

Old Oak Primary Behaviour, Wellbeing and Pastoral Policy 2025-2026

1. Behaviour Principles:

Promoting Positive behaviour, emotional wellbeing and effective pastoral care are central to our ethos and underpin everything we do. We model positive communication and behaviours and build trusting relationships with all children.

We believe that promoting positive behaviour is a whole school responsibility and should be in a partnership with the whole school community.

Our school vision and Old Oak values underpin promoting positive learning behaviours and are used as our tool to manage behaviour throughout the school. Our school values are below, these are displayed in public areas and all classrooms- in addition to this, each class has an agreed class charter written at the beginning of the year explaining how the children in each class will adhere to the school values:

- **An effective thinker:** We are inquisitive learners and we ask lots of questions. We think about how we learn and talk about learning about learning.
- **Adaptable:** We cope well with new and sometimes unfamiliar situations. We can think differently when we need to.
- **Resilient:** We try our hardest in everything we do- we know that sometimes it is easy to give up- we don't!
- **Ethical:** We know the difference between what's right and wrong.
- **Respectful:** To be polite and treat others in the way we wish to be treated. Everyone is unique and we respect everyone's differences.
- **An effective communicator:** We speak to each other politely and share what we are thinking or feeling.
- **Empathetic:** We think of other people's needs and we think about how we can make people feel through our actions and words.
- **An effective collaborator:** We take turns in conversation and share ideas. We work together as a team and a community.

2. Aims

This policy aims to:

- Promote positive behaviour and respectful relationships
- Support pupils' mental health and emotional wellbeing
- Provide effective pastoral care for all pupils
- Ensure a consistent, fair and restorative approach to behaviour
- Meet statutory requirements and align with DfE and Ofsted expectations

For children:

- Encouraging children to understand and to take control of their own behaviour
- Encouraging personal responsibility and awareness of the needs of others
- Giving the children the chance to show adults how they are promoting the school values and are able to make good choices.
- Encouraging and supporting children in analysing how an incident could have been avoided
- Encouraging children to respect property and care for the environment

For Staff:

- There is collective responsibility for behaviour management within the school
- All Staff understand the school vision, values and rules and apply these as a class charter agreement to manage behaviour in the classroom.
- All staff are able to acknowledge difficulties and ask for help.
- There is good communication between staff and an acknowledgement of joint responsibility.
- Staff roles in relation to behaviour management are clearly defined. They support the key relationship between the class teacher and pupil
- SLT support all staff in managing behaviour and communicate regularly with parents and carers regarding children.

For Parents:

- Supporting the school in promoting positive behaviour, and by taking time to understand the school's policy on this.
- Valuing good attendance and punctuality
- Being a good role model on school premises

Parents/Carers sign a Home/School Agreement when their children start school

3.. Promoting Positive Behaviour

We promote positive behaviour through/by:

- Clear expectations and routines
- Positive reinforcement and praise
- Using zones of regulation to support a child in recognising their feelings and therefore their responses.
- Using movement breaks
- Giving time to self-regulate or co regulate.
- Teaching behaviour expectations explicitly
- Modelling respectful behaviour
- Building strong relationships
- Using the panda approach with children that avoid demand

Providing an effective teaching and learning environment

- Meeting children's educational and emotional needs by setting appropriate tasks
- Involving children in setting their own goals and targets for learning
- Establishing good relationships between teacher, child and peers in class
- Fostering good home/school and community links

Celebrating achievement :

- Using a quiet word, encouraging smile
- A note home
- Writing a positive comment on a child's work
- Displaying work
- Showing work in presentations, shows, assemblies and weekly sharing assembly
- Showing work to other children, classes and teachers or DHT/ HT
- Head teachers stamp for exceptional effort and/or learning.
- Informing parents/ carers
- Head teachers' certificate for value of the week and/or effort of the week. Celebrated in sharing assembly.
- Recognising achievement in other children
- IPC Exit Points

Giving children responsibility:

- Allowing children to walk up and down stairs on their own
- Allowing children to choose where they sit at lunch.
- Asking children to help with 'jobs' like helping the new and youngest children and becoming a Helping Hand in the lunch hall and learning buddies in year 6.

4. Behaviour Responses

When behaviour does not meet expectations, staff will:

- Use calm, consistent and proportionate responses
- Apply restorative approaches
- Support pupils to reflect on choices and consequences
- Give children time to self-regulate or co regulate
- Involve external agencies in some cases.
- Involve internal support systems such as ELSA or Family Group.

The responses below apply according to the nature of the incident, the severity of the incident, the age of the child and the teacher's knowledge of the child.

Responses are to encourage change, so those children can learn from their mistakes, rather than be punitive. The first step is to prevent the incident.

Responses and steps for dealing with unacceptable behaviour in the playground:

When dealing with incidents it must be remembered that it is the behaviour that is unacceptable, not the child.

Strategies may include: **Trying to avoid confrontation, reminding children what is acceptable behaviour, using positive language, reminding the children of the school values and class charter, acknowledge good examples of behaviour, moving the child – this list is not exhaustive.**

Stage 1:

Verbal reminder of the school values and highlighting which value they are not following- a brief discussion about making the right choice- morality.

Stage 2

Time out for a set period of time to reflect.

Stage 3

At break time- sent to SLT by calling their phone, or at lunchtime, sent to SLT who will complete a behaviour sheet and log it. Teachers will be informed and if necessary, parents. Parents would always be informed if one of the incidents listed below occurred.

If a child has been involved in anything of a physical nature, been verbally rude to an adult or child, or been involved in any type of name calling.

- If a child is already involved with SLT, who are managing his or her behaviour, and/or SLT have regular contact with parents, then these stages may not be followed. This is at the discretion of SLT and the child's individual needs and action plan at the time.

Strategies may include: **Trying to avoid confrontation, reminding children what is acceptable behaviour, using positive language, reminding the children of the school values and class charter, acknowledge good examples of behaviour, moving the child – this list is not exhaustive.**

Behaviour responses- in the classroom and around the school managed by ALL staff

The stages below are for guidance. Depending on the situation a certain stage may be missed. In class behaviour-

If a child has been involved in anything of a physical nature, been verbally rude to an adult or child, or involved in any name calling SLT will be contacted.

Stage 1

- Child displays inappropriate behaviour
- Child is given a verbal reminder and asked to consider their actions and make the right choice. They are told if they do not make the right choice a second time then they will miss 5 minutes of break time.
- Teacher asks the child to reflect on behaviour and tells them they will be asking them in a few minutes to inform them of what they have reflected on.
- The Teacher then speaks with the child to ensure the child has reflected and understood the significance of their actions.

Stage 2

- Child displays inappropriate behaviour
- Child has been through the above process.
- The child is told they will miss 5 minutes of break, morning or lunch- they have an opportunity to earn it back if they make the right choices for the remainder of the session.

Stage 3

- Child displays inappropriate behaviour
- Child has been through the above process.
- Child is escorted with note to another teacher for reflection time. Child is in other class for set period of time.
- Child is returned to class.
- The Teacher then speaks with the child to ensure the child has reflected and understood the significance of their actions.
- The child will miss their whole break-

- **Stage 4**

- Child has been through all the previous strategies
- Child again displays inappropriate behaviour
- Child is sent to a member of the senior leadership team for a set period of time immediately.
- The incident will be recorded in the behaviour log- the child will be with SLT at lunch time and will reflect on their behaviour
- Parents will be contacted by SLT

Stage 5

- Child has been through all the previous strategies
- Child again displays inappropriate behaviour
- Child is sent to the headteacher for a set period of time immediately. The behaviour log is used.

Stage 6

- Child has been through all the previous strategies
- Child again displays inappropriate behaviour
- The headteacher contacts parents and invites them in for a meeting to discuss their child's behaviour and strategies to move forward.
- Child is internally excluded with DHT or SENCO for a fixed period of time
- The child is removed from the playground for morning and lunch breaks for a fixed period of time.
- Parents are contacted daily to report on the child's behaviour.

Stage 7

- Child has been through all the previous strategies
- Child again displays inappropriate behaviour
- Child is excluded for a fixed term- see exclusion policy in the appendix. The school follows national and local authority guidance relating to fixed term and permanent exclusion. For more information, please follow this link: <https://www.rbkc.gov.uk/education-and-learning/ace-team/attendance-child-employment/exclusion-s/tri-borough-exclusions>.

Depending on the seriousness of the incident certain stages maybe missed out and the head teacher and parents informed immediately. The school has an inclusive philosophy and aims only to reach Stage 7 if all other options have been explored.

5. Support systems

- ELSA programme
- Zones of regulation
- Mind support worker
- PSHE scheme- scarf
- Family group
- Trauma informed practice
- Demand avoidance practice- PANDA approach

6.. Supporting Pupils with Additional Needs

Reasonable adjustments are made for pupils with SEND or additional needs. Behaviour plans and individual support strategies are used where appropriate.

7.. Roles and Responsibilities

- Headteacher: overall responsibility for behaviour and wellbeing
- Staff: consistent implementation of the policy
- Pupils: taking responsibility for their behaviour
- Parents/carers: supporting the school's approach

8. Monitoring and Review

Behaviour and wellbeing are monitored regularly. This policy is reviewed annually by senior leaders and governors.

9. Linked Policies

- Safeguarding Policy
- SEND Policy
- Attendance Policy

