



## Oakfield behaviour strategy

Dear Parents and Carers,

This document is intended as a summary overview that has been created to provide a basic level of context for Oakfield parents and carers as to some of the ways in which The Golden Thread Alliance Behaviour policy and Statement of Behaviour principles is adopted and applied within our school.

We hope you find this guidance useful in understanding our behaviour strategy at Oakfield; it includes a reference to the section of The Golden Thread Alliance Behaviour policy and Statement of Behaviour principles which refers to the use of Reasonable Force.

Please note, it is intended as a summary overview of some of the key principles we use at Oakfield and therefore should be read alongside (or referenced to) the above-mentioned documents for more in-depth context.

These documents can be found at:

<https://golden-thread.org/key-information/policies/>

## Oakfield's behaviour strategy

### Our intent

We employ an **inclusive approach** to behaviour management where children are given support and guidance to be successful.

We recognise that every child is an individual and therefore these inclusive approaches take into consideration the **whole child and their specific needs**.

Our **well-established and experienced SEN team and SRP** are integral to ensuring that the needs of all pupils are reflected in our behaviour management approach, particularly for those children who are most vulnerable.

### Our values

All children are very familiar with our **3 values** - '**Respect, Responsibility and Equity**'.

These values are part of the daily fabric of life at Oakfield. Our behaviour conversations between adult and pupil, or peer to peer, are focused on these **foundational values**.

### Our behaviour strategies

Movement and transitions around the school follow '**Straight, Smart and Silent**' expectations to ensure children are kept safe.

We use '**Zones of Regulation**' to clearly define, and label, for staff, children and our families our expectation of appropriate behaviour within our school community.

We use '**Zones of Regulation**' strategies to help pupils to regulate their emotions and to build resilience to challenge.

Communication around clear boundaries is expressed through **visual and verbal prompts** across the school community.

We carry out **restorative conversations**, where appropriate, to re-build positive and effective relationships within the school community.

Through child-centered initiatives such as our **House Ambassadors, House points, pupil voice, and playtime and break peer support strategies**, we encourage children to learn positive behaviour from their peers, as well as the staff.

Class teachers develop their own **class rules**, which are agreed collectively with the children. Class rules: are reflective of the needs of the children; are in line with our values; and are designed to ensure children fulfil their potential and feel safe.

### Our response to behaviour concerns

Behaviours that are a cause for concern will be recorded and monitored through our safeguarding system, **CPOMS**. This is important for **identifying possible patterns or triggers which would then allow appropriate support, interventions and, at times, sanctions** to be implemented. It is key for **parents and carers to be kept informed** of any concerns at the earliest opportunity.

Should causes for concern be raised, we ask questions, such as the following, with regards to pupils who may require specific support and for whom adjustments might be made:

- How often are these incidents occurring?
- Are there particular times or locations where these behaviours are occurring?
- Is there an academic or social aspect to this behaviour?
- Are there wider concerns or challenges that the pupil is facing?



Once this evidence has been gathered, we consider what (if appropriate) **specific support** might be required. This could take the form of, but is not exclusive to, the following:

- Involvement of SEN team
- Additional training for staff
- Alterations to the environment
- Alterations to the timetable
- Small group work
- 1:1 support
- External agency support, if needed

### Safeguarding procedures

Staff are trained to **statutory safeguarding** recommendations and understand the correct procedures and protocols.

The senior leadership team are all trained as **designated or deputy safeguarding leads**.

We work regularly and collaboratively with **external agencies** to safeguard pupils.

### Behaviour sanctions

There may be times where it is necessary to use one or more of the following consequences in response to unacceptable behaviour. This could be, for example, in the event of a pupil's behaviour putting themselves and/or others at risk, or perhaps if a pupil's behaviour is persistently disruptive and/or whose behaviour and actions are detrimental to their own or others' learning or safety.

Such consequences could include, but are not exclusive to:

- Sending the pupil to the year group leader
- Sending the pupil to a senior leader
- Expecting work to be completed at home, at break, lunchtime or after school
- Internal exclusion (detention) at break or lunchtime, or after school
- Loss of privileges
- Use of behaviour logs/reports/contracts
- Removal of pupil from classroom
- Suspension which may require parents or carers to collect their pupil early

### Additional information added with regards to **the use of reasonable force** (further to the November 2024 summary communication)

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force 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 (see appendix 3 for a behaviour log)

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

I hope you find this amended overview summary useful. As previously mentioned, please read The Golden Thread Alliance Behaviour Policy and Statement of Behaviour principles for our whole Trust approach to behaviour management.

Kind Regards

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Headteacher