer contacted and informed of the issue.</p> <p>Share information about Stage 5 and 6</p>	<p>DHT</p> <p>YL</p>
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Stage 5 – Formal meeting with parent or carer

Types of behaviour	Consequence	Record	Who
<p>Repeated behaviour from stage 4</p> <p>A clear understanding of the incident, intent and content must be established.</p> <p>Fighting requiring adult intervention</p> <p>Intentional hitting of a member of staff.</p> <p>Intentional dangerous behaviour towards adults and children.</p> <p>Undermining the discipline within the classroom and around school.</p>	<p>Behaviour Plan</p> <p>Increased home school communication, through a home-school book or other</p> <p>Internal Suspension (HT)</p> <p>Behaviour chart</p>	<p>CPOMS</p> <p>Parents / carer invited in and meeting notes made</p>	<p>DHT</p> <p>HT</p>

Stage 6 – Fixed Term Suspension

Types of behaviour	Consequence	Record	Who
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<p>Repeated behaviour from stage 5</p> <p>A clear understanding of the incident, intent and content must be established.</p>	<p>Fixed term suspension Review</p> <p>Behaviour Plan Meeting with HT.</p> <p>A HT reintegration meeting with pupil and parent(s) at the end of the fixed term suspension period.</p> <p>Restorative Discussion*</p>	<p>RKLT and NYCC</p> <p>Chair of Governors</p> <p>Parents / carer invited in and meeting notes made</p> <p>CPOMS</p>	<p>HT</p>
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**Restorative Discussions and Conferences should take place when the member of staff deems it appropriate, to enable any participating children to respond to the process successfully.*

Recording Behaviour Incidents

All incidents are recorded using CPOMS. These include telephone conversations with Parents, Carers and involvement with outside agencies. All staff have access to CPOMS and must record, using the guidance, as soon as possible alerting appropriate staff. (See CPOMS guidance).

Child-on-child abuse

Preventative Curriculum

'Child on child abuse is any form of physical, sexual, emotional, and financial abuse, and coercive control, exercised between children and within children's relationships (both intimate and non-intimate).' *The Safeguarding Unit at Farrer & Co.*

Our curriculum aims to ensure children are taught about safeguarding, including how to stay safe online. They are taught about the different types of child-on-child abuse, which can always be referred to in 'Keeping Myself Safe at OJS' – a leaflet that all pupils have.

- i. The PSHE curriculum makes sure children are taught about safeguarding, including how to stay safe online.
- ii. The PSHE curriculum also covers (in an age-appropriate and inclusive way) issues such as:
 - Healthy and respectful relationships

- What respectful behaviour looks like
- Consent
- Gender roles, stereotyping and equality
- Body confidence and self-esteem
- Prejudiced behaviour
- Sexual violence and sexual harassment

Recording and monitoring child-on-child abuse

When recording serious child-on-child behaviour incidents, staff will check individual records to ascertain whether the incident is a first or repeated behaviour. This will dictate the consequence – i.e. for a first-time incident for a pupil in year 3 or 4, it will be used as a teaching point and staff will coach the child as to why the behaviour is not acceptable.

Children will have lessons, as part of the PSHE Jigsaw scheme, which teach directly about tolerance, acceptance and celebration of diversity. If the child has accessed these lessons, the consequence is likely to be firmer.

Monitoring serious child-on-child behaviour incidents:

- Weekly at SLT and Year Group meetings;
- Governor meetings;
- Where necessary, reporting to North Yorkshire Council as part of their overall monitoring.

Resources to support incidents

The school has a 'mirrors, windows, and maps' collection of texts to support conversations in school and at home, following incidents related to equality, diversity, and inclusion. Books are powerful tools that can serve as ways to:

- reflect children's own identity (mirrors)
- offer views into other worlds (windows)
- guide children to understand their place in the world (maps)

These books can be taken home and shared with parents and carers; they come with discussion suggestions to encourage reflection.

Resources we use to support pupils are based upon restorative behaviour practices and principles; the focus is on building better relationships with each other, taking the time to ensure that every member of our school community feels listened to, valued and respected.

Pupils are respectfully supported to identify ways they can put right the harm they have caused- helping children to become empathetic, considerate members of society who have the skills to avoid and resolve problems independently.

✓ Anti-Bullying Alliance

✓ Child Exploitation and Online Protection (CEOP) resources. These include videos, toolkits and activities that can be used in lessons and assemblies or shared with parents.

✓ Childnet International has an online safety PSHE toolkit with films and lesson plans exploring:

- Cyber-bullying
- Sexting
- Peer pressure
- Self-esteem

✓ The National Society for the Prevention of Cruelty to Children (NSPCC) has a range of safeguarding teaching resources including lesson plans on personal safety, healthy relationships and online bullying. 'Speak out Stay safe' programme also includes interactive assemblies and workshops on safeguarding for pupils in KS2.

Behavioural Changes, Vulnerable Children and Child Protection

Staff will be reflective about the causes of a pupil's behaviour. A sudden change or deterioration in behaviour may be indicative of changes in the child's circumstances. Staff will communicate with parents over their initial concerns. Often this will be all required to understand the nature of the child's behaviour. A child may be added to the Vulnerable Pupil record. However, if staff are more seriously concerned about a child's welfare, in regard to their behaviour, they should speak to the Designated Safeguard Leads (Headteacher, Deputy Headteacher and Assistant Headteacher) and consult the RKLTS Safeguarding and Child Protection Policy.

Confiscation of Inappropriate Items

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

1. The general power to discipline ([*DfE Behaviour and Discipline in School, January 2024*](#)) enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully. The legislation does not describe what must be done with the confiscated item and the school behaviour policy may set this out; ([*Section 94 of the Education and Inspections Act 2006*](#)).
2. Power to search without consent for "prohibited items" ([*Section 550ZA \(3\) of the Education Act 1996*](#)) including:
 - knives and weapons
 - alcohol
 - illegal drugs
 - stolen items
 - tobacco and cigarette papers
 - fireworks
 - pornographic images
 - any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and
 - any item banned by the school rules which has been identified as an item which may be searched for. At Oatlands Junior School this includes: mobile phones, tablets, cameras, games technology and other electrical technology.

The legislation sets out what must be done with prohibited items found as a result of a search. Weapons and knives and extreme or child pornography must always be handed over to the police.

Any item confiscated will be passed to Senior Staff (Headteacher, Deputy Headteacher and Assistant Headteacher) and must be collected from them by the parent / carer of the child it has been confiscated from.

Unacceptable and Challenging Behaviour

The shared view of Staff and Governors is that certain types of behaviour are unacceptable – bad/inappropriate language and gestures, verbal abuse, shouting, bad manners, aggression towards pupils and adults, bullying (individual/group, verbal, physical, cyberbullying), disrespectful behaviour, violence, racism, stealing and bringing inappropriate items in to School.

In the event that an example of this kind of behaviour should occur we recognise that consistency of approach is required. It has been agreed that the following guidelines are appropriate and we will:

- Make sure that the child and others are safe, removing the child from the situation if necessary (see '[Use of Reasonable Force](#)' non-statutory DfE guidance. July 2013).
- Talk quietly and calmly with the child, offering advice and support and avoiding an audience if possible.
- Be prepared to listen to the child and encourage a dialogue with them.
- Tell the child what we expect of them, referring to class/playground rules.
- Implement our agreed school consequences as appropriate.
- Record the incident on CPOMS.

Staff exercise their professional judgement regarding the severity of an incident, and in consultation with the Team Leader, Deputy Head and / or Headteacher, will agree the course of action e.g. parental contact, pastoral support plan, external agency support, exclusion will be agreed.

Where behaviour is a constant cause for concern the child will be placed on the Special Educational Needs register following consultation with parents/carers. The Behaviour Support Plan should reflect specific strategies for dealing with the child. We will seek the support and advice from the Behaviour Support Service and other relevant external agencies.

Violence

Violence, whether verbal or physical, is totally unacceptable. Behaviour deemed to be **bullying** will be dealt with urgently, (see [Anti-Bullying Policy](#)). Acts of deliberate and significant violence will always be dealt with as a serious offence.

Use of Safe Space

Disruptive pupils may be placed in a safe space away from other pupils for a limited period. Pupils will not be left unattended. This quiet space will only be used when it is in the best interests of the child, and other pupils. We will ensure the health and safety of pupils and any requirements in relation to safeguarding and pupil welfare. It is for individual schools to decide how long a pupil should be kept in this safe space and for the staff member in charge to determine what pupils may and may not do during the time they are there. We will ensure that pupils are kept in this safe space no longer than is necessary and that their time spent there is used as constructively as possible. We will ensure that any pupil in a safe space is allowed time to eat or use the toilet. OJS, spaces available are: pods in the corridor; OJS Hub; Library; phonics room.

Suspension and Permanent Exclusion

The Governors and Headteacher recognise that good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The

Governors support the Headteacher in using suspension as a sanction where it is warranted. However, permanent exclusion will only be used as a last resort, in response to a serious breach, or persistent breaches, of our School's Behaviour and Relationships Policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. The decision to exclude must be lawful, reasonable and fair.

Reintegration of the pupil following suspension is vital and will be planned carefully. The reintegration process will include Restorative Discussions and Restorative Conference, where other children or staff have been involved.

Any consideration of exclusion from school will have regard to the DfE document, '[Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England, September 2023](#)'. Any form of exclusion will be decided by the Headteacher, in consultation with the class teacher and Team Leader.

Training

Staff will have access to training when and where appropriate. New staff and supply staff will be made familiar with the Behaviour and Relationships Policy. The school organises positive handling training if appropriate. If a member of staff requires or seeks out Career Professional Development with regard to Behaviour Management, the school will firstly arrange coaching with an excellent practitioner from within the school or a partner school. If needed, further training from External Services or the RKLT will be arranged.

Allegations against Staff

Allegations against staff will be investigated using the DfE document '[Keeping Children Safe in Education](#)' September 2024 and '[RKLT Safeguarding and Child Protection Policy](#)' 2024-25.

The school will take disciplinary action against pupils found to have made malicious allegations against staff. The nature of this action will be in line with the severity of the allegation and age of the child. The Headteacher will act in consultation with the Chair of Governors. Possible actions will range from loss of playtime to exclusion.

Links to other Policies and Documents

Our Behaviour Policy will have clear links to the following:

- [OJS Anti-Bullying Policy](#) and leaflet for parents
- [OJS SEND Policy](#)
- [OJS Teaching and Learning Policy](#)
- [OJS RSE Policy](#)
- [OJS Preventative Curriculum for Child-on-Child Abuse](#)
- [PHSE/Jigsaw Scheme of work](#)
- OJS '[Keeping Myself and Others Safe](#)' guidance for pupils • OJS Staff Handbook
- OJS Home/School Agreement
- [RKLT Equality and Accessibility Policy](#)
- [RKLT Safeguarding and Child Protection Policy](#).

Associated DfE Resources

- [Behaviour in School February 2024](#)
- Home School Agreements
- [Use of Reasonable Force](#) – advice for headteachers, staff & governing bodies July 2015

- [Screening, Searching and Confiscation](#) – advice for headteachers, staff & governing bodies July 2022
- [Sanctions and Exclusions Guidance](#)
- [Keeping Children Safe in Education September 2024](#)
- [SEND Code of Practice, January 2015](#)

Legislative links

- [Education Act 1996, 2002, 2011](#)
- [School Standards and Framework Act 1998](#)
- [Education and Inspections Act 2006](#)
- [School Information \(England\) Regulations 2008](#)
- [Equality Act 2010](#)
- [Schools \(Specification and Disposal of Articles\) Regulations 2012](#)
- [The School Behaviour \(Determination and Publicising of Measures in Academies\) Regulations 2012](#)
- [The Education \(Independent School Standards\) \(England\) Regulations 2014](#)

Monitoring and Review

The Headteacher will report to the Governing Body termly. We will reflect upon and revise this policy annually.