



Oakwood British School

Partida els Tolls 19, Benidorm,

Tel: 622 238 174 Email: info@oakwoodprimary.net

Behaviour Policy for Oakwood British School

APPROVED BY DIRECTOR: 7th August 2025

This policy was reviewed by the Director and the Head of School who agreed that it meets the specific needs of all parties

POLICY TO BE REVIEWED: By 5th September 2026 or sooner should legislation or relevant guidance be issued either locally or nationally.

Oakwood British School is committed to creating an environment where the best behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for the behaviour and to encourage others to do the same.

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1. **Aims**

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment to reach their full potential.
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school where members of the school community foster positive and caring attitudes towards each other with mutual respect
- Provide a consistent and calm approach, consistently using positive strategies to promote positive learning behaviours whilst having clear boundaries on what we consider to be unacceptable behaviour, including bullying and discrimination
- Ensure social skills are taught so that children have the tools/skills to work and play in harmony with others
- To ensure all staff members take responsibility for the behaviour with our school community and model the expected behaviours at all times.
- To provide clarity on the system when addressing unacceptable behaviours
- To encourage independence, self-regulation and intrinsic motivation in all learners.

We believe that in order to enable effective teaching and learning to take place, good behaviour in all aspects of school life is necessary. We seek to create a caring learning environment in the school by:

- Encouraging and acknowledging good behaviour and discipline.
- Promoting self-esteem by encouraging pupils to value and respect themselves and others.
- Providing a safe environment free from disruption, violence, bullying and any form of harassment.
- Promoting early intervention. Ensuring a consistency of response to both positive and negative behaviour.
- Encouraging a positive relationship with parents and carers to develop a shared approach to involve them in the implementation of the school's policy.
- Encouraging children to take responsibility for their behaviour.
- Explaining and addressing unacceptable behaviour.

2. **Purpose of the policy**

To provide simple, practical procedures for staff and children that:

- Promotes our school values
- Positively reinforces expected behaviour
- Encourages children that they can and should make good choices
- Ensures consistency of expectations across the school
- Builds a community which values kindness, care, good temper and empathy for
- Teaches appropriate behaviour through positive interactions.

The school recognises that it is necessary to have appropriate levels of sanction in place to help students achieve expected standards of behaviour within the school environment.

Sanctions are necessary to provide a safe learning environment for all students and to prevent any student from disrupting the education and learning opportunities of other students.



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All incidents of inappropriate behaviour that appear to breach any of our school rules, will be investigated and documented and a report held on the student's personal file.

Parents will ALWAYS be contacted regarding any infringements that are not in line with the expected standards of work and behaviour and when disciplinary action is taken. This also includes repetitive low level disruptive behaviour.

3. Expectation of Adults

We expect every adult to

- Meet and greet at the door 'good morning' and to do this with warmth and a smile
- Refer to 'Ready, Respect, Safe' in their daily conversations with children
- Establish clear routines
- Highlight and promote positive behaviour – actively catching pupils doing well and giving lots of praise
- Develop positive relationships with all children
- Never walk past or ignore pupils who are failing to meet expectations
- Deal with all poor behaviour in private.
- To be calm and not shout at children
- To use scripts
- Follow up all behaviour with restorative conversations and communication with parents
- Have a clear plan for dealing with low level behaviours and conclude the day positively
- Teach behaviour as part of the weekly curriculum
- Plan lessons that engage, challenge and meet the needs of all pupils
- To promptly discuss behaviour concerns with phase lead and actions already taken to support the child.

Behaviour is managed well where adults know their classes and develop positive relationships with all pupils.

Teachers should:

- Develop positive relationships with all children
- Encourage positive behaviour through recognition of those who follow the school rules
- Provide opportunities for learning social skills and learning about behaviour in lessons
- Never walk past or ignore pupils who are failing to meet expectations
- Be calm and model positive behaviours at all times
- Ensure sanctions are fair and consistent

The Head teacher and the Senior Leadership Team should:

- Review, approve and ensure the Behaviour Policy is implemented
- Monitor the policies effectiveness
- Be a visible presence around the school
- Celebrate staff, leaders and pupils whose effort goes over and above expectations



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- Ensure staff training needs are identified and met

Parents should:

Have responsibility in supporting the school's policies, strategies and guidelines for behaviour by:

- Encouraging learners to have high standards of behaviour in and out of school.
- Treating other parents, learners, staff and visitors of the school with respect.
- Support the school in its use of rewards, consequences and interventions.

4. Recognition and Rewards:

We recognise and reward learners who follow the rules set and demonstrate the school values. Although there are various awards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public reward.

- **House points** – House points are awarded for effort and positive behaviours demonstrated in class and around the school. Linked to our school values, house points can be awarded where behaviour and attitude to learning has met or exceeded the expectations. This could be academically, practically, socially or personally. The aim of house points is to encourage and celebrate individual success, as well as children seeing the larger impact of their actions. Each term, the house with the most points receive a reward as recognition of their cumulative positive behaviours.
- **Star of the Week**– The Star of the Week scheme is an effective way of promoting positive behaviour, rewarding those pupils who consistently behave appropriately, demonstrate positive behaviours and show effort or personal success academically.
- **Positive comments to parents/carers**- These take place through dojo messages, phone calls or comments at the end of the school day. They are an extremely effective form of reward and is much valued by students and parents/carers.

5. Dealing with Misbehaviour

Misbehaviour is defined as:

- Disruption in lessons, in corridors and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude to learning

Serious misbehaviour is defined as:

- Repeated breaches of the school rules that lead to unreasonable high level disruption of children's right to learn
- Any form of bullying, harassment or discrimination such as racist, sexist or homophobic behaviours (please see Anti-bullying Policy)
- Physical violence or verbal aggression directed towards an adult or pupil
- Use of object/weapons to hurt others
- Serious/ continued bullying incidents
- Vandalism leading to significant damage of school property and resources



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6. Managing Behaviour

Engagement with learning is always the primary aim. For the vast majority of learners, a gentle reminder is all that is needed. However, on occasions when it is necessary, steps will be taken to remind learners of the expected behaviour and consequences that may follow. Steps would be taken with care and consideration, taking individual needs into account where necessary.

“Every minute a learner is out of the classroom is a minute where they are not learning.”

Stepped Actions

- 1) **Redirection:** Gentle encouragement, a ‘nudge in the right direction, and refocus exercise.
- 2) **Reminder:** A reminder of the expectations. Deescalate and decelerate where reasonable and possible in order to keep things at this stage. (Repeat reminders where necessary for SEND).
- 3) **Caution/Opportunity:** A clear verbal caution delivered privately where possible, making the learner aware of the unwanted behaviour and clearly outlining the consequences if they continue.
- 4) **Time Out:** A chance for reflection away from others (Thinking space in the classroom or at another table). Speak to the learner privately and give a final opportunity to engage. Offer a positive choice to do so.
- 5) **Referral:** At this point the learner will be referred to another room for the remainder of the session. All referrals must be recorded on the students file. Removal from the classroom is a serious sanction and will only be used when all other behaviour strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal. We use removal for the following reasons:
 - To maintain safety for all pupils following an unreasonably high level of disruption
 - To allow the pupil to regain calm in a safe space
 - To enable the pupil to be taken to a place where their learning can be continued in a managed environment.

When a child has been removed from class, work will be provided by the class teacher to ensure that the child continues to learn. The appropriate paper work will be completed and parents will be contacted.

- 6) **Repair:** A restorative meeting takes place before the next session to rebuild the relationship. Expectations discussed with learners including examples of positive choices.

7. Formal Intervention

When there are more than three separate incidents of disruptive or unacceptable behaviour over a short period, a behaviour report will be put in place to support the learner, to be reviewed as necessary. This will follow a parent meeting with the class teacher and Head of School.



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8. Suspension and Permanent Exclusions

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent extremely disruptive behaviour, which has not improved following in-school sanctions and interventions. The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Suspensions

In order for children to achieve their maximum academic potential in the school they must feel safe from physical and verbal aggression and disruption. If a child seriously breaches the school's behaviour policy and if the pupil remaining in school would seriously harm the education or welfare of the pupil or others in the school, the Headteacher may take the decision to exclude for a fixed period. If this decision is taken, work will be set for the pupil to complete at home.

Following the suspension, the pupil and parents will meet with the Headteacher to discuss the pupil's reintegration to school and the best way forward to support the child. Each day is a new day.

Permanent exclusions

Permanent exclusion is seen as a very last resort after all reasonable steps to avoid exclusion have been put into place. Permanent exclusion should only occur when risk assessment indicates that to allow the pupil to remain in school would be seriously detrimental to the education or welfare of the pupil concerned or to other pupils at the school.

9. Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

10. Inclusion

Reasonable adaptations should be made for children who struggle to make good choices. All teachers are expected to anticipate likely triggers for misbehaviour and put in place preventative support. This may require work with other professionals or external agencies.

There can also be a number of reasons for children to struggle with positive engagement, for example: understanding, language, culture, previous experiences, disabilities, attitude, family context, attention span, trust, self-concept to name a few. This can lead to different responses, such as: freeze, fight, flight or submit.

There needs to be a tailored approach to supporting children who present with challenging behaviours. This needs to be regularly reviewed with both child and parents. Where necessary, outside agencies may be brought in to support the child.

When children struggle with their behaviour, we are committed to working with both the child and the parents in a variety of ways. Every child is different and unique and we will



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continue to find new ways to support children in different situations. When children are struggling with challenging behaviours, it is essential for parents to work with the school and outside agencies to address it.

11. SEND and Behaviour

Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND). When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

Whether the pupil was unable to understand the rule or instruction?

Whether the pupil was unable to act differently at the time as a result of their SEND?

Whether the pupil is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, the school will assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

12. Behaviour Support Plans

If a pupil regularly displays behaviour that disrupts theirs and others learning as well as disrupts the safety and stability of the classroom, a personalised strategy in the form of a behaviour support plan is required. As a school we will ensure that reasonable adjustments and supportive plans are put in place to help those who need it.

13. Prohibited Items

There are items which should not be brought to school, and if they are, the school will follow the behaviour policy when addressing these. This is not an exhaustive list. Any items that are potentially harmful to any member of the school community should not be brought to school.



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- chewing gum
- fizzy drinks including high energy drinks
- glass bottles including glass drinking bottles
- jewellery except for a watch and one pair of plain stud earrings worn in the earlobes
- aerosol cans including deodorants
- permanent marker pens
- makeup
- balaclavas
- unnecessary money
- expensive items
- Cigarettes, matches and lighters
- fireworks or "snaps" containing gunpowder
- e-cigarettes or liquids for these
- mobile phones and tablets
- any items which are illegal to possess or carry, or inappropriate for the age of the child or the school environment
- any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

14. Confiscation

Any prohibited items found in a pupil's possession may be confiscated. These items will be returned to the parents/carers unless it is an illegal item where advice from the police will be sought. We will also confiscate any item that is harmful or detrimental to school discipline.

15. The Use of Reasonable Force (in line with DfE advice July 2013 Use of Reasonable Force)

The school has a duty of care to both pupils and staff. Staff have a duty of care to protect pupils and to take action to prevent the cause of harm. Reasonable Force is only used when it is completely necessary in order to keep people safe and should be reasonable, proportionate and appropriate. When using reasonable force, the school has a legal duty to make reasonable adjustments for children with disabilities and children with SEN. School does not need parental or carer's consent.

Circumstances in which reasonable force would be used:

Reasonable force will be used when there is a real risk of harm towards a pupil or member of staff.

Reasonable force will be used to physically separate pupils found fighting and a verbal instruction to stop is not followed. *NB: Reasonable Force will not be used to remove a child from a classroom unless the child is being violent and causing harm to others.*

Reasonable force covers a broad range of actions – involves a degree of physical contact to control or restrain children. Reasonable – 'using no more force than is needed':

- To prevent a pupil from committing an offence
- To prevent a pupil from injuring themselves or others
- To prevent a pupil from damaging property
- To maintain good order and discipline at the school or among pupils

What will happen when reasonable force is used?

School will record what has happened, including who witnessed it.

School will ensure that staff have used force reasonably, proportionately and appropriately. School will ensure that parents/carers are informed.



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16. Behaviour outside of school premises

We have the power to sanction pupils for misbehaviour outside of school premises to such an extent as is reasonable.

Sanctions might be given by school for:

- Misbehaviour on school organised or school related activity
- When travelling to or from school
- When wearing school uniform
- Is identifiable as a pupil at the school
- Has repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

The school's response to this behaviour in terms of strategies and consequences will be in the same way as if it had happened in school.

Reviewed: August 2024

Next Review: September 2025

Approved by Head Teacher: Natalie Sannachan



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