Oakham Primary School

Behaviour Policy



Approved by Governors on:	**14/09/26**
Signature of Chair of Governors:	V. Hayes
Lead Personnel:	**N Skett & S Stretton**
Date to be reviewed:	**14/09/27**

INTRODUCTION

The behaviour of pupils in a school is influenced by almost every aspect of the way in which it is run and how it relates to the community it serves. It is the combination of all these factors which give a school its character and identity.

Oakham Primary has very high expectations for the standards for the behaviour of all of our children; in, out and around our school. We take huge pride in our local reputation and expect that all pupils play their part in maintaining these standards and act as role-models to their peers and younger pupil's. We appreciate that our children will have varied experiences and expectations of their behaviour outside of our school, therefore, all school staff are crucial in engaging our children in our 'Behaviour Curriculum.'

There are implications for all stakeholders involved with our school, in creating the orderly conditions in which learning can take place. Our vision is one of a school which creates a friendly, positive and inclusive atmosphere based on a clear sense of community and shared values.

This policy should be read in conjunction with our 'Anti-Bullying' Policy and Equality statement.

AIMS

- To establish and maintain approaches to behaviour management that are consistent throughout the school.
- To ensure our children embrace the 'Oakham Behaviour Curriculum' through regular discussions around expectations, routines and celebrating positive actions of individuals and/or groups of children and the effect on those around them.
- To ensure that behaviour within classrooms facilitates the delivery of the school's curricular aims and the development of positive attitudes.
- To ensure that every member of the school behaves with consideration and concern for others and develops a full range of strategies for self-regulation and reflection to support their self-awareness and personal wellbeing.
- To encourage and involve parental support of the policy and ensure that they are directly involved wherever this is appropriate and necessary.

We aim for children to:

- Develop a clear sense of right and wrong
- Learn the 'Oakham' way of doing things and expectations of behaviour.
- Develop respect for others and their property, views and beliefs
- Understand that people are responsible for their own actions
- Realise the importance of honesty, trust, kindness and politeness

Staff and parents are encouraged and expected to work in partnership to foster good behaviour, and to provide good role models for behaviour towards other people and their property. Children are encouraged and expected to develop self-discipline and cooperation.

All members of staff are encouraged to recognise and praise good behaviour as well as dealing with bad behaviour: **'Catch them being good!'**

WHOLE-SCHOOL CONSIDERATIONS

Teachers will recognise the importance of personal and social education as a means of promoting the values of mutual respect, self-discipline and social responsibility, which underpin good behaviour.

Multi-cultural awareness and equal opportunities will be identifiable cross-curricular themes and used to promote attitudes on which respectful and tolerant behaviour are based.

The school recognises the links between content and methods of delivery of the curriculum, and the motivation and behaviour of pupils, particularly those who are not successful academically.

Pupils are given the opportunity to make a full contribution to improving behaviour in school, via assemblies, PSHE sessions, school council etc. They are encouraged to participate actively in shaping and reviewing behaviour policies in order to foster a sense of collective commitment to them.

Our Behaviour Curriculum

We have high expectations of behaviour from all to foster a supportive environment that enables every child to achieve their personal potential. We believe that good behaviour needs to be carefully developed, nurtured and established by all staff. By teaching students positive learning behaviours and managing negative behaviour in a constructive manner, we aim to provide a consistent approach to behaviour at Oakham.

Our School Values are at the heart of our Behaviour Curriculum:

- *Friendship & Kindness*
- *Honesty, Trust & Compassion*
- *Unity & Co-operation*
- *Empathy, Tolerance & Respect*

Many of the key aspects of our behaviour curriculum relate back to our values; relationships and interactions between children, self-regulation of behaviour in and out of school, being a valued member of each 'class family' and helping foster the community spirit and ethos of our school.

Behaviour can be defined as any action performed by pupils or staff; it includes conduct in class and all public areas, how members work, communicate, play and interact, how they study, how they greet others, how they arrive in school, transition from one activity to another and all other areas of conduct.

Our 'Behaviour Curriculum' is introduced to our new pupils and revisited with older children during the first few weeks of each Autumn term, alongside the traditional National Curriculum subjects. Key stage assemblies with the Deputy Head Teacher will also include aspects of this and continue to be reinforced throughout the year, both informally in class and around school by all adults.

Class teachers will discuss behavioural expectations with their classes and collaboratively create 'Class Values'; these should be written in a positive manner and focus on the positive aspect of each one.

Our key principle is **'Catch them being Good'** so frequent opportunities to praise and promote

positive behaviours and examples of individuals, groups or classes should be used to further embed aspects of the Oakham 'Behaviour Curriculum.'

Rather than presenting children with an extensive list of expectations to memorise, all school staff will use their professional judgement in how and when these are regularly shared with the children. The key principles taught and embedded throughout our school are available in Appendix Six.

Teachers, support staff and all adults based within our school community will also consistently demonstrate these behaviours and ensure pupils have many opportunities to practise these (particularly in the first few days of each term). For example, **lining up expectations** should be taught in the classroom but must be reinforced in different locations and times throughout the school day e.g. at lunchtime or playtime.

The key strategy to developing and maintain excellent behaviour is with 'positive reinforcement' and our underlying principle of 'Catch them being Good!'

All staff should regularly highlight positive behaviour, including pupils who have made effort to improve on previous negative behaviours or situations. Appropriate rewards should be fairly awarded and the power of a smile, nod and kind word should *never* be under-estimated. By extenuating the positive, we encourage our children to become role models for each other and demonstrate that behaviour can be self-regulated and achievable.

In order to build character, we define the behaviours and habits that we expect students to demonstrate. We want to support our pupils to grow into adults who are polite, respectful and who put others before themselves. We believe that, as pupils practise these behaviours over time, they become habits that positively shape how they feel about themselves and how other people perceive them.

SEND & Adaptations

While this curriculum is intended for all pupils, it will be applied differently in different year groups depending on pupils' ages and may be applied differently depending on individual pupils' SEND needs. For example, pupils with ASD may find it very uncomfortable to maintain eye-contact with adults*.

Sensitivity must be applied at all times when teaching the behaviour curriculum and all staff should refer to SEND Pupil Learning Plan (PLP) and the Inclusion Manager for further advice.

Social Stories can be used to model, explore and encourage reflection on behaviour, in the positive and negative context. This strategy can support pupils who struggle to see the outcome of choices made before it has occurred or explore alternative choices and consequences. Further guidance and a range of Social Stories and contexts can be accessed via the inclusion manager, Tracey Rivers.

Many aspects of the Oakham 'Behaviour Curriculum' is also reinforced and embedded via our SEMH provision in KS1 Nurture and KS2 CBT and 1:1 Mentoring sessions. Children are supported in reflecting on choices, prior experiences, scenarios and personal observations to generate personal targets that can be used to promote positive choices and deeper engagement with our 'Behaviour Curriculum.'

BULLYING

Although bullying, of any form, is not tolerated in school, we recognise that instances of bullying may occur. We try to foster in pupil's openness and willingness to talk about any concerns they, or we, may have. We also encourage older pupils to look after younger ones and report any concerns they may have about a friend to a teacher.

For full information on this subject, please refer to our separate ANTI-BULLYING POLICY.

CHILD ON CHILD ABUSE

This policy works in line with the school's safeguarding policy and enables us to track children, in line with the new "Child on Child" abuse that is outlined in the new "Keeping Children Safe in Education 2026" document (Section 5).

What is "Child on Child" abuse?

Current guidance outlines it to be, "Children can abuse other children. This is generally referred to as child on child abuse. Child on Child abuse can take many forms and is when a child purposely causes harm to another child. This can include sexual violence:

- Assault through intentional sexual touching;
- Assault by penetration;
- Rape.

In addition; bullying (including cyberbullying); and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals are also examples of Child on Child abuse.

Child-on-child sexual harassment is inappropriate and unwanted conduct of a sexual nature such as sexual comments, remarks or jokes together with online sexual harassment. Whilst sexual violence and harassment are forms of child-on-child sexual abuse, the term also applies to:

- Sexual abuse which occurs in intimate personal relationships. It should also be noted that the term *'teenage relationship abuse'* is recognised as a form of domestic abuse under the Domestic Abuse Act 2021 and is also referred to in KCSIE;
- 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;
- 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;
- Non-consensual sharing of nudes and semi nudes images and/or videos. ***Note***: Creating and sharing nudes and semi-nudes of under-18s (including those created and shared with consent) is illegal.
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse.
- Sexting (also known as youth produced sexual imagery).
- Initiation/hazing type violence and rituals.

Even though they might not be age relevant to our children, if any of the above occurs, the school's behaviour policy will support staff and tackle any situation that arises.

All staff are aware of the need to remain vigilant to this issue and to report any concerns via 'My Concern' and inform DSL's at the earliest opportunity. Where required, DSL's will complete a confidential 'Child-on-Child Abuse Risk Assessment' document to assist with the management of cases, implement initial safeguarding measures and guide possible escalation. (SSS Training Model Sept.2022 V8.0)

Our 'Hands Off' Approach

We promote a very straight forward approach to physical contact; 'Hands Off'. This prohibits all forms of 'rough play' and inappropriate or aggressive physical contact. All children are regularly reminded of this approach around school, in class and assemblies.

We expect our children to self-regulate their behaviour and share concerns and report incidents with any member of the school staff.

SEXISM/SEXIST BEHAVIOUR

Our PSHE curriculum will cover what healthy and respectful behaviour towards one another looks like. Assemblies and class based learning opportunities reflect our modern society and the role, women from all backgrounds and cultures, play in this. Children are taught the Nine Protected Characteristics and the importance of Equality in our school community and wider society.

Positive role models will be promoted and children given opportunities, in context, to learn about their achievements, issues and challenges they faced.

Sexist comments are those which discriminate based on sex, particularly against women. Sexism also includes behaviour or attitudes that create stereotypes of social roles based on sex.

All staff and pupils will call out and/or report this behaviour. If pupils make these comments, we will:

- Ask them to apologise to anyone the comment was directed at and complete a Pupil Behaviour Reflection sheet.
- Support and educate them to improve their behaviour
- Monitor their behaviour for any recurrence – all incidents logged using 'My Concern' behaviour records
- Escalate the sanction if the pupil refuses to apologise in the first instance

RACISM

All racist comments/bullying incidents are recorded and monitored by means of the schools 'My Concern' reporting system.

Oakham Primary School has a zero tolerance policy for any racism and any inappropriate comments or behaviours will be logged and parents/carers informed. SLT will monitor any pupils involved in these incidents to ensure there is not a repeat or pattern of inappropriate behaviour.

Staff will also ensure that all victims of any racist behaviour are supported and steps to support their

wellbeing are taken. Offending pupils will also be supported in understanding why their behaviour or comments are unacceptable and the affect they have on victims.

MALICIOUS ACCUSATIONS

Legal Action will be taken against any individual (adult or child) making malicious accusations against school staff, whether verbally, written or via an electronic communication such as text or on a social networking site.

We want everyone to feel included, respected and safe in our school. We will not tolerate verbal abuse, which includes name-calling and sexist comments.

BEHAVIOUR CONCERNS OUTSIDE OF SCHOOL PREMISES

By law, teachers have a statutory power to discipline pupils for misbehaving outside the school premises in certain circumstances (outlined below). Head Teachers have the legal power to regulate pupil's behaviour in these circumstances "to such extent as is reasonable".

In cases where school is notified of non-criminal unacceptable behaviours or bullying outside school (witnessed by staff or reported to school by other community members) sanctions for behaviours will be the same as if they occurred on school premises.

Following our school rules, we may discipline a pupil for misbehaviour outside school when it occurs:

- On a school organised or school related activity.
- Travelling to or from school.
- Whilst wearing our school uniform.
- Whilst being identified in some way as a pupil from our school.

Or when it:

- Could have repercussions on the orderly running of the school.
- Poses a threat to another pupil or a member of the public.
- Could adversely affect the reputation of the school.

In instances where senior staff believes the behaviour was criminal or anti-social the police will be informed. In cases where senior managers feel behaviours may lead to a child suffering or harm, local safeguarding procedures will be followed.

DRUGS

Please refer to our separate **DRUGS POLICY** for guidance on the school's stance on possession of drugs & illegal substances and their distribution.

CONFISCATION OF ITEMS

The school will confiscate any inappropriate items found in the possession of pupils. In the case of items not potentially dangerous e.g. mobile phones, these would normally be returned to the pupil with a warning at the end of the school day. For repeated instances, the item would have to be

collected by the parent. Please note that in the case of a mobile phone suspected of being involved in an online offence, staff have the power to confiscate the device.

In the case of potentially dangerous items e.g. knives or BB/air guns, parents would be immediately informed so that collection could be arranged.

DISABILTY DISCRIMINATION ACT 1995

In accordance with the above Act, the school has a duty to eliminate discrimination, and through its' philosophy, PSHE curriculum and Teaching, works to promote the following:

- the elimination of harassment of disabled pupils that is related to their disability
- the equality of opportunity between disabled persons & other persons
- taking account of disabled persons' disabilities
- positive attitudes towards disabled persons
- encouraging participation by disabled persons in public life.

REWARDS AND SANCTIONS

All staff, teaching and non-teaching, adhere to the school system of rewards and sanctions. As such, appropriate behaviour is reinforced through this system as necessary.

Guidelines for the effective use of rewards:

- Rewards are more effective if given immediately
- The reward must be seen by the child as being rewarding
- Rewards must be applied consistently
- When a reward has been decided upon, it should only be used when a child has done as specified. Do not reward a child who has not done as asked.

The following rewards are currently in use in this school:

- A smile or verbal praise and approval by a member of staff.
- Stars, stickers, Do-Jo Points (Reception & KS1) House Points (KS2), certificates, small prizes etc.
- Giving extra responsibilities or privileges.
- Inviting other children to acknowledge achievement (including class 'Star & Learner of the week', 'Writer of the Week', 'PE Heroes' & 'Home Learning Heroes' and 'Maths Star' certificates awarded in our weekly Celebration Assembly).
- Inviting a colleague/senior member of staff/Head Teacher to endorse praise.
- Outstanding personal effort or achievement of personal targets can be rewarded with a special 'Head Teacher's Award' badge.
- Informing parents informally, verbally or in writing of achievement/good behaviour.

Guidelines for the effective use of sanctions:

- Sanctions should be applied calmly and fairly.
- The focus should be on the misdeed, not the child.

- Private reprimands are often more effective than public ones (although care should be taken in ensuring that the child is not finding the individual attention rewarding).
- Sanctions must be applied consistently.
- The reprimand should include a message about what the child should do in future. Where possible, a discussion should be held to review why the incident occurred, the effect of this on the individual and/or others and if required discrete teaching of what should have been done and in the future.
- For younger children sanctions are generally more effective if applied immediately.
- The sanction should be appropriate to the misdeed.

Sanctions

- Quiet reprimand.
- Restriction of playtime activities (i.e. remain in a small area, accompany the teacher/supervisor).
- Loss of free time or 'Enrichment' activities on Fridays.
- Loss of privileges, plus undo the damage (e.g. clean up the mess, complete unfinished work etc.)
- A short period of isolation within the class framework, to another colleague, or in another part of the school, to do work (Please note: the practice of simply standing a pupil outside the classroom is not condoned).
- Where age/ability appropriate; completion of a 'Behaviour Reflection Sheet'; supported as appropriate. These are reviewed, logged, filed and held by the Deputy Head Teacher.
- Invite a colleague/senior member of staff/Head Teacher to endorse the reprimand.
- Discuss the behaviour, not the child, in circle time.
- Inform parents informally/formally by class teacher/phase coordinator/Head or Deputy.
- Involve SENCO/outside agencies to draw up an agreed individual behaviour plan.
- Deputy Head Teacher/AHT's will record significant incidents/ more frequent episodes of poor behaviour on the schools 'My Concern' recording system.
- Embark on formal procedures for a fixed term exclusion, in accordance with LA policy. The type of behaviour that could warrant a fixed-term exclusion is that viewed as a serious offence by school, including "one-off" incidents e.g. bullying, racism, verbal abuse, defiance, theft, sexual abuse etc.
- Permanent exclusion of the child from the school. The type of behaviour that could warrant permanent exclusion would depend again on the serious nature of the offence (again including one-off incidents), or repeated offence that had previously earned fixed-term exclusions.

Types of incident, in addition to those warranting fixed-term exclusions, can include possession of a weapon, physical assault, involvement with drugs, serious sexual abuse/assault etc. Police involvement would be considered by the school in situations where it was deemed appropriate.

PHYSICAL RESTRAINT

Following the issue of draft guidance from the government on the use of reasonable force to control and restrain pupils, the LA wishes to make it clear to all schools that there will be no alteration in its

current advice to schools about the very limited circumstances in which the use of restraint is appropriate.

These are:

- where a pupil's behaviour is at risk of causing injury to him/herself;
- where a pupil's behaviour is likely to cause injury to others (adults or children);
- where a pupil's behaviour is likely to cause serious risk of damage to property;
- where a pupil's behaviour is compromising the discipline of the rest of the class.

The following staff have completed and are accredited with NON-VIOLENT CRISIS INTERVENTION (NVCI) and should be called for in the event of staff requiring formal physical intervention or removal: Mr N. Skett (Head Teacher) & Mrs T. Rivers (SEND Inclusion Manager).

Staff requiring support with a 'crisis incident' should send a pair of children to the school office with the RED HAND card for immediate assistance. These are located in every classroom and shared workspace.

Further detail is available in our Physical Intervention & Restraint Policy. Detailed records of ALL NVCI incidents are reviewed and logged on 'My Concern.'

Appendix 1: Foundation Stage

In Foundation Stage we use the principles of assertive discipline in that there are rewards for good behaviour and sanctions for poor.

Each day every child starts on the sunshine. If there is an incident, then the child is stopped spoken to about their behaviour and given a warning. They are also told at this time that if this behaviour continues they will go on the cloud and sunshine and if it improves they will move back to the sunshine.

A further incident results in the child going on to the cloud and sunshine and a time out of 5 minutes to reflect on their behaviour and what they need to do to correct it. At every opportunity staff are encouraged to look for good behaviour to move the child back to the sunshine but it should be for something tangible and the child should be told what they have done that was good.

The process is repeated with a warning and then a move to the grey cloud if there are further incidents and finally the thunder and lightning. At this point children are sent to Miss S. Stretton (Deputy Head Teacher) and parents are spoken to at the end of the day, either in person or by telephone.

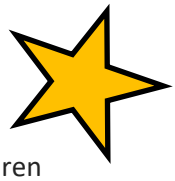
This should be a worst case scenario and should not be used lightly. If there is a serious incident, children can move to the thunder and lightning without going through any other stages.

There is a visual representation, in class of the sun, the cloud and sunshine, the grey cloud and the thunder and lightning and all children's names are on the sunshine at the start of every day.






Dojo Points are also awarded in class for following the class roles and being a great role model to peers – reinforcing the 'Catch them being Good' approach. Children achieving the set target of DoJo points are rewarded with a celebratory wristband and receive a 'dip in the treat box.'



During each day there is a time for reflection and a 'Star of the Day' is chosen. Children are chosen to be star of the day if they have been on the sunshine all day and they are awarded a wristband. The wristband states 'ask me why I am wearing this wristband' and is used to develop communication and language with parents whilst encouraging children to recognise and explain why they have been chosen.

Children also get 'Star of the Week' and 'Writer of the Week' certificates each week.

Appendix 2: Key Stage One

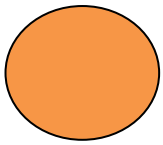
Rewards and sanctions.

As part of our behaviour policy we are continuously encouraging positive behaviour ad reward in the following ways.

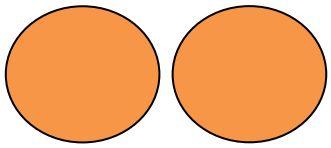
- Verbal praise
- Establishing individual schemes that rewards positive attitudes in the children's learning and behaviour e.g. stickers, stamps, certificates
- Sharing achievement with another teacher and class
- Assemblies e.g. star of the week, writer of the week, sports hero
- Dojo points.
- At times when we need to use sanctions we use the 'fuss pot.' This is an immediate sanction which allows for the children to rectify their chosen behaviour and choose to do the right thing.
- Children all have a photo that sits outside of the fuss pot.
- If children are not doing the right thing they initially get a reminder of class/school expectations and given a warning.
- If persistent bad behaviour continues they then get their photo moved into the fuss pot where they have to miss 1 minute of break time or lunch.
- Once they have missed their minute their name gets moved back and children get a fresh start.
- If children continue to do the wrong thing their 1 minute increases to 5. If they still continue they then get sent to an ATH.
- This may lead to them missing some of their Enrichment Activity Time on Friday afternoon.



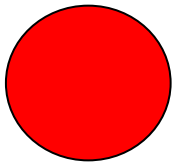
Appendix 3: Key Stage Two



If you cause a disruption, show bad manners or are not on task you will collect a warning. This amber disk is your warning that you need to settle down!



If you have continued to disturb people in our class and have not improved since your first warning, then you will collect a second amber disk. You will be moved to work on your own for 15 minutes!



If you cause further disruption when you return to your table, your final warning is a red disk! You will have a 20 minute time out, in another class and you will make this time up in your free time!

(Teachers will log that you have had this time out and

may speak to parents at the end of the day).

All warnings are cleared at the end of each session!

Appendix 4: The Den SLE's

Seeds/Seedlings/Acorns:

Pupils will receive a verbal and visual warning with a 'NO' card X Continued disruption or inappropriate behaviours will result in the pupil(s) being taken a quiet space where a member of the SEND team will review the incident/behaviour using a social stories/back-chaining.

Any 'Hands On' behaviours will result in the pupil being given 'Reflection Time' based on 2- or 5-minute timers, dependant on each child's specific needs.

A member of staff will accompany the child and use the Social Story approach to identify why the behaviour was inappropriate and model an alternative to encourage positive behaviour.

Mighty Oaks:

Children spending time in the Big Den are made aware of the school expectations and will follow the agreed rules and approach used in Key Stage Two.

All children will have access to the Sensory Room or a quiet space within the SEND Hub should they require time to calm down/ reduce anxiety following any incidents. Bespoke support strategies for each child will be shared within the SEND team to support this.

Any behavioural issues that trigger the use of cards will be reported to class teacher an L/UKS2 AHT when appropriate.

All incidents will be recorded by the Den staff and reported to the Inclusion Manager to record on 'My Concern'.

Appendix 5: Hands Off Poster (classroom, corridor & assembly use)

Hands Off!

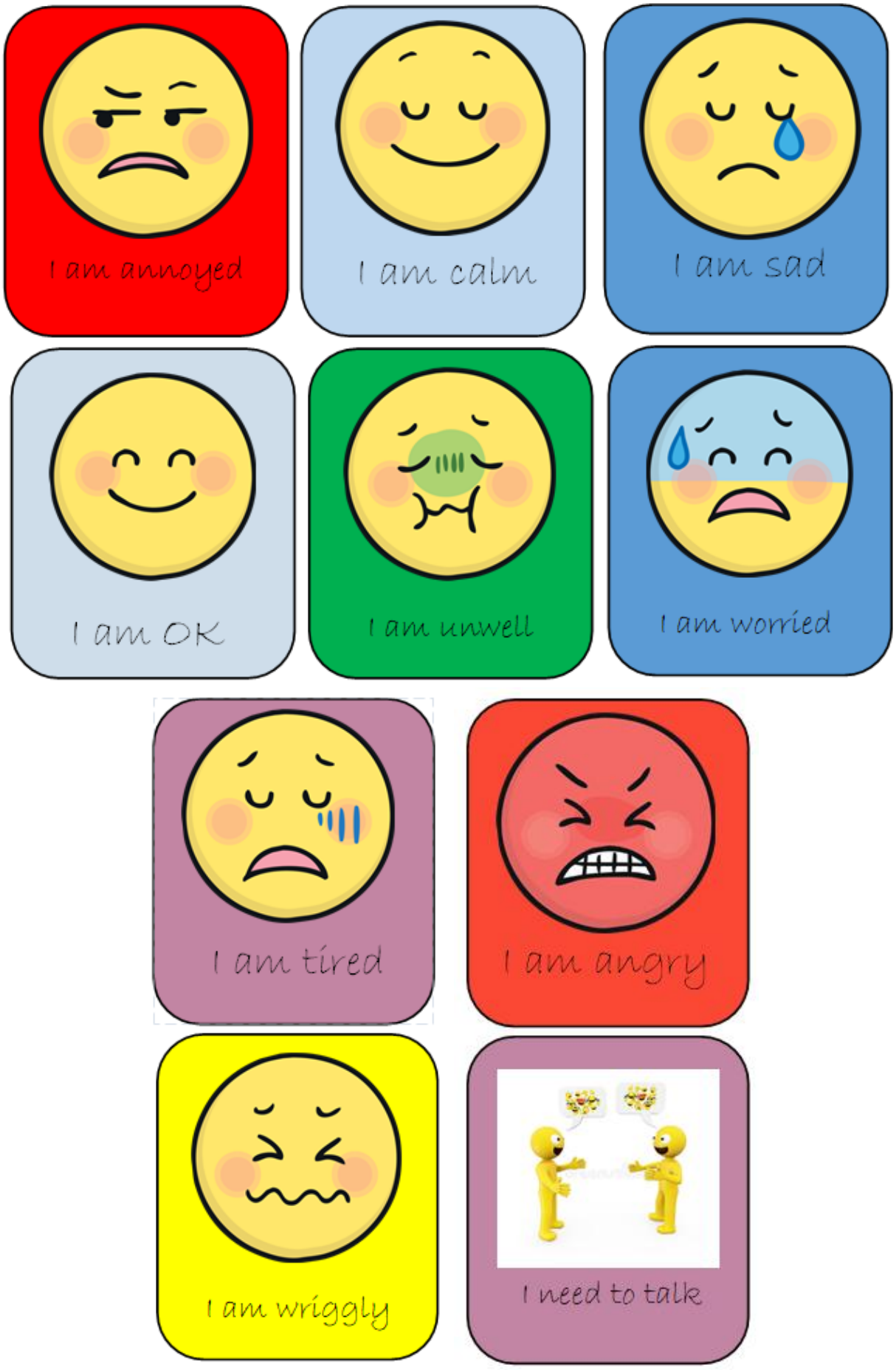


Let's all play together sensibly.



No rough play please.

Appendix 6 – Emotion Cards



Appendix 7: Behaviour Curriculum – Our Key Principles

Show good manners at all times

- Say thank you when you receive something or someone does something nice for you.
- Say good morning / afternoon to adults. Hold doors open for each other.
- Make eye contact, be positive and smile when talking to each other.
- If somebody is talking wait for them to finish and don't interrupt.
- Say 'excuse me please' if you need to get past.
- If someone is needing help, for example with carrying things, we offer to help.
- When talking to others, we use their name.
- Thank others for things they have done.

Caring for Others

- Being kind and respectful to other people.
- Make all visitors welcome and help new pupils settle into their new class and school/
- Taking care of equipment and things within the classroom and around school.
- Tidying up your own workspace and the classroom.
- Putting rubbish in the bin.
- Talk to someone if you are feeling anxious or worried about yourself or someone else.
- If you have a disagreement, you walk away.
- Accepting responsibility if you make a mistake, saying sorry and learn from it.

Attitude to Learning

- Listening carefully to each other and the teacher.
- Make sure you are organised and ready with all equipment needed to learn.
- Giving your partner, group and adult (s) quality attention and use appropriate eye contact. *
- Try your best in all subjects and use the Oakham Learner qualities, Working Walls and Knowledge Organisers to help with your learning.
- Use 'hands up' or 'thumbs up' to share ideas or answer questions/lollypop requests.
- Take care with your presentation and take pride in your learning.
- Follow 'Class Values' and help make our class a safe, friendly and supportive place.
- Respect others ideas, opinions and views and encourage everyone to join in tasks/activities.

Lunchtime

- Use a quiet voice in the hall when eating & always try to use a knife and fork correctly.
- Finish eating your food before leaving your seat/walking around.
- Use good manners when receiving food and speaking to monitors and lunchtime staff.
- Do you best to clean up around you, scrape your plate and use bins for lunchbox waste.

Behaviour In and Around School

- Walk quietly around school, stay on the left in corridors and hold doors open for others.
- Follow your Phase 'Behaviour Policy' and manage your own behaviour.
- Play safely with others, share equipment, avoid rough play and always follow our 'Hands Off' rule.
- Follow our rules for lining up and enter school sensibly; ready to learn.
- In assemblies, make sure you listen and avoid distracting others. Wait patiently for all classes to join us and enter/leave the hall sensibly.
- When you are wearing your Oakham uniform, you are representing all of us in the local community; be proud and a great role-model.
- Know that you should be considerate of other people when arriving and leaving our school.
- Take care when crossing roads and behave responsibly and respectfully.
- Push bikes/scooters when entering the school grounds to keep everyone safe.
- Only use the outdoor gym/break time equipment during school times.
- Always try to attend school every day and do your best to arrive on time.

Appendix 8: Pupil Behaviour Reflection Sheet

Pupil Behaviour Reflection Sheet		
Pupil:	**Class:**	**Date:**
Carefully and honestly, explain what happened:		
Who was affected by your choices and behaviour?		
How do you think they feel about this?		
Why did you choose to act in this way?		
What would you differently if you found yourself in the same situation?		
Staff Name:	**Signature:**	**Date:**
Further Action Required? Y/N		

This Pupil Behaviour Reflection Sheet will be added to the report submitted to 'My Concern'