



BEHAVIOUR FOR LEARNING POLICY

Oakfield Short Stay Primary School

Academic year 2026–2027

A relational, therapeutic and safeguarding-led approach to behaviour

Approved by:	Management Committee	Date: _____
Policy owner:	Executive Headteacher / Deputy Headteachers	
Last reviewed:	September 2026	
Next review due:	September 2027, or earlier if guidance changes	

This policy should be read alongside the Child Protection and Safeguarding Policy, Anti-Bullying Policy, Equality Policy, SEND Policy, Online Safety Policy, Exclusions Policy, Complaints Procedure and Physical Intervention Policy.

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1. Aims and school values

Oakfield Short Stay Primary School is committed to a calm, safe, supportive and inclusive environment in which every pupil can learn, develop self-regulation and experience success. Our approach combines clear boundaries and high expectations with relational, restorative and therapeutic practice.

Every member of the school community has:

- The right to feel safe
- The right to be treated with respect
- The right to learn or teach without avoidable disruption

Our policy aims to:

- Create a positive culture that promotes excellent behaviour and readiness to learn
- Establish consistent, fair and predictable routines and responses
- Teach pupils the behaviour, emotional vocabulary and self-regulation skills they need
- Recognise that behaviour can communicate an unmet need, distress, trauma or difficulty
- Promote the school values of Reflective, Remarkable, Resilience and Respect
- Prevent bullying, discrimination, child-on-child abuse and harmful online behaviour
- Use sanctions proportionately while identifying support that will reduce recurrence
- Make reasonable adjustments for pupils with SEND and consider individual vulnerabilities
- Work in partnership with parents, carers and relevant agencies

2. Legal framework and guidance

This policy has regard to current legislation and Department for Education guidance, including:

- [Behaviour in schools: advice for headteachers and school staff](#)
- [Preventing and tackling bullying](#)
- [Searching, screening and confiscation: advice for schools](#)
- [Restrictive interventions, including the use of reasonable force, in schools](#)
- [Keeping children safe in education](#)
- [Suspension and permanent exclusion guidance](#)
- [Equality Act 2010: advice for schools](#)
- [SEND Code of Practice: 0 to 25 years](#)
- [Sharing nudes and semi-nudes: advice for education settings](#)

The policy also takes account of sections 88 to 94 of the Education and Inspections Act 2006, section 175 of the Education Act 2002, the Equality Act 2010, the Children and Families Act 2014 and the Human Rights Act 1998.

3. Definitions

3.1 Misbehaviour

- Disruption to learning, routines, transitions, breaktimes or lunchtimes
- Refusal or non-completion of reasonable learning tasks, taking account of need and adjustment
- Disrespectful language or behaviour
- Damage to the learning environment
- Breaches of uniform expectations where these are not linked to SEND, medical need or financial hardship

3.2 Serious misbehaviour

- Repeated or serious breaches of school expectations
- Bullying or discriminatory behaviour
- Physical aggression, fighting, vandalism or theft
- Possession of a prohibited item
- Any form of child-on-child abuse
- Harmful online behaviour, including harmful content created, altered or shared using artificial intelligence

Child-on-child abuse includes bullying; abuse in intimate personal relationships; physical abuse; sexual violence; sexual harassment; causing someone to engage in sexual activity without consent; upskirting; initiation or hazing; and consensual or non-consensual making or sharing of nudes and semi-nudes, including images generated or altered using AI. Any such concern will be handled in line with the school's safeguarding procedures.

3.3 Prohibited items

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco, cigarette papers, e-cigarettes or vapes
- Fireworks
- Pornographic images
- Any article reasonably suspected to have been, or likely to be, used to commit an offence, cause injury or damage property
- Any item identified by the school as harmful or detrimental to school discipline

4. Bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group physically or emotionally. It can involve an imbalance of power that makes it difficult for the targeted pupil to defend themselves. The imbalance may be physical, psychological, intellectual, social or related to access to a group or online audience.

Bullying is deliberately hurtful, repeated and difficult to defend against. A single incident may still be serious, harmful or abusive and will be addressed even where it does not meet the definition of bullying.

Type	Examples
Emotional	Excluding, tormenting, threatening or deliberately isolating.
Physical	Hitting, kicking, pushing, taking belongings or any use of violence.
Prejudice-based or discriminatory	Taunts, gestures, graffiti, online content or physical abuse focused on an actual or perceived characteristic, including race, faith, sex, sexual orientation, gender reassignment or disability.
Sexual	Sexual remarks or gestures, unwanted physical attention, inappropriate touching, or non-consensual

Type	Examples
	making or sharing of nudes or semi-nudes, including AI-generated or altered content.
Verbal	Name-calling, sarcasm, rumour-spreading or repeated teasing.
Cyber-bullying	Bullying through social media, messaging, gaming, devices, images, audio, video or written content, including content generated or altered using AI.

All reports will be listened to, recorded, investigated and responded to proportionately. Support will be offered to the pupil who has been harmed and to the pupil displaying harmful behaviour. Parents/carers will be informed where appropriate. Patterns will be monitored through CPOMS and linked to the Anti-Bullying and Child Protection and Safeguarding Policies.

5. Roles and responsibilities

5.1 Management Committee

- Reviewing and approving the written statement of behaviour principles
- Reviewing this policy with the headteacher, monitoring its effectiveness and holding leaders to account
- Ensuring appropriate cyber security and filtering and monitoring systems are in place on school devices and networks
- Ensuring online safety is a running and interrelated theme throughout safeguarding, including risks associated with generative AI

5.2 Headteacher

- Reviewing and approving the policy with the Management Committee
- Routinely engaging pupils, parents/carers and staff about behaviour culture and whether people feel safe and supported
- Ensuring staff apply the policy consistently, fairly and with suitable adjustments
- Ensuring induction and training cover behaviour, SEND, mental health, safeguarding and restrictive interventions
- Ensuring behaviour and restrictive-intervention data are reviewed for patterns and disproportionate impact

5.3 Staff

- Creating calm, safe and predictable environments
- Teaching, modelling and reinforcing expectations and routines
- Using relational, restorative, de-escalation and positive behaviour strategies
- Providing personalised and additional support for pupils with SEND
- Recognising hidden stressors and vulnerabilities and responding empathetically
- Being alert to new and emerging online harms, including AI-created content, misogynistic or misandrist content and financially motivated sexual extortion
- Recording incidents promptly and reporting safeguarding concerns without delay
- Considering how their own behaviour and language affect school culture

5.4 Parents and carers

- Become familiar with, and support, the school's Behaviour for Learning Policy
- Support regular attendance and punctuality so that pupils are ready to learn
- Keep school informed of behaviour difficulties, worries or changes at home that may affect their child
- Share relevant information about trauma, health, absence, family circumstances or other factors that may affect learning, wellbeing or behaviour
- Support our healthy school approach by not sending pupils into school with sweets, sugary items, fizzy drinks or energy drinks, as these can affect readiness to learn, behaviour and wellbeing; where this happens, school may speak with parents/carers and apply this policy proportionately
- Inform school promptly of any concerns about bullying, safety or peer relationships
- Discuss concerns openly and work collaboratively with school and other professionals where support is needed
- Take part in reviews, pastoral work and agreed support plans when requested
- Celebrate progress and reinforce respectful behaviour at home and school

5.5 Pupils

- Learn and follow the school's values, rules and routines
- Treat others with respect and allow others to learn
- Challenge and report behaviour that is discriminatory, harmful or disrespectful
- Use agreed regulation strategies and ask for help
- Take part in restorative work when emotionally ready
- Provide feedback about their experience of the school's behaviour culture

6. School behaviour curriculum

Behaviour is taught, practised and reinforced. Pupils receive repeated induction because many join Oakfield at different points in the year and may need explicit rehearsal, visual support, modelling and co-regulation.

Pupils are expected, with appropriate support and reasonable adjustments, to:

- Behave in an orderly and increasingly self-controlled way
- Show respect to staff, visitors and one another
- Make it possible for everyone to learn
- Move calmly and safely around school
- Treat buildings, resources and belongings with care
- Challenge and report discriminatory, harmful or disrespectful behaviour
- Accept outcomes and engage in repair or restorative work when ready
- Avoid behaviour outside school or online that threatens others, disrupts school or brings the school into disrepute

6.1 Mobile phones and connected devices

Oakfield is a mobile phone-free environment by default throughout the school day. Pupils must hand mobile phones and similar connected devices to a designated member of staff on arrival. Devices will be stored securely and returned at the end of the pupil's day or transport journey, as locally arranged.

Unauthorised use may lead to confiscation and contact with parents/carers. Exceptions may be agreed by the headteacher for medical, safeguarding, SEND or other exceptional personal reasons. Arrangements for trips will be set out in the trip information and risk assessment.

7. Responding to behaviour

7.1 Classroom and relational practice

- Warm greeting and emotionally available adults
- Clear routines, visual prompts and accessible communication
- Positive reinforcement and recognition
- Calm, concise and non-confrontational language
- Planned movement, sensory or regulation breaks where needed
- Fresh-start approaches after incidents
- Individual Pupil Profiles and Positive Handling Plans where appropriate

7.2 Safeguarding

A change in behaviour may indicate that a pupil needs help or protection. Staff will consider whether behaviour may be linked to harm, exploitation, abuse, neglect, bereavement, caring responsibilities, online activity or other vulnerability. Safeguarding concerns must be reported to the DSL or deputy and recorded in line with the Child Protection and Safeguarding Policy.

7.3 Recognition and rewards

- Specific verbal praise and positive feedback
- Stickers, stamps, certificates and display of work
- Reward systems, reward time and special mentions
- Visits to senior leaders to share success
- Calls, postcards, diary notes or messages home
- ClassDojo recognition where used
- Responsibilities and opportunities to contribute

7.4 Responding to misbehaviour

Responses will be calm, consistent, fair, proportionate and adapted to individual need. Staff will identify contributing factors and consider both an appropriate outcome and the support required to prevent recurrence.

1. Reminder or verbal warning using an agreed script
2. Change of position, task, communication method or adult support
3. Supported regulation in a “quiet to calm” space
4. Temporary withdrawal from the peer group or classroom where necessary to restore safety or learning
5. Support from a senior leader and contact with parents/carers
6. Restorative conversation when the pupil is regulated
7. Review of the Individual Pupil Profile, Positive Handling Plan, risk assessment or support package
8. Suspension or permanent exclusion only in line with statutory guidance and as a last resort

Restorative conversations may use: What happened? What were you thinking? What were you feeling? Who has been affected? What needs to happen now? Staff will not insist on immediate reflection while a pupil remains dysregulated.

7.5 Restrictive interventions, including reasonable force

Oakfield’s approach follows current DfE guidance. Restrictive intervention may be physical or non-physical and is used to prevent, restrict or subdue movement. Any intervention must be necessary, reasonable and proportionate, use the minimum force for the shortest time, protect dignity and never be used as punishment.

The school does not operate a “no contact” policy. Appropriate physical contact may be proper and necessary, including comforting a distressed pupil, giving first aid, demonstrating an activity, guiding a pupil away from danger or using reasonable force where lawful.

- De-escalation and preventative strategies will be used wherever possible
- Reasonable force may be used to prevent injury, a criminal offence, serious property damage or serious disorder
- Staff will consider SEND, communication, trauma, mental health, medical needs and other vulnerabilities
- Staff likely to need to use restrictive interventions will be trained in safe and lawful use and preventative strategies
- Oakfield uses Team Teach principles and maintains a record of trained staff
- Intervention will stop as soon as the immediate risk has reduced
- The pupil and staff will be offered debrief and support; parents/carers will be informed promptly
- All significant incidents will be recorded on CPOMS and, where required, in the bound and numbered record; safeguarding concerns and injuries will be escalated

Seclusion, where a pupil is prevented from leaving a space, is non-disciplinary and may only be used as an immediate safety measure during significant dysregulation. The pupil must be supervised, safeguarded and released as soon as the immediate risk reduces. A pupil choosing to use an agreed calm space, while free to leave, is not secluded.

7.6 Searching, screening and confiscation

Searching, screening and confiscation will follow DfE guidance. Only the headteacher or an authorised member of staff may search a pupil. The search will be conducted respectfully, with consideration of urgency, safeguarding risk, communication need, trauma and SEND.

- Where required, the searching member of staff will be the same sex as the pupil and another member of staff will witness the search, subject to the urgent exceptions in statutory guidance
- Before a search, staff will explain the reason, what it involves, where it will happen and seek co-operation
- Reasonable force may only be used to search for legally prohibited items, not merely items banned by school rules
- Outer clothing, pockets, possessions, desks or lockers may be searched within the limits of the guidance
- All searches for prohibited items, including where nothing is found, will be recorded on CPOMS
- The DSL will be informed without delay where prohibited items are suspected or a safeguarding risk is identified
- Parents/carers will be informed as soon as reasonably practicable
- The pupil will be offered support after any search

Police strip searches

School staff will never conduct a strip search. A strip search on school premises may only be carried out by police officers in accordance with PACE Code C. Before police involvement, staff will consider the pupil’s mental and physical wellbeing, whether police involvement is absolutely necessary and whether less invasive approaches have been exhausted. Once police are on site, the decision rests with them, but the school retains its duty of care and will advocate for the pupil’s safety and wellbeing.

Unless there is an immediate risk of harm, parents/carers will be contacted beforehand and invited to act as the appropriate adult where possible. Parents/carers will always be informed afterwards. Records will be kept, the pupil will receive support and be enabled to express their views, and the DSL will consider any further safeguarding action.

7.7 Child-on-child abuse

Children can abuse other children. Abuse will never be tolerated or passed off as “banter”, “just having a laugh”, “part of growing up” or “boys being boys”. All child-on-child abuse is unacceptable and will be taken seriously. Where a report raises a safeguarding concern, it will be managed under the Child Protection and Safeguarding Policy, with support and risk management for all affected pupils.

7.8 Off-site and online behaviour

Proportionate consequences may be applied for behaviour off-site or online where a pupil is representing the school, the behaviour threatens another pupil, has repercussions for the orderly running of the school, adversely affects the school's reputation or the pupil is identifiable as a member of the school. This includes harmful content created, altered or shared using AI.

7.9 Suspected criminal behaviour

The school will gather only enough information to establish the basic facts, document its initial actions and preserve relevant evidence. The headteacher or delegated senior leader will decide whether to report to police. The school will not obstruct police action but may continue its own safeguarding and behaviour procedures where this does not conflict. The DSL will consider a referral to children's social care.

7.10 Sexual harassment and sexual violence

Reports will be listened to, never ignored and managed under the Child Protection and Safeguarding Policy. Pupils are encouraged to report anything that makes them uncomfortable, even if they believe it is small. Responses will be safeguarding-led, supportive and proportionate.

7.11 Malicious allegations

Where an allegation is shown to have been a deliberate act to deceive or cause harm, the school may apply a proportionate sanction. An allegation that is unsubstantiated, unfounded or false is not automatically malicious. The school will consider whether the pupil needs help or whether the allegation was a cry for help, and will consider the pastoral needs of any staff or pupils accused.

8. Serious sanctions

8.1 Detention

Given Oakfield's primary and short-stay context, detention is not a routine response. If a breaktime or lunchtime detention is used, it will be supervised, proportionate and allow reasonable time for the pupil to eat, drink and use the toilet. Before any detention outside normal school hours, leaders will consider safety, transport, medical appointments, caring responsibilities, SEND and whether parents/carers should be informed.

8.2 Removal from the classroom

Removal is distinct from a pupil accessing a calm space and distinct from seclusion. It is used for a limited period to restore safety or learning after other strategies have been attempted, unless the behaviour is so serious that immediate removal is required. The pupil will be supervised, continue to receive meaningful education where practicable, and be reintegrated as soon as safe. Parents/carers will be informed on the same day. Repeated removal will trigger a review of support.

8.3 Suspension and permanent exclusion

The headteacher may suspend or permanently exclude in response to serious incidents or persistent behaviour that has not improved following appropriate support and sanctions. Decisions will follow current statutory guidance, take account of SEND and safeguarding, and be used only as a last resort.

9. Responding to misbehaviour from pupils with SEND

Oakfield recognises that behaviour may be affected by SEND, communication differences, sensory needs, mental health needs, trauma or medical conditions. Behaviour may communicate distress or an unmet need. High expectations remain, but the route to meeting them may be personalised.

- Consider whether the pupil could understand the expectation or instruction
- Consider whether the pupil could act differently at that time
- Consider the relationship between the behaviour and the pupil's SEND without assuming every incident is caused by SEND
- Make reasonable adjustments to routines, communication, environment and sanctions
- Anticipate likely triggers and use Individual Pupil Profiles, Positive Handling Plans and risk assessments
- Work with the pupil, parents/carers, local authority and relevant professionals
- Secure provision in an EHC plan and request review where needs or risks have materially changed
- Support pupils who may find it difficult to distinguish genuine from AI-generated content or understand online consequences

Possible adjustments include visual instructions, reduced language, planned movement or sensory breaks, adapted seating, extra processing time, access to a regulation space, advance warning of change and support from a trusted adult.

10. Supporting pupils following a sanction

- A regulated and restorative conversation
- Re-teaching the expected behaviour or routine
- Repairing relationships or harm in a safe and appropriate way
- A fresh start with clear, achievable goals
- Increased pastoral contact or review of intervention
- Review of risk assessment and PHP
- Reintegration planning following removal or suspension
- Multi-agency support where necessary

11. Pupil transition and induction

Incoming pupils will receive a personalised induction to Oakfield's values, routines, rewards, support and consequences. Expectations will be taught repeatedly, using accessible and developmentally appropriate methods. Information relevant to behaviour, safeguarding, SEND and successful strategies will be shared lawfully with receiving or referring settings to support safe transition.

12. Staff training

- The school's relational approach, including the use of Team Teach
- De-escalation, restorative practice and co-regulation
- The impact of SEND, mental health, trauma and personal circumstances
- The safe and lawful use of reasonable force and other restrictive interventions
- Team Teach refresher and practice support for relevant staff
- Safeguarding links, child-on-child abuse and harmful sexual behaviour
- Online harms, generative AI and extreme misogynistic or misandrist content
- Accurate, objective and pupil-centred recording on CPOMS

13. Monitoring and review

Senior leaders and DSLs will monitor behaviour, bullying, discriminatory incidents, removals, suspensions, restrictive interventions, searches and safeguarding links. Analysis will consider patterns by pupil, location, time, type of incident and protected characteristic, while maintaining confidentiality. Leaders will review whether any group is disproportionately affected and will adjust practice, training or support where required.

The headteacher will routinely seek feedback from pupils, parents/carers and staff about behaviour culture. The policy will be reviewed at least annually by the headteacher and Management Committee, and sooner where legislation, statutory guidance, safeguarding learning or school practice changes.

14. Links with other policies

- Child Protection and Safeguarding Policy
- Anti-Bullying Policy
- Equality Policy
- SEND Policy
- Online Safety Policy
- Suspension and Permanent Exclusion Policy
- Restrictive Interventions / Positive Handling procedures
- Complaints Procedure
- Health and Safety Policy
- Artificial Intelligence Policy, where adopted