

# Oakfield Primary School



## Behaviour for Learning Policy

*'Opportunity to Achieve'*  
*'Cyfle i Gyflawni'*

**September 2025**

**Review Date: Summer 2026**

## 1. Introduction

At Oakfield Primary School, we believe that every member of our community should feel valued, respected, and treated with both equality and equity. Pupils have the right to learn and play in a safe environment built on mutual trust and respect, and all adults have the right to work in such an atmosphere.

We believe that teaching and learning are most effective when behaviour is well managed. Behaviour across a school thrives when staff and pupils respect one another and recognise the value of each other's contributions. This is further strengthened when parents work in partnership with the school.

A whole-school approach supports consistency in promoting positive behaviour for learning and addressing behaviour that falls below expectations.

### 1.1 Aims

This policy aims to promote:

- Relationships of mutual respect and trust between pupils, parents, and staff, regardless of gender, race, or religion.
- A culture of positive behaviour and rights-respecting relationships across the school, where pupils feel happy and safe.
- A clear understanding of pupils' rights and how these form part of our class and school charters, teaching children to take responsibility for their decisions and actions, and to accept the consequences of those actions.
- Self-discipline and a sense of personal responsibility in every pupil.
- A strong sense of community, enabling pupils to progress confidently in their learning.
- A consistent approach to rewards and celebrations of positive behaviour.
- A consistent approach to applying fair and appropriate consequences when behaviour falls below expectations.
- A shared understanding and partnership between home and school.
- A fair and consistent approach to disciplinary matters, ensuring that they are dealt with firmly but fairly.
- The understanding that all adults (Duty Bearers) share responsibility for modelling and promoting fair, polite behaviour.
- Empathy and reflection in our pupils through restorative practices.

To achieve these aims and provide a safe, positive learning environment for all, it is essential to have a clear system of behaviour management. This structure sets expectations and guidelines to ensure harmony and effective learning. Developing pupils' sense of responsibility, awareness of the impact of their behaviour, and understanding of their role within the school community are central to our ethos.

We encourage a positive, proactive approach to behaviour management, emphasising praise and recognition through our '*Going for Gold*' framework. By reinforcing positive behaviours, we build a supportive and respectful ethos where consequences, when necessary, are used fairly and effectively.

Inappropriate behaviour will not be tolerated and will be addressed in line with this policy. At Oakfield, *behaviour for learning* is understood as behaviour appropriate to the time, place, task, and situation.

## 1.2 We are a Rights Respecting School



Oakfield Primary School is committed to promoting and embedding the principles of the **United Nations Convention on the Rights of the Child (UNCRC)**. The UNCRC contains 54 articles designed to protect and promote children's rights worldwide.

While all rights are equally important, the following articles are particularly relevant to this policy:

**Article 12 (respect for the views of the child)** - Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example during immigration proceedings, housing decisions or the child's day-to-day home life.

**Article 13 (freedom of expression)** - Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.

**Article 14 (freedom of thought, belief and religion)** - Every child has the right to think and believe what they choose and also to practise their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights and responsibilities of parents to guide their child as they grow up.

**Article 15 (freedom of association)** - Every child has the right to meet with other children and to join groups and organisations, as long as this does not stop other people from enjoying their rights.

**Article 28 (right to education)** - Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.

**Article 29 (goals of education)** - Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

**Article 31 (leisure, play and culture)** - Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

### 1.3 We are a Nurture School

At Oakfield Primary School, we are proud to be a **Nurture School**. Our practice is guided by the **Six Principles of Nurture**, which underpin our ethos and support the emotional and social development of all pupils.

#### The Six Principles of Nurture

**1. Learning is understood developmentally:** This means that understanding children's learning involves recognising that it happens in stages and depends on their social and emotional development.

**2. The environment offers a safe base:** A nurturing environment should feel safe and secure, allowing individuals to explore and take risks without fear.

**3. The importance of nurture for the development of wellbeing:** Nurturing activities and support are crucial for developing a person's sense of wellbeing and self-esteem.

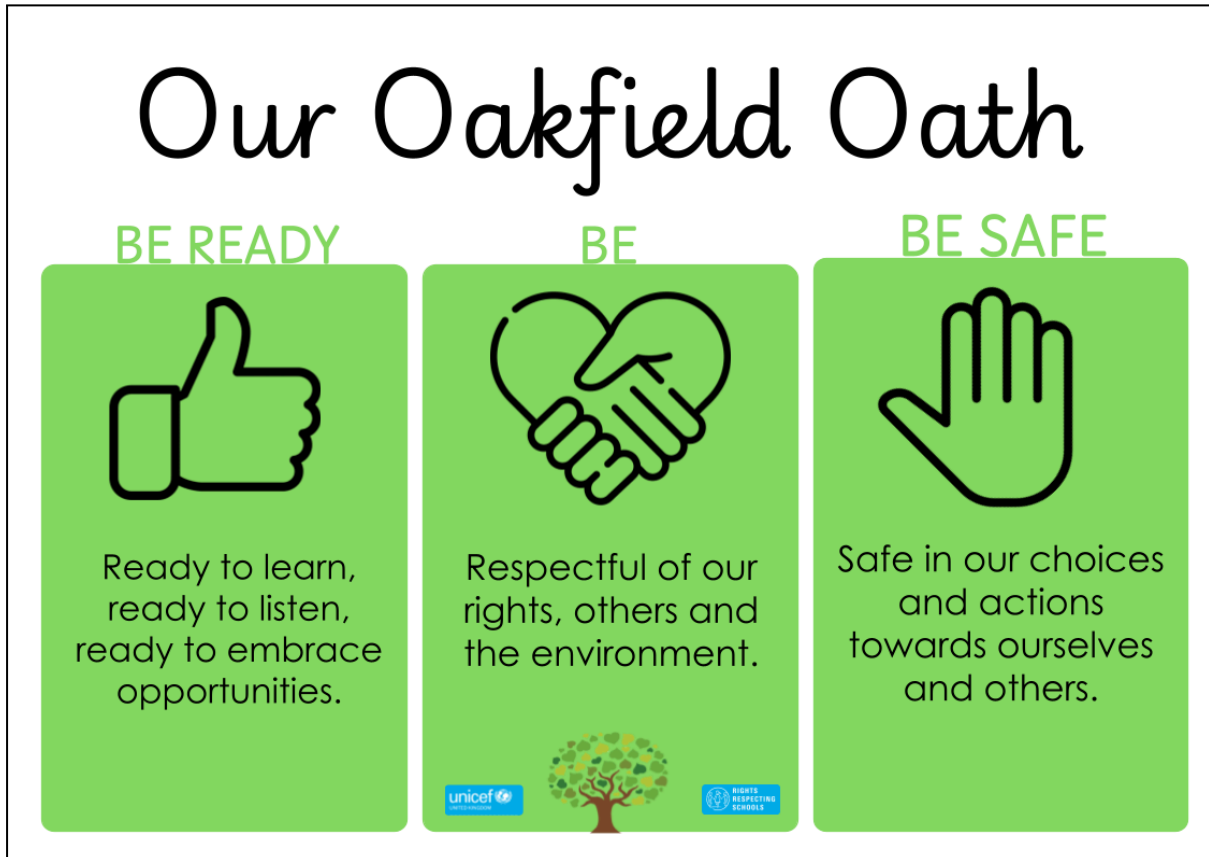
**4. Language is a vital means of communication:** Language is a primary tool for expressing thoughts, feelings, and needs. A nurturing approach emphasises using language to build understanding.

**5. All behaviour is communication:** This principle suggests that actions, including challenging behaviours, are a form of communication and must be understood in this context.

**6. The importance of transition in our lives:** Transitions, both big and small, can be challenging. A nurturing approach helps individuals prepare for and navigate changes in life, such as moving between lessons, classes or schools.

### 1.4 Our Oakfield Oath

At Oakfield Primary School, our Oakfield Oath represents the shared values and commitments that guide our school community. It is a promise made by all pupils, staff, and adults to uphold our principles of respect, kindness, and responsibility in everything we do.



Our Oakfield Oath is reflected in our daily routines, our relationships, and our “Going for Gold” approach. It underpins the positive, respectful culture that makes Oakfield Primary School a safe and inspiring place to learn and grow.

### 1.5 Responsibilities

The Headteacher and Deputy Headteacher hold overall responsibility for behaviour and discipline within the school. However, behaviour is regarded as a collective responsibility, shared by all staff. Support, consistency, and teamwork are essential elements of this approach.

Each class teacher is responsible for managing behaviour within their own classroom. When difficulties arise, staff may seek assistance from colleagues for support or a ‘change of face’.

See: [Going for Gold - Pupil / Classroom Version](#)

It is also important to inform and involve parents when there are ongoing or significant concerns about a child’s behaviour. This may take the form of a discussion with the class teacher, Deputy Headteacher, or Headteacher, and may lead to the creation of an Individual Behaviour Plan (IBP).

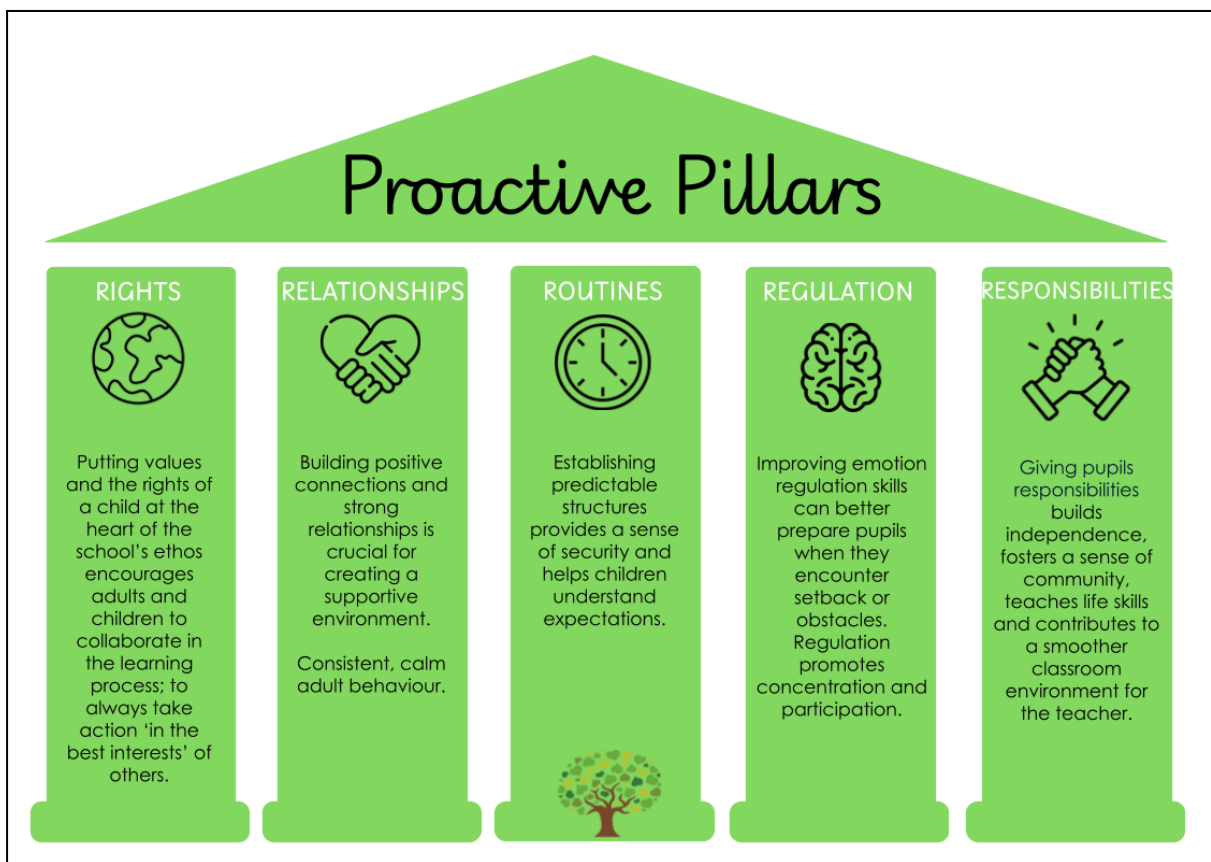
An IBP ensures that children experiencing behavioural difficulties receive targeted support from their class teacher and, where appropriate, external agencies. IBPs are reviewed termly to assess progress and adjust strategies as needed.

At Oakfield, we believe that effective behaviour management is built upon open communication, consistency, and collaboration between staff, pupils, and parents.

## 2 Strategies to Promote Behaviour for Learning

### 2.1 Our 'Proactive Pillars'

The Proactive Pillars form the foundation of Oakfield's approach to behaviour for learning. They promote a positive, consistent, and supportive learning environment in which all pupils can thrive.



## 2.2 Proactive Pillars in Practise

### Rights

*Promoting respect for personal and shared rights encourages responsibility and mutual understanding.*

- Create a Class Charter. Our Class Charters are the foundation of positive relationships within the classroom. At the start of each academic year, pupils along with their new teacher and other Duty Bearers will develop and take ownership of their own Class Charter. Class Charters outline UNCRC articles, Oakfield Values and negotiate responsibilities to ensure that a rights-respecting environment is established and maintained.
- Use restorative practices: When behaviour breaches someone's rights, use reflective conversations to restore relationships (e.g., "How do you think that made others feel?").
- Model respect for rights: Consistently demonstrate respectful behaviour, such as listening without interrupting and treating everyone fairly.
- Teach about rights explicitly: Incorporate learning about the UNCRC to help children understand their own and others' rights.
- Our pupils and 'Rights Reps' (2021/22) have designed and developed our very own 'Playground Charter'. Our charter should be regularly referred to by all Duty Bearers and provide a point of reference for both pupils and staff. You will find our Playground Charter on display in our outdoor areas. See: [Playground Charter & RRS Values - Signage](#)
- See also RRS Scripts: [RRS Scripts](#)

### Features of a Rights Respecting Classroom - In our Rights Respecting Classrooms:

- pupils and teachers negotiate and agree and develop a classroom **charter** expressed in terms of rights from the Convention - see below for examples of Our Class Charters
- pupils have regular opportunities to give their teachers feedback on what helps them learn and what they enjoy most about their lessons; and also to comment on what might hinder their learning
- pupils are fully involved in the assessment of their own learning and the evaluation of their own work; there is supportive evaluation of their peer's work
- pupils have responsibility for aspects of classroom organisation
- pupils have opportunities to make choices in their learning there is a strong emphasis on mutual support and collaboration
- teachers make use of a wide variety of teaching strategies and routes to learning, recognising that pupils may differ in their preferences for how they learn
- support staff are valued and respected by all, as reflected in their relationships and communications with teacher colleagues and with pupils
- **behaviour is good or improving as everyone recognises and respects the rights of all to their education teachers and teaching assistants model rights-respecting behaviour, for example. teachers and teaching assistants listen positively to pupils' views and show respect for their opinions; they avoid put-downs and sarcasm; they give clear reasons for use of sanctions; teachers show respect for teaching assistants and all other adults**
- **displays are used to reinforce awareness of rights in relation to each other and others locally and globally**

- **pupils respect and value each other’s similarities and differences and support each other; there are few incidences of negative behaviour, name-calling, racist or sexist comments**
- high status and adequate time is given to listening and acting on pupils’ views, for example, Senedd Oakfield, curriculum pupil voice planners
- all pupils make progress to the best of their abilities

## Relationships

*Strong, positive relationships are foundational for respectful behaviour and engagement.*

- Greeting pupils individually: Use names, eye contact, and a warm tone at the start of the day/session.
- Show interest in pupils: Take time to learn about pupils’ interests and lives outside the classroom.
- Use praise purposefully: Focus on effort and positive choices rather than personal traits (“You worked really hard on that problem” instead of “You’re so smart”).
- Maintain consistency and fairness: Apply rules and expectations consistently to build trust.
- Repair relationships after conflict: Use follow-up conversations to repair trust and reaffirm care.

## Routines

*Clear and consistent routines help create a safe, predictable environment that reduces anxiety and behaviour issues.*

- Visual timetables: Use visuals to outline the daily schedule so everyone knows what to expect.
- Establish entry and exit routines: For example, lining up quietly, unpacking bags, and beginning with a starter activity.
- Practice routines regularly: Especially after transitions (e.g., school holidays), re-teach and rehearse routines.
- Use countdowns and signals: For transitions between activities or tasks, use familiar cues (e.g., 5-minute countdown, clapping rhythms).
- Provide clear instructions: Use "first... then..." language to scaffold expectations (e.g., “First tidy your desk, then line up for lunch”).

‘PRINT Principles’ are classroom management strategies recommended by Geoff Moss:

- **P** represents **Purpose** – give pupils a clear picture of what is expected of them including the learning objectives and behavioural expectations.
- **R** is for **Resources** – make sure materials, equipment and resources are ready.
- **I** asks children whether to stay **In and Out** of their place – inform children of movement required.
- **N** stands for **Noise Level** – talk about how much noise is expected during the activity; appropriate voices for different activities could be silent, partner, group, classroom.
- **T** is for the **Time** to complete the activity.

## Regulation

*Helping children and young people manage their emotions supports positive behaviour and self-control.*

- Teach emotional vocabulary: Help children identify and label their emotions (e.g., through Zones of Regulation or similar tools).
- Use calm corners or regulation stations: Provide safe spaces where pupils can go to calm down and reflect.
- Model self-regulation: Talk through your own emotional responses (“I feel frustrated right now, so I’m going to take a deep breath.”).
- Use co-regulation strategies: Support a dysregulated child with calm presence, reduced language, and reassurance.
- Embed mindfulness and breathing techniques: Use these proactively to build self-regulation habits.

All staff should use the following guides to support de-escalation techniques and emotional regulation for pupils:

- [Using Nurturing Language @ Oakfield.docx](#)
- [Supporting With Emotional Regulation @ Oakfield.pdf](#)
- [Self Soothing and Calming Techniques.pdf](#)

## Roles and Responsibilities

*Giving meaningful roles fosters a sense of belonging, agency, and accountability.*

- Assign classroom jobs: Such as line leader, tech’ team or resource managers - rotated fairly to promote inclusion.
- Create peer mentor roles: Older or more experienced pupils support younger or new pupils.
- Involve pupils in decision-making: Let pupils co-design parts of the environment or vote on certain class activities.
- Use responsibility as positive reinforcement: Offer new responsibilities to pupils who demonstrate growth or effort in behaviour.
- Celebrate role success: Acknowledge and praise how pupils carry out responsibilities to reinforce positive identity

## Relationships

Good quality relationships within the school, teacher to teacher, teacher to pupil and pupil to pupil are essential to forming a positive atmosphere within the classroom. Good classroom management techniques are also essential in maintaining good order and control. The ability to manage classrooms effectively is an essential skill for the teacher. Without this basic skill the most inspiring and knowledgeable teachers will encounter problems.

- Rewarding and recognising behaviours that are conducive to learning.
- Consciously look to reinforce aspects of appropriate behaviour through praise, approval and attention.
- Seek out the strengths and achievement of the children both in terms of academic performance and behaviour, highlighting them as often as possible.
- Make effective use of stickers, stars, special mention assemblies etc. to highlight academic and behavioural improvements and achievements.

- Avoid 'put downs'. Find something to be positive about, even when justifiably reprimanding a pupil.
- Recognise minor, yet specific improvements in aspects of behaviour.

## 2.3 Rewards and Celebration

At Oakfield Primary School, we believe that recognising and celebrating positive behaviour motivates pupils and reinforces our shared values. Rewards are used to encourage effort, promote self-esteem, and nurture a sense of pride and belonging.

Our reward systems are designed to be fair, transparent, and inclusive, ensuring that every pupil has the opportunity to be acknowledged for their positive contributions to school life.

### Class Dojo

Each class uses **Class Dojo** to record, recognise, and celebrate positive behaviour and learning achievements. Parents and carers are invited to connect to their child's Class Dojo account at the start of the academic year, giving them access to their child's individual portfolio and to class and school stories.

Pupils are encouraged to take an active role in shaping their class reward system through **Pupil Voice** discussions. This may include deciding on reward categories or how points (Tocynnau Tŷ) are allocated. By involving pupils in this process, we promote ownership, fairness, and understanding of how positive behaviour contributes to the wider school community.

### Merits

A Celebration Assembly takes place every Friday for pupils in Years 2–6. During this assembly, we celebrate individual and collective achievements, both academic and behavioural, reinforcing the values of respect, kindness, and effort. See: [Celebration at Oakfield - Guidance and Expectations 2025-26](#)

### Other special recognition may include:

- Certificates and merit awards.
- Positive mentions linked to Class Dojo points.
- Verbal praise and class-based celebrations such as 'Golden Time'.
- 'W-OWL!' cards linked to our 4 Core Purposes. See: [W-OWL! Cards.pdf](#)

### Siop Dojo

At the end of each term or academic year, pupils have the opportunity to convert the Tocynnau Ty they have earned into 'Acorns' (Mesen) and spend them at the Siop Dojo.

This reward system helps pupils understand the value of consistent effort, teamwork, and positive decision-making over time.

Rights Knights help lead the Siop Dojo through a *Virtual Assembly*, further promoting pupil leadership and participation. See: [Siop Dojo - House Captains Virtual Assembly](#)

### 3 Consequences

#### 3.1 'Going for GOLD' Approach

## GO FOR GOLD!

I am being a **role-model**. I am supporting and inspiring others. I am going above and beyond what is expected of me. My teacher may award me with:

Tocynnau Ty  
A W-OWL Card  
A Merit



## READY

I am being **responsible** and **respecting** the **rights** outlined in our Class Charter or Playground Charter. I am using and demonstrating many Oakfield Values to help me learn and grow.  
I am ready. I am respectful. I am safe.

These choices make everyone feel part of our Oakfield Family.



## REMINDER

My teacher will give me a verbal, positive **reminder** of the expectations outlined in our Class Charter or Playground Charter. This may be addressed to the whole-class, or my teacher may speak to me. My teacher will make me aware of a possible consequence if I do not make better choices. At this stage, I can **reflect** on my actions and **reset** by making better choices. I may need some help to **regulate**.



## RE-FOCUS

I will **receive** an 'in class consequence'. I may be asked to move to another table or area to work. I may miss part of my play to work on missed learning and discuss my choices with my teacher. If I am outside, I may be sent inside.



## RELOCATE / REMOVE

I will be **removed** from my class and **receive** an 'out of class consequence'. My parents will be informed by my teacher.  
I may be sent to a member of the Senior Management Team to continue with learning.



## REPAIR

Depending on the stage, I will complete a 'Reflection Sheet' to help me **reflect** on my choices and think about ways to **repair** the situation. I will meet with my teacher to discuss what I need to be **ready and respecting** again. I will work to **rebuild any relationships** that have broken down.



At Oakfield Primary School, we aim to maintain a positive learning environment where all pupils can thrive. While praise and rewards are central to encouraging positive behaviour, it is also important to have clear, consistent consequences for behaviour that falls below expectations.

Our approach emphasises fairness, reflection, and restoration, helping pupils understand the impact of their choices and develop self-discipline.

### 3.3 Reflection Sheets

Reflection sheets are used to help pupils consider the impact of their actions and take responsibility.

- Following a **Re-Locate** or **Remove**, pupils complete a reflection sheet with a familiar member of staff.
- A copy of the completed sheet is sent home to parents, and another copy is retained in the school's Reflection File.
- Reflection sheets provide a structured opportunity for pupils to articulate what went wrong, how it affected others, and how they will make better choices in the future.

### 3.3 Communications with Parents

Maintaining open communication with parents is essential.

- Class teachers or members of the Senior Management Team (SMT) will contact parents by phone when a pupil has been **Re-Located** or **Removed**.
- If a pupil has received more than one **Re-Focus** within a week, for example, parents may also be informed as a courtesy.
- Teachers should use MyConcern to log all behaviour incidents of concern and ensure that patterns are monitored and addressed promptly.

### 3.5 Consistency and Fairness

All staff are responsible for applying consequences consistently across the school. Behaviour management should always be firm, fair, and restorative, modelling the standards we expect from pupils.

By linking consequences to reflection and restorative practices, we ensure that pupils understand the reason behind each action and are supported in making positive changes.

## 5. Supervision of Pupils

Effective supervision is essential to maintaining a safe, positive, and productive learning environment. Staff are responsible for ensuring pupils are well supported, guided, and monitored throughout the school day.

### 5.1 Breakfast Club

- Pupils attending Breakfast Club are supervised from 8:15 am.
- Pupils should not be on site before 8:45 am unless they are signed in by an adult attending Breakfast Club.
- Staff will ensure a safe, welcoming environment, supporting pupils' social and emotional development as they start their day.

### 5.2 Assembly and Hall

- The **Going for GOLD** approach should be applied during assemblies and hall activities.
- Inappropriate behaviour may result in a **Re-Focus**, which could include directing a pupil to sit with another year group or designated area.
- Staff must model expected behaviour and support pupils in maintaining a respectful, safe, and calm environment.

### 5.3 Lunchtime and Breatime

- During lunchtime, pupils are under the direct supervision of midday supervisors.
- A larger team of staff supports midday supervisors to ensure consistent behaviour expectations and safety across the school.
- Pupils are expected to demonstrate the same high standards of behaviour and courtesy as during lessons.

### Playground Supervision

- Playground behaviour is managed by teachers and teaching assistants on duty, who follow a duty rota for each break and lunchtime.
- Staff actively engage with pupils in 'Play to Learn' activities in accordance with the Playground Charter.
- Pupils should play within designated areas at all times.
- Staff model positive play, support conflict resolution, and encourage inclusion.

### Specific Guidelines

- Hard balls are prohibited on the playground and may only be used on the MUGA.
- Classes are timetabled for MUGA use. The class with the highest attendance during the week may receive extra MUGA time on the following Friday.

Pupils must not re-enter school during breaks without staff permission. Toilet access is available near the Year 5 classrooms.

Afternoon play in Wings/PS3 is not formalised. Class teachers determine if their class goes outside, taking full responsibility for supervision.



WINGS BREAK TIME

Summer 2 - Adapted  
 FOOTBALL/BALL SKILLS AREAS

Created by Peter (SPE) with Mrs PE

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>MUGA</b> (Mr. Evans)	Y6	Y5	Y4	Y3	YEAR GROUP REWARD
<b>Field 1</b> (Duty Teacher 1)	Y5	Y4	Y3	Y6	Y5
<b>Field 2</b> (Duty Teacher 1)	Y4	Y3	Y6	Y5	Y4
<b>Playground Ball Area</b> (Duty Teacher 2)	Y3	Y6	Y5	Y4	Y3

## 5.4 Duties of Supervising Staff

All staff on duty must:

- Be proactive and vigilant at all times.
- Model positive play and support pupils in accessing play opportunities. Apply the **Going for GOLD** approach consistently. For example, a **Re-Focus** may involve directing a pupil to play with a different group or engage in a different activity.
- Refer to the Playground Charter as a guide for expected behaviour.

By maintaining consistent supervision and applying behaviour management strategies effectively, Oakfield Primary School ensures pupils remain safe, supported, and able to participate positively in all areas of school life.

## 6. Home-School Co-operation

Regular and effective communication between home and school is essential. In cases of persistent inappropriate behaviour, the Headteacher will notify parents and arrange a meeting to discuss the most appropriate strategies to support the child.

Teachers are encouraged to communicate concerns with parents either before or after school to provide timely information regarding their child's behaviour. If an Individual Behaviour Plan (IBP) is required, parents will be invited to discuss the targets and participate in review meetings. These discussions can also be scheduled by appointment.

**This policy will be part of the school's improvement planning for 25/26**

**Date:** September 2025

**Headteacher:** \_\_\_\_\_

**Chair of Governing Body:** \_\_\_\_\_

**For review Summer 2025**