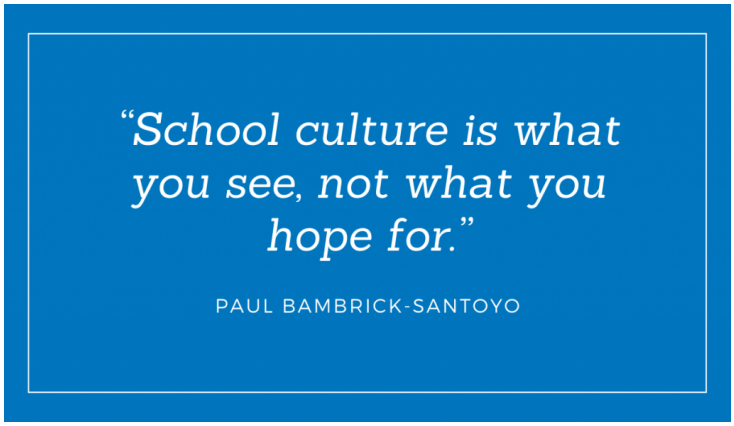
Oakfield Community
Primary and Nursery School

Positive School Culture and Climate for Learning 2026-2027



Policy Development and Collaboration

At Oakfield, we support the belief that children have the right to independence, choice and inclusion. On the journey from Nursery to Year 6 (irrespective of starting point), through the voice of pupils, the development of staff, in collaboration with experts and always supported by research, we provide opportunities for personal growth, emotional health and positive wellbeing.

We recognise the importance of consistency. We understand that clear, consistent rules and routines need to be established to help create an environment within which all children feel safe and secure and ready to learn. Empathy and understanding are the basis of our policy and this is understood by all staff and stakeholders.

"Beneath every behaviour there is a feeling. Beneath each feeling there is a need. If we meet the need instead of focusing on the behaviour, we treat the cause not the symptom."

We believe our policy acknowledges our legal duties under the Equality Act 2010 and take inclusive approach to developing and maintaining an inclusive school Culture and Climate for learners and learning.

Fostering a Positive Culture and Climate at Oakfield

At Oakfield, we hold high expectations for all. We challenge and encourage pupils to aspire to be the best they can be by promoting a Growth Mindset throughout school.
Our school ethos of ***'A Family for Learning, a Family for ALL'*** is lived and breathed by all in school.
We recognise that within a family there are many different needs, different strengths and different beliefs and our inclusive approach to education aims to harness all these differences; supporting where necessary and celebrating success.

At Oakfield our Written Statement of Behaviour Principles (Appendix 1) are supported by our own bespoke approach to Culture and Climate: The Oakfield Way (Appendix 2).

The Oakfield Way has been developed by all members of the Oakfield Family who provide a caring, calm and secure environment, in which tolerance, understanding and respect for others is fostered. We aim to promote a positive culture and to encourage in all pupils a sense of responsibility to themselves, to our school and to the wider community. This is further supported by our 'Behaviour Stages Pathway' (See Appendix 3).

It is important to remember that when a pupil makes a poor choice, it's the conversation, not the consequence that makes all the difference.
As Dr Tina Ray 2013 said:

"All behaviour is communication".

We take a proactive approach to maintaining a Positive Culture and Learning Climate at Oakfield where we regularly celebrate the positives and consistently consider the appropriate restorative approach when things do not go right

Promoting a Positive Culture and Climate at Oakfield

The following element of our Policy focusses on the strategies we implement across school which help us to promote and maintain our Positive Culture and Learning Climate.

"The shift in culture and climate comes from adults changing their behaviour and sustaining that change."
— **Paul Dix, After The Adults Change: Achievable behaviour nirvana**

Strategies are implemented by all staff who consider the needs of all and take an inclusive and tensile approach to delivery.

Our School Rules:



"Behaviour management is a team sport. It needs a team discipline, ethos and look. To get the behaviour you want there can be no gaps between the adults on what matters. It is this consistency that is most important."
— **Paul Dix, When the Adults Change, Everything Changes: Seismic shifts in school behaviour**

At Oakfield, we seek to positively reinforce actions which promote our Culture and Climate: rewarding these as often as possible. These rewards can be communicated in many ways:

1- Daily in class using Class Dojo Points (EYFS & KS1)
2- Daily in class using our Working Towards Rewards Charts

3- Daily throughout school using positive, precise praise
4- Awarding a daily 'Above and Beyond' trophy
5- Weekly celebration assembly awards include postcards home and attendance medals
6- Visits to SLT to showcase work or share a proud moment
7- Messages home or verbally said to parents
8- Stickers and certificates
9- Communicated 'in the moment' to the individual

Our Various Strategies

(Individual) Reward Points/Precise Praise & (Group) Working Towards Points

We praise children for following our school rules and supporting The Oakfield Way - recognising that positive action(s) and learning contribute to our Positive Culture and Climate. We recognise the role that precise positive praise plays in classroom and wider school management – It helps to shape young children's behaviour, motivation, and self-esteem. Precise positive praise, when used regularly and effectively can:

- Reinforce Positive Behaviours Clearly
- Build confidence in knowledge and skills
- Encourage pupil engagement and development
- Support emotional development.

In addition to the individual, each class has ownership of a Working Towards Rewards Chart which is used to reinforce 'The Oakfield Way' and whole school rules. Each class uses a democratic debating and voting system to decide on their chosen reward (and points target) which is then displayed visually in class for all children to see and track their progress towards. Once the target has been achieved, the class will celebrate their reward as a collective and then once again vote on a new reward to start the process again. This approach supports our recognition of individual effort whilst developing children's understanding of collaboration and teamwork. British Values of Democracy, Rule of Law, respect and tolerance all underpin our positive culture and climate.

Daily Above & Beyond Trophy

Each day, a member of each class will be awarded the 'Above and Beyond' trophy which is to remain on their table for the following day. This will recognise their personal effort, consistency or kindness towards our expected Culture and Climate.

Additionally, every week, one pupil will be chosen as the 'Achiever of the Week'. This will be celebrated as a school family together in assembly with the winner receiving a postcard with a personal message from their teachers, celebrating their achievements.

Visual Timetables

Every class has a visual timetable, which may be on classroom screens or a physical version. This explains the structure of a day using widget symbols and provides a is a way of supporting a child to predict what will happen next, reducing anxiety. An individual child may also have their own timetable, to support routine and structure, helping to manage their emotions to support learning.

Classroom Environments

At Oakfield, our classroom environments are shaped by how we want every pupil to feel: **safe, calm, valued and that they belong**. They reflect our inclusive family ethos and help pupils feel secure, connected and ready to learn. Predictable routines, thoughtful sensory choices and clear visual cues support all pupils, particularly those with SEND or social, emotional and mental health (SEMH) needs, to feel at home in the classroom and take part in learning.

Low lighting and calm, uncluttered spaces can help reduce sensory overload and support pupils to regulate their emotions and attention. A designated regulation area gives pupils a supported space to use agreed strategies and return to learning when ready. It is not a place of punishment or exclusion.

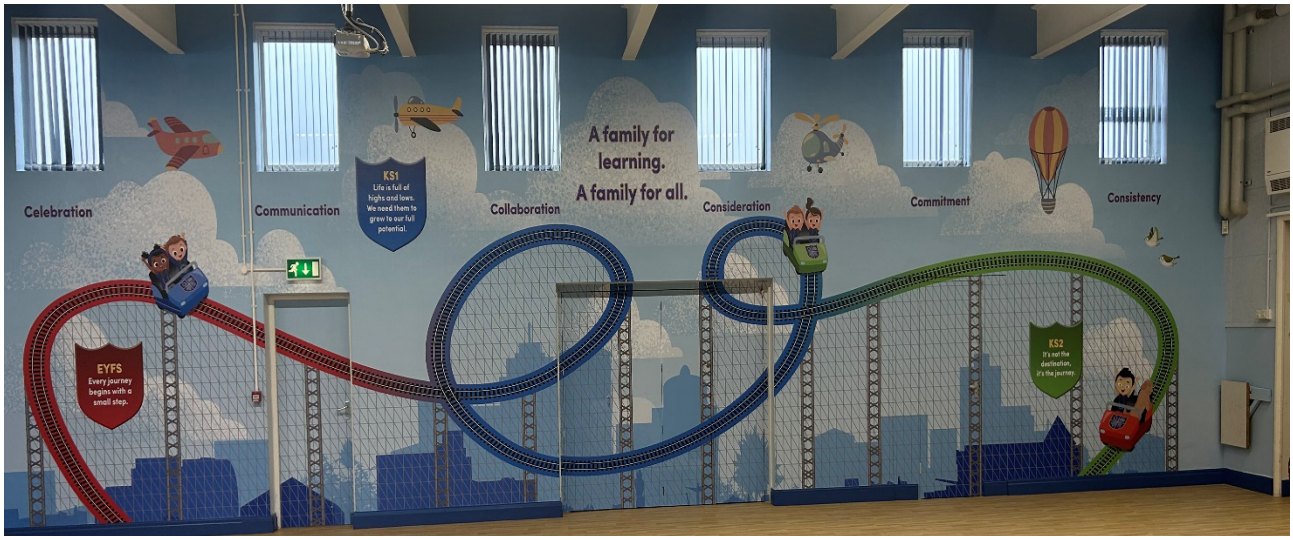
Purposeful working walls make current learning visible and accessible. A writing wall and mathematics working wall provide vocabulary, examples, prompts and strategies pupils can refer to independently. Reading corners offer welcoming spaces where pupils can enjoy books, build reading habits and develop a sense of belonging as readers.

A celebratory "Wow" wall recognises effort, progress, creativity and achievement. This helps pupils see themselves as successful learners and encourages positive attitudes to challenge. Displays are kept relevant and manageable so that they support learning rather than create unnecessary visual distraction.

Together, these features create a positive, calming and inclusive environment where pupils can access learning, build independence and take pride in their work. Teachers adapt the classroom thoughtfully to meet pupils' needs while maintaining high expectations for everyone.

Oakfield's Rollercoaster Journey

We know that the roller coaster journey through school involves many ups and downs. We promote the belief that every day is a new day. A fresh start to every day helps to support and embed our positive culture and climate for learning.



Inclusion room

Our Inclusion room incorporates a 'calm area' with some comfy seating, cushions and sensory toys. Pupils are encouraged to self-regulate in our safe space, recognising and regulating their emotions in a healthy way. It is a positive and non-punitive alternative to time out that helps support children develop emotional regulation, providing structure and leaves them feeling safe and secure.

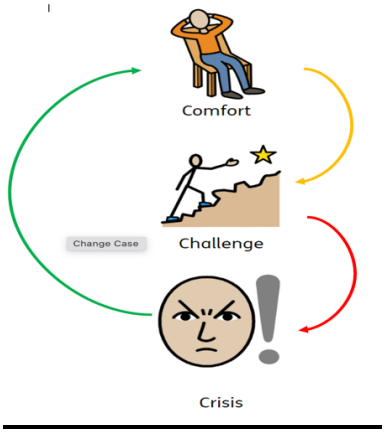
Restorative Practice

Restorative practice is a term used to describe actions, interactions and approaches which help to build and maintain positive, healthy relationships, resolve difficulties and repair harm where there has been conflict.

We want pupils to take responsibilty for their behaviour and will encourage pupils to do this through restorative justice approaches which enables them to reflect on their behaviour and make amends. This process does not, however, replace consequences.

Understanding

We class 'understanding' as an important strategy for supporting our policy. The more knowledge we have about why a child is struggling, the better placed we are to devise and implement strategies that will support them to make progress. A child's actions and choices do not come out of nowhere and are often motivated by a range of factors. A child who has not developed a healthy stress response system could easily tip over the edge into a fight-flight-freeze response. All incidents are recorded on CPOMS so we can build up a picture of possible triggering events and situations. We also regularly communicate with parents/carers who can provide valuable information about issues that may lead to increaed stress. We read the latest research and are committed to high-quality staff training and development.



When a child's behaviour is in the 'crisis zone', they experience fear, stress and learning is impossible.

They need to feel comfortable and safe, entering the 'comfort zone' before any further learning can take place.

The 'challenge zone' is where we can enhance possibilites, work towards personal development and explore boundaries.

Engagement Tracking & Report Cards

For pupils who struggle to remain engaged in lessons, we may consider this approach. Following a thorough period of review, we will invite in, and collaborate closely with, the pupil's parents to place the pupil on a *Learning Plan for Behaviour*, alongside a report card and an engagement tracker *(See Appendix 4)* designed to monitor lesson engagement during either *structured* or *unstructured* times.
This tracker will be reviewed on a weekly basis over a four-week period to identify any emerging patterns in the pupil's participation and focus during lessons. The aim of this process is twofold: to gain a clear understanding of the pupil's engagement levels and to work proactively with parents to support targeted strategies for improvement. Regular communication will ensure that parents are fully informed and involved in the process, fostering a partnership that encourages consistent progress and positive outcomes for the pupil. Families will receive a paper copy and the class teacher will track electronically, uploading weekly to CPOMS.

Transitions

We recognise that unstructured times during the day can cause challenges and we are aware that we can support pupils by managing transitions within and outside of the classroom. In class we transition using a clear supervised method:

1. Stand up
2. Move to your table/line/carpet
3. Sit down

Lunch times

- We have an increased ratio of staff:pupils at lunchtimes to encourage and model positive actions and choices.
- SLT are always available and highly visible to support and reinforce 'The Oakfield Way' outside of the classroom.
- During lunch times, Mid-day assistants' complete logs recording all incidents relating to choices and first aid, which happen during the lunchtime. These are

communicated with class teachers and teaching assistants so that they are aware of any issues which have happened.
- We consider the needs of all and have zoned outdoor spaces to allow for ball games and quieter calmer zones.
- A 'quieter' area for eating is located for children who find the dining hall too overwhelming.
- Our MDAs receive regular behaviour training support via The Beacon School Hub.

Lining up and entering school

At break times we expect children to line up after break before entering the building. As per 'The Oakfield Way', children will line up in a Legendary Line and they will then demonstrate Wonderful Walking when entering and walking around school (both strategies will be explicitly modelled and explained to children).

After break and lunch times, the procedure is …

- *First whistle blown = 1 minute warning (time to bring games to a close and start collecting equipment)*
- *Second whistle blown = children stop their activities and stand still*
- *Third whistle blown = children walk sensibly to their class line after putting away any play equipment.*

Consideration is given to meet individual needs during lining up time to support this expectation.

Wider Policy Considerations

Homework Expectations

- Homework is communicated through Class Dojo and the expectation is that it is completed weekly at home.
- Homework whole class feedback is shared with the class the following week.
- Children in Year 6 may be given additional homework during the year in preparation for high school.
- Children are encouraged to read daily.

Supporting ALL Pupils

- The school's SENDCO (Special Educational Needs and Disabilities Co-ordinator), in collaboration with the Inclusion Lead & Family Support Worker, will identify support for any pupil who exhibits challenging actions and collaborate to determine any underlying need.

- Further support and advice can also be sought from specialist teachers, such as an educational psychologist, medical practitioners and/or others, to identify and/or support specific needs.
- When additional needs are identified in a pupil, we will liaise with class teachers and possibly external agencies to plan support programmes for a child. We will collaborate and communicate with parents to create the plan and review it on a regular basis.
- Children with identified additional needs including Special Educational Needs and Disabilities (SEND), social, emotional, physical, or medical needs, are carefully considered and we are committed to supporting these pupils through Nurture, ELSA and Thrive groups.
- If pupils need additional nurture or mental health support, they will access this during the school day and this will be co-ordinated by the Family Support Worker.
- We will refer to an external agency such as the MHST or CAMHs.

Child on Child Abuse

At Oakfield Community Primary and Nursery School, we will not tolerate Child on Child abuse. We will support and listen to all the children involved and the alleged perpetrator(s) will be offered support so that they can change their actions and align with The Oakfield Way.

Child on Child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- sexual violence, such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- sexual harassment, such as sexual comments, remarks, jokes, and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- consensual and non-consensual sharing of nudes and semi nudes' images and or videos (also known as sexting or youth produced sexual imagery)

- up skirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm

- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

Bullying

- Bullying is defined as Several Times On Purpose (STOP) and we remind pupils during curriculum sessions, whole school assemblies and during our annual focus of 'Keeping Ourselves Safe Week'.
- As a school, we do not tolerate bullying of any kind, If, we discover that an act of bullying or intimidation has taken place, we will act immediately, identifying the root causes and completing restorative justice between the parties involved. This may also include working with parents to support whole school approaches.
- Bullying incidents are reported to Halton Borough Council through the Recording and Reporting Prejudiced Bullying Incidents system.

Social Media and mobile phones

- At Oakfield Community Primary school, we will promote the positive use of social media and will teach pupils regularly about 'e- safety'. The local PCSO will also be asked to speak to the older year groups to support the education of using mobile phones.
- Pupils in Year 5 & 6 who walk home are allowed to bring to school mobile phones, but they are not allowed access to them during the day.
- The rule for social media is that children should not be accessing it until they are 13 years of age. Parents and children are warned and taught of the implications of having a social media account.
- Mobile phones are the responsibility of the parent and could be prosecuted if their child was using it improperly.

Positive Handling

- Staff will be identified to access Team Teach/Teach+ Training.
- Staff have been instructed in 'positive handling' strategies through a 'whole setting' holistic approach. If restraint is used on a child, then a 'Significant Incident/Restraint record' is completed.
- All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfES Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. Staff are legally

permitted intervene physically to restrain children: to prevent a pupil from committing an offence; to prevent injury to self or others; to prevent serious damage to property or to maintain a sense of order.

- The Headteacher and authorised school personnel also have the statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that a pupil may have a prohibited item. Such items will be confiscated and returned to the parent.

Recording and Reporting the use of force

- We ensure that all incidents of force are recorded in line with the statutory guidelines of the Restrictive Interventions guidance April 2026 (P15/16).
- Any incident of Positive Handling/ use of force is recorded in the log book (located in the school office).
- Incidents must be recorded as soon as practicable after the event – on the same day where safe to do so. It should be recorded by the staff member(s) involved and they should endeavour to do this no later than the same day.
- Incidents will be reported to parents as soon as practicable after the event (on the same day where safe to do so) and if any restrictive interventions are agreed and put into place, this should be communicated in writing.

Off-site visits

- This policy also applies when children are offsite. If behaviour becomes unacceptable and or behaviour is exhibited which may bring the school into disrepute, the pupil will be returned to school.
- Parents may be encouraged to attend a trip to support their child's behaviour.
- Pupils, whose behaviour prior to a booked visit, is such that his/her attendance would pose a risk to themselves or others, may be prevented from going on the trip.

Transition to next class

- In order to ensure a smooth transition for all children to the next year, pupils have transition sessions with their new teacher(s).
- Parents are invited to share a transition session with their child's new teacher so they can meet and greet before September,
- In addition, staff members hold transition meetings between each other to ensure all information is shared, in order to ensure that the right support is in place. Information on behavioural issues may also be shared with new settings, for those pupils transferring to other schools.
- All pupils leaving school will have their CPOMS information sent to the new setting.

The role of school staff

- All school staff have a responsibility to ensure good attitudes and behaviour across school and will work to support this policy.
- Class teachers are responsible for reporting behaviour incidents to parents/guardians either face to face (where possible) or via Class Dojo.
- All staff support this policy and report incidents of behaviour in the first instance, to a line manager, or record on CPOMS. Playground logbooks record incidents at lunchtime by MDAs and reported to staff.

The role of the Headteacher & Senior Leadership Team

- It is the responsibility of the Headteacher, supported by the SLT, to ensure the health, safety and welfare of all children in our school and to implement the school behaviour policies consistently under the School Standards and Framework Act 1998. The Head Teacher will report on the effectiveness of these policies to the governing body when requested.
- The Headteacher & Senior Leadership Team keep records of all reported serious incidents of behaviour.
- The Headteacher has the responsibility for giving fixed term exclusions to individual children for serious acts of unacceptable behaviour. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently suspend a child. These actions are taken only after the School Governors have been notified.

Working with parents

- The school collaborates and communicates actively with parents, so that children receive consistent messages about how to behave at home and at school.
- We explain the consistent school expectations in the school prospectus, and we expect parents to read them and support them by signing our Home/School Agreement, (along with their child) as a contract of agreement.
- We expect parents to support and be committed to their child's learning, and to work with the school. We work hard to build supportive relationships between home and school, and we will inform parents if we have concerns about their child's welfare or behaviour.
- We expect parents to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented by way of the School Complaints Policy (available on the school website).

The role of Governors

- The Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The Governors support the Headteacher and school staff in adhering to these guidelines.
- The Headteacher has the day-to-day authority to implement the school's policies on behaviour and discipline, but Governors may give advice to the Headteacher about specific disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

Fixed term exclusions and permanent exclusions

- We do not wish to suspend any child from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion, and the standard guidance, called Improving Behaviour and Attendance: Guidance on Exclusion from School and Child Referral Units (DfES, August 2017). We refer to this guidance in any decision to suspend a child from school.
- Only the Headteacher (or the acting Headteacher) has the power to suspend a child from school. The Headteacher may suspend a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the headteacher may suspend a child permanently. It is also possible for the Headteacher to convert a fixed term exclusions into a permanent exclusion if the circumstances warrant this.
- If the Headteacher suspends a child, s/he informs the parents immediately, giving reasons for the fixed term exclusions. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal. These verbal discussions are confirmed in writing.
- The Headteacher informs the Local Authority and the Governing Body about any permanent fixed term exclusions, and about any fixed term exclusions beyond five days in any one term.
- The Governing Body itself cannot either suspend a child or extend the fixed term exclusions period made by the Headteacher.
- The Governing Body has a discipline committee which is made up of between three and five members. This committee considers any fixed term exclusions appeals on behalf of the Governors. When an appeals panel meets to consider a fixed term exclusions, they consider the circumstances under which the child was suspended, consider any representation by parents and the LA, and consider whether the child should be reinstated.
- If the Governors' appeals panel decides that a child should be reinstated, the Headteacher must comply with this ruling.

Drug and alcohol-related incidents (including medication in school)

- It is the policy of this school that no child should bring any drug, legal or illegal, to school. If a child needs medication during the school day, the parent or guardian should notify the school and ask permission for the medication to be brought. This should be taken directly to the school office for safekeeping, and not given to the class teacher or TA. Any medication needed by a child while in school must be administered by those staff members who are certified in the administration of medicines within school. Mrs J Makin (Head teacher) and or Mr Faulkner will sign medication forms and administration will be delegated to a member of staff.
- It is forbidden for anyone, adult, or child, to bring onto the school premises illegal drugs. Any child who is found to have brought to school any type of illegal substance will be punished by a fixed term exclusions. The parents or guardians of any child involved will always be notified. The child will not be re-admitted to the school until a parent or guardian of the child has visited the school and discussed the seriousness of the incident with the headteacher.
- The school will take very seriously, the misuse of any substances such as glue, other solvents, or alcohol. Any child who deliberately brings substances into school for the purpose of misuse, will be punished by a fixed term exclusions. If the offence is repeated, the child will be permanently suspended, and the police and social services will be informed.
- If any child either brings in or is found to be suffering from the effects of alcohol or other substances, Children's Social Care (CSC) will be informed immediately, and arrangements made for the child to be removed from school (this would be a fixed term exclusions).
- If a child is found to have deliberately brought illegal substances into school and is found to be distributing these to other pupils for money, the child will be permanently suspended from the school. The police and social services will also be informed.

The principle of a zero-tolerance approach

At Oakfield Community Primary and Nursery School, zero-tolerance means that any incident will be proportionate, considered, supportive and decided on a case-by-case basis in line with the sanctions within this behaviour and attitudes policy.
We will consider the age and developmental stage of the alleged perpetrator(s), the nature and frequency of the alleged incident(s) and how to balance the sanction alongside education and safeguarding support.

The process for responding to reported incidents

If staff are dealing with an allegation of Child-on-Child abuse, they should follow the school's safeguarding policy.
A risk-assessment will be carried out by the DSL (or deputy DSL) who will take the lead, supported by other agencies as required.
This will be:
• Decided on a case-by-case basis
• Underpinned by the principle of a zero-tolerance approach (see above) to sexual violence and sexual harassment, meaning it's never acceptable and it won't be tolerated.

By carrying out the risk assessment, this will inform whether we need to:

- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police.

Reporting Behaviours

'Lower-level' incidents are far more frequent than severe incidents and can underpin the problematic 'normalised' culture. Children should call out and report anything that makes them uncomfortable, no matter how 'small' they think it is. We will always take their safety and wellbeing seriously, listen to them, act on their concerns and not tolerate or accept abuse.

Reporting incidents benefits everyone, including:

• The victim(s): by stopping the problem and getting the help and support they need
• Other people: by preventing it happening to someone else
• The alleged perpetrator(s): catching problematic behaviour early can help them avoid criminal offences later in life

Calling out behaviour as it happens will help all children understand what is and is not acceptable. If the incident is very 'low level' – for example, a child making a comment that staff have reason to believe they don't fully understand – it may be appropriate to explain why it wasn't acceptable and ask the child to apologise to the victim.

Monitoring and review

- The Headteacher monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

- The school keeps a variety of records concerning incidents of behaviour and the Headteacher keeps a record of any child who is given a fixed term exclusions or who is permanently suspended.
- It is the responsibility of the Governing Body to monitor the rate of fixed term exclusions and permanent exclusions, and to ensure that the school policy is administered fairly and consistently. The Governing Body will pay attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance The Duty to Promote Race Equality: A Guide for Schools, and that no child is treated unfairly because of race or ethnic background.
- The Governing Body reviews this policy every two years. The Governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.
- This behaviour policy will be shared with parents following any changes or at least annually (whichever is sooner).
- SLT will ask to complete a pupil voice to monitor the effectiveness of Class Dojo and adapt processes when necessary.
- Any concerns from parents will be added to CPOMS so SLT can respond and deal with matters as soon as they arise.
- CPOMS to be used to monitor, track and identify patterns in incidents.

Appendix 1

Written Statement of Behaviour Principles

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff at all levels, including volunteers, set an excellent example to pupils at all times
- Rewards & sanctions are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- Fixed term exclusions & Exclusions will only be used as a last resort
- Pupils are helped through education and restoration to take responsibility for their actions
- Families are involved in the handling of behaviour incidents to foster good relationships between the school and pupils' home life

Appendix 2

The Oakfield Way



Appendix 3
Oakfield's Positive Behaviour Pathways

Oakfield's Positive Behaviour Pathway for EYFS

Be part of the Oakfield Family Team

Treat others how you want to be treated

Be the best you can be

Great Choices!





-Following rules
-Trying hard
-Being kind
-Listening

-Praise
-Stickers
-Positive feedback to parents

Stage 1 - Gentle Reminders





-Shouting out
-Not listening
-Disrupting learning

-Quiet reminders
-Praise nearby good choices
-Reinforce boundaries

Stage 2 - Time to Think





-Repeated shouting out
-Not respecting others
-Unkind words

-Short 'thinking time'
-Discuss better choices
-Help to put things right

Stage 3 - Bigger choices





-Repeated unkindness
-Refusing to learn
-Upsetting others
-Dangerous behaviour

-Talk or meeting with SLT
-Parents called
-Consider further support

Oakfield's Positive Behaviour Pathway

★ Be part of the Oakfield Family

★ Treat others how you want to be treated ★ Be the best you can be

Great Choices!



-Following rules
-Trying hard
-Being respectful
-Listening
-No behaviour concerns

-Specific praise
-Tactical ignoring
-Reinforce boundaries
-Rewards
-Positive feedback home

-Build relationships
-Spot early signs
-Regular check ins
-Visual timetables
-Routines and consistency

Stage 1



-Shouting out
-Not listening
-Disrupting learning
-Time wasting
-Non-compliance

-Soft landings
-Non-verbal/verbal reminders
-Praise in public
-Consider a personalised behaviour chart

-Check ins
-Focus on primary behaviour
-Praise for modified behaviour
-Reinforce boundaries (when/then)
-Reinforce expectations

Stage 2 - Consider Recording On CPOMS



-Higher frequency behaviours
-Being disrespectful
-Name calling
-Inappropriate Language

-Warning following reminder
-Reprimand in private
-Promise cards
-Consider adaptations
-Appropriate intervention

-Positive visit to SLT
-Reflective conversation

Stage 3 - 'Three before SLT' - Record on CPOMS



-Continuation of Stage 2 behaviours occurring frequently
-Non-compliance with consequences
-Refusal to learn

-Sanction to complete missed learning
-Reflective conversation
-Think Sheet - ABC chart
-Restorative conversation
-Collaborate with SLT/Inclusion Team
-Communicate with parents (3 incidents in one half term– Behaviour Lead Meeting)

Stage 4 - Record on CPOMS



-Continuation of Stage 3
-Fighting
-Deliberate harmful contact
-Verbal abuse / unacceptable language

-Restorative conversation
-Consider sending to SLT
-Appropriate sanction given
-Consider parents meeting
-Consider additional support

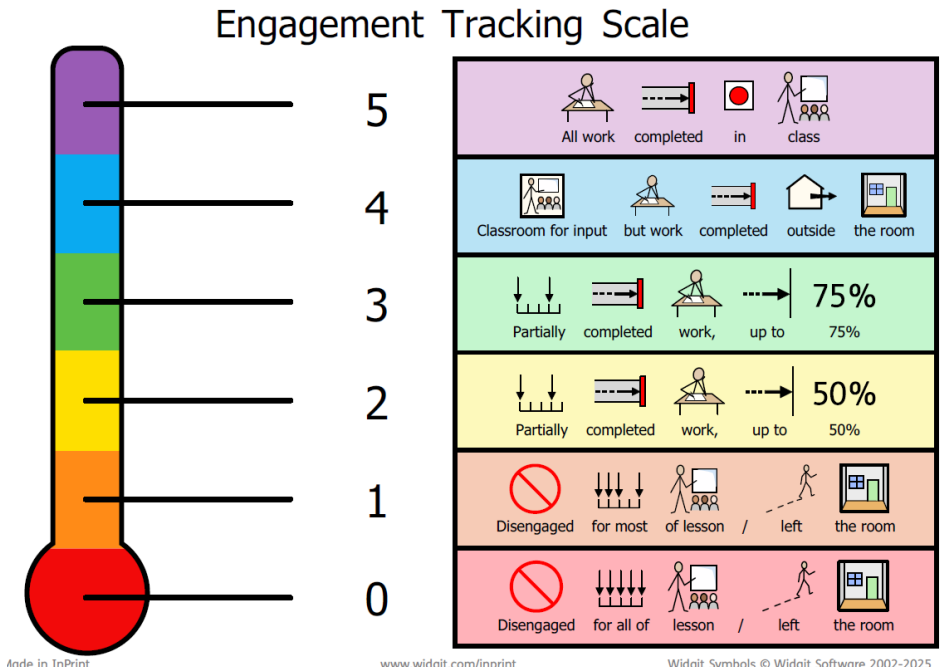
Stage 5 - Record on CPOMS

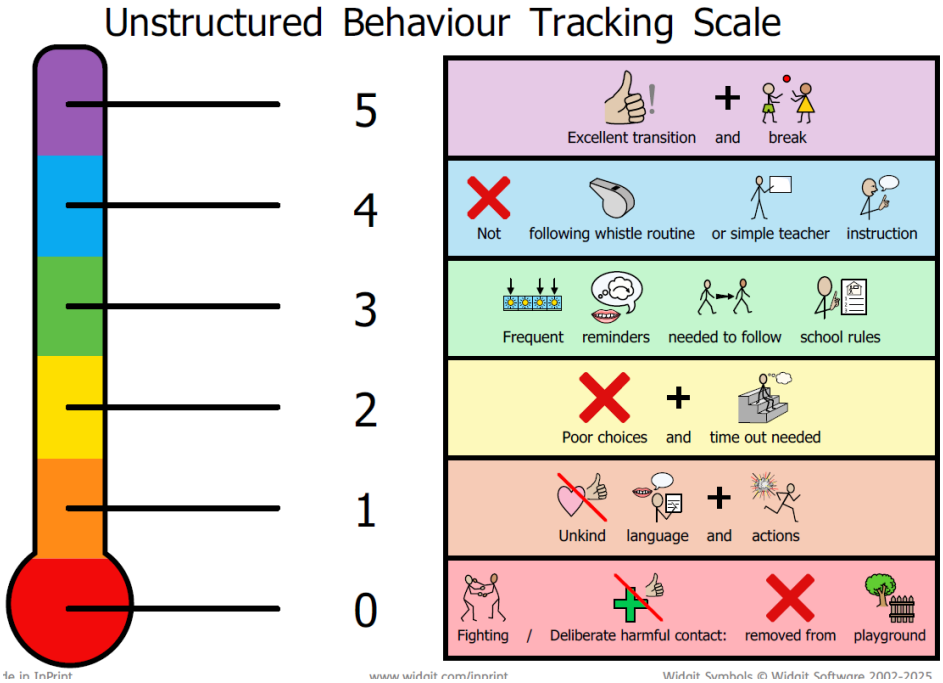


-Persistent disruptive behaviours
-Significant damage to property
-Serious one of incidents

-Pupil sent to SLT
-Meeting with parents/teacher SLT
-Involve Family Support Worker
-LA notified (if appropriate)

Appendix 4 – Engagement Tracking example





Appendix 5 – The Ten Commandments



The 3 standards for walking, sitting, lining up



Hand up for a waiting signal that you are ready

321

1...2...3... or 3...2...1: Be specific with your expectations of what you want the children to do: looking at you, putting equipment down, etc...

123

Transitions for moving and or lining up, using 1, 2, 3



KS1 - Dojo Points (3 max.)



KS2 - Specific Verbal Praise



KS1/EYFS/BASES - Working towards stars in the jar



KS2 - working towards decided by class (but has to involve minimal loss learning time)



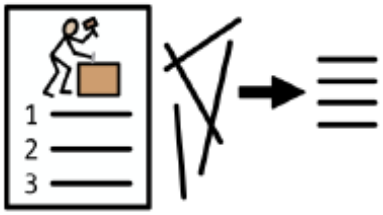
Daily Above and Beyond Trophy



Weekly - Achiever of the week + Postcard + Attendance Winners

Appendix 6 – Behaviour Logging (CPOMS)

Behaviour Logging

e.g.	A: tired, change in routine, change of staff teaching (AM) B: ran off, went to an area of school she had been prohibited from, hit another child (***) C: think sheet completed, tomorrow (05.09) missing play time and lunch time play - will be in the office. Tag: Behaviour Related Log, Stage 4, Unstructured
	Which Stage? Refer to Behaviour Pathway...
A	Antecedent What were the triggers? What do we know? What preceeded the incident (be breif)
B	Behaviour What were the behaviour actions witnessed Be factual Include any linked children
C	Consequence Reflective/Restorative Conversations Consider: missiung play/lunch, behaviour plans 3 before SLT (See Behaviour Pathway)

Headteacher Name: Mrs J Makin Signature: 

Date: 15/10/2026

Chair of Governors: Ian Green Signature: 

Date: 15/10/2026

Policy Schedule

Date:	Details:	Shared:
September	Policy Created	Staff:- September 2023 Govs:- October 2023
July 2023	Class Dojo rewards / shop Updated Individual behaviour chart & restorative practice introduced. 6 C's class ethos shared.	Staff:- July 2023 Govs:- N/A
October 2023	Written Statement of Principles added School Ethos/6 C's Visuals updated Role of Headteacher updated to include SLT	Staff:- October 2023 Govs:- Autumn Term
March 2024	Edited policy in line with trauma attachment training and reading	Staff : March 2024 Gove – Spring 2
November 2024	Title of policy change Adaptation of some of the wording to policy	Staff- Dec 2024 Govs- Dec 2024
March 2025	'The Oakfield Way' added 'Behaviour Pathway' added CoG Updated	Staff – March 2025 Govs – March 2025
October 2025	Contents refined to match latest research and approach to behaviour in school. (Above and Beyond, Postcards, Engagement Tracking etc) New appendix added: Behaviour pathways Engagement Trackers Ten Commandments Behaviour Logging	Staff – October 2025 Govs – Autumn 2 2025
April 2026	Restrictive interventions guidance April 2026 added to policy	Staff- April 2026 Govs- April 2026

Oct 2026	Classroom Environments & Inclusion room paragraphs Clarity added around significant incident reporting.	Staff- Oct 2026 Govs -Dec 2026