

| date     | Minute Number | Ratified/Signed | Amendment |
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| 19/07/22 |               |                 |           |



## St Oswald's C.E. Primary School

### Behaviour Policy

At St Oswald's we follow the values of Hope, Honesty, Friendship, Perseverance, Forgiveness and Respect. We live these out in how we display and conduct ourselves within our school community and wider community.

We are committed to enabling all children to access education successfully. This is an inclusive process, part of this commitment is concerned with establishing a high standard of behaviour throughout the school. The way that children and adults behave has a profound effect on all the work that is undertaken. We aspire to create an atmosphere where children are able to develop a moral awareness and are sensitive to the needs of others and one in which they will show respect and consideration for other people and property. At St Oswald's we promote forgiveness and reconciliation, developing and fostering friendships and honesty in relationships. We value all our children.

We recognise that high standards are best promoted when everyone has a shared understanding of what is acceptable and unacceptable behaviour. By promoting good behaviour we can build individual and collective esteem and encourage good personal relationships through developing clear strength of character

Outstanding behaviour should be a consistent expectation across the school day and is rewarded and celebrated in a variety of ways. Inappropriate behaviour should be challenged, recorded, actions noted and followed up with parents if necessary. Through the behaviour policy we promote the Christian values of Love, Care, Respect and Forgiveness.

We fully accept that our children will make mistakes and at times demonstrate inappropriate behaviour. On these occasions, we will respond in a calm, consistent manner seizing the opportunity to further the child's personal and social skills.

## Aims

As a whole school community, governors and staff believe a happy and effective primary school has the following aims.

All children must;

- Feel safe and happy all of the time
- Develop confidence and self esteem
- Understand and follow school rules
- Be kind, caring and considerate to each other
- Care for the building, equipment and community

All adults must;

- Provide excellent role models
- Manage behaviour in a calm and consistent way
- Collaborate and support each other

All parents must;

- Understand these aims
- Be well informed about their child's achievement and behaviour
- Support the work of the school

## Our School Agreement

Our School Agreement provides clear guidance to all our children and is displayed in every classroom. Each pupil, Learning Support Assistant and Teacher sign to say that they will follow these.

| Our School   | My Learning   | Our Relationships   |
|--|---|---|
| We move around school sensibly and quietly.<br><br>We look after our belongings and <b>respect</b> the property of others.<br><br>We will keep ourselves safe. | I will listen carefully and follow instructions.<br><br>I will take turns in speaking and listen to what others have to say.<br><br>I will take pride in my work. | We make everyone feel welcome and show <b>friendship</b> .<br><br>We <b>respect</b> other's beliefs, opinions and feelings.<br><br>We are kind, helpful and honest. |

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| <p>We will look after the class and school environment.<br/>We are <b>honest</b> and truthful.</p> | <p>I will always work hard, do my best and allow others to do the same.<br/>I will <b>persevere</b> and not give up.</p> | <p>We keep our hands and feet to ourselves, and play fairly with everyone.<br/><br/>We have <b>hope</b> for one another</p> |
|--|--|---|

Children will be regularly reminded of these rules and reasons why we have them. At the start of the school year these will be the subject of Collective Worship and a key part in the establishment of Class rules with each teacher. They will be revisited throughout the school year to remind children of their importance and also assist children who transfer into our school.

### **Staff and Volunteers**

Staff must;

- Consistently implement school rules Provide a positive classroom climate in which all children can learn
- Plan and prepare stimulating lessons
- Respect and value all children, display patience and listen carefully to children
- Endeavour to remove barriers to learning and accommodate diversity
- Maintain high standards of professionalism
- Teach respect by example, treating children with fairness and consistency Liaise with external services for the benefit of our children
- Regularly communicate with parents and carers
- For all staff to have and demonstrate a collective responsibility to be pro-active in behaviour intervention and modification

Our leadership team will:

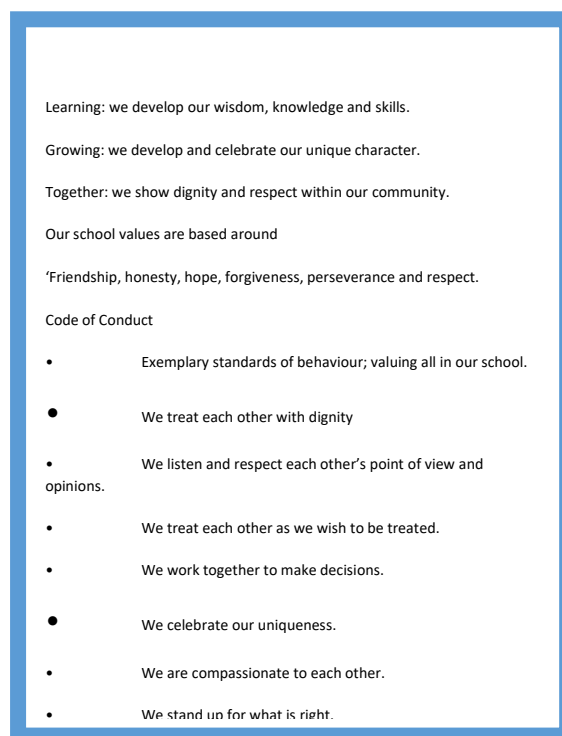
- Advise and support staff to manage children's behaviour effectively
- Regularly communicate with parents, carers and governors
- Provide effective support for teachers presented with extremely challenging behaviours
- Liaise with external services for the benefit of staff and children
- Ensure that appropriate curriculum is in place which will excite and motivate children
- School leaders fulfil a strategic as well as operational role in behaviour management of our children.
- As well as providing advice to staff and parents, they will also consider the effective deployment of resources (including staff reallocation where needed).

## Parents and Carers

We expect our parents and carers to:

- Support the school to ensure that their child adheres to school rules Inform us of any circumstances which may affect their child's learning and/or behaviour
- Maintain regular contact with the school Attend school events, parents' evenings and special meetings
- A Home School Agreement has operated in the school for many years. This provides parents and carers with details of School Agreement, Class Agreement, as well as expectations for children and 5 families.

## St Oswald's C.E. Primary School Home School Agreement



## Learning Behaviour

Learning Behaviour emphasises the crucial link between the way children learn and their social knowledge and behaviour. The focus of learning behaviour is establishing positive relationships across three elements of self, others and curriculum; There are basic non-negotiables for learning which are shared with children (see below). This helps children understand they have to be ready to learn and to help eliminate low level disruption.

### **Non Negotiables**

Come to school ready to learn

Sit up properly and sensibly

Raise your hand to speak and listen carefully to what others are saying

Show good manners and respect to everyone

Help and encourage others in their learning

Line up and walk around school sensibly and quietly

Do as you are asked the first time

Always persevere

Relationship with self - A pupil who does not feel confident as a learner or has a view that they cannot succeed will be more likely to challenge learning or be more inclined to present unwanted behaviour.

Relationship with others - All behaviour needs to be understood as a method of communication. Behaviour by children is triggered as much by their interactions with others as by factors internal to the child. Relationship with the curriculum -

Pupil behaviour and curriculum progress are inextricably linked. Teachers who promote a sense of meaningful curriculum progress in learning for each pupil will be more likely to create a positive behavioural environment.

Learning behaviour applies to teacher and adults as much as it does to the children.

### **Rewards**

We pride ourselves on providing a positive learning environment which seeks to celebrate the achievements, effort and contribution our children make to their work and school life. We acknowledge the importance of praise and reward and seek to promote and reinforce our expectations of children at any given and relevant opportunity.

Praise is used to raise aspirations, promote engagement, inspire and motivate all children. Rewards are given consistently and fairly as a means of acknowledging achievement, effort and excellent attitude. Rewards systems in our school will link into:

- Outstanding behaviour and attendance
- Excellent classwork
- Excellent homework
- Outstanding effort
- Caring for others
- Positive attitude/enthusiasm

A variety of methods of reward exist at our school and alongside our 'St Oswald's Positive Discipline Steps' include:

- Verbal praise
- Contacting parents
- Good work, behaviour and caring certificates presented at weekly assemblies
- Star of the day stickers
- Raffle tickets
- Class Star of the week
- Termly certificates for on target attendance (over 96%)
- Annual certificates for 100% and 99% attendance
- Public display of quality work on noticeboards and on our school website
- Reward Shop

Consequences Poor behaviour cannot be tolerated as it is a denial of the right of children to learn and teachers to teach. Children are encouraged to take responsibility for their own behaviour and actions. Each class creates their own class rules which are signed by every pupil, laminated and prominently displayed in the classroom. Consequences for poor behaviour are clearly displayed in each classroom as our 'St Oswald's Positive Discipline Steps'

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| Positive Purple  | Your classroom engagement has been above and beyond that expected throughout the day. You will be moved to the 'Positive Purple' strand of the chart the end of the day and will receive both a bonus individual star and additional (raffle ticket- KS2) as well as a positive note and certificate to take home. |  |   |                    |  |
| Brilliant Blue   | You have worked well as part of a team, being helpful and showing good manners above and beyond what is expected throughout the day. You will be moved to the 'Brilliant Blue' stand of the steps at the end of the day and receive a 'Brilliant Note' to go home and a star stamp.                                |  |   |                    |  |
| Terrific Turquoise   | Your behaviour has been consistently above and beyond the expected behaviour throughout the day. You will be moved to the 'Terrific Turquoise' strand of the steps and will receive an additional star   |  |   |                    |  |
| Good to Be Green   | You have met our classroom expectations today and you will receive a star stamp in your reward book  |  |   |                    |  |
|  |  |  | <p>If you are unable to follow the non-negotiable expectations you will receive a verbal prompt identifying the expectation which is currently not being met. You may be offered or request some reflection time in order to self-regulate and re-focus. This will consist of a 10 minute timer and some reflection time where you can do mindful colouring so you can then make the right choice and engage in your learning. When you return to your lesson you will meet the non-negotiable expectations without the need for further prompts.</p> |                    |  |
| If a second prompt is required you will move to the 'Choices' strand. You need to improve your learning behaviour in order to move back to 'Good to be Green. If you remain here you will spend time with an adult to discuss how you will meet the non-negotiable expectations in the future.   |  |  |   | Choices            |  |
| Should a further prompt be required you will be moved to the 'Danger Zone' strand of the steps and a record of this will be made in our Behaviour log. You need to improve your learning behaviour to move back to the choices and then 'Good to be Great' strand. If you remain here you will not receive any reward. You will receive a behaviour note home and your parents will be informed via email.   |  |  |   | Danger Zone        |  |
| If you are unable to improve your attitude to behaviour and learning despite further prompts and support from an adult within the classroom to reflect and re focus you will be moved to the Red 'review and reflect' strand. The senior teacher in the school will be informed and will make arrangements for you to spend time out either in class or missing a playtime The child will be expected to spent time to review and reflect and actions and discussions will be recorded on My Concern and a phone call home will be made. |  |  |   | Review and reflect |  |

In Class For some behaviours, like purposefully hurting others, spitting and/or intentionally swearing, a Child will be moved straight to the red 'Review and Reflect' step and a phone call home will be made. The steps would then follow on for the rest of

the day. My Concern is used by staff to record incidents under the appropriate heading e.g behaviour, internal exclusions.

## **Exceptions**

There are certain behaviours which we will not tolerate. For example:

- Bullying
- Physical aggression
- Verbal aggression
- Offensive language
- Racism
- Homophobia
- Child on child abuse
- Sexual harassment or sexual violence

On these occasions, children will move directly to a senior teacher who will take over the management of the unacceptable behaviour. Parents will be notified immediately and engaged in planning the appropriate and sufficient consequence. Incident details will be added to My Concern and reported to the Local Authority on the form below (Behaviour Incident Form). Governors receive this information at each Full Governing Body meeting within the Headteacher's report.

If a child has a specific special educational need, a learning disability or we are concerned for their mental health then they will have an advocate who will support them during discussions with regards to behaviours displayed.

## **Absconding**

Our school grounds are secure and only our main entrance remains open when school is in session. However, it may be possible for a determined pupil who wishes to leave the school premises to do so. If this happens staff will react in the following way:

Contact Parents Search the immediate school grounds for the pupil. If a pupil cannot be found we will contact police. Once a pupil returns to school, reasons for the absconding will be investigated and addressed and/or systems put in place to prevent a repeat occurrence.

## **Exclusions**

Permanent exclusion is a last resort as we understand that poor behaviour is often a sign of underlying issues. As previously stated, we would work with parents and all other agencies to ensure that issues are addressed and behaviour modified. However, in line with Department for Education and policy guidance, if allowing the pupil to remain in



school would seriously harm the education or welfare of others in school, then for the best interests of the individual (who is not able to access education in our setting) and for the rest of the children (for whom education is consistently disrupted) we will exclude.

### **Physical Intervention (Positive Handling)**

In extreme cases, school staff have a legal power to physically restrain a child if they have refused to leave a classroom, they are disrupting a school event, visit or trip, if they are attempting to leave the classroom or school or they are posing a health and safety risk to themselves or others. If physical restraint has occurred the incident will be recorded on a Restrictive Physical (Restraint) Record of Incident form (below) and parents will be informed. Physical Intervention should be only be used when both verbal and non-verbal de-escalation strategies have been utilised and exhausted. Staff receive appropriate and regular training to undertake this procedure safely and effectively. Following an incident of restraint under CRB, the Restrictive Physical (Restraint) Record of Incident form is completed and parents are informed.

### **Complaints procedures**

All complaints about the use of force should be thoroughly, speedily and appropriately investigated.

Where a member of staff has acted within the law- that is, they have used reasonable force in order to prevent an injury damage to property or disorder- this will provide a defence to any criminal prosecution or other civil or public law action.

When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true- is not for the member of staff to school that he she has acted reasonably.

Suspension must not be automatic response when a member of staff has been accused of using excessive force. Schools should refer to the Dealing with Allegations of abuse against teachers and other staff" guidance where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person must not be suspended automatically or without careful thought.

Schools must consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.

If a decision is taken to suspend the teacher, the school should ensure that the teacher has access to a named contact who can provide support.

Governing Boards should always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher.

As employers, schools and local authorities have a duty of care towards their employees. It is important that schools provide appropriate pastoral care to any member of staff who is subject to a formal allegation following an incident where force was used.

### **Monitoring and evaluation**

Monitoring and evaluation is an ongoing process and a range of strategies are used to monitor the effectiveness of policy and practice.

Staff meetings to discuss procedures, share concerns and to update staff on relevant initiatives.

School self-evaluation allows scrutiny of procedures through learning walks, lesson observation and pupil discussion.

Any amendments may be made or actions taken where necessary.

Outcomes from whole staff discussions, year group discussions and the ongoing observations are reported annually to the governing body. These outcomes are used to determine the priorities for development.

### **Links with other agencies**

The school has excellent links with the Educational Psychology service and the Local authority and the behaviour support service and seeks support as and when required in helping children with behavioural needs. They provide advice about particular pupils and training for staff according to identified needs.

### **The Equality Act 2010;**

We have de regard for the equality act and do not discriminate against any child. We are aware of the 9 key protected Characteristics and ensure that everyone is treated equally. Those with SEND we support and scaffold in order to meet their needs.

### **Links to other Policies**

This Behaviour policy should be read in conjunction with the following Policies: Exclusion Policy, Anti-Bullying, Child on Child abuse, Special Educational Needs, Equal Opportunities, Physical Restraint, Safeguarding and Child Protection. This policy should also be read in conjunction with guidance on substance abuse provided in the document "DfE and ACPO drug advice for schools Sep 2012" and guidance from the document "Derbyshire Safeguarding Children Board Self Harm Practice Guidance Nov 2015"

advice on how to support with children who Self- Harm. Duty of care is always paramount. Our Home School Agreement, Class rules and Behaviour steps provide clear guidance and our day to day methods are underpinned with strategies to motivate children to develop their self-control and consideration for others.