

# Oakington C of E Primary School

*Inspire. Dream. Achieve.*



## Behaviour Policy and Conduct Curriculum

**Autumn 2025**

Review Date: Autumn 2027

Local Governing Body

## Our Consistent Approach to Behaviour Management and Conduct Curriculum

The key purpose of this policy and curriculum is:

- To provide a safe, happy and caring environment in which everyone is given the opportunity to learn and develop positive attitudes and values.
- To ensure that conduct expectations are consistently upheld by all members of staff, and that all pupils are explicitly taught what the Conduct Curriculum entails, so pupils understand the behaviours expected of them, the reasons behind these expectations, and how their actions impact their learning, others, and the wider school environment.

This policy establishes how we help pupils become aware of their behaviour and how the consequence of this affects their learning, others and their environment, acknowledging our legal responsibilities under the Equality Act 2010 in respect of safeguarding and pupils with special educational needs (SEN).

Consistency is the cornerstone of our approach to behaviour management. At Oakington C of E Primary School, all staff are committed to applying expectations and consequences in a fair and predictable manner. This ensures that pupils feel secure, understand boundaries, and are supported in making positive choices. A consistent approach also reinforces our shared values and helps pupils develop self-regulation, empathy, and respect for others. It is especially vital in supporting pupils with additional needs, ensuring equity and clarity across all interactions.

At Oakington C of E Primary School, conduct refers to the way individuals behave and interact within the school community. It encompasses the attitudes, actions, and choices that reflect our shared values and expectations. Conduct includes how pupils move around the school, respond to adults, treat one another, engage with learning, and care for their environment. Through our Conduct Curriculum, we teach pupils not only what is expected of them, but why these behaviours matter, helping them to understand the impact of their actions on themselves, others, and the wider school culture. Conduct is not simply about following rules; it is about building character, fostering respect, and creating a safe and purposeful environment for all.

### At Oakington C of E Primary School...

*We strive for excellence, encouraging all children to reach their full potential and make accelerated progress through the highest expectations, ensuring we know each child as an individual. We endeavour to provide safe, stimulating learning environments, promoting collaboration whilst being immersed in a broad, ambitious curriculum and inclusive Christian ethos.*

"For as in one body we have many members, and the members do not all have the same function, so we, though many, are one body in Christ, and individually members one of another. Having gifts that differ according to the grace given to us, let us use them..."  
Romans 12: 4-6

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## 1. Aims

At Oakington C of E Primary School, we aim to provide a safe, happy, engaging and caring environment in which everyone is given the opportunity to learn and develop positive attitudes and values. We encourage all individuals to take responsibility for their own actions and understand the consequences of those actions. Our goal is to foster a supportive, welcoming and friendly atmosphere where mutual respect is central. We set out clear expectations that everyone can aspire to, and we promote independence in both learning and behaviour management. Children are guided to reflect on their words and actions, consider consequences, and reason through their choices. We focus on helping them identify problematic behaviour and develop a strong understanding of what is right, what is wrong, and why.

## 2. Culture and Standards

Exemplary behaviour is a cornerstone of the ethos and culture we strive to uphold daily at Oakington C of E Primary School. All staff lead by example, ensuring pupils develop a deep understanding of positive and respectful behaviour. Our Christian ethos is deeply rooted in our GRACE values and is woven into the life and experiences shared throughout the school.

*“Be kind and loving to each other.” Ephesians 4:32*

All good teaching, learning, pupil safety and wellbeing, is underpinned by strong behaviour routines. We spend most of our time and effort teaching positive, pro-social behaviours through our Conduct Curriculum. Our approach is one of promoting values of good behaviour within an ethos which fosters discipline and mutual respect between pupils, between staff and pupils, and between all members of our community. We use the acronym GRACE to specify our school values.

- **G** - Generosity - A willingness to give help or support, more than is expected.
- **R** - Respect - To treat someone or something with kindness and care.
- **A** - Ambition - A strong desire to fulfil your potential and achieve excellence.
- **C** - Courage - An ability to control fear or worry in a difficult situation.
- **E** - Empathy - The ability to share someone else's feelings by understanding their situation.

The values represented in GRACE are attributes of a society of which we want to be a part. Living out these values not only helps us to achieve academic success, but also helps cultivate positive characteristics and a harmonious and supportive community.

We know that making the right choices each day can be difficult, so we believe that teaching the pupils these values will give them the guidance you need to live a GRACE full life.

During Collective Worship, we reflect upon how these values support our beliefs and faiths as a Christian community and link them to important teachings from the Bible. We use this time to explore what we can do as a community to act within our faith and explore our own spiritual awareness.

## 3. GRACE Ambassadors

Our Year 5 and 6 pupils have the opportunity to become GRACE Ambassadors for our school. Essentially, these pupils are role models for all, and engage in activities and events to demonstrate our values within school and as part of the wider community.

There are responsibilities for welcoming and greeting visitors to the school, taking an active role in Collective Worship, sharing in Collective Worship, and organising key events, as well as attending meetings with the Headteacher to discuss the voice of the pupil community on topics and decisions about learning and school life.

GRACE Ambassadors may be elected by the pupil community through a fair and democratic voting system, and some roles may be decided upon by the Headteacher and teachers.

The roles available are as follows:

- **House Captains (2 house captains per house – Year 5 and 6 pupils)**
- **Prefects (Year 6 pupils)**

There is an expectation that our school GRACE Ambassadors are not only good role models and positive representatives in school, but carry this responsibility out of school as well. GRACE Ambassadors hold their roles for 1 school term.

Engagement in the election and voting process supports our promotion as a school of British Values. The British Values are woven without our school GRACE values and are defined as follows:

**Democracy**  
**Rule of Law**  
**Individual Liberty**  
**Mutual Respect**  
**Tolerance of those with different faith and beliefs**

#### *GRACE Values*

*Ambition and Empathy*  
*Respect and Courage*  
*Ambition and Generosity*  
*Respect and Empathy*  
*Empathy and Generosity*

## **4. Promoting Positive Behaviours**

As a school community, we believe that positive behaviour should be a natural and expected part of everyday life for pupils, staff, and visitors. Rather than relying solely on a set of rules, we promote a deeper understanding of what positive behaviour looks like across all aspects of school life. We recognise that in order for our pupils to thrive, both academically and socially, certain behaviours must be explicitly taught, consistently modelled, and upheld at all times.

At Oakington C of E Primary School, this commitment to positive behaviour underpins our ethos and supports every child in reaching their full potential. Respective and supportive behaviour is part of the learning children receive within school.

To ensure we use every opportunity to learn, we remember to use **STAR** (Appendix 1):

**Sit Up**  
**Track the Speaker**  
**Ask and Answer Questions**  
**Raise your Hand**

This helps ensure good and respectful concentration, and listening and engagement during lessons. By teaching and embedding these behaviours, we are preparing our children to become respectful and successful citizens. Pupils clasp their hands to show they are ready to track the speaker.

Through teaching our pupils routines that establish and maintain positive behaviour we are setting a culture for everyone by creating norms in the school. These norms demonstrate the bottom line expectation for behaviour by pupils, staff and visitors in school.

We have shared routines across the school. Here are some examples:

- Smart, silent lines
- Silent corridors
- Movement around school (e.g., to assemblies, lunch, PE)
- Transitions to and from the playground/field

- Responding respectfully to adult instructions
- Harnessing attention
- Playtime
- Lunchtime
- Collective Worship
- Positive greetings and farewells
- End-of-day dismissal
- Use of equipment and resources

Our GRACE values are discussed during the teaching of these routines and why the routines are important to the children personally as well as for others in school. The Conduct Curriculum is taught to the pupils during the first weeks of a new school year and revisited regularly throughout the year to ensure that high standards are continually met and understood.

Positive behaviours through cultural norms mean that our children:

- Form good habits in self-control;
- Develop understanding of how this will enhance their life in the future;
- Create a truly inclusive and welcoming learning environment;
- Maintain a calm and focused atmosphere in which learning can flourish;
- Feel safe and respected by peers and adults;
- Understand how their behaviour impacts other people;
- Are praised more often for their positive behaviour.

## **5. Rewards and Celebrations**

At Oakington C of E Primary School, we believe that recognising and celebrating positive behaviour, effort, and achievement is essential in nurturing a culture of kindness, perseverance, and excellence. Rewards help to motivate pupils, reinforce our shared values, and encourage everyone to strive to be their best selves.

We celebrate pupils who work hard, show kindness, demonstrate our GRACE values, and uphold high standards of conduct. Our approach to rewards is inclusive, consistent, and designed to promote intrinsic motivation and a sense of belonging.

### **5.1 Verbal Recognition and Praise**

Descriptive verbal praise is used throughout the day to reinforce positive behaviour and attitudes. Adults and pupils are encouraged to offer compliments and acknowledge one another's efforts and achievements. This helps pupils understand what they are doing well and builds a supportive, respectful school culture. Praise may be directed towards individuals, small groups, or whole classes, and is used to highlight:

- Positive conduct
- Working hard
- Being kind

### **5.2 GRACE Points**

Our GRACE Points system replaces traditional house points and reflects our commitment to character development and values-led education. Every pupil is assigned to a GRACE team upon joining the school, and points are awarded by all adults across the school community.

**Pupils earn GRACE Points by:**

- Demonstrating consistent effort and focus Fulfilling the GRACE values (Generosity, Respect, Aspiration, Courage, Empathy)
- Positive conduct

GRACE Points are recorded on individual cards and contribute to house team totals. Team totals are shared in every weekly celebration assembly. At the end of each term, the house team with the highest total is awarded the GRACE Cup.

### **5.3 GRACE Awards**

Each week, pupils have the opportunity to receive a GRACE Award, presented during our Celebration Assembly. These awards recognise pupils who have consistently demonstrated the GRACE values in their behaviour, learning, and interactions.

### **5.4 Golden Leaf Assembly**

This special assembly celebrates pupils who have shown sustained and exceptional fulfilment of the GRACE values. Parents are invited to attend and share in the joy of their child's achievement as they receive a Golden Leaf Award.

### **5.5 Additional Recognition**

We also celebrate pupil success through a variety of other methods:

- Written feedback in books and on work;
- Referral to other staff for positive recognition;
- Sharing achievements with parents;
- Displaying work and accomplishments.

## **6. Whole School Routines**

### **6.1 Smart, respectful lines**

Smart, respectful lines ensure time is not lost when the class needs to be organised and ready to transition. Smart, respectful lines ensure that adults can communicate with pupils quickly in the event of an emergency so that everyone's safety is prioritised. If arms are by side and everyone is facing the same direction, accidents are less likely to happen and it is an efficient and safe way of moving from one place in school to another.

Smart respectful lines are always:

- Quiet and respectful
- Everyone facing the way they are walking
- Arms by sides
- Straight and tidy
- A short, sensible gap is left between pupils
- Single file

### **6.2 Quiet corridors**

Pupils will rarely be in corridors, except for moving through the school in straight, quiet lines. When pupils are in corridors, quiet is essential to ensuring that learning is not disrupted across the school.

Quiet corridors are also a key factor in the safety of our pupils, ensuring that in an emergency, pupils are alert to and able to sensibly follow instructions if needed.

Corridors and communal areas are always:

- Quiet
- Calm
- Orderly
- Walked through smartly or in a smart, quiet line

### **6.3 Movement around school (e.g., to assemblies, lunch, PE)**

Movement around school is always calm, purposeful, and safe. Pupils transition to different areas (such as assemblies, lunch, or PE) in smart, quiet lines, ensuring learning is not disrupted and safety is maintained. Staff will guide pupils to ensure transitions are efficient and respectful of others.

Movement around school is always:

- In smart, quiet lines
- Calm and orderly
- Supervised by an adult
- Purposeful and efficient

### **6.4 Transitions to and from the playground/field**

Transitions to and from the playground or field are calm, safe, and well-organised. At the start of break or lunch, class teachers lead pupils outside in a smart, quiet line. At the end of break or lunch, pupils walk sensibly to their line after hearing the whistle. Teachers are ready and waiting to collect their classes. Pupils are expected to get themselves into a quiet, straight line.

Transitions to and from the playground/field are always:

- In smart, quiet lines
- Calm and orderly
- Prompt and purposeful
- Supervised by staff

### **6.5 Responding respectfully to adult instructions**

Pupils are expected to respond to adult instructions promptly, calmly, and respectfully. This means stopping what they are doing, listening carefully, and following directions without delay. Respectful responses help maintain a safe and focused learning environment and show consideration for others.

Responding to adult instructions is always:

- Prompt
- Calm
- Respectful
- Without argument or delay

### **6.6 Harnessing attention**

Attention is harnessed through consistent signals and routines (“3, 2, 1... hands clasped”, “show me STAR”, whistle, etc.). When an adult signals for attention, pupils are expected to stop immediately,

face the adult, and listen silently. This ensures that learning time is maximised and transitions are smooth. Pupils show they are ready by being still, quiet, and focused.

Harnessing attention is always:

- Immediate
- Silent
- Focused
- Respectful

## **6.7 Playtime**

Playtime is a chance for pupils to relax, be active, and enjoy social time with their peers. Pupils are expected to include others, play safely, and treat everyone with kindness and respect. Equipment should be used appropriately and tidied away at the end of break or after the tidy up whistle at lunch. At the whistle, pupils walk calmly to their designated line, ready to return to learning.

Playtime is always:

- Safe and inclusive
- Respectful and kind
- Active or relaxing
- Calm and orderly at the end

## **6.8 Lunchtime**

Lunchtime is a social and enjoyable part of the day. Pupils are encouraged to eat well, use good manners, and engage in calm conversation. Pupils should use a moderate voice so that the dining room does not get too loud or noisy. We expect our pupils to use “please” and “thank you” when conversing with the catering staff, or when another pupil or adult is helping them. Pupils should only touch their own food and should use cutlery appropriately. Pupils are expected to ask an adult before starting their dessert or going to the toilet, and they should remain seated until they have finished eating. Before returning to the playground, pupils tuck in their chair and clear their trays and cutlery.

Lunchtime is always:

- Calm and respectful
- Polite and well-mannered
- Tidy and orderly

## **6.9 Collective Worship**

We place a high value on our Christian distinctiveness. Our Collective Worship is a special time for reflection, celebration, and community. Pupils enter and leave in silence, showing reverence and respect. During worship, pupils are expected to be still, thoughtful, and engaged, sitting in their learning position, and joining in with songs and prayers where appropriate.

When celebrating other pupils, such as recognising the winning house in house points or clapping for GRACE award recipients, pupils are expected to do so sensibly and respectfully. Celebrations should be joyful but calm, without silliness such as calling out in disappointment if they or their house are not chosen. This ensures that all pupils feel valued and that the atmosphere remains one of mutual respect and encouragement.

This time is an opportunity to reflect on shared values and support one another.

Collective Worship is always:

- Calm and respectful

- Thoughtful and inclusive
- Silent when entering and leaving
- A time for reflection and celebration

## **6.10 Positive greetings and farewells**

Positive greetings and farewells are an important part of building a respectful and welcoming school culture. Pupils are encouraged to greet staff and peers with a friendly “Good morning” and say goodbye politely at the end of the day. These interactions help foster strong relationships, promote mutual respect, and set a positive tone for learning. Pupils are taught to make eye contact when greeting others, as this shows attentiveness and respect. Smiling and using a clear, confident voice helps pupils feel proud of themselves and builds self-esteem. These small but meaningful routines support pupils in developing social confidence and respectful communication skills that will benefit them beyond the school gates.

Positive greetings and farewells are always:

- Friendly and polite
- Respectful and confident
- Calm and purposeful
- Made with eye contact
- A reflection of our school values and self-respect

## **6.11 End-of-day dismissal**

Dismissal is a calm and orderly process that prioritises safety, respect, and clear communication. Pupils are dismissed from their smart, quiet lines in the playground by their class teacher. Pupils do not leave until they have been individually dismissed, ensuring that each child is accounted for and leaves safely. If a teacher wishes to speak to a pupil’s parent or carer, that pupil will be dismissed last to allow for a brief, private conversation. This routine helps maintain a respectful and organised end to the school day and supports positive relationships between home and school.

Pupils are expected to be independent and responsible by collecting all of their belongings before leaving the classroom. If a pupil forgets something, they are not permitted to re-enter the school building on their own. Instead, they must wait until the teacher has dismissed the rest of the class and can accompany them back inside. This ensures pupil safety.

End-of-day dismissal is always:

- Calm and organised
- Respectful and polite
- Safe and sensible
- In smart, quiet lines supervised and purposeful

## **6.12 Use of equipment and resources**

Pupils are expected to use all equipment and resources safely, respectfully, and responsibly. This includes handling items with care, using them for their intended purpose, and tidying them away after use. At the end of break or lunchtime, pupils must ensure that playground or field equipment is returned to its proper place after the whistle. Resources should never be damaged, misused, or left out, as this affects others’ ability to enjoy and learn from them. Respect for shared equipment is a key part of our school culture. If pupils do not use resources appropriately or fail to follow expectations, privileges may be removed. This could include temporary loss of access to specific equipment or activities. These consequences are in place to help pupils understand the importance of responsibility and care for shared spaces and materials.

Use of equipment and resources is always:

- Safe and appropriate
- Respectful and responsible
- Tidy and organised
- Shared fairly
- Supervised and purposeful

## 6.12 Wearing School Uniform

At Oakington, we believe that wearing a school uniform plays an important role in promoting a sense of identity, pride, and belonging within our school community. Our uniform is designed to be practical, affordable, and appropriate for learning, while also supporting health and safety.

### Why Uniform Matters

We expect all pupils to wear the school uniform because it:

- Looks smart and wears well
- Promotes equality and reduces peer pressure
- Encourages a sense of community and shared purpose
- Fosters pride in the school
- Supports a safe and orderly learning environment

### Uniform Expectations

#### Daily Uniform:

- Red sweatshirt, cardigan, body warmer, or fleece with the school logo (available from Orchard Clothing)
  - A hooded jumper/'hoodie' is not appropriate for class.
- White polo shirt
- Plain dark trousers, skirts, or pinafore dresses (grey or black, no logos)
- Red checked or striped summer dress (shoulders must be covered)
- Black, flat shoes, trainers, boots, or sandals (must be securely fastened and cover the toes)

#### PE Kit:

- Red t-shirt and black shorts
- Joggers and zipped hoodie for colder weather (this cannot be worn in the classrooms)
- One-piece swimsuit or trunks/shorts with inner lining for swimming
- Earrings must be removed by the child before PE; taping is not permitted

PE kit should be worn to school on PE days and remain in school throughout the week. Trainers should be kept in a plastic bag inside the PE bag.

#### General Appearance:

- Uniform should be clean, neat, and in good repair
- All items must be clearly named
- Hairstyles should be neat and tidy; long hair must be tied back
- Hair accessories should be simple and, where possible, in school colours
- Hats and scarves are not to be worn indoors
- No make-up, nail varnish, or fashion accessories

#### Jewellery:

- Only small stud earrings may be worn
- Watches may be worn if not bulky
- No other jewellery is permitted unless for medical or religious reasons

- All jewellery must be removed for PE

We ask for the support of parents and carers in ensuring that pupils arrive at school each day in the correct uniform and ready to learn. Where uniform expectations are not met, staff will speak with the pupil and, if necessary, contact home to resolve the issue.

## 7. Sanctions and Consequences

At Oakington C of E Primary School, we recognise that behaviour is best improved through a fair, consistent, and values-led approach. Our Conduct Curriculum and GRACE values guide pupils in understanding what is expected of them and why these expectations matter.

*“No matter how clearly rules, norms and routines are taught, pupils will still test all boundaries. When these are broken, it is necessary for pupils to experience consequences that are aimed at reminding the individual and the class that classroom norms must be respected.”*

**(Tom Bennett, Behaviour Toolkit)**

Undesirable behaviour can compromise the safety, wellbeing, and learning of others. When this occurs, it is essential that pupils experience appropriate consequences that reinforce the importance of respectful conduct and help restore a positive learning environment.

### 7.1 Reminders and Formal Sanctions

At Oakington, we believe in supporting pupils to make positive behaviour choices through clear expectations, consistent routines, and restorative approaches. When low-level disruption or undesirable behaviours occur, adults are expected to use a graduated response (Appendix B) that prioritises redirection, correction, and reflection before formal sanctions are applied.

#### Initial Reminders and Redirection

Adults may use the following strategies to address behaviour without interrupting learning:

- **Non-verbal cues:** Eye contact, proximity, or gestures to signal correction.
- **Quiet verbal reminder:** A calm, private reminder of expectations.
- **Public correction (if necessary):** Naming the behaviour and clearly stating the expected alternative.

*Example: “NAME, you are tapping your ruler. This is disrupting our learning. I expect your hands to be clasped.”*

Where appropriate, an educational consequence may be applied (e.g., tidying up after making a mess).

#### Formal Sanctions

If behaviour continues or escalates, the following sanctions apply:

##### Stage 1 – First Warning

A verbal warning is issued, ideally quietly and respectfully. The adult names the behaviour and gives a clear correction. The warning is recorded on a tally chart.

*Example: “NAME, this is your first warning. You have continued to tap your ruler, despite my reminder. I expect your hands to be clasped.”*

##### Stage 2 – Second Warning and Consequence

If the behaviour is repeated on the same day, the pupil loses 5 minutes of playtime or lunchtime for a restorative conversation with the class teacher. A short reflection time (e.g., using a sand timer) may precede this. The warning is recorded on a tally chart.

Example Warning: *“NAME, this is your second warning. You have continued to tap your ruler. You have lost 5 minutes of your play/lunchtime. We will discuss this then.”*

Restorative Conversation: *“NAME, why have you lost 5 minutes of your play/lunchtime? Yes, you continued to tap your ruler. This distracted everyone’s learning. At Oakington, we respect ourselves and our classmates. Let’s try again and practise doing the right thing.”*

### **Stage 3 – Parent Behaviour Meeting**

If a pupil receives more than two warnings in one day, or two warnings on two or more days in a week, the class teacher arranges a meeting with the parent/carer. The tone is supportive and solution-focused.

### **Stage 4 – Senior Leader Intervention and Parent Behaviour Meeting**

If behaviour persists after a Parent Behaviour Meeting, or if extreme behaviour occurs, the pupil is referred to a member of the Senior Leadership Team (SLT). A meeting is held with the parent/carer, class teacher, and SLT. A Behaviour Letter is issued and signed by the Headteacher.

Additional support may include:

- Referral to the Inclusion Family Advisor
- Early Help Assessment

In cases of serious or dangerous behaviour, a fixed-term suspension may be issued.

## **7.2 Suspensions and Exclusions**

In line with the DEMAT Trust’s Exclusion Policy, the Headteacher will only consider suspension or exclusion as a last resort, after all other appropriate strategies to address a pupil’s behaviour have been explored. The decision to suspend or exclude a pupil is never taken lightly and will always be made with careful consideration of the impact on the pupil, their peers, and the wider school community. A key part of this process is understanding the underlying causes of the behaviour and ensuring that all reasonable steps have been taken to support the pupil.

Before a suspension or exclusion is issued, the following actions will be undertaken:

- Gathering evidence: Accounts from staff, pupils involved, and any witnesses will be collected and documented.
- Safeguarding considerations: The Designated Safeguarding Lead (DSL) will be consulted to assess whether the suspension or exclusion could place the pupil at risk.
- SEND considerations: For pupils with Special Educational Needs or Disabilities (SEND), the Headteacher will ensure that all reasonable adjustments have been made in accordance with government guidance.

Once these steps have been completed, the Headteacher will make a decision in accordance with the Trust’s Exclusion Policy and will consult with Trust officers as appropriate. All decisions and the rationale behind them will be clearly documented.

### **Sanctions Prior to Suspension or Exclusion**

#### **Internal Seclusion**

The pupil remains in school but completes their learning in an alternative classroom for the day. This includes a reflective meeting with a member of the Senior Leadership Team (SLT) to discuss the

behaviours that led to this sanction and how to make better choices moving forward. Parents/carers will be informed.

### **External Exclusion/Suspension**

The pupil is required to complete their learning at home for a fixed period, agreed upon in a meeting with parents/carers. Work will be provided by the class teacher and is expected to be completed. Upon return, the pupil and their parents/carers will attend a reintegration meeting to review expectations and support a successful return to school.

### **Immediate Sanctions for Serious Behaviour**

While the school follows a graduated approach to behaviour management, there are circumstances where immediate and serious sanctions may be necessary. These include persistent or dangerous behaviours that significantly impact the safety or wellbeing of others. In such cases, informal measures may be bypassed.

Examples of behaviours that may warrant immediate serious sanctions include:

- Bullying (Appendix D)
- Prejudice related comment or language (including racial or homophobic language)
- Deliberately\* hurting another child (e.g., kicking, hitting, punching, slapping, pinching, biting, squeezing, or grabbing)
  - *\*Note: Reception children are learning self-regulation and what is acceptable. Behaviour may be managed by the class teacher depending on how serious.*
- Attacking a child or member of staff.
- Violent or aggressive behaviour.
- Possessing a weapon in school (e.g., knife).
- Deliberate inappropriate touching of others.
- Vandalism with intent.
- Intentionally damaging equipment.
- Behaviour that puts themselves or others in imminent danger.

## **8. Confiscations**

All staff are authorised by the Headteacher to search a pupil or their possessions if they reasonably suspect that the pupil may have prohibited items or any other item that is likely to be used to commit an offence. If found, such items will be confiscated and will not be returned. The Trust's behaviour policy lists some examples of prohibited items including weapons, knives, drugs, tobacco, fireworks and stolen items. From time to time the school will publish lists of other items considered harmful or detrimental to discipline. These will also be confiscated but will be returned to pupils or their parents. Parents or pupils will be told how and when these items will be returned.

## **9. Monitoring**

Behaviour incidents should be reported on Bromcom at <https://cloudmis.bromcom.com/> by the member of staff who witnessed the incident or who was first made aware of the incident. All instances of stage 1-4 behaviour should be recorded.

The Headteacher and Senior Leadership Team regularly review and monitor the behaviour of all within school to ensure the highest standards and expectations are met. This ensures our school continues to be a safe, inclusive and pleasurable environment where everyone feels respected and can flourish. Monitoring consists of observations within classrooms and more generally around school during transition times. Behaviour management is regularly discussed and reviewed during staff briefing and professional learning meetings, and measures are put in place as required to continually ensure systems and strategies are working for all. Pupils who do not meet the expectations for positive behaviour are also monitored and supported by their class teachers to

improve their understanding and make more positive choices, this is also done in partnership with parents.

## **10. Risk Plans**

Where poor behaviour results in risks, a personalised risk plan may need to be put in place. This helps explain the behaviour, why it results in risks and what we will do to safeguard people, property and a calm learning environment. Risk plans may include adjustments to this policy. They will be reviewed and approved by the School's Leaders.

## 12. Appendices

### Appendix A

The STAR poster is displayed in every classroom and around school to remind pupils of how they are expected to sit and show they are ready to learn.

Adults use the language from STAR to reinforce behaviours (e.g., if a pupil is not looking at the speaker, they are reminded to 'track the speaker', or if a pupil calls out, they are reminded to 'raise your hand').



## Appendix B

### Oakington C of E Primary School Graduated Response to Behaviour

Behaviour Stage	Examples	Sanctions
0	<ul style="list-style-type: none"> <li>Breaking school dress code including jewellery/hair</li> </ul>	Teacher to contact parents/carers
	<ul style="list-style-type: none"> <li>Bringing in items from home that are not sanctioned</li> </ul>	Confiscation Teacher to return item(s) to adult collecting at the end of the day. If child walks home alone, then teacher to phone home and inform them that the item was confiscated, has been returned to the child, and should not be brought to school again.
	<ul style="list-style-type: none"> <li>Repeatedly forgetting to complete home learning/reading</li> </ul>	Teacher to contact parents/carers
<p>1</p> <p><b>Reminder</b></p> <p>(Verbal warning and correction)</p> <p><i>Recorded on Bromcom</i></p>	<p><b>Low level disruption</b></p> <ul style="list-style-type: none"> <li>Disruptive behaviours including:               <ul style="list-style-type: none"> <li>Shouting indoors; talking over others in class; calling out; interrupting the teacher or classmates; whispering to others; making silly noises or sound effects; making faces at others; distracting others; not sharing/snatching</li> </ul> </li> <li>Non-compliant behaviours including:               <ul style="list-style-type: none"> <li>Not following the class routines as expected (including lining up/transition routines); ignoring instructions the first time; pretending not to hear instructions; refusing to participate in group work or discussions; refusing to tidy</li> </ul> </li> <li>Physical behaviours including:               <ul style="list-style-type: none"> <li>Not sitting properly on a chair/bench; swinging on chairs; getting out of seat and wandering around the class without direction; fidgeting excessively (e.g., with hair, clothes); playing/fiddling with equipment (rulers, pens, etc.); tapping or drumming on the desk; throwing small items; unnecessary trips to the bin, pencil sharpener, etc.</li> </ul> </li> <li>Off-task behaviours including:               <ul style="list-style-type: none"> <li>Deliberately working slowly or dawdling; delaying transitions; failure to track the speaker/s</li> </ul> </li> <li>Inappropriate use of resources including:</li> </ul>	<p>Expected routines to be taught and learned before sanctions for not following them can be applied.</p> <p>Adults may use the following strategies to address behaviour without interrupting learning:</p> <ul style="list-style-type: none"> <li><b>Non-verbal cues:</b> Eye contact, proximity, or gestures to signal correction.</li> <li><b>Quiet verbal reminder:</b> A calm, private reminder of expectations.</li> <li><b>Public correction (if necessary):</b> Naming the behaviour and clearly stating the expected alternative.</li> </ul> <p>If the behaviour persists, the teacher in charge will issue a verbal warning. Ideally, this is given to the child quietly.</p> <p><b>Warning</b> (record on tally chart) <i>'NAME, I just asked everyone to begin the task and you haven't started. You are losing out on learning time, and when I ask the class to make a start, I expect you to follow my instruction, too. This is your first warning, now begin your task.'</i></p> <p>If behaviour is happening when the adult is in front of the class, then it can be given publicly. This needs to be a correction (name the behaviour you do not want, then give the correction of what you expect).</p> <p><b>Warning</b> (record on tally chart) <i>'NAME, you are tapping your ruler. This is disrupting our learning. I expect your hands to be clasped. This is your first warning, please ensure you are not fiddling with the equipment.'</i></p> <p>An educational consequence may be appropriate (e.g., if a child throws small items/rubbish on the floor, then ask the child to tidy the floor/bin the rubbish).</p>

	<ul style="list-style-type: none"> <li>○ Drawing on whiteboards without permission; doodling on resources/books</li> </ul>	
<p style="text-align: center;"><b>2</b></p> <p style="text-align: center;"><b>Consequence</b></p> <p style="text-align: center;">(Second verbal warning followed by a 5 minute restorative conversation at break/lunch</p> <p style="text-align: center;"><b>OR</b></p> <p style="text-align: center;">Verbal warning, 5 minute time out, and restorative conversation on the playground/ field)</p> <p style="text-align: center;"><i>Recorded on Bromcom</i></p>	<ul style="list-style-type: none"> <li>● Repetition of low level disruption during the same session (morning/afternoon)</li> <li>● Unacceptable or unsafe behaviour at playtime (e.g., throwing equipment at trees, playfighting)</li> </ul>	<p><i>If there is a second instance of low level disruption during the same session (morning or afternoon), then 5 minutes of next playtime or lunchtime for a restorative conversation. If appropriate, use a sand timer for individual reflection time before correction/restorative conversation.</i></p> <p><b>Warning</b> (record on tally chart) <i>'NAME, this is your second warning. You have continued to tap your ruler after I asked you to stop. You have lost 5 minutes of your play/lunchtime today/tomorrow. We will discuss this then.'</i></p> <p><b>Restorative conversation</b> <i>'NAME, why have you lost 5 minutes of your play/lunchtime? Yes, you continued to tap your rule after I asked you to stop. This is distracting everyone's learning, including your own. At Oakington, we <b>respect</b> ourselves and our classmates. We are going to try again now, and you can practise doing the right thing.'</i></p> <p>If behaviour is unacceptable or unsafe during playtime, the child sits/stands beside the adult on duty for 5 minutes. The child is given a time out for reflection time before a corrective/restorative conversation with the adult on duty. The adult on duty is expected to record the incident on Bromcom and inform the class teacher.</p> <p><b>Warning</b> <i>'NAME, it is unacceptable to throw a tennis racket at the tree. You have a 5 minute time out to reflect on your behaviour, then we will discuss it.'</i></p> <p><b>Restorative conversation</b> <i>'NAME, why have I asked you to reflect on your behaviour? Yes, you were throwing a tennis racket at the tree. This is dangerous behaviour, and you could have harmed yourself or somebody else. At Oakington, we <b>respect</b> ourselves, our classmates, and our school equipment. When you return to the playground/field, you can practise doing the right thing.'</i></p>
<p style="text-align: center;"><b>3</b></p> <p style="text-align: center;"><b>Parent Behaviour Meeting</b></p> <p style="text-align: center;">(Three or more verbal warnings in one day/ two or more warnings on two or more days in one week – Follow</p>	<ul style="list-style-type: none"> <li>● Persistent repetition of low level disruption (e.g., more than 2 warnings in one day/2 warnings on two or more days in 1 week)</li> <li>● Immediate Stage 3 <ul style="list-style-type: none"> <li>○ Defiance: Refusal to complete tasks or work; disrespectful to adults (e.g., huffing, shrugging, rolling eyes, inappropriate voice); offensive gestures; answering back</li> </ul> </li> </ul>	<p>If a child receives more than 2 warnings in one day, or if they receive 1-2 warnings on two or more days in one week, the class teacher should meet with the child's parent.</p> <p>The tone of the meeting should be to encourage a partnership between home and school, and the purpose of the meeting is to inform the parent of the incident/s that led to the meeting and to agree actions to support the child's improved behaviour.</p> <p>If the parent is unable to come into school and the meeting takes place over the phone.</p> <p><b>Warning</b> (record on tally chart)</p>

<p>the procedure for first/second warning, and inform the child that you will arrange a Parent Behaviour Meeting.)</p> <p>Recorded on Bromcom</p>	<ul style="list-style-type: none"> <li>○ Unacceptable behaviour: offensive gestures; name calling; swearing; stealing/hiding other people's possessions; rough, dangerous or inappropriate play; lying</li> </ul>	<p>'NAME, this is your third warning today/this is your third/fourth/fifth etc. warning this week. You have continued to disrupt the learning after I asked you to stop. You have lost 5 minutes of your play/lunchtime today/tomorrow. We will discuss this then.'</p> <p><b>Restorative conversation</b>  'NAME, why have you lost 5 minutes of your play/lunchtime? Yes, you continued to tap your rule after I asked you to stop. This is distracting everyone's learning, including your own. At Oakington, we <b>respect</b> ourselves and our classmates. Unfortunately, this is the third/fourth/fifth time we have had to discuss your behaviour today/this week, so I am going to invite your parents to school so we can discuss your behaviour, as this is having an impact on your learning. For now, we are going to try again, and you can practise doing the right thing.'</p>
<p>4</p> <p><b>Senior Leader Intervention and Parent Behaviour Meeting</b></p> <p>(Persistent repetition of low level disruption after Parent Behaviour Meeting</p> <p>OR</p> <p><b>Extreme Behaviour)</b></p> <p>Recorded on Bromcom</p>	<ul style="list-style-type: none"> <li>● Persistent repetition of low level disruption after a Parent Behaviour Meeting (between class teacher/s and parent/s).</li> <li>● Extreme behaviour that is unacceptable at Oakington: <ul style="list-style-type: none"> <li>○ Prejudice related comment or language (including racial or homophobic language)</li> <li>○ Deliberately* hurting another child (e.g., kicking, hitting, punching, slapping, pinching, biting, squeezing, or grabbing)  <i>*Note: Reception children are learning self-regulation and what is acceptable. Behaviour may be managed by the class teacher depending on how serious.</i></li> <li>○ Attacking a child or member of staff.</li> <li>○ Violent or aggressive behaviour.</li> <li>○ Possessing a weapon in school (e.g., knife)</li> <li>○ Deliberate inappropriate touching of others.</li> <li>○ Vandalism with intent.</li> <li>○ Intentionally damaging equipment.</li> <li>○ Behaviour that puts themselves or others in imminent danger.</li> </ul> </li> </ul>	<p><b>SLT Intervention</b>  Child taken to SLT. If this is during a lesson and there is not a staff member available to facilitate this, then send a responsible child to get a member of SLT to remove the child from class.</p> <p>After school meeting with parent/s, class teacher, and SLT.</p> <p>The tone of the meeting should be to encourage a partnership between home and school, and the purpose of the meeting is to inform the parent of the incident/s that led to the meeting and to agree actions to support the child's improved behaviour. The <b>Behaviour Letter</b> should be issued at the end of the meeting, signed by the class teacher and Headteacher.</p> <p>Details of Inclusion Family Advisor shared.</p> <p>Early Help Assessment meeting scheduled with SENCo.</p> <p><b>Suspension</b>  Fixed term suspension. SLT contact parent/s immediately to remove child from school if appropriate and safe. Fixed term suspension letter issued to parent/s during the meeting. Reported to DEMAT and Local Authority (see DEMAT Flowchart). Risk Reduction Plan written (if one does not exist) or reviewed (if one does exist).</p> <p>Parent/s of child to attend reintegration meeting with Headteacher when child returns from suspension.</p>

## Appendix C



Phone: 01223 232328  
Email: [office@oakington.cambs.sch.uk](mailto:office@oakington.cambs.sch.uk)  
Website: [oakington.demat.org.uk](http://oakington.demat.org.uk)

### Behaviour Letter

Date:

Dear parent/carer of:

I would like to take a moment to express my gratitude for your support today and for working together to address your child's behaviour. Your involvement is truly appreciated.

Whilst we deeply value the positive contributions that your child brings to Oakington, I must inform you that the choices made today did not align with our core values and ethos. As you are aware, we are dedicated to ensuring that every member of our community uploads the values of generosity, respect, ambition, courage, and empathy.

We believe in fostering a school community where these values guide our conduct, and we are confident that with your continued support, your child can make positive choices.

Once again, thank you for your partnership in this process.

Class Teacher

The incident/s that led to this meeting are detailed below.

We have agreed that the following actions will be taken to support your child's improved behaviour.

Oakington C of E Primary School, Water Lane, Oakington, Cambridge, CB24 3AL

## Appendix D

**\*Definition of Bullying:**

The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or through cyberspace.

<http://www.anti-bullyingalliance.org.uk/about-us.aspx>

See the **Anti-Bullying Policy** for more information.

**\*\*Definition of racism:**

Racism is when someone is treated differently because of their race, ethnicity, nationality or colour. Any type of racism or racial discrimination is abusive and distressing for children and young people who experience or witness it.

<https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/children-race-racism-racial-bullying/>

**\*\*\*Definition of homophobic language and bullying:**

Homophobic language means terms of abuse that are often used towards lesbian, gay and bisexual people, or those thought to be LGB. Homophobic bullying is when people behave or speak in a way which makes someone feel bullied because of their actual or perceived sexuality.

<https://www.stonewall.org.uk/>

**Approved by the Local Governing Body on:**

<b>Headteacher:</b>	Amanda Gibbard	<b>Signed:</b>		<b>Date:</b>	
<b>Chair of Governors:</b>	Ben Beamont	<b>Signed:</b>		<b>Date:</b>	