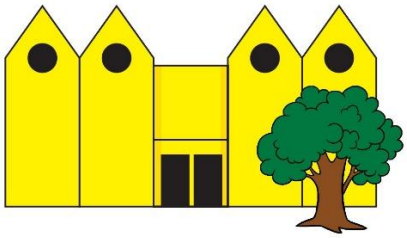
West Oxford Community Primary School



Behaviour Policy

Approved by: FGB	**Date:** Nov 2025
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Contents

1. Introduction and aims
2. Links with other polices
3. Legislation and statutory requirements
4. Definitions
5. Bullying
6. Roles and Responsibilities
7. Recognition and Rewards
8. Managing Behaviour
9. Pupil transition
10. Recording and Reporting
11. Training
12. Monitoring arrangements

Appendix i: *TRACK VALUES*
Appendix ii: *Pupil Codes of Conduct*
Appendix iii: *Consequence Flow chart*
Appendix iv: *TRACK behaviour report*

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1. Introduction and aims

At West Oxford Community Primary School, we believe that positive behaviour is the foundation for successful learning and a happy, caring school community. Our Behaviour Policy sets out a shared understanding of how we promote, encourage, and support good behaviour through clear expectations, consistent routines, and a strong sense of mutual respect. Rooted in our school values and guided by the principles of being **Ready, Respectful, and Safe**, this policy aims to ensure that every child feels secure, confident, and able to achieve their best in a calm and nurturing environment.

This policy aims to:

- Promote a positive, respectful, and inclusive school culture where all pupils feel safe, valued, and ready to learn.
- Embed the principles of **Ready, Respectful, Safe**, underpinned by the school's core TRACK values of Teamwork, Resilience, Ambition, Creativity and Kindness *(appendix i)*.
- Set out clear expectations, routines, and approaches that ensure consistency and fairness in how behaviour is supported and managed.
- Foster calm, consistent adult behaviour to create a predictable and nurturing environment in which pupils can thrive.
- Encourage high expectations for behaviour, learning, and relationships across the whole school community.
- Support pupils in developing self-regulation, respect for others, and a sense of responsibility for their own actions.
- Provide a framework that celebrates positive behaviour and ensures a restorative and supportive response when challenges arise.

2. Links with other policies

This behaviour policy is linked with the following policies:

- Anti-bullying Policy
- Suspension and Permanent Exclusion Policy

- SEND Policy
- Safeguarding Policy
- Mobile Phone Policy

3. Legislation and statutory requirements

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

- Behaviour and discipline in schools
- The Equality Act 2010
- Keeping Children Safe in Education
- Use of reasonable force in schools
- Supporting pupils with medical conditions in school
- OFSTED: Education Inspection Framework

4. Definitions

Misbehaviour is defined as:

- Any action or conduct that disrupts learning, prevents others from feeling safe and respected, or goes against the school's agreed rules and values. It may include behaviour that affects teaching and learning, disrespects others, damages property, or fails to follow reasonable instructions from staff.

Serious misbehaviour is defined as:

- Actions that significantly harm the safety, wellbeing, or learning of others, or that seriously breach the school's expectations and values. This includes behaviour such as bullying, physical aggression, deliberate defiance, threatening, discriminatory language or actions, theft, or damage to property. Serious misbehaviour may also include repeated patterns of disruptive conduct despite prior support and intervention.

5. Bullying

Bullying is defined as:

- The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power.
- Bullying can come in many different forms, both in person or online and may display many of the traits highlighted as misbehaviour or serious misbehaviour.
- For further details regarding our approach to bulling, see our Anti-bullying Policy

6. Roles and responsibilities

6.1 The governing board

School governors have an important strategic role in overseeing behaviour. Their responsibilities include:

- **Setting the strategic framework:** Approving the school's behaviour policy and ensuring it reflects the school's ethos, values, and legal duties (including safeguarding, equality, and inclusion).
- **Monitoring implementation:** Ensuring the policy is applied consistently and effectively across the school, and that staff are supported in maintaining high standards of behaviour.
- **Holding leaders to account:** Reviewing data and reports on behaviour trends, exclusions, and attendance to challenge and support the headteacher in improving behaviour and pupil wellbeing.
- **Ensuring fairness and compliance:** Making sure procedures for sanctions, exclusions, and appeals follow statutory guidance and protect pupils' rights.

- **Promoting a positive culture:** Championing high expectations, respectful relationships, and restorative approaches that foster a safe and supportive learning environment.

6.2 The Headteacher

The headteacher has overall responsibility for promoting and maintaining high standards of behaviour across the school. Their responsibilities include:

- **Setting expectations:** Establishing a positive school culture that promotes respect, inclusion, and high standards of conduct.
- **Implementing the policy:** Ensuring the behaviour policy is consistently applied by all staff and understood by pupils and parents.
- **Supporting staff:** Providing training, guidance, and support to help staff manage behaviour effectively and confidently.
- **Monitoring and evaluating:** Regularly reviewing behaviour patterns, incidents, and interventions to identify trends and improve practice.
- **Taking proportionate action:** Managing serious incidents, exclusions, and safeguarding concerns in line with statutory guidance and the school's procedures.
- **Engaging the community:** Working with pupils, parents, governors, and external agencies to promote a safe, calm, and respectful school environment.

6.3 All Staff

All staff share responsibility for promoting positive behaviour and maintaining a safe, respectful learning environment. Their responsibilities include:

- **Modelling expectations:** Demonstrating the school's values through positive relationships, respectful communication, and consistent behaviour.
- **Implementing the policy:** Applying the behaviour policy fairly and consistently, following agreed strategies and procedures.
- **Creating a positive climate:** Establishing clear routines, high expectations, and engaging lessons that support good behaviour and learning.
- **Recognising and reinforcing positives:** Praising and rewarding positive behaviour to encourage pupils to make good choices.
- **Addressing misbehaviour:** Responding calmly, proportionately, and restoratively to incidents, helping pupils understand the impact of their actions.
- **Recording and reporting:** Logging behaviour incidents accurately and communicating concerns to senior leaders or parents where appropriate.
- **Supporting inclusion:** Understanding individual needs and working collaboratively with colleagues and leaders to provide appropriate support for all pupils.

6.4 Class teacher & SENCO

Class teachers and SENCOs have a unique relationship with pupils and share responsibility for ensuring conditions provide the best opportunities to establish and maintain positive behaviour. Their responsibilities include:

- **Understanding individual needs:** Knowing each pupil's strengths, difficulties, and triggers to provide tailored support for positive behaviour.
- **Planning and adapting learning:** Modifying lessons, resources, or tasks to engage pupils and reduce opportunities for misbehaviour.
- **Providing targeted support:** Implementing personalised strategies, interventions, or behaviour plans in line with the school's policy.
- **Monitoring progress:** Keeping records of behaviour patterns, incidents, and improvements, and using this information to inform next steps.

- **Collaborating with colleagues:** Working with teaching assistants, other staff, and the SENCO/teachers and external professionals to ensure consistent approaches.
- **Engaging with parents/carers:** Communicating regularly about progress, challenges, and strategies to support behaviour at home and school.
- **Supporting social and emotional development:** Teaching coping strategies, self-regulation skills, and promoting positive relationships.
- **Escalating concerns:** Referring serious or persistent behavioural issues to senior leaders, safeguarding leads, or external agencies when necessary.

6.5 Parents

Parents and carers play a vital role in supporting the school's approach to behaviour and in helping their children develop positive attitudes and conduct. Their responsibilities include:

- **Supporting the policy:** Reading and upholding the school's behaviour policy and reinforcing its expectations at home.
- **Working in partnership:** Communicating openly with staff and supporting the school's efforts to promote good behaviour and resolve difficulties.
- **Encouraging positive attitudes:** Helping their child understand the importance of respect, responsibility, and kindness towards others.
- **Ensuring readiness to learn:** Making sure their child attends school regularly, arrives on time, and is prepared to learn each day.
- **Responding constructively:** Engaging with the school when concerns arise and working collaboratively to find solutions.
- **Promoting wellbeing:** Supporting their child's emotional and social development and seeking help from the school or external services when needed.

6.6 Pupils' code of conduct *(appendix ii)*

Pupils are expected to take responsibility for their own behaviour and to contribute to a positive and respectful school environment. Their responsibilities include:

- **Following the rules:** Understanding and following the school's behaviour expectations both in and out of the classroom, in assemblies and when moving around the school.
- **Showing respect:** Treating all staff, pupils, and visitors with kindness, courtesy, and consideration.
- **Engaging in learning:** Arriving ready to learn, listening carefully, and trying their best in all activities.
- **Being honest and responsible:** Owning their actions, telling the truth, and working to put things right when mistakes are made.
- **Caring for the school:** Looking after the school environment, resources, and property.
- **Seeking help when needed:** Communicate to an adult if they are worried, upset, or need support with their behaviour or relationships or use strategies to self-regulate.

7. Recognition and Rewards

7.1 Positive reinforcement

At West Oxford Community Primary School, we believe that recognising and celebrating positive behaviour is the most effective way to promote a respectful, motivated, and happy school community. Our approach focuses on rewarding effort, kindness, and achievement, ensuring pupils feel valued for making positive choices. Through praise, certificates, class rewards, and whole-school recognition, we reinforce the behaviours and attitudes that reflect our school values. By consistently highlighting what pupils do well, we build self-esteem, encourage intrinsic motivation, and create a culture where positive behaviour is noticed, encouraged, and repeated.

7.2 Recognition and reward examples

At West Oxford Community Primary School, we recognise good behaviour, effort and conduct in the following ways:

Focus	Praise Method	Approach
Learning and effort	House Points	Any staff member can give out House Points across the school. Children track how many house points they receive on cards in their classrooms and milestones are celebrated in assembly with certificates. House points also contribute to collective team achievement as they are collected and counted each term by the house captains. A house champion is celebrated at the end of the year, for the house with the most points.
Values and learning attitudes	TRACK Certificates	These certificates are awarded to pupils in celebration assembly and reinforce our TRACK values of Teamwork, Resilience, Ambition, Creativity and Kindness. A child can receive any of these 5 track value certificates, which are written by the teacher and brought to assembly on Friday.
Learning and achievement	Weekly celebration assembly	Friday at 2.30pm for KS1 and KS2 Teachers read out and share their TRACK certificates and explain why they have been awarded to the school. The Headteacher also hands out a Headteacher's Award, to a pupil who has shown displayed excellence at some point during the week. They receive a certificate and a special pencil.
Values and behaviours	In class behaviour systems	Class teachers employ a range of different positive behaviour management techniques across the school. These are class and age specific and provide instant or accumulative class reward to positive behaviours within the classroom. Such examples of in class systems are: • Class Dojo • Marbles in a jar • Tally and Reward charts • Table Points
Learning attitudes, values and behaviours	In class recognition	In classrooms, teacher ensure opportunities for individual students to be recognised as standing out across a day or week are recognised. These achievements are celebrated in class by the teacher and their peers. Such examples of in class recognition are: • Star of the Day • Monster of the Day/Week (the most Dojo points) • Eagle Eye of the day • Secret Tidier • Special responsibilities and helping hands
Learning attitudes, values and behaviours	Whole class rewards	In order to celebrate the collective and promote unity as a class, teachers provide opportunities to reward positive class behaviour over time. These awards are usually a build up over time of the in class behaviour systems, such as filling marble jar or hitting a Class Dojo point target. Such rewards for achieving these milestones are: • Golden Time/Additional play • Class parties • Class agreed reward, such as watching a film or a fun class based activity
Values and Learning Attitudes	Positive reinforcement activities	Throughout lessons, staff drop in a multitude of positive reinforcement techniques to celebrate successes. These are personal to each member of staff, age group or class and could include a multitude of celebratory, positive reinforcement techniques. Such examples may include: • Verbal praise • A Whoosh! • Silent cheering • Stickers
Learning attitudes, values and behaviours	Positive Postcard	These focus on pupils who have gone over and above in terms of our TRACK values and their learning behaviours. Any member of staff can send a Positive Postcard home via the child's class teacher. These are sent through a dedicated Positive Postcard email and update parents on specific outstanding actions or achievements.
Learning attitudes, values and behaviours	Positive phone call/verbal feedback to parents	Staff are encouraged to reach out to parents/carers to celebrate success at any time. This may be catching a parent on the playground or in a phone call home.
Values and behaviours	Forest school badges	Pupils who have attended Forest School have their achievements marked and celebrated through the rewarding of forest school badges and patches, which are presented at the end of their forest school term
Values and behaviours	Broc and Sid – Lunchtime and playtime recognition	Broc and Sid are school mascots which are awarded to the classes who have stood out outside of the classroom. Broc is awarded to the class who have been best behaved in the school canteen and Sid awarded to the class who has demonstrated our TRACK values best in the playground and during transition times.

8. Managing Behaviour

8.1 General Principles

Our approach to managing behaviour is grounded in creating a calm, supportive, and respectful environment where all pupils can succeed. We prioritise positive relationships, clear communication, and consistent expectations so that pupils feel secure and understand how to make good choices. Staff model the behaviours we expect to see, using positive reinforcement as a first response and avoiding practices that undermine trust or emotional safety. By working together and maintaining consistency across the school, we help all pupils develop self-discipline, confidence, and respect for others.

Our behaviour management is built on the following principles:

- Positive reinforcement is used as the first response to encourage and strengthen desired behaviours.
- Staff use calm, steady communication to de-escalate situations and guide behaviour, applying firmness where appropriate while ensuring that shouting is never used.
- Expectations and routines are applied consistently by all adults to provide predictability and security.
- Clear boundaries are established and maintained so pupils understand what is expected.
- Restorative conversations support pupils in understanding the impact of their actions and repairing relationships.
- All responses to behaviour are fair, proportionate, and aligned with the school's values and policies.

8.2 Restorative approach

Our school uses a restorative approach to promote understanding, accountability, and positive relationships following incidents of misbehaviour. Rather than focusing solely on blame or punishment, restorative practice encourages pupils to reflect on the impact of their actions, take responsibility, and work towards repairing any harm caused. Through calm, guided conversations, pupils are supported to express their feelings, listen to others, and agree on ways to move forward. This approach helps build empathy, strengthens the school community, and supports long-term behavioural and emotional development.

8.3 Emotional regulation

The school promotes emotional awareness and self-regulation as key foundations for positive behaviour and wellbeing. We use the *Zones of Regulation* framework to help pupils recognise and manage their feelings in a structured, supportive way. Through consistent language and visual cues, pupils learn to identify which "zone" they are in, understand how their emotions affect their actions, and use appropriate strategies to return to a calm, ready-to-learn state. Staff model and reinforce these strategies throughout the day, providing guidance and reassurance to help pupils develop self-control, resilience, and empathy. This proactive approach supports pupils in making thoughtful behavioural choices and maintaining positive relationships.

8.4 Pupils with SEND

At West Oxford Community Primary School, we recognise that some children with SEND may need additional guidance, adapted approaches, or provision that is *additional to or different from* the support offered to most pupils. In line with our SEND Policy and the graduated *Assess–Plan–Do–Review* process, we work together to ensure that any behavioural support reflects the child's individual needs, strengths, and barriers to learning.

Where appropriate, a personalised behaviour or regulation plan will be developed collaboratively by the class teacher, SENCO, and parents or carers, ensuring that strategies are consistent, evidence-based, and responsive to the child's developmental stage. We remain committed to inclusive practice, high-quality teaching, and positive relationships, ensuring that every child feels understood, supported, and able to participate fully in school life.

8.5 Behaviours, Strategies and Consequences

At West Oxford Community Primary School we recognise that negative behaviours can differ across age groups and key stages. The tables below provide a non-exhaustive list of potential behaviours that impact the successful running of a class and a number of potential actions staff may take to address them.

Early Years

All responses should be calm, consistent, and proportionate. The focus is on teaching positive behaviour and supporting self-regulation rather than applying punitive measures. Serious incidents must be recorded and communicated to SLT and parents/carers.

	Behaviours	Strategies including consequences
Low level behaviour	• Not sitting correctly • Occasional calling out or making noises • Not sharing • Running indoors • Interrupting others • Not following simple instructions	• Sing a song to refocus • Use positive redirection ("Let's try it this way…") • Praise others demonstrating expected behaviour • Verbal reminders of expectations • Model the correct behaviour • Use visual prompts or cue cards • Sand timer to support turn-taking, sharing or take up time.
Moderate misbehaviour	• Persistent shouting out • Distracting others • Bad language or toilet talk • Damaging resources • Rough or unsafe play • Excluding others from play based on gender, ethnicity, etc. • Ignoring adult instructions • Repeated refusal to join in	• Calm and consistent reminders of expected behaviour • Thinking time (length dependent on child's age and understanding) • *Zones of Regulation* emotion coaching to help name and regulate feelings • Restorative conversation: "How can we make it better?" • Consistent approach on inclusion, referring to TRACK values • Collaborative problem-solving • Communication with parents/carers if behaviours persist
Serious misbehaviour ***(Highly disruptive behaviour)***	• Refusing to take part • Throwing resources • Threatening behaviour • Hitting, kicking, biting, scratching • Persistent swearing • Attempting to leave the school site • Intentional physical harm to others • Serious damage to property • Behaviour posing safety risks	• Immediate safety response – remove others if needed • Physical removal or restraint as a last resort • Review expectations and consequences • Thinking time in another classroom or quiet space • "Change of face" – another adult intervenes • Support from SLT • Record on behaviour/safeguarding log *(Arbor/My Concern)* • Meeting with parents/carers and SENCO/SLT • Behaviour support plan or risk assessment • Complete Six Stages of Crisis, Strengths and Needs, and Risk Assessment documentation • Referral to external agencies such as Behaviour Inclusion Team, C&I team, etc. • Suspension (if appropriate and in line with school policy)

Key Stage 1

All responses should be calm, consistent, and proportionate. The focus is on teaching positive behaviour and supporting self-regulation rather than applying punitive measures. Serious incidents must be recorded and communicated to SLT and parents/carers.

	Behaviours	Strategies including consequences
Low level behaviour	• Task avoidance • Ignoring or not following instructions • Non-aggressive throwing of objects • Inappropriate physical contact • Inappropriate use of resources • Talking when others are speaking • Disrupting learning through silliness	• Praise others for positive behaviour • Non-verbal reminder (eye contact, gesture) • Verbal reminder or cue • Use of visual behaviour chart (Class Dojo or alternative) • Positive redirection ("Show me how we do it safely") • Logical consequence: loss of privilege / short time out • Restate expectations calmly and consistently
Moderate misbehaviour	• Persistent low-level disruption • Rudeness or insolence • Damaging school property • Name-calling or unkind words • Refusal to follow instructions • Leaving seat without permission • Unsafe play	• Restorative conversation: "What happened? • How can we put it right?" • Restorative task (e.g. cleaning up, writing apology, helping fix damage) • *Zones of Regulation* emotion coaching to help name and regulate feelings • Time out in another class or calm space • Loss of privilege (e.g. golden time, part of break) • Work completed in own time • Record on behaviour log if pattern continues (TRACK report) • Inform or meet parents/carers if behaviour persists
Serious misbehaviour ***(Highly disruptive behaviour)***	• Physical aggression towards children or staff • Threatening or intimidating behaviour • Swearing or verbal abuse (including discriminatory comments) • Climbing over fence or leaving supervised area • Deliberate damage to property • Repeated defiance after intervention	• Immediate safety response – move others to safety if needed • Physical removal or restraint as a last resort • Internal exclusion (supervised reflection or removal from class) • Meeting with parents/carers and SLT • Behaviour or risk management plan developed • Record on behaviour/safeguarding log *(Arbor/My Concern)* • Suspension (in line with DfE and school policy, if risk or harm is significant) • Restorative meeting upon return to reintegrate positively

Key Stage 2

Behaviour management should promote responsibility, respect, and reflection. Staff use consistent language and restorative approaches to support pupils in making positive choices. Serious incidents must always be logged and reported to SLT and parents/carers.

	Behaviours	Strategies including consequences
Low level behaviour	• Disruptive chatting during lessons • Not sharing resources • Pulling and poking • Making noises • Not sitting appropriately • Ignoring instructions • Arguing with others • Pushing and shoving • Shouting at others • Accidental damage due to carelessness • Interrupting	• Non-verbal cue or look • Verbal reminder of expectation • Praise and recognition for positive behaviour • Use of class reward system (Class Dojo, etc) • Positive redirection or choice reminder ("You can choose to…") • Restate learning focus • Logical consequence (e.g. tidying up, redoing work) • Short time-out or loss of minor privilege
Moderate misbehaviour	• Unkind words • Shouting out • Work avoidance or non-completion • Purposefully interrupting • Play fighting • Taunting or name-calling • Spreading rumours • Non-aggressive throwing of objects • Aggressive talking back • Inappropriate use of technology • Running away from an adult • Purposefully causing a disturbance	• Clear warning and restatement of expectations • Restorative conversation ('What happened? What needs to happen next?') • Restorative task (apology letter, tidying, helping repair) • Loss of privilege or part of playtime • Time-out in another classroom • Work completed in own time • Contact with parents/carers • Record on behaviour log if repeated (TRACK report) • SLT informed for repeated behaviours
Serious misbehaviour ***(Highly disruptive behaviour)***	• Racist, sexist, homophobic or discriminatory language or behaviour with intent to offend • Discrimination • Causing physical harm or spitting • Verbal abuse • Inappropriate sexual behaviour • Any form of bullying • Vandalism or theft • Swearing at another person • Attempting to leave school site	• Immediate removal from situation to ensure safety • SLT involvement • Physical removal or restraint as a last resort • Internal exclusion or time in reflection space • Meeting with parents/carers and SLT • Behaviour or risk management plan created • Record on CPOMS/safeguarding system • Possible suspension in line with DfE guidance • Restorative meeting and reintegration plan on return • Referral to external agencies if appropriate

8.6 Restrictive Interventions (Including Use of Reasonable Force)

At West Oxford Community Primary School, our approach to behaviour prioritises prevention, positive relationships, emotional regulation and de-escalation. Restrictive interventions are used only in exceptional circumstances and always as a last resort when there is an immediate risk of harm that cannot be safely managed in another way.

The school has a legal duty of care to protect pupils, staff and others from harm. In accordance with statutory guidance, staff may use reasonable force where it is necessary to:

- prevent a pupil from injuring themselves or another person;
- prevent serious damage to property;
- prevent the commission of a criminal offence; or
- maintain good order where other reasonable strategies have failed and there is an immediate risk to safety.

Restrictive interventions exist on a continuum and may include simple guiding, shepherding, escorting or blocking, through to more restrictive physical techniques where there is an immediate risk of harm. Staff will always seek to resolve situations through calm communication, environmental adjustments, emotional regulation strategies and de-escalation before considering any physical intervention wherever it is safe to do so.

Any restrictive intervention must always be **reasonable, necessary and proportionate** to the level of risk presented. Staff will always use the **least restrictive intervention available for the shortest time necessary** to reduce the immediate risk of harm. The intervention will cease as soon as the risk has passed.

Throughout any intervention, pupils will be treated with dignity and respect. Wherever possible, staff will explain what they are doing, provide reassurance and preserve the pupil's privacy and wellbeing.

All decisions must place the child's best interests at the centre. Staff should only intervene where they judge that failing to act would create a greater risk of harm. Interventions should always take account of the pupil's age, stage of development, understanding, communication needs and any identified special educational needs or disabilities.

For pupils whose behaviour may present an increased risk of requiring restrictive intervention, personalised behaviour support plans and risk assessments will identify known triggers, preventative strategies, reasonable adjustments, preferred methods of de-escalation and, where appropriate, agreed responses. These plans will be developed collaboratively with parents or carers and reviewed regularly.

The school does not use restrictive interventions as a punishment or solely to secure compliance with instructions. Pain-inducing techniques, interventions intended to cause fear, humiliation or distress, or any practice that compromises a child's dignity are not permitted.

Level 1 Team Teach techniques, including guiding, turning and escorting using the Team Teach "Caring C's", may be used where appropriate to support pupils safely. These approaches are not classified as physical restraint but form part of the wider continuum of supportive restrictive interventions.

While the school's preferred approach is calm, measured communication, staff training recognises that in very rare situations involving immediate danger—such as biting or hair pulling—a loud, firm verbal instruction (for example, "STOP!") may be used as an emergency safety response to prevent injury. This is not considered shouting at a child but an emergency safeguarding technique.

Where planned restrictive interventions are required, these should, wherever possible, be undertaken by appropriately Team Teach trained members of staff. However, all members of school staff retain the legal power to use reasonable force in emergency situations where immediate action is necessary to prevent harm.

Following any restrictive intervention:

- the incident will be recorded promptly and factually;
- the headteacher or senior leader will be informed;
- parents or carers will be informed on the same day wherever possible;
- appropriate welfare checks and restorative conversations will take place with the pupil;
- staff involved will have an opportunity to reflect on the incident; and
- behaviour support plans and risk assessments will be reviewed to identify learning and reduce the likelihood of future incidents.

Our approach ensures that restrictive interventions are used safely, respectfully, transparently and only when absolutely necessary to protect the welfare of pupils and staff.

8.7 Exclusions and part-time timetables

West Oxford Community Primary School is committed to supporting all pupils to remain engaged in full-time education. However, in rare and exceptional circumstances, the school may need to use suspensions or permanent exclusions in line with the Suspension and Permanent Exclusion Policy. Exclusions will only be considered for serious breaches, or repeated breaches, of the Behaviour Policy and always as a last resort.

Before reaching a decision, the headteacher will ensure that appropriate interventions, support plans, and partnership work with parents and external agencies have been explored wherever possible. All exclusions are decided by the headteacher and follow statutory DfE guidance and the procedures set out in the school's exclusion policy.

Following a suspension, parents and the pupil will attend a reintegration meeting. A reintegration plan will be agreed, which may include restorative work, adjusted routines, a short-term behaviour plan, or referrals to external agencies. The purpose of this process is to support the pupil in returning safely and successfully to full-time learning.

Use of Part-Time Timetables

Part-time timetables may only be used in exceptional circumstances, and never as a behaviour sanction. A reduced timetable may be considered as a short-term, time-limited intervention when it is judged to be in the pupil's best interests—for example, following significant emotional, behavioural, or medical challenges.

Any part-time timetable will:

- Be agreed collaboratively with parents or carers.
- Be authorised and overseen by the headteacher.
- Form part of a clear, structured plan to support the pupil's reintegration.
- Be reviewed regularly, with the expectation that the pupil returns to full-time education as soon as possible.

The school is committed to ensuring that all pupils receive their full educational entitlement. Any use of a reduced timetable will be carefully planned, monitored, and recorded to safeguard the pupil's wellbeing, safety, and access to learning.

8.8 Off-site behaviour

West Oxford Community Primary School expects pupils to demonstrate respectful, safe behaviour at all times, including when they are off the school site. This includes behaviour on school trips, when travelling to and from school, and when representing the school in any capacity. Although pupils are young, their actions outside school can still affect the wellbeing of others and the reputation of the school. When concerns arise, the school will

respond in line with the Behaviour Policy, taking into account the age, understanding, and needs of the pupils involved.

8.9 Online Behaviour and Digital Conduct

The school recognises that online interactions — including messaging, gaming platforms, and social media accessed at home — can significantly impact pupils' relationships and wellbeing in school. While the school is not responsible for platforms or devices used outside school hours, we will take action when online behaviour affects a pupil's safety, learning, or emotional wellbeing, or when it disrupts the school community. This includes incidents such as unkind messages, exclusion from online groups, sharing inappropriate content, or cyberbullying.

When concerns about off-site or online behaviour are reported, the school will:

- Speak with the pupils involved to understand the context, using a restorative and supportive approach.
- Inform and work with parents or carers to resolve issues collaboratively.
- Provide guidance and education to help pupils make safe and responsible choices online and in the community.
- Apply school-based consequences if the behaviour has a direct impact on another pupil or on the school environment.
- Seek support from external agencies if the behaviour raises safeguarding concerns.

The school teaches pupils about respectful behaviour, online safety, and digital citizenship through the curriculum, assemblies, and pastoral support. Pupils are encouraged to talk to a trusted adult if something online worries or upsets them. Our aim is always to help pupils develop the understanding and skills they need to behave safely, kindly, and responsibly—both in person and online.

8.10 Extremism, radicalisation and British values

West Oxford Community Primary School is committed to protecting pupils from all forms of extremism and radicalisation. We uphold the Prevent Duty and work proactively to ensure that pupils learn in a safe, supportive environment where they are encouraged to think critically, respect others, and challenge intolerance. Through our curriculum and wider school culture, we actively promote British values — democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs.

Staff are trained to recognise early signs of vulnerability or concerning behaviour and to act promptly by following the school's safeguarding procedures. Any concerns relating to extremism or radicalisation are reported to the Designated Safeguarding Lead, who will work with parents and external agencies where appropriate. Our approach aims to build pupils' resilience, ensure their safety, and help them develop into respectful, responsible members of the community.

9. Pupil Transitions

The School places great importance on ensuring smooth and successful transitions for all pupils as they move from year to year. Consistent behaviour expectations across the school help pupils feel secure, confident, and ready to learn, regardless of changes in staff or classroom routines. To support this, transition meetings are held between current and future teachers, enabling detailed discussion of each pupil's strengths, needs, and any behaviour patterns that may require particular support.

Information sharing is prioritised so that new staff have a clear understanding of how best to support their incoming pupils from the very start of the year. Behaviour is monitored closely during the transition period to ensure that strategies remain effective and that any additional support can be put in place promptly. While teaching styles may vary, the consistency of expectations, routines, and communication ensures continuity for pupils and helps them adapt confidently to their new environment.

10. Recording and Reporting

Clear and timely communication is essential to effective behaviour management at West Oxford Community Primary School. Accurate reporting ensures that staff, pupils, and families work together with a shared understanding of expectations, support strategies, and next steps. Consistent record-keeping also allows the school to identify emerging patterns, respond early to concerns, and maintain a safe and supportive learning environment.

10.1 Communicating with Parents and Carers

Parents and carers are key partners in supporting positive behaviour. Staff will communicate regularly with families to share positive achievements, efforts, and improvements. Where moderate or more serious misbehaviour occurs, parents will be informed, often by phone, so that concerns can be discussed promptly and collaboratively. This approach ensures that pupils receive consistent messages at home and school and helps strengthen relationships with families.

10.2 Recording Behaviour Incidents on Arbor

Moderate to serious behaviour incidents are recorded on Arbor to ensure accurate monitoring and follow-up. All staff are able to log incidents, enabling a clear picture of patterns or repeated behaviours to be identified early. These records support staff in planning appropriate interventions and help leaders evaluate the effectiveness of behaviour strategies across the school. Termly analysis of the proportion and types of recorded incidents is shared with governors; however, this data is anonymised, and individual pupils or incidents are not discussed.

10.3 Recording Restrictive Interventions

All restrictive interventions must be recorded promptly using the school's agreed recording procedures. Records should be factual, objective and avoid emotive or ambiguous language. They should include the circumstances leading to the incident, the de-escalation strategies attempted, the reason the intervention became necessary, the type of intervention used, its duration, the outcome, and any follow-up actions taken.

Parents or carers will be informed on the same day wherever possible. Following any restrictive intervention:

- a senior leader will be informed;
- appropriate welfare checks will be completed;
- restorative or reflective conversations will take place with the pupil;
- staff involved will have the opportunity to debrief where appropriate; and
- behaviour support plans and risk assessments will be reviewed to identify any changes that may reduce future risk.

The school records lower-level guiding or escorting techniques in accordance with agreed Team Teach procedures where these form part of an individual pupil's planned support or where recording contributes to safeguarding, transparency or reflective practice.

This approach ensures that all restrictive interventions are monitored appropriately, support continuous improvement and remain fully aligned with statutory guidance and Team Teach principles.

11. Training

The School is committed to ensuring that all staff are confident, skilled, and consistent in their approach to behaviour management. High-quality training underpins the positive culture we strive to create and ensures that our Behaviour Policy is implemented safely and effectively.

Behaviour management forms a key part of staff induction, with new staff receiving clear guidance on the school's expectations, routines, values, and approaches, including the use of positive reinforcement, restorative practice, and calm, measured communication. Ongoing continuing professional development (CPD) is provided throughout the year to deepen staff understanding of behaviour, relational practice, emotional regulation, and inclusive strategies for meeting diverse needs.

Training includes the use of the Zones of Regulation, ensuring staff can support pupils with emotional awareness and self-regulation. Staff working with pupils who may require physical intervention are offered Team Teach training, enabling them to use preventative strategies, de-escalation techniques and, where absolutely necessary, safe restrictive interventions. Training also develops staff understanding of the legal framework surrounding the use of reasonable force, recognising signs of distress, recording incidents accurately, providing post-incident support and engaging in reflective practice. Staff also receive regular updates on safeguarding, SEND, trauma-informed practice and online safety, ensuring that behaviour support is grounded in a holistic understanding of pupil wellbeing. Through consistent training and professional reflection, staff are equipped to maintain high expectations, build positive relationships and create a calm, inclusive learning environment for every child.

11. Monitoring arrangements

The School is committed to ensuring that this Behaviour Policy is implemented consistently and effectively across the school. Behaviour systems, routines, and expectations are reviewed regularly to ensure they continue to support a positive, safe learning environment for all pupils. Senior leaders monitor behaviour logs, patterns of incidents, attendance at interventions, and the impact of support plans to evaluate the effectiveness of current approaches.

Feedback from staff, pupils, and parents is also considered to inform ongoing improvements. Termly anonymised behaviour data is shared with governors, enabling them to hold leaders to account and support the strategic development of behaviour practice. This policy will be formally reviewed every two years, or sooner if required by changes in legislation, school procedures, or emerging needs within the school community. Through regular monitoring and reflection, we ensure that our approach to behaviour remains fair, consistent, and aligned with the school's values.

Appendix i – *TRACK values*

Appendix ii – *Pupil Codes of Conduct*

EYFS

The West Oxford Way

At West Oxford we all work together to be:

Ready - Kind - Safe

We will:

Listen | Be kind | Try hard

Tell the truth | Care for the school | Ask

We are on TRACK

Key Stage 1

The West Oxford Way

At West Oxford we all work together to be:

Ready - Respectful - Safe

In order to do this, we all promise to:

Follow the rules
Listen to adults, follow instructions and make good choices in class, around school and in assemblies.

Be Kind
Speak kindly, use good manners and treat everyone fairly.

Try hard in our learning
Come ready to learn, listen carefully and keep trying, even when it feels hard.

Be honest
Tell the truth, take responsibility for our actions, and help to put things right if we make a mistake.

Care for our school
Look after equipment, books and all the areas we use.

Ask for help
Talk to an adult if we are worried, upset or unsure what to do.

Everything we do should be informed by our TRACK values. Are you on TRACK?

We are on TRACK

Key Stage 2

The West Oxford Way

At West Oxford we each play an important part in creating a positive, respectful school. We are expected to be:

Ready - Respectful - Safe

In order to do this, we all agree to:

Follow school expectations
Understand and follow the rules in lessons, assemblies, around the school and when moving between spaces.

Show respect
Use polite language, listen to others, and treat classmates, staff and visitors with kindness.

Try our best
Arrive ready to learn, stay focused, challenge ourselves and take pride in our work.

Be honest
Tell the truth, take responsibility for our choices, and work to put things right if we make a mistake.

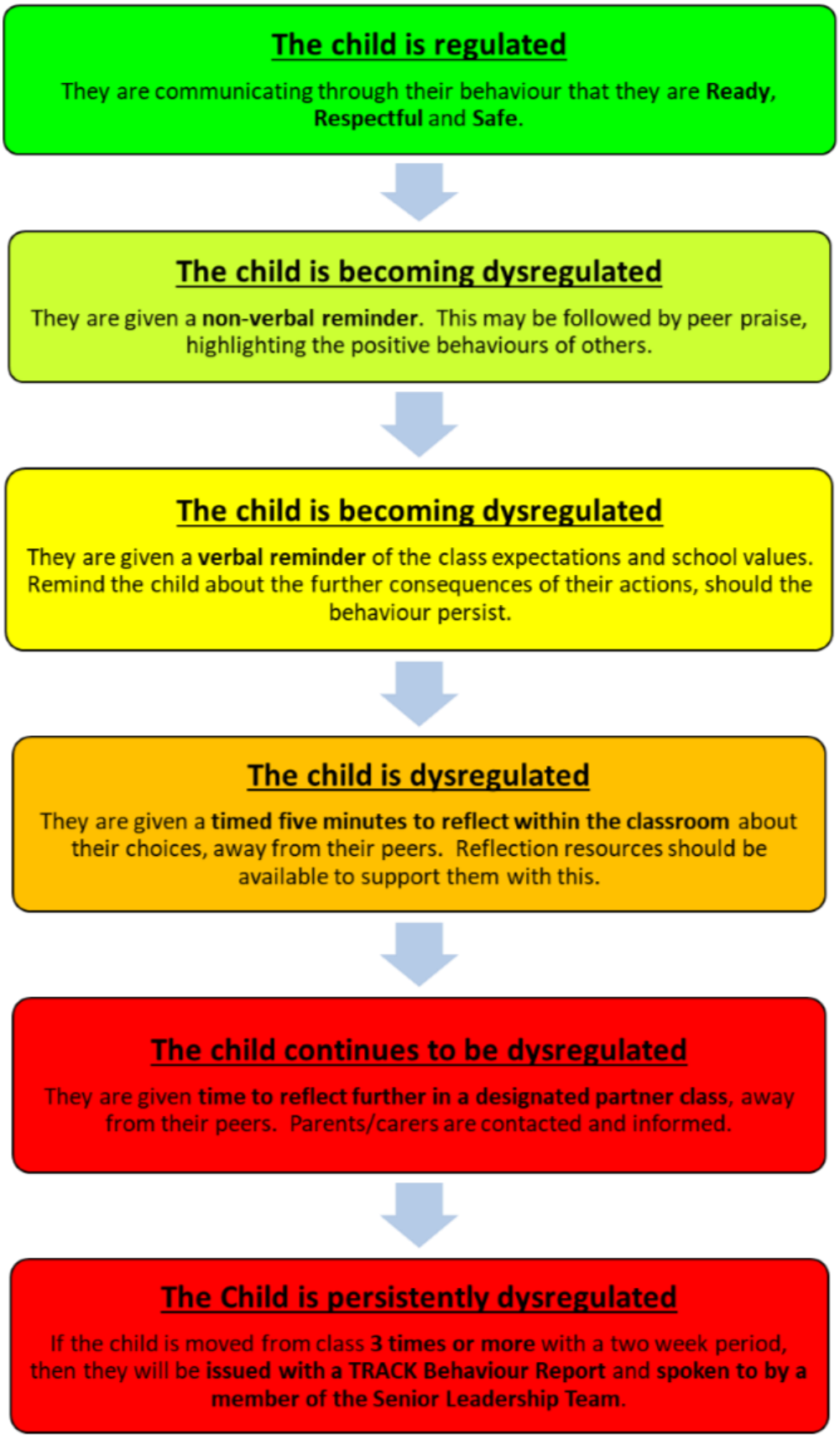
Care for the school
Respect school property, keep areas tidy and look after shared resources.

Ask for help
Ask a trusted adult if we need help with worries, friendships or behaviour, and use strategies to help us stay calm and make good decisions.

Everything we do should be informed by our TRACK values. Are you on TRACK?

We are on TRACK

Appendix iii – *Consequence flow chart*



Appendix iv – *TRACK behaviour reports*

Key Stage One
TRACK Behaviour Report

This report is designed to keep a record of a child's behavioural expectation over a week. It is monitored internally by staff and stays in school. It does not need to be checked by a parent every day. Parents will be informed when their child has started a report and of their outcomes at the end of the week.

Each session of each day is scored out of 3 as follows:

3 - Good behaviour

2 - Ok behaviour, but not perfect

1 - Poor behaviour

0 - Unacceptable behaviour

A daily score of 15/15 will be rewarded by the teacher in a manner appropriate to the child. This may be a House Point, in class reward, reward time etc.

Failure to score a minimum total score of 50 across the full week will result in an additional week on a TRACK report.

Once the week is completed, this paper copy will be scanned and uploaded onto the child's Arbor behaviour tracker for future reference.

Should behaviour not improve within 3 weeks, parents or carers will be invited into school to discuss the behaviour and put a robust specialised provision plan in place.

For further information on how behaviour is managed at West Oxford Community Primary School, please refer to our **Behaviour Policy**, which can be found on the school website.

West Oxford Community Primary School

We are on TRACK

TRACK Behaviour Report

Name:_____

Class:_____

Date:_____

I am working hard to make good choices and follow our school values.
Please complete my report and initial at the end of every session.

Key Stage 1

Please score each section of the day out of 3. A score of 14 or 15 each day will win you a reward!
A **total score less than 50 will mean you need to stay on a TRACK report for next week.**

Name:	Morning lessons	Break time	After-break lessons	Lunchtime	Afternoon lessons	Total
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						

Signed by Parent/Carer: _____

Signed by Teacher: _____

My total score this week was: ☐

Do I need to have another week on the **TRACK report**? ☐

Yellow TRACK Behaviour Report

This report is designed to keep a record of a child's behavioural expectation over a week. It is monitored internally by staff and stays in school. It does not need to be checked by a parent every day. Parents will be informed when their child has started a report and of their outcomes at the end of the week.

Each session of each day is scored out of 5 as follows:

5 - Excellent behaviour

4 - Good behaviour

3 - Some disruption caused due to behaviour

2 - Poor behaviour

1 - Unacceptable behaviour

A daily score of 25/25 will be rewarded by the teacher in a manner appropriate to the child. This may be a House Point, in class reward, reward time etc.

A daily score below 18/25 will result in the child having to spend further time reflecting on their behaviour on the following day, during either their lunchtime or break time. This is at the teacher's discretion depending on the behaviour.

Failure to score a minimum total score of 95 across the full week will result in an additional week on a yellow TRACK report.

Once the week is completed, this paper copy will be scanned and uploaded onto the child's Arbor behaviour tracker for future reference.

Should behaviour not improve within 3 weeks, the child will move onto a Red TRACK behaviour report. During a Red TRACK behaviour report, parents are informed of behaviour expectations on a daily basis over a two week period and failure to meet expectations are met with additional sanctions and restorative measures.

For further information on how behaviour is managed at West Oxford Community Primary School, please refer to our **Behaviour Policy**, which can be found on the school website.

West Oxford Community Primary School

We are on TRACK

TRACK Behaviour Report

Name:_____

Class:_____

Date:_____

I am working hard to make good choices and follow our school values.
Please complete my report and initial at the end of every session.

Yellow

Please score each section of the day out of 5. Any total **score below 18 at the end of the day will result in reflection time the following day**.
A **total score less than 95 will mean you need to stay on a TRACK report for next week**.

Name:	Morning lessons	Break time	After-break lessons	Lunchtime	Afternoon lessons	Total
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						

Signed by Parent/Carer: _____

Signed by Teacher: _____

My total score this week was: ☐

Do I need to have another week on the **TRACK report**? ☐

RED TRACK Behaviour Report

This report is designed to keep a record of a child's behavioural expectations over a fortnight. It is monitored internally by staff and stays in school. Outcomes will be shared with parents or carers daily.

Each session of each day is scored out of 5 as follows:

5 - Excellent behaviour

4 - Good behaviour

3 - Some disruption caused due to behaviour

2 - Poor behaviour

1 - Unacceptable behaviour

A daily score of 25/25 will be rewarded by the teacher in a manner appropriate to the child. This may be a House Point, in class reward, reward time etc.

A daily score below 19/25 will result in the child having to spend further time reflecting on their behaviour on the following day, during either their lunchtime or break time. This is at the teacher's discretion depending on the behaviour.

Failure to score a minimum total score of 190 across the fortnight will result in further behaviour tracking.

At the end of the two week, parents will be invited in to discuss their child's progress and any next steps required. Once the report is completed, this paper copy will be scanned and uploaded onto the child's Arbor behaviour tracker for future reference.

For further information on how behaviour is managed at West Oxford Community Primary School, please refer to our **Behaviour Policy**, which can be found on the school website.

West Oxford Community Primary School

We are on TRACK

TRACK Behaviour Report

Name:_____

Class:_____

Date:_____

I am working hard to make good choices and follow our school values.
Please complete my report and initial at the end of every session.

Red

Please score each section of the day out of 5. Any total **score below 19 at the end of the day will result in reflection time the following day.**
A **total score less than 190 will mean you need to stay on a TRACK report for next fortnight.**

First Week

	Morning lessons	Break time	After-break lessons	Lunchtime	Afternoon lessons	Total
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						

Second Week

	Morning lessons	Break time	After-break lessons	Lunchtime	Afternoon lessons	Total
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						

Name of pupil: _____

Signed by Parent/Carer: _____

Signed by the teacher: _____

My total score for the first week was:

My total score for both weeks was: