A member of Hatton Academies Trust

Title	Behaviour and Relationship Policy
Reviewed	September 2026
Associated Policies	HAT Exclusion Policy HAT Restraint and Reasonable Force Policy HAT Staff Code of Conduct HAT Anti-Bullying Policy HAT Online Safety Policy HAT Attendance for Learning Policy HAT Child on Child Abuse Policy HAT Child Protection Policy HAT Searching Pupils and Confiscating Pupil's Property Policy Oakway Academy Uniform Policy Oakway Home / Academy agreement
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1. Creating a culture of high standards of behaviour

1.1 Principles

We firmly believe that:

Maintaining a positive culture requires constant work. This is achieved by positively reinforcing the behaviour which reflects the values of the Academy and which prepares children to engage in their learning. (DfE 2026)

Good behaviour and positive relationships are integral components of the learning process and maintaining consistently high standards of behaviour is vital in ensuring that teachers can deliver the curriculum effectively.

All children have the right to learn in a calm, safe and supportive environment protected from disruption and harm. Helping children to understand and care about the viewpoint and feelings of others will strengthen their ability to develop and maintain positive relationships and behaviour.

Some children will require additional support to reach the expected standard of behaviour. Providing both support and sanctions at the earliest opportunity will help to prevent and deter further occurrences of misbehaviour.

Sometimes a child's behaviour will be unacceptable, and children need to understand that there are consequences for their behaviour. This will involve the use of reasonable and proportionate sanctions. (DfE 2026)

This policy aligns to other key academy documentation, as set out below and with associated Hatton Academies Trust (HAT) policies section, listed on the front page of this policy.

1.2 Academy Vision

This policy supports the Academy vision, set out below:
Developing well-rounded, conscientious and successful leaners who aspire to achieve their personal best.

1.3 Academy Values

This policy supports the Academy values, set out below:
Passion: Develop deep interests, enthusiasm and the desire to achieve
Responsibility: Take ownership over your actions and be committed
Independence: Develop positive attitudes to learning
Determination: Overcome challenges to achieve your best
Enjoyment: Make the most of all experiences

1.4 Academy Uniform

Our Academy uniform policy plays an important part in supporting positive behaviour and discipline. We expect all children to adhere to the expectations as set out in the Uniform Policy at all times. Children who attend school wearing incorrect uniform will be given a pre-loved item to wear on the day and take home for future use. An accompanying letter will go home with the child to inform the parent about the item of uniform. Non-compliance is monitored on CPOMS and followed up in line with the policy

1.5 Code of Conduct

All staff adhere to the Oakway Academy code of conduct, which is clearly detailed in the Staff Handbook

1.6 Attendance

Hatton Academies Trust (HAT) have a clear Attendance for Learning Policy, which plays an important part in supporting the culture, discipline and ethos of the academy. The academy has rigorous and efficient systems in place to actively encourage full attendance of all children and intervene robustly where this is not the case. This policy meets the requirements of "Keeping Children Safe in Education" September 2026.

2. Purpose and Aims

- To have a clear and consistent approach to managing behaviour and relationships which is commonly understood by all stakeholders
- Adults have the collective responsibility for insisting on consistently high expectations of children at all times and for managing misbehaviour consistently in accordance to the policy
- Children's behaviour does not normally disrupt teaching, learning or school routines. Disruption is not tolerated, and proportionate action is taken to restore acceptable standards of behaviour (DfE 2024)
- Children will understand how their behaviour choices affect themselves and others, and this will support them to make consistently good choices
- Parents will have a clear understanding of the approaches the academy uses to manage behaviour and relationships and will support the academy in the use of these approaches (DfE 2024)
- Support will be sought for children finding it difficult to comply with behaviour expectations
- All members of the academy community create a positive, safe environment in which bullying, physical threats or abuse and intimidation are not tolerated, in which children are safe and feel safe and everyone is treated respectfully; and any incidents of bullying, discrimination, aggression, and derogatory language (including name calling) dealt with quickly and effectively. (DfE 2024)

3. Academy Systems and Social Norms

Our behaviour culture centres on helping children to understand what successful behaviour looks like by defining and teaching it clearly and using consistent repeated practice to promote the positive behavioural norms.

We have drawn expertise from the work of Darryl Williams and Doug Lemov (Teach Like A Champion) to support the development of our academy core behaviour techniques particularly around consistency and an embedded shared vocabulary. These techniques are simple for everyone to understand and follow.

3.1 Core behaviour techniques

For information about each technique listed below

- Showing STAR
- 100% Club (Everybody Club – EY & KS1)
- Do it again
- Do now
- Warm/Strict

3.2 Core routines

The set routines are:

- Wonderful walking – facing forwards, walking at a steady pace, walk on the left, manners (hello, how are you, holding the door for the person behind, thank you)
- Lining up in register order
- Walking through corridors on the left-hand side
- Adult puts hand up to gain attention, children respond with hand up and silence

- Bell routines at lunch and play time:
  - 1st bell everyone stops and stands still in silence
  - 2nd bell everyone tidies up and walk to lines then lines up in silence

- Morning checks. At the start of the day and end of break and lunch. Adults should check the following:
  - Correct uniform
  - Equipment check
  - Zones of Regulation check-in completed
  - Achievement present on desk (KS2 only)

3.3 Developing positive behaviours for learning

Our Behaviours for Learning boards clearly define what successful behaviour looks like. These represent the key habits and routines required in the academy and are used a teaching tool throughout the academy. In the Early Years and Key Stage 1, the Behaviours for Learning expectations are accompanied by visuals and simplified language and are easily accessible for children. They are displayed in all learning spaces and on the playgrounds.

Exceptional Learner behaviours are defined as follows:

I am a role model for and encourage others to:

- Show STAR

- Be in the 100% Club (Year 2 upwards)
- Be in the Everybody Club (EY and Year 1)
- Use a Strong Voice
- Show determination and always try my hardest
- Give kindness, thanks and support for others
- Take on additional responsibilities
- Regularly completes homework

3.4 Rewards

Acknowledging good behaviour encourages repetition and communicates the academy expectations and values to all children. Using positive recognition and rewards provides an opportunity for all staff to reinforce the academy's culture. Positive reinforcements and rewards are applied clearly and fairly to reinforce the routines, expectations, and norms of the academy's behaviour culture. (DfE 2022)

3.5 Smiles, Praise, Positive Comments

Praise is provided for effort and not just outcomes. When giving praise, staff will articulate the behaviour for learning demonstrated by the child to reinforce the commonly shared language.

3.6 Praise Points

Children are rewarded with regular verbal praise for good conduct, effort and/or outcomes. The teacher references what the child has done well to fan the praise to other children in the room. Team points can be used flexibly to build engagement within the classroom. Teachers may use for individuals to work collectively as a class or table towards an appropriate reward. In KS2, children record the team points they earn on their individual achievement card. In KS1, teachers may keep a record on a class sheet, or give out stickers.

3.7 PRIDE Acknowledgements

In the event of an exceptional one-off achievement, the teacher may award a child with a postcard, which details the reason for the award. Postcards will be read out and celebrated with the whole class before being sent home with the child.

3.8 Character Recognition Slip

When a child demonstrates a Character Quality (Ambition, Kindness/ Empathy, Commitment, Honesty/ Integrity, Courage) this may be recognised by an adult in the Academy by the giving of a recognition slip. When giving the slip the adult will focus on process (how) rather than outcome (what) and are encouraged to give them immediately. Upon receipt, the child will place the ticket in a designated post-box in a central location. At the end of each week a number of winning tickets will be drawn from the post-box. When a teacher gives out a character slip, they will record it using the appropriate positive log on Class charts.

3.11 Appreciations

At times across the school week children are supported to offer 'appreciations.' This allows them a chance to practise using a 'Strong voice' (which is one of the Exceptional Learner behaviours taught within our Oracy Curriculum) and the chance to express gratitude in front

of their peers. This is designed to help children to look for the goodness around them and to have the opportunity to express to another person that their actions have been valued, by thanking and acknowledging them.

3.12 Regulation and Co-Regulation

At Oakway Academy, we recognise that every individual's nervous system responds differently to experiences, environments and demands, and that levels of regulation vary from person to person.

Regulation is the capacity to adapt and respond effectively to changes in our internal state, our environment, and the demands placed upon us. To support the development of these skills, we use the principles of the *Zones of Regulation* to help children identify, understand and communicate how they are feeling, including recognising the level of their **energy battery** and how ready they are to engage in learning and daily activities.

Children are encouraged to develop an awareness of their emotions, energy levels and regulation needs. In each classroom, children and staff collaboratively create realistic and meaningful strategies to support regulation. These agreed approaches are embedded within classroom practice and used consistently throughout the school day, providing children with accessible tools and opportunities to regulate in ways that meet their individual needs.

We recognise that children do not develop self-regulation independently and often require support through co-regulation. Co-regulation is the process through which children learn to understand, soothe and manage distressing emotions and challenging situations through connection with nurturing, responsive and reliable adults. Through consistent relationships, staff provide calm, attuned and supportive responses that help children feel safe, understood and emotionally secure.

Over time, these co-regulatory experiences enable children to develop increasing independence in managing their emotions, behaviours and responses to everyday challenges. Our approach acknowledges that regulation develops through relationships and that children may require varying levels of adult support before they are able to successfully self-regulate across different environments and situations.

4. Behaviour Support and Pastoral Care

We consider that through the creation of a calm and orderly learning environment with predictable routines and a shared language our behaviour culture will meet the needs of all children, including those with SEND.
However, we acknowledge our legal duties under the Equality Act 2010 to take such steps as is reasonable to avoid any substantial disadvantage to a disabled child caused by the academy's policies or practices. Our duty under the Children and Families Act 2014, to use

our ‘best endeavours’ to meet the needs of those with SEND and in terms of safeguarding and supporting children with special educational needs.
As such, this policy and the practice it supports, needs to be sensitive and responsive to individual needs. It may be necessary to make reasonable adjustments for children who may display inappropriate behaviour, relating to a special educational need. When a child is identified as having SEND, the graduated approach is used to assess, plan, deliver and then review the impact of the support being provided, overseen by the SENCO.
In these circumstances, and where the whole-academy behaviour approaches are not effective in securing good behaviour regardless of identified SEND, targeted SEND or pastoral support will be implemented, which may include, but is not limited to:

- Behaviour Support Plan (appendix 1)
- Learning Plan for children identified on the SEND register
- Sensory Room intervention
- Individual Risk Assessments
- Regular parent meetings
- Internal referral to Welfare Team / SENCO for intervention or assessment, for example; Drawing and Talking, Check ins, Champion time, Sensory Circuits etc
- External referral to outside agencies for additional support, advice and assessment, including; Educational Psychologists, counselling services, Community Paediatricians, Occupational Psychologists and specialists, such as Autism support services and MHST (Mental Health Support Worker) and Play Therapists, Teacher of the Deaf and Visual Impairment Team

Through taking the above steps we aim to as far as possible identify any likely triggers of misbehaviour and put in place support to prevent these. Such preventative measures include, but are not limited to:

- Short, planned movement breaks for a child whose SEND means that they find it difficult to sit still for long
- Adjusting seating plans to allow a child with visual or hearing impairment to sit in sight of the teacher; or a child who is easily distracted to sit at a workstation
- Adjusting uniform requirements for a child with sensory issues or who has severe eczema
- Ear defenders for a child with sensory overload difficulties
- Individual visual timetable for a child with autism who may find changes in routines difficult to manage
- Training for staff in understanding conditions such as autism.

Although our methods of supporting children may vary, it remains our firm expectation that all children behave in socially acceptable ways, and we believe that effecting positive behavioural change is nearly always possible.

5. Responses to misbehaviour and consequences

All misbehaviours as identified in this section are recorded on CPOMS. A fortnightly report is reviewed by senior leaders, from the previous weeks' recorded misbehaviour. Often the reported children have already received an appropriate consequence for each misbehaviour recorded. The child's past misbehaviour along with any previous action taken to rectify this is considered cumulatively, rather than the past week in isolation. Consideration will be given to the Behaviour Responses guidance (appendix 2) and the level of support in place, Tier 1, 2 or 3, will be reviewed. Actions for each child identified may include, but are not limited to:

- A letter home or phone call to inform parents and continued monitoring
- Use of an individual tracker to monitor and improve a specific target
- A meeting arranged between parents, the child and a senior leader
- Consideration of moving the child to the next Tier of Behaviour Response
- A request for pastoral / SEND support to the SENCO or Welfare Lead
- A request for pastoral / SEND support from external agencies
- Further consequences being considered for any future misbehaviour, such as a suspension of persistent misbehaviours
- A referral to Education Inclusion Partnership to register a child as at risk of exclusion
- Creation of a behaviour support plan in collaboration with pupil and family
- Champion Time Intervention
- Sensory intervention in the Sensory Room

Misbehaviours are broadly defined in our Reflecting Learner statements on our Behaviour for Learning boards and result in a red behaviour being recorded on CPOMS. Achievement Card (KS2) and CPOMS (EY, KS1 & KS2) as follows:

I am not willing to:

- Complete work or accept help
- Show STAR or be in the 100% Club
- Be safe
- Respect people and property
- Allow others to work without disruption

I am not ready, I am not being safe, I am not being respectful

Although not an exhaustive list, these behaviours include:

- Persistent refusal to follow instructions
- Persistent disruption to other children's learning (throwing objects, ripping work, calling out)
- Damaging property (throwing or purposefully damaging equipment, and / or furniture, kicking walls, throwing stones at windows)
- Poor conduct around site (pushing, tripping, shouting, kicking)
- Unsafe behaviours (climbing, standing on chairs or tables)
- Discrimination or prejudice towards another child or member of staff
- Possession of forbidden items
- Disrespectful behaviour towards a member of staff (answering back, ignoring, name calling, mimicking)
- Fighting / Play fighting / Assault

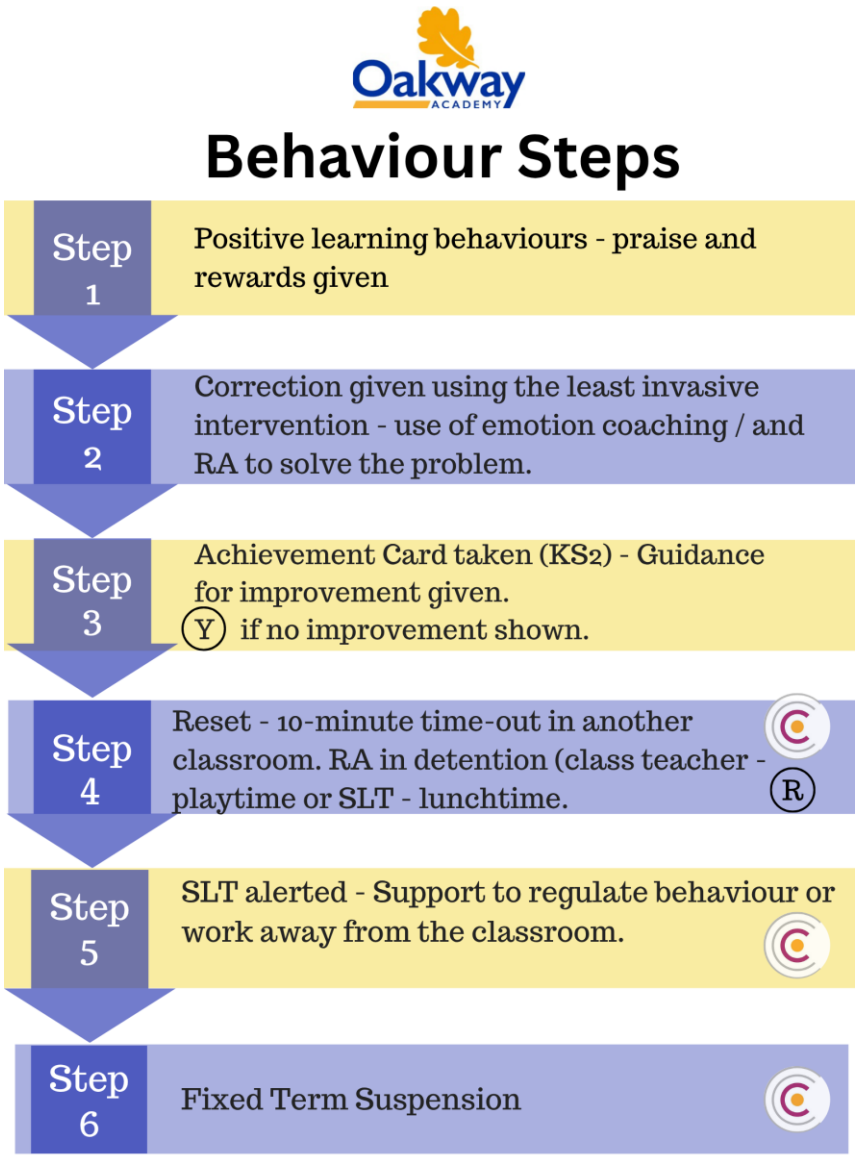
- Absconding from permitted areas (leaving classroom, PE lesson, learning space or breathing space without permission, refusing to come inside from the playground areas)
- Swearing, inappropriate or derogatory language (verbal, written, gestures, including name calling)
- Bullying
- Child on Child Sexual Violence and Harassment
- Inappropriate online behaviour

When a member of staff becomes aware of misbehaviour, they must respond predictably, promptly, fairly and assertively in accordance with this policy, with the first priority to ensure the safety of children and staff.
The aims of any response to misbehaviour should be to maintain the culture of the academy, by restoring a calm and safe environment in which all children can learn and thrive and prevent the recurrence of misbehaviour. Our responses have varying purposes; either to **improve** or **deter** future behaviour choices or for the **protection** of the child, other children and / or staff.
The following responses are rooted in developing children's understanding of the behaviour expectations and supporting them to follow these. The following responses are designed to **improve** children's future choices:

- Restorative Approach (see appendix 4)
- Emotion Coaching
- Reminders
- Do it Again routines
- Being positioned on an individual table to reduce the temptation to misbehave

5.1 Consequences

Consequence can often be effective deterrents for a specific child or a general deterrent for all children at the academy (DfE 2024). The following consequences have been designed to **deter** all children from future misbehaviour.



5.2 Detention

A detention is a commonly used sanction, often used as a deterrent to future misbehaviour. (DfE 2026).

If a child has 2 or more yellow marks or 1 or more red mark on their Achievement Card (KS2) (Appendix 3) before lunchbreak, they will be referred to the Senior Leader on duty. The Senior Leader will administer a missed lunchtime play, completing a restorative conversation with the child completing a behaviour reflection sheet. The SLT member on duty will consider any further action required depending on the severity of any red behaviour incidents. All incidents that lead to detention will be logged on CPOMS.

If a child has 2 or more yellow marks or 1 red mark on their Achievement Card or 1 negative behaviour logged on CPOMS (KS2) before their break time they will remain in their year group area for a restorative conversation with a member of staff from the year group.

For children in EY or KS1, unsafe behaviours may result in a child being referred to detention in order to hold a restorative conversation with a Senior Leader.

5.4 Removal from class

Removal is where a child, for serious disciplinary reasons, is required to spend a limited time out of the classroom and is differentiated from circumstances in which a child is asked to step outside of the classroom briefly for a conversation with a member of staff and being asked to return following this.

Removal from the classroom is a serious consequence and is only considered by Senior Leaders when necessary and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Parents will be informed on the same day if their child has been removed from the classroom.
Removal is only used for the following reasons:

a) To maintain the safety of all children and to restore stability following an unreasonably high level of disruption;

b) To enable disruptive children to be taken to a place where education can be continued in a managed environment; and

c) To allow the child to regain calm in a safe space (DfE 2024)

If a child is removed from class, they will not be returned until they have had a restorative conversation and / or completed a reflection task and are willing and ready to demonstrate Engaged Learner behaviours.

5.6 Regulation Room

If a child is demonstrating red behaviours, which are disruptive to others learning or unsafe a senior leader will direct them to take some time away from the class to allow the child to regain calm in a safe environment. The child will then be supported to reflect on their behaviour and start to make appropriate behaviour choices. This support will include de-escalation techniques if needed, such as; Limited choices, distraction, calm voice and help script 'I'm here to help' and reassurance.

5.7 Reasonable Force

As a last resort, there may be occasions where staff are required to use 'reasonable force,' see HAT Physical Restraint and Reasonable Force Policy and https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools (DfE Guidance P72-76) for further details. These may include:

- Remove disruptive child from the classroom where they have refused to follow an instruction to do so;
- Prevent a child behaving in a way that disrupts an academy event or a trip or visit;
- Prevent a child leaving the classroom where allowing the child to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- Prevent a child from attacking a member of staff or another child, or to stop a fight in the playground; and
- Restrain a child at risk of harming themselves through physical outbursts.

All senior leaders will receive regular Team Teach training to ensure they are kept up to date with current restraint and de-escalation strategies and techniques.

5.8 Child on Child Abuse, Sexual Violence and Sexual Harassment

The academy follows the general safeguarding principles set out in Keeping children safe in education (KCSIE) - especially Part 5.

All incidences of sexual harassment, abuse or violence will be recorded on CPOMs and communicated with parents. These incidences will be tracked and analysed by the Safeguarding Lead team. Each incident will be considered carefully, and the protected characteristics of the victims and perpetrators will be considered.

Consequences will be determined depending on the context and the nature of the incident. When more than one low-level incident occurs, a letter will be sent home to parents informing them that an incident has occurred. If a more serious incident occurs further consequences may be applied, which could include a suspension depending on the severity of the incident.

Support will be offered for any victims and perpetrators by a member of the welfare team and referrals to outside agencies will be made, when appropriate e.g. The Multiagency Safeguarding Hub. The Academy may also involve parents in writing a risk assessment for any children deemed needing additional support (see HAT Child Protection Policy, section B5 for further details).

5.9 Searching, screening and confiscation of banned items

At Oakway Academy the list of banned items is as follows:

- Knives
- Weapons or objects that can be used as weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco or Vape paraphernalia
- Fireworks
- Pornographic images

The Principal and other Senior Leaders are authorised to use such force as is reasonable given the circumstances when conducting a search for any of the above articles that they reasonably suspect have been or are likely to be used to commit an offence or cause harm. This reflects advice set out in the following guidance;
https://www.gov.uk/government/publications/searching-screening-and-confiscation

Senior leaders will confiscate, retain or dispose of a child's property as a disciplinary in the same circumstances as other disciplinary penalties. The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated, provided they acted lawfully. Staff should consider whether the confiscation is proportionate and consider any special circumstances relevant to the case.

Other banned items, which force may not be used to search for are:

- Mobile phones (unless staff reasonably suspect it contains pornographic images)
- Toys from home (including trading cards, fiddle toys and electronics). If toys from home are required for a specific reward or curriculum enhancement these will be requested in writing. If you believe your child requires a fiddler to support with attention, please discuss this with the SENCO and the academy will provide one if the need were identified. If a child brings in toys from home these will be confiscated and retained by the class teacher and returned to the child at the end of the day.

5.10 Use of mobile phones

At Oakway Academy, we do not permit the use of internet-enabled mobile devices by pupils on site. This policy is rooted in our concerns about the impact of mobile phones and social media on children's mental health, relationships and learning. We believe there is no educational need for primary pupils to have smartphones during school hours, including travelling to and from school. Removing smartphones from the school environment helps reduce distractions, prevent online conflicts, and protect pupils from exposure to unregulated content. We also recognise that bringing expensive devices into school can create inequality and increase safety risks for vulnerable pupils.

Our school is committed to fostering positive, respectful relationships within our community. We therefore encourage parents and carers to put mobile phones away when dropping off and collecting children. Being fully present at these key transition points supports meaningful interactions with children, promotes safety and awareness on site, and helps model healthy digital habits. While this is not a compulsory requirement, we strongly value the benefits that device-free moments can bring to communication, connection, and safeguarding.

5.11 Misbehaviour outside of academy premises

The academy retains the right to apply the range of consequences detailed in this policy for misbehaviour outside of the academy premises, which is witnessed by a member of staff or reported to the academy.

A decision to apply such as consequence would usually be taken at a time when the child is under the charge or control of a member of staff at the time and could include when:

- Taking part in any academy-organised or school-related activity;
- Travelling to or from academy;
- Wearing academy uniform;
- In some other way identifiable as a child at the academy;
- There could be repercussions for the orderly running of the academy;
- There poses a threat to another child; or
- There could be adverse effects on the reputation of the academy.

5.12 Behaviour incidents online

We expect the same standards of behaviour online as apply offline, namely that everyone should be treated with kindness, respect and dignity.

As mobile phone use is prohibited on site the vast majority of online behaviour incidents amongst children at the academy occur outside the academy school day and off the school premises. Parents are responsible for this behaviour.

However, often incidents that occur online will affect the school culture and, in these circumstances, we reserve the right to apply the full range of consequences as detailed in this policy when online misbehaviour online;

- Poses a threat or causes harm to another child
- Could have repercussions for the orderly running of the academy
- When the child is identifiable as a member of the academy
- If the behaviour could adversely affect the reputation of the academy

Misbehaviour online which includes bullying, the use of inappropriate language, the soliciting and sharing of nude or semi-nude images and videos and sexual harassment will be addressed in accordance with the same principles as offline behaviour and in relation to the details set out in the HAT Online Safety Policy. This may also include following the; HAT Child Protection Policy; Child on child Abuse Policy; Anti-Bullying Policy and; speaking to the designated safeguarding lead when an incident raises a safeguarding concern and following principles set out in KCSIE. In cases where a school suspects a child of criminal behaviour online, they should follow the guidance in paragraphs below.

5.13 Suspected criminal behaviour

In cases when a member of staff suspects criminal behaviour, the academy will make an initial assessment of whether an incident should be reported to the police, only by gathering enough information to establish the facts of the case. These initial investigations will be fully documented and recorded on CPOMS and the academy will make every effort to preserve any relevant evidence.

Once a decision is made to report the incident to police, the academy will ensure any further action they take does not interfere with any police action taken. However, will retain the right to continue investigations and enforce consequences as so long as it does not conflict with police action.

When making a report to the police, it will often be appropriate to make a referral to MASH (Multi Agency Safeguarding Hub). As set out in KCSIE, in most cases that the designated safeguarding lead would take the lead on this.

5.14 Managed move

A managed move is a voluntary, planned intervention used to initiate a process that transfers a pupil to another mainstream school permanently. It is a strategy designed to prevent permanent exclusion and must only be used when a full range of early, inclusive behaviour interventions has been explored and exhausted.

A managed move will only occur when it is in the pupil's best interests and must be entirely voluntary. It requires the absolute agreement of all parties, including the academy, the

parent(s)/carer(s), the pupil, and the admission authority of the receiving setting. Under no circumstances will a pupil be permanently excluded because a parent or pupil refuses to agree to a managed move.

Reasons for considering a managed move include, but are not limited to:

- The pupil is at serious risk of permanent exclusion due to severe or persistent breaches of the academy's behaviour policy.
- The academy's standard behaviour management strategies, pastoral interventions, external agency support, or statutory assessments have been fully deployed but have not achieved a lasting improvement in behaviour.

Before a managed move is formally agreed upon, the academy will ensure that:

1. **Pupil Voice:** The pupil is supported to share their views regarding the prospective move, and the academy explicitly accounts for how these views have informed the decision.
2. **Vulnerable Pupils:** If the pupil has an active social worker or is looked-after (monitored by a Virtual School Head), they will be notified at the immediate point a managed move is first contemplated.
3. **SEND Considerations:** If the pupil has an EHCP, the Local Authority must be contacted prior to the move to ensure statutory consultation and amendment procedures are followed.
4. **Admissions Compliance:** If the receiving school is oversubscribed, the pupil must not be prioritized ahead of those on an existing waiting list unless they meet the school's specific oversubscription criteria more closely.
5. **Information Sharing:** Complete and transparent data sharing must occur between settings *in advance* of the move to ensure continuity of education and physical/emotional safeguarding. This includes academic data, special educational needs, previous interventions, full risk assessments, and effective behaviour management strategies.

5.15 Suspension and Permanent Exclusion

High standards of behaviour are essential to ensure all pupils benefit from the opportunities provided by education, allowing them to learn and thrive in a safe, calm, and supportive environment. The Academy Trust recognises that school suspensions, permanent exclusions, managed moves, and statutory off-site directions are essential tools available to Principals to maintain safety and uphold the community's standards.

In line with the statutory **DfE Suspension and Permanent Exclusion Guidance (July 2026)**, permanent exclusion will only ever be used as a **last resort**. This applies when there has been a serious breach, or persistent breaches, of the behaviour 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.

While the Principal will exercise professional judgement, any decision to suspend or permanently exclude must be **lawful, reasonable, fair, and proportionate**. Decisions will be

made through both a behaviour and safeguarding lens, with full consideration given to the pupil's views, the school's legal duties under the *Equality Act 2010*, and the *Children and Families Act 2014* (specifically relating to pupils with Special Educational Needs and Disabilities (SEND) or vulnerable indicators)

We believe that all children are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment. As such, the Principal may use suspension and permanent exclusion in response to serious incidents or in response to persistent misbehaviour which has not improved following consequences and interventions, in line with the HAT Exclusion Policy and may include other associated polices, such as Child on Child Abuse Policy or Anti-Bullying Policy for instance.

- The coding for suspensions or permanent exclusions is outlined below:
    - Physical assault against a pupil (PP)
    - Physical assault against an adult (PA)
    - Verbal abuse or threatening behaviour against a pupil (VP)
    - Verbal abuse or threatening behaviour against an adult (VA)
    - Use or threat of use of an offensive weapon or prohibited item (OW)
    - Bullying (BU)
    - Racist Abuse (RA)
    - Abuse against sexual orientation and gender identity (LG)
    - Abuse relating to disability (DS)
    - Sexual misconduct (SM)
    - Drug or alcohol related (DA)
    - Theft (TH)
    - Persistent or general disruptive behaviour (DB)
    - Wilful and repeated transgression of protective measures in place to protect public health (PH)

Suspensions are designed to send a clear signal of what is unacceptable behaviour as part of the academy's behaviour policy and show a child that their current behaviour is putting them at risk of permanent exclusion.

During a suspension work will be set for the continuation of the child's education for the first five days. This work can be accessed through the academy's online platforms which the child has access to as part of their home learning. In line with the academy's legal duties to children with disabilities or special educational needs, reasonable adjustments in how they supported will be made where necessary.

A child may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year). A suspension does not have to be for a continuous period and can be for parts of the academy day. For example, if a child's behaviour at lunchtime is disruptive, they may be suspended from the academy premises for the duration of the lunchtime period. Lunchtime suspensions are counted as half an academy day. The Principal (or delegated deputy) will notify parents immediately a decision has been made to suspend or permanently exclude their child.

Following a suspension, the child will be reintroduced to the academy via a restorative meeting with the child and parents. Children will have an agreed reintegration plan at this point, which is aimed to support the success return to academy life.
If the Principal permanently excludes a child, he/she will inform the parents immediately, giving reasons for the exclusion. At the same time, it will also be communicated to the parents that they can, if they wish, appeal against the decision to the Academy Committee. The Principal will inform the local authority and the Academy Committee about any permanent exclusion, and about any suspensions beyond five days in any one term.
The Academy Committee Trustees cannot either exclude a child or extend the exclusion period made by the Principal. The Academy Committee has a personnel appeals committee which is made up of between three and five representatives. This committee considers any exclusion appeals on behalf of the Trustees. When an appeals panel meets to consider exclusion, they consider the circumstances in which the child was excluded, consider any representation by parents and the local authority, and consider whether the child should be reinstated. If the Academy Committee' appeals panel decides that a child should be reinstated, the Principal must comply with this ruling.
For further guidance used to inform the managed move, suspension and permanent exclusion sections of this policy, please see; HAT Exclusion Policy and; DfE Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in
England, including pupil movement, available at:
https://www.gov.uk/government/publications/school-suspensions-and-permanent-exclusions

6. Roles and Responsibilities

The following section lists roles and responsibilities for all stakeholders. These are essential if the procedures and practices are to be adhered to.

6.1 Staff

Staff have an important role in developing a calm and safe environment for children and establishing clear expectations of acceptable behaviour. All staff must:

- Uphold the academy approaches to behaviour by teaching and modelling expected behaviour and positive relationships, as defined by the behaviour and relationship policy, so that children can see examples of good habits and are confident to ask for help when needed.
- Challenge children to meet the school expectations and maintain the boundaries of acceptable conduct
- Communicate the school expectations, routines, values and standards both explicitly through teaching behaviour and in every interaction with children
- Consider the impact of their own behaviour on the school culture and how they can uphold the school rules and expectations, adhering to the Academy Code of Conduct at all times

6.2 Class Teachers must

- Explicitly practise the Academy routines to enable all children to know what strong behaviour looks like.
- Provide appropriate opportunities for Personal Development for all the children in their class as detailed on class timetables
- Recording awarded Character Slips on Class charts
- Record all red behaviour incidents on CPOMS
- Keep Achievement cards accurate and up to date. Send Achievement cards home at the end of each week.
- Explicitly use and teach the Behaviour for Learning language throughout the day
- Explicitly teach and provide opportunities for children to practise 100% Club, STAR, 'Do it again' and 'Do Now' routines

Year Leaders must

- Be a role model for behaviour routines and high expectations.
- Complete check ins with identified children within the year group

6.3 Support staff, Volunteers & Students must

- Report all behaviour incidents to class teachers or senior leaders so they may be recorded on CPOMS or report directly on CPOMS where appropriate
- Use Behaviour for Learning language throughout the day to reinforce expectations and celebrate successes
- Insist on children demonstrating expected conduct and routines when moving around the site. Consistently using 'Do it again' techniques if these expectations are not being met

6.4 Senior Leadership Team must

- The school leadership team should be highly visible, with leaders routinely engaging with children, parents and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported.
- Ensure all staff understand the behavioural expectations and the importance of maintaining them.
- Ensure that all new staff are inducted clearly into the academy's behaviour culture to ensure they understand its expectations and routines and how best to support all children to participate in creating the culture of the academy
- Ensure that all new children are inducted clearly into the academy's behaviour culture to ensure they understand its expectations and routines and their role in participating in creating the culture of the academy
- Consider any appropriate training, which is required for staff to meet their duties and functions within the behaviour policy, including The National Professional Qualification in Leading Behaviour and Culture (NPQLBC) for teachers who have, or are aspiring to have, responsibilities for leading behaviour or supporting children's wellbeing in the academy.
- Ensure that their staff have adequate training and engagement with experts such as Educational Psychologists and counsellors on matters such as how certain special

educational needs, disabilities, or mental health needs may at times affect a child's behaviour.

- Monitor behaviour reports from CPOMS on a regular basis and consistently apply the Behaviour Responses, including meeting with parents to discuss further support and sanctions line with the policy

6.5 Principal must

- Support staff in implementing the Behaviour and Relationship Policy consistently throughout the academy, and to report to Academy Trustees requested, on the effectiveness of the policy
- Ensure the health, safety and welfare of all children in the academy
- Keep records of all reported serious incidents of unacceptable behaviour
- Be responsible for imposing suspensions to individual children for serious incidents of unacceptable behaviour
- Be responsible for permanently excluding a child for repeated or very serious incidents of unacceptable behaviour
- Inform the Academy Committee, the local authority and parents of any suspensions or permanent exclusions

6.6 Children must

- Be taught that they have a duty to follow the academy behaviour and relationship policy and uphold the school expectations and routines, and should contribute to the school culture.
- Be asked about their experience of behaviour and provide feedback on the school's behaviour culture.
- Be provided with extra support and induction if they are new to the academy

6.7 Parents must

The role of parents is crucial in helping schools develop and maintain good behaviour. To support the academy, parents should:

- Know and support the academy behaviour and relationship policy and reinforce the policy at home as appropriate
- Where possible, take part in the life of the academy
- Support the actions of the academy if a reasonable consequence has been applied to their child
- Report any concerns relating to the administration of the Behaviour and Relationship Policy to the class teacher initially, whilst continuing to work in partnership with them
- Report any unresolved concerns relating to the administration of the Behaviour and Relationships Policy to a member of senior leadership team
- Attend meetings as requested to discuss their child's behaviour

6.8 Academy Committee must

- Be responsible for reviewing the effectiveness of this policy
- Support the Principal in implementing this policy consistently throughout the Academy

- Provide an appeal panel following a suspension or permanent exclusion, should the need arise

7. Communicating the Policy

Communicating the academy policy to all members of the community is an important way of building and maintaining the academy's culture. It helps make behaviour expectations transparent to all children, parents, and staff members, and provides reassurance that expectations of, and responses to, behaviour are consistent, fair, proportionate, and predictable. We will communicate this policy in the following ways:

- Share successes in the academy newsletter
- Holding sessions for parents to help them understand the policy
- Hold regular review meetings with parents where pastoral support is in place
- Publicise the policy in writing to parents and staff once a year
- Publish the policy on the academy website

8. Monitoring

The Senior Leadership Team will review the effectiveness of this policy on a weekly, termly and annual basis. Monitoring will include:

- Behaviour audits
- Engagement Audits
- Learning Walks
- Playground Observations
- Regular reporting from CPOMS
- Feedback from staff, children and parents

9. Review

The Academy Committee reviews this policy annually. They may review the policy earlier if the government introduces new regulations, or if the Academy Committee receives recommendations on how the policy might be improved.

Appendix 1 – Behaviour Support Plan

Name:
Notes:

Oakway

I like...
- TTRS
- Crafts - painting
-

Targets
- To follow now and next timetable
- To access the Regulation Room when feeling cross/angry

I dislike...
- Missing playtime
- Not being able to share my side of a story
- When playtime finishes

Provisions
- Intervention
- Now/ Next Timetable
- Access to sensory room

If ___ does not respond positively, the adult should:
-

Key adults
Class teacher
Classroom Assistant
Champion

Name:
Notes:

Oakway

Those responding to behaviour...

Additional thoughts - add ideas/strategies to be discussed during next review:

Implemented: XX 2026	Comments
Review 1:	
Review 2:	
Review 3:	

Appendix 2 – Tiered response to behaviour

Steps for Resolving Challenging Behaviour

Oakway ACADEMY

Disruptive behaviour which is not resolved by using supportive behaviour strategies, emotion coaching, restorative conversations.

or

A single serious one off event such as fighting, unsafe behaviour (self or others)

SLT Support

Call for support - radio or phone and ensure that all children are safe

A child's learning behaviour has not improved. Continued low-level disruption is occurring. The staff will use a range of strategies such as least invasive intervention.

The incident is logged on CPOMS

Restorative Conversation

During this time, or shortly afterwards, the child will complete a reflection sheet. Teachers use reflection to support a restorative conversation with the child

Restorative Script

1. What happened?
2. What were you thinking or feeling at the time?
3. Who was affected / harmed by what happened?
4. What do you need?

A child displays low level disruption such as - calling out, tapping, talking in the line, interrupting, taking without asking, not following instructions.

Emotion Coaching

Teach the child who is displaying disruptive behaviour

Emotion coaching script:

'I can see that you are feeling angry as Xx snatch the book from you. I felt angry once when my friend did that to me, but it is not OK to hit someone. What could you do instead? How can we put it right? What will you do next time?'

A child displays low level disruption such as - calling out, tapping, talking in the line, interrupting, taking without asking, not following instructions.

TLAC behaviours strategies

Do it again

Make pupils try again if they do not meet the high standards set by the adult

Warm Strict

Adults are welcoming and kind with unrelenting high expectaions of all pupils

100% Club

All children will respond quickly to the instruction given

Least invasive intervention

Guide the children with the minimum disruption to the rest of the class.

- Non-verbal intervention
- Positive group correction
- Anonymous individual correction
- Private individual correction
- Lightning quick public correction

Consistently high expectations of children

Adults use every opportunity to teach the Academy behaviours for learning
Children with consistently good behaviour recieve frequent praise and regular commendations
Children rehearse school routines until they became habit
Adults challenge poor behaviour at all times
Adults challenge one another if poor behaviour is seen but not challenged

Adults at Oakway support children to make positive behaviour choices by skillfully applying the approaches and strategies outlined above. All members of staff take responsibility for reinforcing high expectations and challenging poor behaviour choices.

Appendix 3 - Oakway Academy Achievement Cards

What is an Achievement Card?

An Achievement Card is an individual card, which has a blank year group weekly timetable displayed on it, with the learning sessions and breaks identified on the front side, see below:

Weekly Achievement Card

Oakway

Name:

Class:

Week:

Year 3	MON	TUES	WED	THUR	FRI
Lesson 1					
Lesson 2					
Lesson 3					
Lesson 4					
Break					
Lesson 5					
Lesson 6					
Lunch					
Lesson 7					
Lesson 8					
Lesson 9					

Why are we using Achievement Cards?

We want children to focus on the Behaviours for Learning they need to develop in order to be successful learners, we call these Engaged Learner behaviours and they are on display in each classroom area. In KS2 they are listed below.

Code	Reason
III	Praise points
Y	Yellow behaviours
R	Red behaviours
U	Incorrect Uniform
L	Late
A	Absent

Oakway Rewards

Praise points—positive praise in every lesson
Character Slips—Showing the Character Qualities
PRIDE post cards—Exceptional effort or achievement
Weekly PRIZE Draw— Character Slips

What have you earned this week?

Oakway

I am motivated to:

- Always show STAR
- Be in the 100% Club
- Listen to others with respect
- Work hard
- Be kind to others
- Respect property

These behaviours represent the target behaviours that children should aim to demonstrate. Marking the Achievement Card at the end of each learning session against whether or not they have demonstrated these behaviours can help each child to focus on these expectations and the teacher to refer to them explicitly.

For children who find it difficult to manage their behaviour choices the Achievement Card can be a useful monitoring tool to help identify patterns, such as particular times of the day / lessons, which are a trigger point for misbehaviour in order to provide additional support or to clarify the expectations with the child to prevent reoccurring misbehaviour.

How are Achievement Cards used

- Every Monday morning children in KS2 will be provided with an Achievement Card.
- Every Monday morning, children will record their name, class and the week commencing date on the card.
- Children will keep their Achievement Card in a visible place on their desk throughout the academy day. They are responsible for keeping it safe.
- During the day, children are awarded positive points which are recorded on the achievement card (tally)
- If a child is demonstrating yellow behaviours the teacher will remove the Achievement Card from the child's desk and place it on their own desk. This is a clear signal and reminder to the child that they need to improve their behaviour and start to demonstrate blue behaviours. This reminder will be accompanied with a verbal reminder using emotion coaching if required.
- If the child improves their behaviour, the card will be returned to them to indicate they swiftly returned to demonstrating blue behaviours. The child is then able to continue earning positive points.

- If a child is demonstrating a red behaviours the teacher will remove the Achievement Card from the child's desk and place it on their own desk. They will record an R on the Achievement Card and use Emotion Coaching techniques to support the child to improve their behaviour
- The child will move to another room in the year group to continue their learning and reflect on their behaviour. They will take their achievement card with them.
- They will hold a restorative conversation with the teacher when they return to class following their time out.
- If the child does not improve their behaviour the teacher will keep the Achievement Card during the next session and encourage the child to make the improvements required to demonstrate blue behaviours, using emotion coaching if required. The card will be return as soon as the target behaviour is demonstrated.

Behaviour Triggers & Consequences

1. Before Break Time

Children will miss their break time play and remain in their year group area for a restorative conversation with a staff member if they receive:

- **KS2:** 2 or more yellow marks OR 1 or more red mark on their Achievement Card.
- **EYFS / KS1:** 1 negative behaviour logged on CPOMS.

2. Before Lunchbreak

Children will be referred to the Senior Leader on duty to miss their lunchtime play if they receive:

- **KS2:** 2 or more yellow marks OR 1 or more red mark on their Achievement Card.
- **EYFS / KS1:** 1 negative behaviour logged on CPOMS.

Appendix 4 - Oakway Academy Restorative Approaches

What are Restorative Approaches?

Restorative approaches are a mind-set, providing the foundation to build, maintain and repair relationships. The restorative 'way of being' creates a culture of high challenge and high support, and aims to work with children rather than doing things to or for them. Using restorative approaches can increase emotional literacy and empathy, which are key life skills.

Which Restorative Approaches do we use at Oakway Academy?

Restorative Approach Affective Questions to resolve conflicts
This approach can to be a very effective way to reduce all levels of conflict and can help to reduce the need for punitive consequences and create a happier, safer academy that deals effectively with conflicts.

Using Restorative Approach Affective Questions to resolve conflicts:

Restorative Approach Affective Questions and their principles:
The following restorative principles together with the correlating affective questions underpin the use of the restorative technique used to resolve conflicts. There is no requirement to use all questions when facilitating a restorative conversation only those needed to reach a resolution.

1. Principle: An appreciation of individual perspectives

   Question: What happened?

2. Principle: Promoting mutual understanding through making explicit the link between behaviour, thought and feeling

   Question: What were you thinking / feeling?

3. Principle: A focus on impact, not blame

   Questions: Who has been affected, and how?

4. Principle: Accountability and responsibility for self and others

   Question: What do you need to do now to put things right?

At Oakway Academy, we use the Restorative Approach Affective questions as part of a process to support the resolution of conflict. It promotes telling the truth, taking responsibility, acknowledging harm as a response to conflict and in doing so creates accountability.

We believe that this approach not only allows the harmer to see the impact of their behaviour but also allows the 'harmed' the opportunity to see if they contributed to the conflict in any way by their own behaviour. Both participants are then supported to reach a mutual agreement of how they are going to treat each other in the future. By looking at what harm has been caused allows those involved to take ownership of the solution, making it much more likely to succeed.

We require all adults working with children to be aware of the principles and language of Restorative Approach Affective questions and use these to guide a discussion between those involved in incidents.

How to facilitate a restorative conversation to resolve a conflict

1. Ensure all those involved are willing and ready to enter into a guided conversation to try and resolve the issue
2. Use the restorative questions to unpick the incident with those involved, allowing for all parties to respond to the questions from their own perspective, starting with the person harmed so their voice is heard first
3. Clarify the responses provided, for instance 'what I think you are saying is…is that correct?'
4. Focus on how each person involved was feeling, rather than who was at fault, for instance 'So, you were hurt on the arm when you were pushed, is that right?' 'Because you believed you were pushed on purpose, that made you angry, is that correct?'
5. Sum up who was harmed and in what way, for instance 'So, XX ran into XX when you were both lining up. XX was hurt in the arm by this and became annoyed as they thought it was done on purpose and you pushed XX back. What you are telling me is that you were both harmed by each other.'
6. Guide those involved to consider next steps, future actions or consequences, for instance 'What do you think you should happen now?' 'How do you think we can put this right?' Allow those involved to agree on resolution, which might be an apology, but this is not a requirement. It might be offering each other reassurances that about what they would have done differently based on what they know now. Depending on the situation, it might be a restorative consequence for the harmer, for instance, the harmer tidies up the mess they made or repairs some damage caused.

Unsuccessful conversations or refusal to take part

Unless all of those involved have agreed to participate in a restorative conversation, it will not proceed. If during a conversation any participant is unable or unwilling to proceed, it will end and an alternative resolution will be implemented using the other consequences detailed in this policy. Similarly, should a child not adhere to the agreement made during a conversation, other consequences detailed in this policy may be applied in response to further incidents of harm.