

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 adapted behaviour support and guidance for pupils with specific needs;
- Prevent bullying;
- 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.
- 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 this will be closely monitored and supported by SLT. This will be reviewed regularly 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.

Consideration for pupils with Special Educational Needs and Disabilities (SEND)

Some pupils with additional needs may react to situations by displaying behaviours which may be harmful to themselves or others. This can lead to pupils with SEND being disproportionately involved with behaviour incidents. In line with the Trust SEND policy, Oatlands Junior School will follow the graduated approach and seek to understand the underlying triggers of behaviours so that we can provide proactive support and mitigate the occurrence of incidents. Class teachers and support staff will work closely with the Inclusion Leader and SLT to help identify and manage risk for individual pupils with SEND. Oatlands Junior School will work together with the pupil, parents and other external professionals to develop effective prevention and de-escalation strategies. Depending on the circumstances, examples of strategies may include:

- Removing stimuli that may be causing distress
- Changing body language, facial expression or tone of voice
- Supporting the pupil to express their emotions before becoming overwhelmed
- Engaging the pupil in an activity which can help them manage their feelings of anxiety
- Distracting the pupil in something that interests them or by introducing familiar objects and activities to redirect their attention.

Staff will collaborate with pupils with SEND and their parents/carers on My Support Plans and, where necessary, Individual Risk Assessments and Behaviour and Wellbeing Plans. These plans will specify adjustments for challenging environments and situations. Any situations requiring increased physical contact must be discussed in partnership with parents and professionals and clearly outlined in the plan. Any support plans and/or risk assessments will be reviewed periodically and following any significant incidents.

Supporting Pupils with Additional Needs and External Specialist Support

Some children may require additional or adapted support to help them manage their behaviour. This can arise for many reasons, including special educational needs, disabilities, adverse childhood experiences, trauma or attachment-related difficulties.

At OJS, we recognise our legal duty under the Equality Act 2010 to ensure that pupils with protected characteristics are not placed at a disadvantage. As a result, our behaviour management approach may be adapted to meet individual needs. This may involve:

- **Inclusion Leader-led support:** The school's Inclusion Leader works with staff using an Assess-Plan-Do-Review cycle, known as the Graduated Approach, to identify and respond to pupils' specific needs.
- **Individualised plans:** Creating a My Support Plan Emotional & Wellbeing Plan in collaboration with pupil, parents, relevant staff and the Inclusion Leader.
- **Pastoral support:** Providing in-school pastoral support through teachers, learning & teaching assistants and our learning mentor, using evidence-informed strategies.
- **Specialist involvement:** For pupils with more complex needs, we may seek advice from specialist teachers, educational psychologists, medical professionals or other external experts. When significant or acute needs are identified, we work with external agencies to design and review tailored support programmes in partnership with parents.
- **Alternative Provision:** If the standard curriculum becomes overwhelming and a pupil requires a different approach, a flexible or alternative timetable – either within school or through alternative provision – may be used to prioritise their social and emotional development and wellbeing.

Some children may struggle to regulate their emotions in ways that align with typical age-related expectations. This emotional dysregulation can present as sadness, anger, irritability, frustration or other challenging behaviours. We work closely with pupils and their families to understand the underlying causes and to support them using evidence-based approaches such as Emotion Coaching and tools like The Incredible 5-Point Scale. While we support pupils to understand and manage their emotions, we also teach that they remain responsible for their actions and for repairing any harm caused.

It is essential that staff know their pupils well so they can respond in ways that are appropriate, supportive and effective for each individual child.

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. Equity not Equality.

Examples of reasonable adjustments could include:

1. Communication & Expectations

- Providing instructions in simple, clear, step-by-step language
- Allowing extra processing time before expecting a response
- Using visual supports (symbols, checklists, social stories)
- Pre-teaching routines or expectations before transitions

- Offering reminders or prompts discreetly rather than publicly

2. Environment & Sensory Regulation

- Access to a quiet space or sensory space when overwhelmed
- Seating adjustments (e.g., near the teacher, away from noise)
- Allowing sensory tools such as ear defenders, fidget items, or weighted cushions
- Reducing sensory triggers (bright lights, crowded spaces, loud alarms where possible)

3. Emotional Regulation & Support

- Providing access to a trusted adult
- Adults to support co-regulation rather than punitive responses
- Allowing sensory breaks
- Offering alternative ways to express feelings (drawing, writing, using emotion cards)
- Using restorative conversations when the pupil is calm, not in crisis

4. Curriculum & Task Adjustments

- Breaking tasks into smaller, manageable chunks
- Offering alternative ways to complete work (oral responses, typing, practical tasks)
- Adjusting workload or extending deadlines during periods of dysregulation
- Providing structured choices to increase autonomy

5. Behaviour Responses & Sanctions

- Avoiding sanctions for behaviours linked to disability or unmet needs
- Using graduated responses rather than immediate consequences
- Allowing a pupil to leave a situation safely before behaviour escalates
- Accounting for and recording context and triggers before deciding on consequences

6. Transitions & Routines

- Preparing pupils in advance for changes to routine
- Providing transition plans for moving between classes or year groups
- Allowing early entry or exit to avoid busy times of the day
- Offering a personalised timetable where needed

7. Relationship-Based Approaches

- Prioritising connection before correction
- Using restorative practice rather than punitive discipline
- Ensuring staff use consistent, calm, predictable responses
- Building in regular check-ins with a key adult or Learning Mentor

8. Safeguarding & Trauma-Informed Adjustments

- Avoiding physical restraint unless absolutely necessary and safe
- Avoiding isolation for pupils with trauma histories
- Responding to behaviour as communication of need
- Ensuring consequences do not remove access to essential support

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](#)).
- Trained staff have 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. (<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>)
- All staff the power to discipline beyond the school grounds 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

Governors are responsible for:

1. Setting the Strategic Vision

Governors help define the school's overall ethos, including:

- The values the behaviour policy should promote (respect, safety, inclusion)
- The school's approach to relationships, restorative practice, and wellbeing
- Expectations for a positive school culture

They shape the *direction*, not the operational details.

2. Ensuring the Policy Meets Legal Requirements

Governors must check that the policy complies with:

- DfE statutory guidance (e.g., *Behaviour in Schools 2022*)
- Safeguarding requirements
- Equality Act duties
- Exclusion regulations

They ensure the policy is lawful and fair.

3. Approving the Policy

The governing board is responsible for:

- Reviewing the policy regularly (usually annually)
- Approving it formally
- Ensuring it is published on the school website

They don't write the policy, but they *sign off* on it.

4. Monitoring Impact and Holding Leaders to Account

Governors should monitor:

- Behaviour data (exclusions, suspensions, bullying incidents)
- Attendance patterns
- Pupil and staff wellbeing indicators
- Whether the policy is applied consistently

They ask questions like:

- *Is the policy working for all groups of pupils?*
- *Are there any concerning trends?*
- *Is the school's approach improving relationships and behaviour?*

5. Ensuring Resources and Training Are in Place

Governors check that:

- Staff receive training (e.g., de-escalation, trauma-informed practice)
- Leaders have the resources needed to implement the policy
- Support systems for pupils are funded and effective

They ensure the school can deliver what the policy promises.

6. Safeguarding and Inclusion Oversight

Governors ensure:

- Behaviour systems do not disadvantage SEND pupils or vulnerable groups
- Exclusions are used lawfully and proportionately
- Restorative and relational approaches are considered
- The policy supports a safe environment for all pupils

They look at the *bigger picture* of pupil welfare.

7. Listening to Stakeholders

Governors should ensure the policy reflects input from:

- Pupils
- Parents
- Staff

They don't run consultations themselves, but they check that leaders do.

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

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 uphold 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 (see Appendix 1);
- 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 OJS Golden Rules and Values.

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'

School Rules

Everyone will follow the OJS Golden Rules, which are displayed in every classroom. (See Appendix 2)

The OJS Golden Rules

An OJS pupil behaves **safely, respectfully and is friendly** to everyone in our school community.

We all follow these Golden Rules so that we are happy, safe and achieve.

Safe:

We look after ourselves and others.

We are upstanders, not bystanders.

Respectful:

We listen and follow instructions.

We treat everybody equally.

Friendly:

We use kind words and actions.

We take turns and include others in our learning and play.

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. Playtime rules are regularly reviewed and updated with staff and shared with pupils.

Midday supervisors are made aware of and understand the reward and consequence/follow-up actions. Concerns regarding children’s behaviour at lunchtime will be brought to the class teachers’ attention.

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 (Follow up)

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"> • Verbal praise • Stickers and stamps • Oatlands Points • Golden Time – up to 25 minutes per week, children take part in an enjoyable activity of their choice. 	Celebration assemblies award: <ul style="list-style-type: none"> • Class achievement certificates • Timetable Rockstars • Lunchtime Awards • Reading Passport Certificates • Headteacher’s Award • Scarth’s Celebrations – one child per class is invited to the Headteacher’s office to share their learning Golden Time – Every Friday afternoon	<ul style="list-style-type: none"> • Top 3 Oatlands Points earners • Special Mentions – this is a certificate for 2 children in the class who have ‘stood out’ to their teacher.

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

Consequences - Follow up

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

In the event of unacceptable behaviour, we recognise that consistency of approach is required. Children will lose 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;
- Letters of apology;
- Loss of Golden Time minutes;
- Loss of break time;
- 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.

Removal from class

A child may be asked to leave a classroom with adult support in the following circumstances:

- To support the child to de-escalate dysregulation/behaviour – possibly using the Sensory Space or a quiet area in school
- To have a restorative discussion or restorative conference after an incident
- To keep the child, other children and staff safe
- To allow the child to focus on learning

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.

Low Level Behaviours

e.g. disruption during learning time, shouting out, not following an adult instruction

- First instance - verbal warning
- Repeated instance - yellow card – visual reminder of the warning on class chart
- Repeated after yellow card - red card – miss five minutes of Golden Time

Cards reset to green after each session (before and after break times).

Teachers log red cards, not displayed in the classroom. Teachers to have a restorative conversation with any child receiving a red card before Golden Time. In addition children spend their missed Golden Time reflecting on why they have lost time.

Teachers may inform parents/carers in an appropriate manner when children receive repeated red cards. Parental contact to be recorded on CPOMS.

Repeated Behaviours

When a child repeats persistently the above behaviours over time, the child will be sent to the Year Leader (time to be decided between staff and Year Leader).

Year Leader will have a restorative discussion and decide on further actions, e.g. check-ins with SLT; behaviour plan.

Year Leader will contact parent/carer and advise any further actions required and record on CPOMS.

Serious Behaviours

e.g. hitting, kicking, swearing

Serious violent and aggressive behaviour can result in missed time during the next available break.

The member of staff who has dealt with the behaviour will have a restorative conversation with the child or be supported to offer a restorative conference between children if it is appropriate.

Incidents and actions to be recorded on CPOMS on the same day. Parents will be informed of severe or repeated intentional behaviours. Loss of Golden Time through red cards will not be used for serious behaviour.

Escalated and serious behaviours

e.g. serious physical harm; deliberate racial/homophobic/transphobic/disablist language

Staff will work with the Deputy Head to decide on the appropriate course of action, including reporting to SLT; home/school communication; specific behaviour targets and behaviour and wellbeing plans.

Deputy Head will have restorative discussions and/or restorative conferences with all children involved.

Deputy Head will decide on appropriate consequences and contact all parents/carers on the same day. Staff to record incident and Deputy Head to record actions on CPOMS. Loss of Golden Time through red cards will not be used for serious behaviour.

Repeated escalated and serious behaviours

In the event of the above incidents being repeated after staff, Year Leader and Deputy Head intervention, then children will be referred to the Head Teacher.

The Head Teacher will work with child(ren), parents/carers, staff, Year Leaders and Deputy Head to support behaviour by deciding on consequences and actions moving forward.

Internal Exclusion

Deputy Head and Head Teacher may decide that a child should be supported learning outside their own classroom for a period as the child's actions have caused significant disruption and/or there are significant safety concerns.

The child should be in another classroom within the same year group with the Year Leader, if possible. The child should only be out of their own class for up to one school day.

A formal meeting with parents/carers should be arranged on the same day and parents/carers informed in writing.

The Deputy Head and Head Teacher will record learning outside the classroom on CPOMS.

Fixed Term Suspensions and Permanent Exclusion

In exceptional circumstances, and as a last resort, a child may receive a fixed term suspension or a permanent exclusion in line with NYC (local authority) and DfE policy.

The Head Teacher will meet with parents/carers on the same day and issue a formal letter informing them of the fixed term suspension or permanent exclusion. Work will be provided for the child for the duration of a fixed term suspension. All documentation will be shared with NYC. RKLTL will be informed.

The Head Teacher will record on Arbor and CPOMS.

Playtime and Lunchtime Behaviour

Rewards

Staff can use a range of rewards at playtimes and lunchtimes to encourage positive behaviour, including giving children stickers and nominating children for Lunchtime Awards. Oatlands points can be awarded for examples of kind and helpful behaviour during breaks. Verbal praise and feedback to class teachers can also be shared.

Consequences at Playtime and Lunchtime Behaviour

A range of consequences can be used for children who do not meet our Golden Rules.

Any member of staff on duty can use the following consequences:

- Sitting on benches for time out
- Play time pass
- Staying with staff member
- Loss of field time/playing with specific equipment
- Loss of breaktime

Lunchtime staff must note any behaviour that needs further investigation or consequences to the class teacher.

Lunchtime staff contact a member of the Senior Leadership Team on Channel 1 for SLT assistance.

Wherever possible, the member of staff who first dealt with an behaviour should conduct a restorative conversation with all children involved.

Serious behaviour events will be recorded on CPOMS and monitored by Year Group Leaders. Repeated behaviours will be reported to Deputy Head Teacher.

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 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 *'Restrictive interventions, including the use of reasonable force, in schools'* statutory DfE guidance. April 2026).
- 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 RKLTL will be arranged.

Allegations against Staff

Allegations against staff will be investigated using the DfE document '[Keeping Children Safe in Education](#)' September 2025 and '[RKLTL Safeguarding and Child Protection Policy](#)' 2025-26.

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 Accessibility
- [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
- [RKLTL Equality Policy](#)
- [RKLTL 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.

Appendix 1: Home School Agreement

Oatlands Junior School

The School

We will:

- encourage parents to become involved in the daily life of the school;
- work towards every child achieving his or her full potential as a valued member of the school community;
- promote high standards of work and behaviour through building good relationships and developing a sense of responsibility;
- ensure each child’s entitlement to a broad and balanced curriculum;
- inform families of the broad curriculum areas to be covered each term;
- hold regular consultation evenings to discuss each child’s progress;
- let families know of concerns or problems that affect their child’s work or behaviour;
- contact the family if there is a problem concerning a child’s attendance, health, punctuality or equipment;
- arrange a mutually convenient appointment should families wish to discuss their child;
- teach children how to use the Internet safely and give rules for how to use it in a responsible way;
- encourage children to care for the environment;
- arrange homework where this offers the appropriate opportunities for home learning;
- provide a safe learning environment.

The Family

I/We will:

- Make sure my child attends school each day;
- Call the school to report my child’s absence before 8.50 a.m. on the day of the absence and subsequent days and advise when they are expected to return;
- Provide the school with more than 1 emergency contact number for my child;
- support the school in maintaining good behaviour and discipline;
- ensure my child arrives at school, and knows the arrangements for collection;
- attend all Parental Consultations Evenings and discussions about my child’s progress;
- notify the school of any change in circumstances which may affect my child’s learning;
- support the school and its policies and rules;

- help my child understand the importance of Internet safety and the rules to follow when selecting, sharing and exploring information and media;
- support my child in homework and other opportunities for home learning.
- Ensure that, where possible, appointments for my child are made outside of the school day.

The Pupil

I will:

- follow the school’s expectations and keep the class and playground rules;
- Attend school every day on time;
- bring all the equipment I need everyday;
- take responsibility for my own possessions;
- keep myself clean and tidy;
- do all my class work and homework as well as I can;
- treat others with respect and be polite and helpful;
- follow the school rules on use of the internet. I will use it in a responsible way and observe all the restrictions explained to me by the school;
- care for the school environment;
- take newsletters and other communications home promptly.

School agreement

- We will teach the children how to use the internet.
- We will teach the children about online safety.
- We will share the internet rules with each pupil.
- We will supervise the children’s use of the internet.
- We will provide alternatives (where possible) to the internet for those pupils who have informed us in writing that they do not have access to a computer with the internet from home.

- The Headteacher will respond to children who have 'blown the whistle' on internet, as appropriate.
- We will monitor internet activity as often as possible.
- We will encourage all pupils to be responsible users and to follow the Internet Rules.

Parents/Carers agreement

- I will supervise my child's use of the internet.
- I will encourage my child to be a responsible user of the internet.
- I will encourage my child to keep their internet password private.
- I will not use the internet on behalf of my child.
- I will ensure that my child does not upload photographs of them self or other people onto the internet.
- In the unlikely event of something on the internet upsetting my child, I will encourage them to inform the Headteacher.
- I understand that school staff can monitor internet activity, even if an e-mail is deleted.
- I understand that access to the internet is provided by the school and that my child must adhere to the user agreement in order to retain log-in privileges.

Pupils agreement

- I will only use the internet when an adult has given me permission.
- I will only write polite and friendly things on the internet.
- I will only use a 'drawn picture,' not a real photograph as my 'profile picture.'
- I will not upload photographs or videos of me or other people.
- I will keep my username, password and other personal details private.
- I will let the Headteacher know about anything that upsets me or that is inappropriate.
- I will always try to write in full sentences and not 'text speak.'
- I won't e-mail or post about friendship / fallings-out.

- I won't send 'pointless' emails to groups of people. This is called 'spam.'
- When the Internet asks for my 'nickname,' I will only use the name I like my teacher to call me. For example, someone named
Thomas may wish to be called Tom by his teacher.
- I understand that the Headteacher and teachers can see what I have emailed, even if it's deleted.
- I understand that access to the internet is a privilege and I must meet my responsibilities to be allowed to log-in



THE OJS GOLDEN RULES

An OJS pupil behaves safely, respectfully and is friendly to everyone in our school community. We all follow these Golden Rules so that we are happy, safe and achieve.



SAFE

We look after ourselves and others
We are upstanders, not bystanders



RESPECTFUL

We listen and follow instructions
We treat everybody equally



FRIENDLY

We use kind words and actions
We take turns and include others
in our learning and play