

# Oatlands School



## Behaviour Policy

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Subject Leader at last review: Tanya Mooney

## Contents

1. Introduction and aims
2. Legislation and statutory requirements
3. Roles and responsibilities
4. A whole school approach
5. Rules, recognition and rewards
6. Language
7. Behaviour pathway and scripts
8. Adult support and follow up
9. Support for children exhibiting extreme behaviours and de-escalation techniques
10. Restrictive Physical Intervention
11. Suspensions and Permanent Exclusion
12. Bullying
13. Training
14. Monitoring arrangements
15. Links to other policies
16. Appendices:
  - Appendix A – Behaviour Expectations
  - Appendix B – At Oatlands School We Are:
  - Appendix C – Behaviour Guidance Handout
  - Appendix D – Logical Consequences Poster
  - Appendix E – Restorative Conversation Prompts
  - Appendix F – Show Me 5
  - Appendix G – Calming Strategies
  - Appendix H – Think: Remember to think before we speak
  - Appendix I – Zones of Regulation

# 'Living our Values, Learning for Life'

## 1. Introduction

As a 'Values' based school, we follow our mission statement 'Living our values, learning for life'. We aim to provide children with the skills to understand their own and **others'** behaviour and to grow to be independent, reliable and courteous members of the school and wider community.

By modelling our school values, adults build positive relationships with **all** of our learners to understand their learning preferences, their character and the ways in which their behaviour can communicate unmet needs, challenges with their mental health or otherwise dysregulated emotions.

We are committed to supporting our children and helping them flourish by establishing clear expectations held together with kindness, empathy and compassion.

This policy sets out our whole school relational approach to positive behaviour management. The approach **complements** our values ethos and is underpinned by three simple rules:

- **Ready**
- **Respectful**
- **Safe**

## Aims

This policy aims to:

- Develop an inclusive learning environment that nurtures every child's emotional wellbeing, teaches appropriate behaviours and ensures everyone is supported to learn.
- Focus on trauma aware and neuro informed **preventative** teaching and learning strategies to ensure lessons challenge, develop and meet the needs of all children.
- Provide tools and resources, which enable children to understand their emotions and develop their ability to regulate.
- Facilitate appropriate opportunities for children, staff and our families to learn about the rules, values and ethos that shapes our school environment.
- Use a consistent and calm adult led approach that will explicitly teach positive behaviours, support positive responses and develop empathy and accountability in our learners.
- Ensure **all** adults contribute to our emotionally safe, positive learning environment by modelling appropriate behaviours, supporting learners with preventative strategies and personally following up behaviour instances where required.
- Use restorative approaches to encourage reflection, nurture the development of better decision making and teach alternative behaviours that positively contribute to our learning environment.

We use a combination of values-based teaching and learning, relational practice and logical consequences to ensure Oatlands school is a safe place for all. We nurture every learner and support their cognitive, emotional and social development without the use of shame, fear or punishment. Every child will have their rights respected, their voice heard and the opportunity to belong at Oatlands.

## 2. Legislation, statutory requirements and statutory guidance

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

- Behaviour in schools: advice for headteachers and school staff 2024
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice
- Sharing nudes and semi-nudes: advice for education settings working with children and young people

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils.
- Sections 88 to 94 of the Education and Inspections Act 2006, which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property.
- DfE guidance explaining that maintained schools must publish their behaviour policy online.

## 3. Roles and Responsibilities

**The Governing Body is responsible for:**

- Reviewing and approving the behaviour policy in conjunction with the Head Teacher.
- Monitoring the policy's effectiveness.
- Holding the Head Teacher to account for its implementation.

**All staff are responsible for:**

- **Routines & Expectations:**
  - Providing clear routines built on our 'Ready, Respectful, and Safe' rules.
  - Explicitly teaching, modelling, and regularly revisiting these expectations.
- **Relational Practice:**
  - Developing strong relationships by understanding each child's individual needs.
  - Supporting emotional safety by consistently demonstrating calm adult behaviour.
  - Modelling effective social interactions and emotional awareness.
- **Positive Reinforcement:**
  - **Meet and Greets:** Welcoming children at the start of every session to remind them of expectations.

- **Positive Noticing:** Deliberately building self-esteem by verbally recognising the behaviours we want to see (e.g., "I appreciate you keeping yourself safe") and giving less attention to unwanted behaviours.

### **The Head Teacher and The Senior Leadership Team are responsible for:**

- Monitoring that the policy is implemented consistently by staff across all groups of pupils.
- Ensuring all staff understand the behavioural expectations and the importance of maintaining them.
- Ensuring the school environment encourages positive behaviour and being a visible presence around the school.
- Regularly celebrating staff and children whose efforts go above and beyond expectations.
- Encouraging the use of positive praise, and using staff feedback and data to assess the impact of interventions.
- Supporting teachers in managing children with more complex or challenging behaviours.
- Providing pastoral care for school staff, including support for staff facing accusations of misconduct.
- Providing clear induction for new staff into the school's behavioural culture, ensuring they understand the rules, routines, and how to support all pupils.
- Offering appropriate training to any staff who require it—specifically regarding behaviour management, SEND, and mental health—to ensure they can fulfil the duties set out in this policy.

*\*Allegations against staff are taken seriously. However, if an allegation is determined to be malicious (unfounded and made with the intent of harm), the Head Teacher will consider appropriate disciplinary action against the pupil in accordance with this policy, and will provide support to the staff member involved.*

### **Parents and Carers are responsible for:**

- Reading and supporting the school's behaviour policy and reinforcing our rules—'Ready, Respectful, and Safe'—at home.
- Informing the school of any changes in circumstances that may affect their child's behaviour.
- Working with the school to ensure their children understand and follow the school rules.
- Ensuring children are punctual and attend school regularly.
- Modelling the behaviour we expect. If there are concerns or challenges impacting your child, please speak to a member of staff directly rather than discussing it in front of the child.
- Positively noticing and encouraging excellent behaviour.
- Engaging with restorative conversations led by school staff following any incidents.
- Supporting the school by attending behaviour meetings and respecting our focus on **consequences** rather than **punishment**.
- Respecting the privacy and dignity of others by refraining from contacting other parents directly about incidents that have happened in school; please allow the school to resolve these matters.

## 4. A whole school approach

At Oatlands School we are committed to inclusive education. We have high expectations of all of our pupils with simple, clear rules and values which support children to behave responsibly both in school and beyond the school gate.

We recognise that behaviour is a form of communication and can be influenced by individual preferences, cognitive differences and life experiences. We always seek to understand and support behaviour in a way that allows children to maximise their engagement with learning and develop their own emotional regulation, responsibility and sense of citizenship and belonging.

We base our approach to behaviour on relational practice; a whole school approach that puts the relationship between adults and learners at the heart of school ethos.

### These relationships exist to:

- share clear expectations.
- develop a child's self-esteem and self-worth.
- understand needs and preferences.
- build rich emotional currency that can be used as a lever for positive behaviour management.

### Pupils are expected to:

- Behave in an orderly and self-controlled way.
- Show respect to members of staff and each other.
- In class, make it possible for all children to learn.
- Move quietly and calmly around the school.
- Treat the school buildings and school property with respect.
- **Wear** the correct uniform.
- Accept consequences when given.

## 5. Rules, recognition and rewards

We recognise that our own behaviour as adults is the only behaviour that we can truly control. We use **simple rules**, **consistent approaches** and **rewards** to encourage children to make good or best choices.

### Rules

Ready, Respectful and Safe are the three rules which underpin our expectations for behaviour both in and out of school. They can be applied and linked to most situations.

<b>Ready</b>	<b>Respectful</b>	<b>Safe</b>
In full school uniform	Listen to others and expect to be listened to	Being in the right place at the right time
On time	Using a polite voice	Walking safely around the school

Listening	Using good manners	Being safe with our hands and feet
Looking	Looking after resources, displays and the environment	Being safe online both in and out of school
Sitting smartly	Representing Oatlands at its best both in and out of school	Being safe when outdoors both in and out of school

## Responding to behaviour

### Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school. They will:

- Create and maintain a stimulating environment that encourages children to be engaged.
- Have a 'calm corner'.
- Display the rules 'Ready, Respectful and Safe' and how these apply to the classroom environment.
- Develop a positive relationship with children, which may include:
  - Greeting pupils in the morning and at the start of each lesson.
  - Establishing clear routines.
  - Communicating expectations of behaviour in ways other than verbally.
  - Highlighting and promoting good behaviour through '**positive** noticing'.
  - Concluding the day positively and starting each session with a fresh start.
- Using positive reinforcement.
- Using logical consequences.
- Establish clear and predictable routines and expectations.

### Lunchtime and Playground Management

Lunchtime is a significant part of the school day where children develop social skills, independence, and healthy eating habits. Whether inside the dining hall, outside on the playground, or attending our Nurture provision, 'Rainbow Club' the expectations of **Ready, Respectful, and Safe** remain in place to ensure a happy and secure environment for all.

#### In the Dining Hall, we expect children to:

- **Be Safe:** Walk calmly to and from the hall and whilst moving around the room.
- **Be Respectful:** Use 'indoor voices', use good table manners (including using cutlery correctly), and be polite to kitchen staff and Teaching Assistants.
- **Be Ready:** Focus on eating their lunch and clear away their plates and cutlery when finished and be ready to return to class.

### **On the Playground, we expect children to:**

- **Be Safe:** Use equipment correctly, play without hurting others (safe hands and feet), and stay within designated boundaries.
- **Be Respectful:** Include others in games, share resources, and listen to instructions from adults immediately.
- **Be Ready:** Stop playing when the bell goes and line up calmly in line order, ready for afternoon learning.

### **Rainbow Club**

This is a provision run by our Nurture Lead for children who choose to access a quieter environment during lunchtime. In Rainbow Club, we expect children to:

- **Be Safe:** Move gently around the space and use resources carefully.
- **Be Respectful:** Share games, take turns, and use a quiet voice to maintain the calm atmosphere.
- **Be Ready:** Choose an activity to enjoy and help tidy away before returning to class.

### **Staff on duty will:**

- Model positive interactions and eating habits.
- Use the same language and scripts as classroom staff (e.g., "I noticed you used your manners, thank you" or "I need you to walk safely").
- Use '**Positive Noticing**' to reward excellent behaviour with verbal praise or team points.
- Manage minor disagreements using restorative conversation prompts to help children resolve conflict independently where possible.

### **Responding to good behaviour**

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition. This provides an opportunity for all staff to reinforce the school's culture and ethos. Positive reinforcements will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

### **Positive behaviour will be rewarded with:**

- Verbal praise – 'Positive noticing'
- Use of positive notes
- Use of team points
- Communicating praise to parents/carers at the door, with a phone call or via a postcard home
- Sharing their achievements with another adult in the school
- Head Teacher awards
- Whole-class rewards, such as a 'Marble in the jar'.

## **6. Language**

At Oatlands we understand that a common and consistent use of language around behaviour is essential in creating clear boundaries that help children learn how to behave.

Language should be **calm, considered and separate** the child from the behaviour that is unwanted. We should never use our language to shame children and shouldn't use our tone of language to agitate or otherwise escalate children's behaviour.

We realise this isn't easy so ask all adults to use scripts - planned phrases and sentences that help us remain in control of our own emotions when we are attending to behaviour.

Difficult conversations will be had, and all Oatlands adults must be prepared, practiced and able to manage difficult behaviour and follow up conversations calmly. Having respectful conversations about unwanted behaviours is an important part of developing and modelling the values and the relationships we pride ourselves upon.

When a child's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence. Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so children know with certainty that misbehaviour will always be addressed.

De-escalation techniques, including the use of pre-arranged scripts and phrases, can be used to help prevent further behaviour issues arising. All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account. When giving consequence, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

The school uses the following logical consequences when children do not adhere to the rules:

- We take it, we give it back
- We break it, we fix it
- We hurt, we heal
- We listen now, or we listen later

## 7. Behaviour pathway and scripts

We have a clear and consistent pathway and supporting scripts to promote desired behaviour and appropriately address undesired behaviour.

*Gentle Approach: Use child's name, child level, eye contact, provide space, deliver message.*

Step	Script / Action	Example
<p><b>1. When expectations aren't being followed.</b></p>	<p>"I noticed you .....(noticed behaviour)"</p> <p>"Our rule is ....."</p> <p>"Now that's how we do it at Oatlands. Much better" (If corrected)</p>	<p>"I've noticed you running down the corridor."</p> <p>"Our rule is to be safe and walk."</p> <p>"Now that's how we do it at Oatlands. Much better."</p>

<p><b>2. Managing refusal</b></p>	<p><i>Pause, listen, reflect.</i></p> <p>Remind them of previous good effort.</p> <p>Repeat above Mantras.</p> <p>Provide take up time.</p> <p>Return to notice improvement.</p>	<p><i>Child refuses to sit on the carpet.</i></p> <p>"You sat beautifully <b>in</b> English this morning. I was so proud."</p> <p>"I need you to sit on the carpet and face the front."</p> <p>"Our rule is ....."</p> <p><i>Give the child time to make a good choice.</i></p> <p>"I am so impressed with how you are sitting now. Great job .... that is how we do it at Oatlands."</p>
<p><b>3. Follow up</b></p>	<p>"I noticed you chose to ..... (noticed behaviour) continue to talk on the carpet and not follow our rule of respect. Remember 'we listen now, or we listen later'"</p> <p>"You now need to stay in at playtime so we can practice showing that you are able to sit on the carpet without chatting."</p> <p><i>Playground:</i> "You now need to stand with [Name of adult] (Another Teacher or TA from a different class whilst you calm down/ have some time to reflect so no one gets hurt)."</p>	<p>Example - 'I have noticed you chose to use rude words. Remember our rule about being respectful.'</p> <p><b>DO NOT describe child's behaviour to another adult in front of the child</b></p>

<p><b>4. Follow up – Repair and restore</b></p>	<p>What happened? (Story telling)</p> <p>Who has been affected by this? (Impact)</p> <p>What needs to happen now? (Solution focus)</p>	<p><i>*Remember it's not the severity of the consequence, it's the certainty that this follow up will take place that is important.</i></p>
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## 8. Adult support and follow up

Sometimes, a member of the Senior Leadership Team may be needed for adult support or to be part of the follow up due to the serious nature of the behaviour. For example if another child or adult has been hit or bitten.

In this instance:

- The learner's dignity should remain intact and their rights should be considered and respected throughout this process.
- Parents should be communicated with by the Head **Teacher** to share the behaviour that is causing concern whilst referencing our rules Ready, Respectful and Safe.
- If necessary a meeting should be held with the class teacher **and/or** Head Teacher to discuss the concerns raised and possible strategies to support/signpost interventions if appropriate.

*\*All incidents of behaviour causing concern and any meetings with parents must be recorded on CPOMs.*

## 9. Support for children exhibiting extreme behaviours and de-escalation techniques

At Oatlands we are all treated fairly and recognise that this may not be equally. Some children require more support to regulate than others and may exhibit particular behaviours based on early childhood experiences, family circumstances or their Special Educational Needs or disability.

We have experienced staff, resources and access to CPD to support children identified as requiring additional support including:

- A full time Nurture lead
- Positive Touch training for staff working with children who exhibit dysregulated behaviour.
- Access to Surrey Specialist teachers for inclusive practice (STIP) for behaviour support.
- Access to **Freemantles** outreach (CPD for staff and parents).
- Access to 'Drawing and Talking' and ELSA support.
- Play therapy
- Break out rooms – including The Magic-Langford room, the Voysey room, sensory room, therapy room
- Regulation friendly classrooms

If a child does become dysregulated, follow De-Escalation techniques.

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/carers to create the plan and review it on a regular basis.

In exceptional circumstances, where the school has put in additional support to meet a child's needs and they are still displaying behaviours which impact the safety of themselves and others, a reduced timetable will also be considered. This may be for a period of up to six weeks with increases to the time spent in school every two weeks.

## 10. Restrictive Physical Intervention

Oatlands School adopts the following principles, consistent with the DFEs guidance:

- restrictive interventions are used only as a last resort
- the least restrictive option is always chosen
- interventions are used to prevent harm, not to punish
- the safety and dignity of the pupil and staff are paramount
- every incident is recorded, reviewed and learned from

For full guidance, please refer to the 'Touch and Restrictive Interventions Policy'.

## 11. Suspensions and Permanent Exclusion

### Suspension

Some children will demonstrate a pattern of persistent and sustained incidents and/or present significant and entirely unacceptable behaviour within the school community. Whilst we strive to avoid suspension, all pupils at Oatlands are entitled to an education where they are protected from disruption and can learn in a safe and nurturing environment.

Suspension will only be applied when a child's **behaviour significantly impacts** the safety of other children, staff or themselves.

A pupil may be suspended for one or more fixed periods (Up to a maximum of 45 school days in a single academic year). As an infant school, suspensions will usually be for 1 day and are at the discretion of the Head Teacher.

### **Circumstances that may warrant a suspension (Please note this is not an exhaustive list):**

- Physical assault against a pupil sustaining injury
- Physical assault against an adult sustaining injury
- Verbal abuse or threatening behaviour against a pupil
- Verbal abuse or threatening behaviour against an adult
- Use or threat of use of an offensive weapon.
- Leaving the classroom/school without permission and refusal to return.

If the Head Teacher makes the decision to suspend a child, the parents will be notified and asked to collect the child as soon as possible. They will be kept safe, and away from their peers during this time.

Upon collection, parents will be notified of the reasons for the suspension, when the child can return to school and details of the appeal process. The Head Teacher will also be responsible for notifying the Local Authority. Parents will be guided as to where to access work for their child to complete during the period of the suspension. At the end of the suspension parents will be invited to attend a return from suspension meeting to discuss the incident and positive next steps.

### **Permanent exclusion**

A permanent exclusion is when a pupil is no longer allowed to attend a school (Unless the pupil is reinstated). The decision to exclude a pupil permanently should only be taken:

- In response to a serious breach or persistent breaches of the school's behaviour policy: and
- Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

When making the decision to suspend or permanently exclude a pupil, the following guidance will be followed and adhered to:

- DFE Suspension and Permanent Exclusion from Maintained schools, academies and pupil referral units in England, including pupil movement. September 2023
- Surrey County Council Inclusion Service Permanent exclusion of pupils – Guidance for Surrey schools September 2022

## **12. Bullying**

Often there is confusion around poor behaviour choices and bullying. Sometimes young children can have numerous fallouts and it would not necessarily be seen as bullying, rather developmental, emotional or other factors.

**Bullying** is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

**Bullying can include:**

<b>TYPE OF BULLYING</b>	<b>DEFINITION</b>
<b>Emotional</b>	Being unkind, excluding, tormenting

<b>Physical</b>	Hitting, kicking, pushing, taking another's belongings, any use of violence
<b>Prejudice-based and discriminatory</b>	<b>Including:</b> Racial, Faith-based, Gendered (sexist), Homophobic/biphobic, Transphobic, Disability-based.  Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
<b>Sexual</b>	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
<b>Direct or indirect verbal</b>	Name-calling, sarcasm, spreading rumours, teasing
<b>Cyber-bullying</b>	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

**At Oatlands we promote an anti-bullying ethos through:**

- Providing a happy, safe and caring environment in which children will report incidents
- Teaching pupils how to treat one another through our Values based curriculum
- Teaching children about bullying and its effects within our PSHE curriculum
- Facilitating circle times to discuss any issues that arise
- Our playground 'Buddy' system

If any member of the school community feels that bullying may be taking place, it must be reported and followed up. Children are encouraged to tell a member of staff and/or a parent.

If a disclosure is made in school, the member of staff must listen to the child and make a record of the conversation. If a child has reported that they are being bullied at home, parents should call or email the school to raise their concerns.

A member of the Senior Leadership Team should then be notified, and they should investigate further to create a clear picture of what has been happening. This will involve talking to the victim and the perpetrator.

If it is felt that bullying has occurred, the parents of both the victim and perpetrator should be notified and invited into school to meet separately with the Head Teacher. The victim should be reassured that this is not acceptable behaviour and should be made to feel safe. If necessary, follow up support such as ELSA or Play Therapy will be put in place.

The Head Teacher will make clear that this sort of behaviour is **unacceptable** at Oatlands and will also look at why the behaviour may have occurred. The perpetrator may also need support as outlined above to prevent the behaviour from reoccurring. All incidents of bullying will be recorded on CPOMs. All incidents will also be considered in conjunction with our child protection and safeguarding policy.

### **13. Training**

Oatlands has an expectation that all staff will follow the processes and guidance as outlined in this policy. Training and support both internal and external is available for any member of staff according to their needs and those of the children they are supporting. Behaviour management will also form part of continuing professional development.

### **14. Monitoring arrangements**

This behaviour policy will be reviewed by the Head Teacher and Curriculum Committee annually.

### **15. Links to other policies**

This behaviour policy is linked to the following policies:

- Child protection and safeguarding policy
- SEND policy
- Touch and Restrictive Interventions Policy
- PSHE and values policy (including RSE)

### **16. Appendices**

- **Appendix A** – Behaviour Expectations
- **Appendix B** – At Oatlands School We Are:
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## Expectations within the classroom



- The teacher is at the door in the morning to 'meet and greet' the children.
- Children hang their coats up, waiting if there is no space.
- The class Teaching Assistant greets children and supports them putting things in trays until approximately half of the class is in, then starts 'Wake and Shake' (reception) or 'Morning Work' (Year 1 and 2).
- Resources - are to be treated with respect. Lids are to be put back on pens and tables are to be tidied at the end of each session.
- Children are clear about what they should do and where they should be at the beginning and ends of lessons.
- Carpet sessions - children have set places in which to sit and show respect by having legs crossed, hands on laps and eyes looking. (Flexible sitting should be used when children find this difficult)
- Clear routines are in place to support children to transition from the carpet to their activities.
- Clear routines are in place to support children to give out white boards.
- Children line up in line order.
- Children know when they can go to the toilet.
- Children know when it is appropriate to have a drink.
- Clear systems are used to indicate to the children that they need to stop and listen.
- Clear routines are in place to support children to get ready for the end of the day.
- Clear routines are in place for dismissing the children.

## Expectations beyond the classroom



### **The beginning of the day:**

- Dismount from wheeled vehicles when entering school grounds.
- Wait calmly with an adult until the bell goes.
- Arrive punctually at 8:50am.
- Wear the correct school uniform.
- Walk calmly around the school.
- Stop and listen when someone is talking to you.

### **Playtimes and lunch time:**

- Adults encourage children to join in and play games.
- Buddies are used as role models to support children in their play.
- Children stand still when the first bell sounds.
- When the second bell sounds, children walk to their lines and line up in line order.
- An adult from each class is ready to greet the children.
- Children walk calmly back into class.

### **Assembly:**

- Children line up in line order.
- A member of staff leads children into the hall.
- Children sit quietly showing they are ready.
- Any necessary adult interventions should be whispered and discrete.
- A member of staff must stay in assembly with every class.

# AT OATLANDS SCHOOL WE ARE:

## READY

- We wear the correct uniform
- We arrive promptly
- We look at and listen to our teacher
- We sit smartly
- We try our best in lessons

## RESPECTFUL

- We speak respectfully and use respectful words
- We look after our resources and our environment
- We consider other people's feelings and needs


## SAFE

- We use our Oatlands walking feet and words
- We are safe with our hands, feet and words
- We speak to trusted adults if we are worried or uncertain

### 3 SIMPLE RULES


Our adults use **ready, respectful and safe** to teach our routines and remind us of our expectations. They use the rules to help us when we aren't meeting expectations. They protect our relationships with one another and help us learn about behaviour effectively.


<h3 style="color: green; text-align: center;">PREVENTION</h3> <p>Our adults support regulation &amp; improve engagement in learning by:</p> <ul style="list-style-type: none"> <li>• Using zones of regulation &amp; calm corners</li> <li>• Being calm, regulated adults</li> <li>• Using preventative scripts like "I need you to..." "I've noticed" "that may be true &amp; yet"</li> <li>• Understanding need &amp; making adjustments</li> </ul>	<h3 style="color: green; text-align: center;">POSITIVITY</h3> <p>Our adults build an inclusive and supporting learning environment by:</p> <ul style="list-style-type: none"> <li>• Celebrating all achievements</li> <li>• Using positive noticing (discreet verbal positive feedback)</li> <li>• Team points</li> <li>• Post cards home</li> <li>• Head teacher's award</li> </ul>	<h3 style="color: green; text-align: center;">RESTORATION</h3> <p>When we struggle to meet expectations we are:</p> <ul style="list-style-type: none"> <li>• Given time and space to regulate and reflect</li> <li>• Reminded of expectations and asked what we need to meet them</li> <li>• Learn more positive behaviours by having follow up conversations that help us reflect &amp; learn.</li> </ul>	<h3 style="color: green; text-align: center;">LOGICAL CONSEQUENCES</h3> <p>Consequences must be logical to the act and build upon positive relationships. We use the following language to mirror this</p> <ul style="list-style-type: none"> <li>• We take it, we give it back</li> <li>• We break it, we fix it</li> <li>• We hurt, we heal</li> <li>• We listen now, or we listen later</li> </ul>
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<p><b>ZONES OF REGULATION</b></p> <p>The Zones of Regulation provide a common language to help our children identify their internal feelings. Consequently allowing staff to support with tools and resources, which enable children to understand their emotions and develop their ability to regulate.</p> 	<p><b>POSITIVITY AND RECOGNITION</b></p> <p>Our adults build an inclusive and supporting learning environment by:</p> <ul style="list-style-type: none"> <li>• Celebrating all achievements</li> <li>• Using positive noticing (discreet verbal positive feedback)</li> <li>• Team points</li> <li>• Post cards home</li> <li>• Head teacher's award</li> </ul>
<p>AT OATLANDS SCHOOL WE ARE:</p> <p><b>READY RESPECTFUL SAFE</b></p> 	<p><b>RESTORATIVE CONVERSATIONS</b></p> <p>We use restorative conversations to help encourage reflection, nurture the development of better decision making and teach alternative behaviours that positively contribute to our learning environment.</p> <ol style="list-style-type: none"> <li>1. What happened? (listen)</li> <li>2. Who has been affected? (understand)</li> <li>3. What needs to happen now? (Help them learn)</li> </ol>
<p><b>OUR RELATIONAL APPROACH</b></p> <p>At Oatlands School, we pride ourselves on forming positive, meaningful relationships with every pupil. We create an emotionally safe environment where every child's voice is heard, their rights are respected and nurtured without the use of shame, fear or punishment.</p>	<p><b>LOGICAL CONSEQUENCES</b></p> <p>Consequences must be logical to the act and build upon positive relationships. We use the following language to mirror this</p> <ul style="list-style-type: none"> <li>• We take it, we give it back</li> <li>• We break it, we fix it</li> <li>• We hurt, we heal</li> <li>• We listen now, or we listen later</li> </ul>

# IF WE DON'T FOLLOW OUR RULES ...

1. We take it, we give it  
back. 

2. We break it, we fix it. 

3. We hurt, we heal. 

4. We listen now, or we  
listen later. 


**READY** 

**RESPECTFUL** 

**SAFE** 

**RESTORATIVE CONVERSATION PROMPTS**

*Learners need to feel safe and supported so we ...*



**LISTEN**

- What happened?
- Tell me more about ...
- We noticed ...
- Your behaviour broke our rule but ...
- Can you tell me about ...
- What's gone wrong today?
- How are you feeling?

**UNDERSTAND**

- How do you feel now?
- What else has been happening?
- Was anyone else involved?
- What has the hardest thing been for you?
- Do you feel anything has been unfair?

**HELP THEM LEARN**

- What have you learnt?
- What could we have done differently?
- What can I do to help next time?
- How will you let us know you need support next time?
- Do you have any questions?

# WHEN WE ARE LEARNING

## SHOW ME 5


1. Your eyes are looking 

2. Your body is still 


3. Your voice is off 

4. Your ears are listening 

5. You are ready to learn 

**READY** 

**RESPECTFUL** 

**SAFE** 

# Calming Strategies

**5** THINGS YOU CAN SEE

**4** THINGS YOU CAN TOUCH

**3** THINGS YOU CAN HEAR

**2** THINGS YOU CAN SMELL

**1** THING YOU CAN TASTE

# THINK?

Remember to think before we speak,  
is it ...

TRUE? 

HELPFUL? 

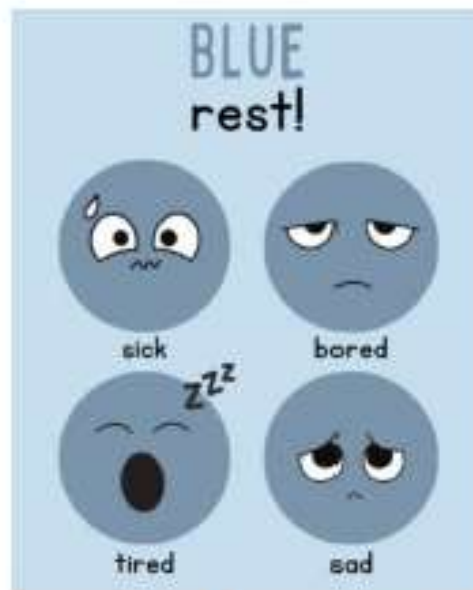
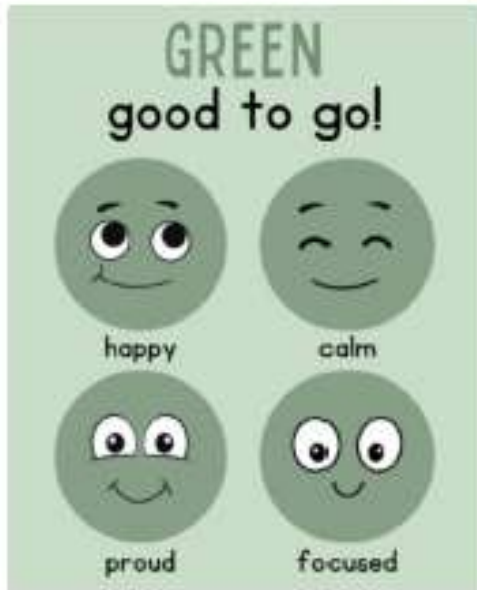
INSPIRING? 

NECESSARY? 

KIND? 

We can cause so much happiness or unhappiness by our words, and often when that happens we do not really mean to be unkind. Help us to remember to think before we speak.

# What ZONE are you in?



How are you feeling?

