01/09/2026

Behaviour and Relationship Policy

Review Date	Version number	Reviewer/Owner (post holder)	Approved by (Committee)	Signature
September 2025	1	Eirian Painter	LGC	
September 2026	2	Eirian Painter	LGC	

1. Introduction

The Trust intends and expects that all decisions around the use of Trust resources will be underpinned at all times by its vision and values:

Our aim:

To create centres of educational excellence that inspire all pupils to turn their potential into performance

To achieve this our schools will:

Provide a broad and balanced curriculum that allows pupils to develop their talents and ambitions

Deliver the highest quality learning opportunities facilitated by excellent teachers

Inspire our pupils to become confident, motivated and respectful individuals ready to make a positive contribution to society

The Trust will support our schools by:

Maximising the resources and expertise available to individual schools

Providing a platform for the sharing of excellent practice

Challenging and developing staff to turn their potential into performance

2. Aims and Scope

At Red Oaks Primary School, we are committed to creating an environment where pupils are supported and nurtured in order to Aspire, Achieve and Grow. We expect every pupil to put learning first, work hard and be kind to themselves and others in order to achieve the highest academic standards. We offer a safe and enjoyable learning environment where excellence is promoted.

Our key purpose is to ensure the wellbeing and success of all our pupils. The aim of this policy is to ensure that staff, pupils and parents are clear about the behaviour expectations that we have for our pupils and how we will support those pupils who struggle with these.

The philosophy of the school and this policy is based on teaching children how to become respectful and safe citizens, taking responsibility for their own actions. We teach children to understand their own emotions and actions and the effect or impact these can have on themselves and others.

We understand that all behaviour is communication. Staff are aware that children can communicate an unmet need through their behaviour, whether this is challenging and disruptive or quiet and withdrawn. As a school we ensure that all staff working directly with children have a knowledge and understanding of the impact of adversity and trauma on children's mental and physical health, development and life chances. As such we may need to take additional action to support and /or safeguard such a pupil.

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

This policy is based on legislation and advice from the Department for Education (DfE) on:

- Behaviour in schools: advice for headteachers and school staff 2024
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice
- Sharing nudes and semi-nudes: advice for education settings working with children and young people
- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy
- Restrictive interventions, including the use of reasonable force in schools April 2026

This policy complies with our funding agreement and articles of association.

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork
- Poor attitude
- Being dishonest
- Making false accusations
- Provocation
- Showing a disrespectful attitude e.g. eye-rolling, questioning decisions, huffing, not following school rules, non-compliance with policies including school uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)

- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
- Sexual comments
- Sexual jokes or taunting
- Physical behaviour such as interfering with clothes
- Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking/vaping
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited/banned items. These are:
    - Knives or weapons
    - Alcohol
    - Illegal drugs
    - Stolen items
    - Tobacco and cigarette papers
    - E-cigarettes or vapes
    - Fireworks
    - Pornographic images
    - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)
- A mobile phone is taken out in school or during breakfast/after-school club

4. Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence

TYPE OF BULLYING	DEFINITION
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Please see our anti-bullying strategy available on the school website

5. Roles and responsibilities

Expectations of All Adults

These expectations underpin our school and are the basis for how we form meaningful relationships – adult to adult, child to adult and child to child.

We expect every adult to:

1. Meet and greet at the door
2. Refer to 'The Red Oaks Way'
3. Model positive behaviours and build relationships
4. Take responsibility for their children's behaviour in all aspects on the school day, including at break and lunch
5. Plan lessons that engage, challenge and meet the needs of all children
6. Give first response to positive behaviours and recognise these on the Recognition Boards
7. Be calm and give 'take up time' when going through each step. Prevent before sanctions
8. Follow up every time, retain ownership and engage in reflective dialogue with children
9. Always explain that an additional strategy is being used as the previous one didn't help. Focus on enabling our children to succeed
10. Never ignore or walk past children who are engaging with negative behaviours

11. Take up opportunities to improve their practice by observing other staff

The governing board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

The headteacher

The headteacher is responsible for:

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

Staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly (see appendix 3 for a behaviour log)
- Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents if necessary/appropriate (see chart on pages 9-12).

Parents

Parents have an important role in supporting the school's behaviour policy and should be encouraged to reinforce the policy at home as appropriate. Where a

parent has a concern about management of behaviour, they should raise this directly with the school while continuing in work on partnership with them.
Parents are expected to:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture

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

Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

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

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

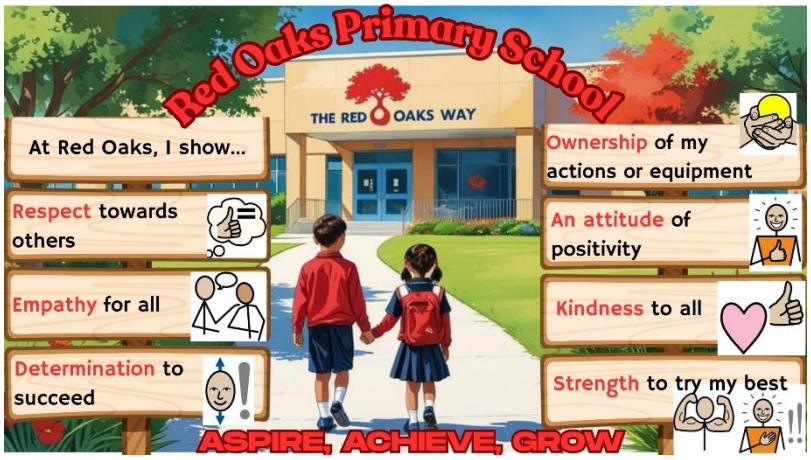
Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.
Extra support and induction will be provided for pupils who are mid-phase arrivals.

6. Policy Statement

At Red Oaks Primary School, we teach children "The Red Oaks Way":

Respect towards others
Empathy for all
Determination to succeed

Ownership of my actions and my equipment
An attitude of positivity
Kindness to all
Strength to try my best



To support children's understanding of these a display of all of them will be in the KS1 library. Each display provides further examples of how to demonstrate each values as follows:

Respect

We:

- Listen to others
- Care for our community
- Value differences
- Use kind words and actions
- Look after our environment
- We treat others the wat we want to be treated.

Empathy

We:

- Try to understand how others feel
- Listen with our hearts
- Show kindness and compassion
- Think before we speak and act
- Stand up for others
- Include everyone
- Help build stronger relationship and better communities

Determination to succeed

We:

- Set goals
- Keep trying
- Learning from mistakes
- Stay focused
- Push through challenges
- Never give up
- Celebrate progress
- Turn challenges into opportunities and dreams into achievement

Ownership

We:

- Take responsibility
- Use equipment safely and carefully
- Look after our school and resources
- Are organised and prepared

- Follow instructions and do our best
- Take pride in our work and actions
- Take care of what's ours, make good choices and always play our part

Attitude of Positivity

We:

- Look for the good
- Have a can-do attitude
- Stay hopeful and confident
- Encourage ourselves and others
- Learn from challenges
- Spread kindness and joy
- Enjoy today, learn from challenges and create a brighter tomorrow

Kindness

We:

- Use kinds words
- Help others
- Share and include everyone
- Listen when others speak
- Show good manners
- Think about others' feelings
- Encourage our friends
- Choose kindness every day
- Make the school a happier place for everyone

Strength to try my best

We:

- Keep trying even when it's hard
- Learn from mistakes
- Don't give up
- Set goals and challenge myself
- Stay focused and keep going
- Believe in myself
- Know that every effort helps me to grow
- Are proud of trying our best
- Try and have courage to keep going to achieve, aspire and grow

These are all central to the way that we share our expectations of good behaviour and also how we speak to the children when they have displayed inappropriate behaviour. The Red Oaks Way is an integral part of everyday language at the school, referred to by all members of staff, ensuring that a shared language is used for clarity. It is explicitly taught at the start of each term at an age-appropriate level to ensure that children have a clear understanding of what The Red Oaks Way means. These are expectations that are in place to ensure that all children can be safe and that good order can be maintained.

Relentless routines will be applied in classes and throughout school to make expectations clear to learners. All routines and expectations will be revised termly to ensure consistency.

7. School's behaviour curriculum

At Red Oaks, the children are taught relentless routines and how to behave in The Red Oaks Way in order to create a culture that promotes excellent behaviour. At Red Oaks the relentless routines are:

1. **Legendary Lining Up** – always in register order, except when a special circumstance needs to be implemented, e.g. two children who are known not to get along are next to each other
2. **Fantastic walking** – walking on the left-hand side and in silence when moving around the school, including in and out of assembly and the end of break/lunch, considering where adults are positioned and staff in corridors before and after assembly
3. **Readiness for learning** – at the end of break/lunch, legendary lining up takes place with Y2 – Y6 children being positioned as follows:
    a. **Y2** – By end of corridor by classrooms
    b. **Y3** – Gazebo by blue building
    c. **Y4** – by the Stage
    d. **Y5** – Gazebo by the MUGA
    e. **Y6** – Before table football
4. **Hand signal for stop** – hand straight up in the air indicates silence is needed. All present copy this signal and are silent
5. **In-lesson routines** – Across the whole school we use the 3, 2, 1 countdown approach. In EYFS/KS1 this will be:
    3 = stand up from the carpet, 2 = move to your table in silence, 1 = sit and start your work
    In KS2 this will be:
    3 = books and resources ready, 2 = final instruction, 1 = start your work
6. **Clutter-free classrooms** – children will only have out the resources that they need for that lesson. All other resources will be away. At the end of each day, resource packs, books etc. are put away and tables are left empty.

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

8. Responding to behaviour

Acknowledgements and Rewards

We recognise children who go ‘over and above’ our standards. Our staff understand and recognise that, at Red Oaks Primary School, the use of praise in developing a positive atmosphere is the classroom cannot be underestimated and a quiet word of praise can be as effective as a larger, more public recognition. It is the key to

developing positive relationships, including with those children who are the hardest to reach. Positive reinforcement promotes good behaviour.

As a result, every class will display a Recognition Board. These will all be consistent across the school and will look like this:



On this display, each class will display their team behaviour targets board:



Each term, every class will choose the value they are focusing on that term and the relentless routine that they will be specifically working on.

The names of children showing the Red Oaks Way will be placed on the board during the day. The Recognition Board will be refreshed on a daily basis.

To reinforce this, at Red Oaks the following rewards will be used:

Individual Rewards

- Red Oaks Champion certificate in assembly
- Stickers
- Visits to Head/Deputy/SENDCO/Phase Leaders for extra special praise/rewards
- Sharing work with partner class/other teacher
- Termly postcards home from the headteacher
- House points, including termly trophy and end of year trophy

Furthermore, each class forms its own whole class rewards that recognises the class are showing the Red Oaks Way. This is adapted for each year group when required but could include:

• Marbles in a jar
• Table points
• Cookie rewards (not actual cookies)
This reward system allows the class to earn a non-costly extra treat at the end of the term which is decided upon by the children.

Weekly attendance for EYFS/KS1 and KS2 will be celebrated each week in assembly and a reward given to the highest attending classes.

Each week, to ensure that the relentless routines of clutter-free classrooms will also receive a reward, using the same mechanism as attendance.

Practical steps in managing and modifying poor behaviour
Children are held responsible for their behaviour. Staff will deal with behaviour without delegating as our relationships policy centres on restorative conversations with the child. Aspects of behaviour that do not meet our Red Oaks Primary expectations (The Red Oaks Way) have a clear and consistent consequence.

Staff will use the stepped approach set out below to enable the child every opportunity to correct their behaviour and succeed with their choices. The stages, alongside a visual representation of The Red Oaks Way, enforces to children that "your behaviour is your choice."

If a staff member is dealing with some challenging behaviour someone may say "Help is available." The staff member can at this point accept this help or not as this is an opportunity to provide a change of face, if needed.

A staff member may also state "More help is available." This indicates to the person supporting the child that the staff member has additional information or a plan to deescalate and that they are needed to step away. This is used to support the child and is not an indication of the staff member being unable to support the child.

Consequences and sanctions
Consequences and sanctions are designed to protect and keep individuals safe and to teach children that their actions have clear and predictable consequences. These have a learning focus, building relationships and encouraging pupils to take responsibility. Restorative approaches are encouraged and supported.

At all times we try to avoid:

- Blanket punishment (for example, whole groups are not punished for the activities of individuals)
- Removal of curriculum lessons, e.g. not participating in PE lesson as a result of misbehaviour
- Using scapegoats or individuals to punish a class.

When children make inappropriate choices, staff are careful to explain that is it the behaviour not the child that is challenged. All staff deal fairly, firmly and consistently with behaviour incidents. In most cases a warning glance, a quiet word or verbal warnings are sufficient. Teachers will use classroom management strategies to promote and encourage positive behaviour.

Restorative Approaches

Wherever possible, we will seek to repair relationships using restorative approaches. Restorative approaches put repairing harm done to relationships and people over and above the need for assigning blame and dispensing punishment. The key values of Restorative Approaches create an ethos of respect, inclusion, accountability, taking responsibility, commitment to relationships, impartiality, being non-judgemental, collaboration, empowerment and emotional articulacy.

To achieve this, the following stepped approach is used. It is crucial that pupils are given 'take up time' in between steps.

COLOUR	Script	Behaviours	Actions/Outcomes
GREEN **Positive recognition**	I am so please to see (name) (insert behaviour). You have earned a green for (attribute)	Going over and above in: Following the school expectations and showing the attributes Showing good manners Excellent effort in work Good partner or team work Ready to learn Good listening Walking sensibly around school Good tidying	• Celebrate the positives and focus on these! • First response to the wonderful choices made • Award recognition board if children remain here • Ensure this is consistent for all children **Outcomes**: Red Oaks Champion week, Headteacher postcard, visit SLT/LMT to share work
ORANGE **Firm Reminder** Change of scene in the class or in another class and restorative chat in their own time	You are now on an orange because you have continued (negative behaviour). I would like you to continue your learning in (different environment) to help you refocus and get back to a green and we will discuss this for 5 minutes at play time. At Red Oaks, we (positive behaviour) and this is what I would like to see so you can return to green.	Not following our school expectations (The Red Oaks Way) Not following instructions Not listening Disrupting learning Running in the corridors Calling out Talking over others Not taking care of school equipment It is important this is used for low level disruptions that don't warrant a red incident being recorded at the moment.	Child's name to go onto an orange on CPOMS behaviour report. Child to either have a different space in the class to work or to be taken to another teacher and complete their work there. The child is collected by their teacher after a set amount of time and 5-minute restorative chat in their time where possible (not to be carried over to the following day). The child is welcomed back into their classroom. Outcomes: Child returns to green OR they move to a red If they come off orange and the behaviours

			continue soon after, they progress to red. Teacher to use initiative and decide if they need a warning prior to this.
RED **Escalated**	You are now on a red because you have [chosen to continue] (negative behaviour). You will have time to reflect on your choices during your lunchtime and I will let your parents know. At Red Oaks, we (positive behaviour) and I know you are able to do this so you can return to green.	Single behaviours: Hurting another child, physically Swearing Walking out of class Spoiling another child's work Play fighting Inappropriate behaviour in assembly Swearing in the presence of an adult Refusing to follow instructions Disruptive behaviour that interrupts learning Inappropriate behaviour towards another pupil/deliberate provocation Rudeness to an adult Fighting Harm caused following provocation 1st incidence of bullying Vandalism/graffiti Taking something which doesn't belong to them Persistently goading another child Damaging school property Or a continuation of low-level behaviours which have followed the system	Child's name to go on CPOMS logged as a Red Behaviour Incident (can be done later that day) Parents need informing of the incident by the member of staff who gave the red (where possible) Reflection time to be completed during the child's lunch time to consider how to make more positive choices. (See below) Outcomes: Child returns to green and they have a fresh start
Reflection Point	We are here to support you and, at Red Oaks, we (positive behaviour). I know you are able to do this but are finding it hard at the moment to stay on track. Together, we are going to find a way to help you keep on track.	Any child who has reached a red during the morning or the previous afternoon.	Child to attended part or whole of lunchtime with SLT member in the Reflection Room (Meeting Room) to discuss and reflect on the behaviours that led to a red CPOMS notification.

			Teacher to inform parent that the children has had to attend a reflection point over lunchtime when it the red incident is shared. SLT will analyse any data which shows a child is having to regularly attend a reflection point and a behaviour plan will be implemented in this case.
Fixed term suspension	At any point, if a child's behaviours are putting themselves, other children or staff at risk, the Headteacher has the right to suspend a child for a fixed term. Please see the section on suspensions for more information on this		

Internal Suspension, External Suspension or Permanent Exclusions may be implemented as a result of the following, although this is not an exhaustive list:

Abuse against sexual orientation/gender identity	Each incident will be taken on a case-by-case basis but could in the most serious circumstances lead to* *Internal exclusion/suspension/PEX Incident of this nature should be reported to SLT immediately.
Malicious allegation	
Not following the E-safety -rules where there is a safeguarding concern	
Derogatory statements related to disability	
Drug/alcohol/smoking related	
Use of an offensive weapon/prohibited item	
Wilful breach of public health rules	
Persistent violation of rules/challenging behaviour	
Theft	
Sexual misconduct	
Racists abuse	
Repeated bullying – verbal/physical/homophobic	
Verbal abuse/threatening behaviour towards an pupil	
Verbal abuse/threatening behaviour towards another pupil	
Deliberate physical assault of pupil (unprovoked serious harm)	
Persistent disruptive behaviour	
Deliberate physical assault of an adult	

It is not possible to leap steps or accelerate steps for repeated low-level disruption. Only suspension behaviours can be escalated immediately.

Secondary behaviours will generally be tactically ignored at the time they are displayed but will be discussed with the pupil when they are once again calm and rational. Pupils who have to be repeatedly reminded about their poor behaviour will be identified by senior leaders via CPOMS and time spent at the Reflection Point,

Behaviour is monitored daily by the SLT and email notifications are sent immediately to the HT/DHT/AHT and Safeguarding Lead following any reported incidents. The Senior Leadership Team identifies patterns in breakages of the school rules to determine the most concerning behaviours and appropriate provision/strategies.

Behaviour Support Plan (See Appendix 3)

We recognise the importance of knowing our children as individuals and this is something we pride ourselves on at Red Oaks Primary School. It is essential to our school that all members of staff know and respond to our children based on their needs. For our children who find managing their behaviours hard, they will have a behaviour support plan completed by their teachers and SENCO, where appropriate, which identifies their triggers, common behaviours and ways to prevent these from occurring. It will include strategies which help the individual child as we recognise we are all different. These will often be completed at the start of the year and reviewed throughout the year to account for any changes. If a child has a behaviour support plan, this does not always mean they have a back on track plan too as it might not be necessary. It would only be implemented if they are unable to manage their emotions and are regularly reaching a red incident being recorded on CPOMS.

Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

School events, school trips and school clubs

The school reserves the right to withdraw the offer of a place on a trip (including a residential), club or event should a pupil's behaviour give cause for concern over their ability to participate in a responsible and acceptable manner.

The school also reserves the right to withdraw the offer of a place on a trip (including a residential), club or event if there are concerns about health and safety due to a pupil's behaviour.

Participation in school trips, clubs, events such as a school disco or representation of the school in the coming weeks will not be allowed for pupils who have been suspended/ excluded (internal/external) or attend "How to shine class" (at the discretion of the Head Teacher).

Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

8. Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the headteacher, a member of the senior leadership team or the DSL will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

9. Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
    - Manage the incident internally
    - Refer to early help
    - Refer to children's social care
    - Report to the police

Please refer to our child protection and safeguarding policy for more information.

10. Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

11. Restrictive intervention, including the use of reasonable force

Red Oaks School is committed to safe, inclusive environments where pupils can thrive academically, socially and emotionally. Restrictive interventions (including the use of reasonable force and seclusion) are used only when necessary to prevent harm and always in ways that uphold dignity, safety, rights and equality.

Definitions

Restrictive intervention: a means to prevent, restrict, or subdue movement of the body, or part of the body, of a pupil. This guidance uses 'restrictive interventions' as the umbrella term to describe both physical and non-physical actions aimed to restrain pupils in different ways.

Reasonable force: a term used in legislation which includes physical restrictive interventions. All members of school staff have the legal power to use reasonable force in limited circumstances. Reasonable means using no more force than is necessary for the least amount of time, the application of which will depend on the circumstances.

Significant incident: any incident where the use of force goes beyond appropriate physical contact between pupils and staff as described in 'Other physical contact with pupils' within this document. This includes when physical force is used to implement a non-physical restrictive intervention.

Seclusion: a non-disciplinary intervention involving keeping a pupil confined to a place away from others, and preventing them from leaving either by physical obstruction, blocking, or making them believe they will be punished if they try to leave.

Restraint: a term used in legislation referring to a non-disciplinary intervention which immobilises a pupil or limits their movement. This may or may not include direct

physical contact. For example, holding a pupil's arms to their sides or removing a pupil's crutches would both be considered forms of restraint.

The various restrictive interventions above have been defined for completeness and are not an endorsement or otherwise for their use in schools.

Who can use reasonable force?

All members of school staff have a legal power to use reasonable force in certain circumstances. To prevent or stop a pupil from:

1. causing injury to themselves or others
2. committing a criminal offence
3. damaging property
4. causing disorder among pupils at the school, whether during a teaching session or otherwise

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

The School's procedures follow the guidelines within the document – Restrictive intervention, including the use of reasonable force in schools, guidance April 2026

12. Searching and confiscation

Searching and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Confiscation

Any prohibited items (see serious misbehaviours section above) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.
We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents/carers, if appropriate.

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.
Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and make sure a written record of the search is kept.
If the authorised member of staff considers a search to be necessary, but not required urgently, they will seek the advice of the headteacher or designated safeguarding lead (or deputy) who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. “I will ask you to turn out your pockets and remove your scarf”
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil’s co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the headteacher designated safeguarding lead or Director of Primary to try to determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into

consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desk or locker.
'Outer clothing' includes:

- Any item of clothing that isn't worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes or boots

Searching pupils' possessions
Possessions means any items that the pupil has or appears to have control of, including:

- Desks
- Lockers
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (see serious misbehaviours section above) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)
The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (see serious misbehaviours section above), including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents/carers
Parents/carers will always be informed of any search for a prohibited item (see serious misbehaviours section above). A member of staff will tell the parents/carers as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything

- What action the school has taken, including any sanctions that have been applied to their child

Support after a search
Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Strip searches
The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises will not be undertaken at Red Oaks Primary School.

13. Off-site behaviour
Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Headteachers a specific statutory power to regulate pupils' behaviour in these circumstances 'to such extent as is reasonable'.

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip).

14. Responding to misbehaviour from pupils with SEND

Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

Our approach to anticipating and removing triggers of misbehaviour below include:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces (e.g., the Hive, the nest, the Shepherd's Hut when staff are present) where pupils can regulate their emotions during a moment of sensory overload

Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will consider whether:

- The pupil was unable to understand the rule or instruction
- The pupil was unable to act differently at the time as a result of their SEND
- The pupil was likely to behave aggressively due to their particular SEND

If the answer to any of these is 'yes', it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess whether it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

Alexander Edwards (EHCP Coordinator for Red Oaks):
AEdwards2@swindon.gov.uk

15. Pupil transition

Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

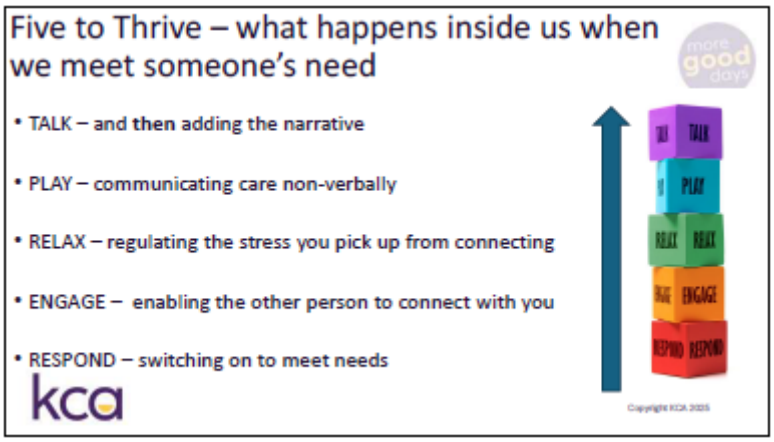
Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information relating to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

16. Training

All staff have received Trauma Informed Practice training from KCA. This further informed the behaviour and relationships policy, particularly in the use of Five to Thrive:



As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- The proper use of restraint
- The needs of the pupils at the school
- How SEND and mental health needs can impact behaviour

Behaviour management will also form part of continuing professional development.

Appendix 1 – Displayed in every classroom and in key areas across the school

Our Red Oaks Primary School Relationships Blueprint

Aspire, Achieve, Grow

At Red Oaks Primary School, we are dedicated to creating independent, articulate thinkers who have the confidence to achieve their ambitions. Our approach goes beyond academic learning, focusing on developing resilient, compassionate individuals who can navigate the complexities of the modern world.



Visible Adult Consistencies

1. Meet and greet
2. First attention to best conduct
3. Calm and caring

Relentless Routines

1. Legendary Lining Up
2. Fantastic walking
3. Readiness for learning
4. Hand signal for stop
5. In-lesson routines
6. Clutter-free classrooms

Stepped Sanctions

1. GREEN – positive recognition for positive attributes
2. ORANGE – Firm Reminder
3. RED – Escalated

Restorative Conversations

- What happened?
- What were you thinking about at the time?
- What have your thoughts been since?
- Who has been affected by what you did?
- In what way have they been affected?
- What do you think you need to do to make things right?
- Has this incident now been dealt with for you?

Appendix 2

Restorative Practice at Red Oaks Primary School

Definition

The aim of restorative practices is to develop community and to manage conflict and tensions by repairing harm and building relationships.

Restorative Practices in Schools is about:

- building safer schools
- changing behaviour not punishing
- adults modelling restorative approaches
- finding ways to repair harm
- supporting staff, children and families to use RP to build community

Why use a restorative approach?

- Punishment doesn't meet needs of those who suffered
- May be kudos or 'street cred' attached to the punishment
- Offenders don't have to face full effects of actions
- Offender may feel isolated and it may be difficult for them to get back into school community, making rule-breaking more attractive
- If problem behaviour persists, child may be pushed down a road of suspension/exclusion and marginalisation. They may be removed from school, but remain a problem in the wider community

Restorative Questions 1

To respond to challenging behaviour:

- What happened?
- What were you thinking about at the time?
- What have your thoughts been since?
- Who has been affected by what you did?
- In what way have they been affected?
- What do you think you need to do to make things right?
- Has this incident now been dealt with for you?

Restorative Questions 2

To help those harmed by others' actions:

- What did you think when you realised what had happened?
- What have your thoughts been since?
- How has this affected you and others?
- What had been the hardest thing for you?
- Do you think this incident has now been dealt with for you?

Appendix 3 – Behaviour Support Plan

Behaviour Support Plan

- Refer to Behaviour Policy, Positive Handling Policy and SEND Policy

Child's Name:	
Date:	
Triggers: describe common triggers/situations where manual handling may be required.	**Medical Information:**

Stage of Crisis	**Observed behaviour** (Describe what the behaviour looks/sounds like) (Describe common behaviours/situations which may lead to positive handling being required)	**Preferred supportive/interventions** (Describe strategies that should be attempted at each stage)
Anxiety		
Defensive/Escalation		
Crisis		
Recovery		

Depression (post recovery behaviour and support given)		
Follow Up (child debrief, post-incident learning/support)		
Additional information/Preferred handling: **Comment from child or young person (if appropriate):**		
Notification/recording required: please give details		

Plan agreed by:
Parent/Carer: _____

Signed: _____ Date: _____

Head Teacher: _____

Signed: _____ Date: _____

Appendix 4

Exclusions/Suspensions

This policy will adhere to the statutory guidance Suspension and permanent exclusion guidance (publishing.service.gov.uk)

In line with the guidance set out in "Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England" (DfE, effective from 26 July 2026, p.17), the school may, in exceptional safeguarding circumstances, temporarily prevent a pupil from attending the school site where this is necessary to protect their safety or the safety of others. This is a safeguarding measure, not a disciplinary suspension or exclusion, and will be implemented only following consultation with the Designated Safeguarding Lead (DSL) and where no suitable alternative arrangements can safely be made. Parents/carers will be informed without delay, and appropriate educational provision will be considered in line with statutory guidance. The LGC will be informed of any such arrangements in line with statutory guidance.

We believe that suspension or exclusion from school is a very serious matter and that it is a final step only to be taken if all other strategies have failed. A fixed term suspension or a permanent exclusion will only be issued where a child has persistently broken the school expectations and, despite intervention and support, their behaviour has not been modified, or where a one-off severe incident has occurred. Any decision to exclude a pupil will be lawful, rational, reasonable, fair and proportionate.

The Headteacher will ensure the school does not discriminate against pupils on the basis of protected characteristics such as disability or race, in accordance with the Equality Act.

The Headteacher and governing body will comply with statutory duties in relation to Special Educational Needs when administering the exclusion process, including having regard to the Special Educational Needs Code of Practice.

Where the school has concerns about the behaviour, or risk of exclusion/suspension, of a child with additional needs, a pupil with an EHC plan or a looked after pupil, it will, in partnership the Trust and Swindon Borough Council, consider what additional support or alternative placement may be required.

If a child is suspended, the following will apply:
The incident / incidences will be thoroughly investigated by the Headteacher or Senior Leader. A written record of all the stages of the investigation and any witness statements will be recorded on CPOMS. As part of the investigation, the Headteacher will consider whether the disruptive behaviour is an indication of unmet needs.

Dependent on the time of day in which the investigation is completed, there will be either a telephone meeting or face-to-face meeting at which parents are informed about the following:

- The reason for the exclusion.

- The period of a fixed term suspension, or, for a permanent exclusion, the fact that it is permanent.
- Parent's right to make representations about the exclusion to the governing body.
- How any representations should be made and where there is a legal requirement for the governing body to consider the exclusion, that parents have a right to attend a meeting, to be represented at that meeting (at their expense) and to bring a person of support.
- This information will be followed up in writing which the parent will receive as a letter.

Red Oaks Primary School will ensure reasonable steps are taken to provide work and give feedback on this work whilst the pupil is on a fixed term suspension.

The Headteacher reserves the right to move straight to a permanent exclusion if the action of the pupil endangers the safeguarding of themselves, other pupils, school staff and property.

The Headteacher reserves the right to vary the length of a fixed term suspension dependent upon the age or stage or a pupil in line with the related procedures.

The Headteacher reserves the right to vary the length of a fixed term suspension dependent on the severity or frequency of an offence. Once the fixed term suspension is completed, the pupil and their parent/s will be invited to attend a reintegration meeting with the Headteacher. This meeting will outline the support put in place to support the pupil in making the correct behaviour choices in the future.

The Director of Primary will be notified when the decision to issue a fixed term suspension is made.

Permanent exclusions
A decision to permanently exclude a pupil will only be taken:

- In response to a serious breach or persistent breaches of the school's 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.