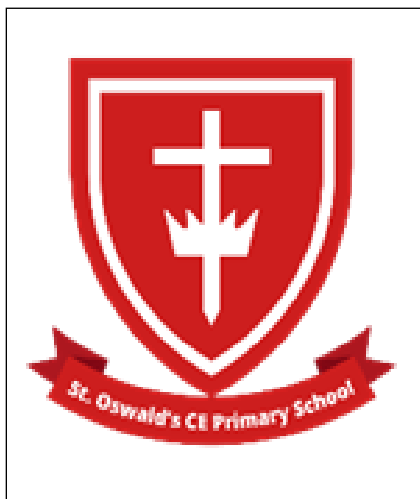


# St. Oswald's Church of England Primary School Behaviour Modification Policy



**RESPECT. RESILIENCE. KINDNESS**

## Vision

Through valuing all individuals as children of God we believe in promoting an inclusive school community, rooted in mutual respect, understanding and kindness towards others. As God taught us:

'Teach children how they should live, and they will remember it all their life.' (Proverbs 22:6)


Ours school's vision is to nurture a resilient community where the love of learning thrives. We foster an environment where every member feels supported in order to flourish, be empowered to overcome challenges, embrace growth and contribute positively to God's world.

'Life in all its fullness' (John 10:10)

## Monitoring and Evaluation

The Head Teacher shall have oversight of this policy and ensure all staff follow procedures and that these are carried out.

The effectiveness of this policy shall be monitored during Governor's meetings.

Date approved	Next Review Date	Signed by
September 2024	September 2025	

## **Behaviour Modification Policy**

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### **Purpose**

Good behaviour in schools is central to a good education. At St. Oswald's we aim to manage behaviour well so we can provide a calm, safe and supportive environment which children and young people want to attend and where they can learn and thrive. Being taught how to behave well and appropriately within the context they're in is vital for all pupils to succeed personally.

Where behaviour is poor, pupils can suffer from issues as diverse as lost learning time, child-on-child abuse, anxiety, bullying, violence, and distress. It can cause some children to stay away from school, missing vital learning time. Similarly, continually dealing with misbehaviour negatively affects the wellbeing of teachers and, for some, it is a reason why they leave the profession.

Staff are trained to make sure that they collectively embody this school culture, upholding the schools' behaviour policy at all times and responding to misbehaviour consistently and fairly. We aim to create an environment where positive behaviours are more likely by proactively supporting pupils to behave appropriately. Pupils will be taught explicitly what good behaviour looks like. Some pupils will need

additional support to reach the expected standard of behaviour. Where possible, support will be identified and put in place as soon as possible to avoid misbehaviour occurring in the first place.

When pupils do misbehave, staff will respond promptly, predictably and with confidence to maintain a calm, safe learning environment, and then consider how such behaviour can be prevented from recurring. This policy outlines different responses to behaviour that St. Oswald's will use, including sanctions and pastoral approaches.

In some cases, particularly when a pupil is persistently disruptive and support or sanctions are not deterring misbehaviour, further action may be needed. In serious instances, a pupil may need to be suspended or excluded.

This policy has been written in line with the guidance provided in 'Behaviour in schools Advice for headteachers and school staff.' DFE (2022)

At St. Oswald's C.E. Primary School we are working together to promote an inclusive school community, rooted in mutual respect, understanding and kindness towards others. We will develop resilience and a love of learning, which will enable the children to achieve their aspirations. We will build a solid foundation to learn, grow and achieve through our Christian values of community, Friendship, Creation, Thankfulness, Justice, Peace, Hope, and Endurance.

This policy embodies the school values and philosophy in relation to behaviour. It sets out a framework of expectations and consequences with regard to behaviour throughout the school. It adheres to the relevant legislation, namely Education Act 1996, School Standards and Framework Act 1998, Education Act 2002, Education and Inspections Act 2006 and the Education Act 2011.

This policy outlines structures and systems for supporting pupils and families in managing behaviour and developing personal discipline, thus enabling us to achieve an ethos of mutual respect amongst the whole school community, which will enable us to achieve our school aims. This policy should be read in conjunction with the Child Protection Policy. As a UNICEF Rights Respecting School, we believe:

**This policy links to Articles 3, 28 & 29:**

**Article 3: (Best interests of the child)**

The best interests of the child must be a top priority in all decisions and actions that affect children.

**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 rights.

**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.

**Audience**

This document is intended for all adults in the school community. The policy is available on the school web site and staff shared drive. Pupils will be made aware of contents of this policy when reinforcing the expectations and consequences of unacceptable behaviour in appropriate ways and at appropriate times.

This policy should be read in conjunction with the school Anti-bullying Policy.

## **Aims**

This policy aims:

1. To encourage good behaviour and respect for others (driven by the school vision.)
2. To secure an acceptable standard of behaviour of pupils.
3. To promote pupils' self-discipline and proper regard for authority.
4. To prevent all forms of bullying (including cyberbullying, prejudice-based and discriminatory bullying);
5. To ensure that pupils complete any tasks reasonably assigned to them in connection with their education.
6. To manage behaviour well so we can provide a calm, safe and supportive environment which children and young people want to attend and where they can learn and thrive
7. To establish clear, confident, consistent expectations of behaviour through use of assertive discipline, a clear hierarchy of consequences for inappropriate behaviour, and rewards for consistently acceptable behaviour.
8. To achieve a supportive and positive environment for pupils who have difficulties in achieving acceptable standards of behaviour.
9. To support our school Christian Values of Community, Justice and Friendship.
10. To show understanding for pupils who have difficulty in managing their behavior or emotions and manage them effectively with care and consideration of needs.
11. Other systems all staff should be aware of include the school's child protection policy, the staff behaviour policy/code of conduct, the safeguarding response to children who go missing from education and the role and identity of the designated safeguarding lead and any deputies.
12. To manage behaviour well so we can provide a calm, safe and supportive environment which children and young people want to attend and where they can learn and thrive
13. To establish clear, confident, consistent expectations of behaviour through use of assertive discipline, a clear hierarchy of consequences for inappropriate behaviour, and rewards for consistently acceptable behaviour.

**This document outlines our policy for encouraging good behaviour through a positive approach during this time until September 2024.**

The school will:

Provide Social, Emotional and Mental Health support.

Be consistent in approach.

Promote and model positive behaviour; including language, attitude and interpersonal interaction.

Give pupils opportunities to express themselves and release their feelings in non-aggressive ways.

Support pupils of all ages to respect their and others' need for quiet time and space.

Ensure that the environment gives them the opportunity to relax and rest.

Encourage self-discipline, consideration for each other, surroundings and property.

Encourage children to recognise that bullying, fighting, hurting (including racist and homophobic comments and attitudes) are not positive or acceptable behaviour. This will be done in age appropriate ways.

Praise children for their positive actions and attitudes ensuring that children see that they are valued and respected.

Ensure that we have age appropriate resources.

Support children in their spiritual, moral, social and cultural development.

**We aim to achieve this by:**

- Establishing clear rules for behaviour appropriate to setting and age of pupils, which are supported by our Governing Body, parents and the LA.
- Pupils establish their own class rules at the beginning of each year.
- Teaching pupils what is acceptable, appropriate behaviour in various situations.
- Understanding that not all pupils may be able to manage their emotions and behavior which we deem appropriate and providing them various strategies for coping.
- Provide quiet spaces for pupils who need support in regulating their emotions.
- Rewarding pupils who demonstrate acceptable, appropriate behavior or use strategies taught to regain control of their emotions.
- Establishing a hierarchy of consequences for unacceptable or inappropriate behaviour.
- Dealing consistently and calmly with pupils who do not maintain acceptable and appropriate behaviour.
- Using positive language and positive behavior reinforcement at all times.
- Use the 'be curious not furious' mantra.
- Encourage pupils to reflect on how their behaviour has affected others and use approaches of restorative justice.
- To reflect on our Christian values when dealing with behaviour and encourage kindness and forgiveness.

**Leadership and Management**

The school leadership team (SMT) is highly visible, with leaders routinely engaging with pupils, parents and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported. Members of the leadership team will be present at the beginning and end of each day and available for parents when mutually convenient.

The SMT will ensure all new staff are inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school. The SMT will consider any appropriate training which is required for staff to meet their duties and functions within the behaviour policy.

The school leadership team consists of:

- Miss E. Murtagh (Headteacher, Designated Safeguarding Lead and Behavior Lead)
- Mrs C. Clarke (Deputy Headteacher, Designated Safeguarding Lead & Attachment and Trauma Sensitive Setting Lead)
- Mrs L. Carr (Assistant Headteacher, Designated Safeguarding Lead and Early Years Lead)
- Mrs S. Keiley (SENDCO and Designated Safeguarding Lead)
- Mrs J. McNally (Family Support Advisor & Designated Safeguarding Lead)

At St. Oswald's the headteacher has responsibility for the implementation of the behaviour policy and will ensure school leaders visibly and consistently support all staff in managing pupil behaviour through following the behaviour policy.

All staff are responsible for ensuring pupil behaviour does not normally disrupt teaching, learning or school routines. Disruption is not tolerated, and proportionate action is taken to restore acceptable standards of behavior. All members of the school community create a positive, safe environment in which bullying, physical threats or abuse and intimidation are not tolerated, in which pupils are safe and feel safe and everyone is treated respectfully.

Reports of any forms of bullying or serious behavior issues are recorded centrally on the school CPOMS system

## **The School Behaviour Curriculum**

Positive behaviour reflects the values of school promoting an inclusive school community, rooted in mutual respect, understanding and kindness towards others, developing resilience and a love of learning. This environment is created so that good conduct is far more likely than poor conduct.

Pupils will be taught so that all pupils understand what behaviour is expected and what is unacceptable. This requires positive reinforcement for behaviour that is good and consequences/sanctions for actions which are not and when rules are broken.

Established school routines teach and reinforce the behaviours expected of all pupils. Repeated practices promote the school's vision and values, positive behavioural norms, and certainty on the consequences of unacceptable behaviour. Any aspect of behaviour expected from pupils is a commonly understood routine, for example, entering class or clearing tables at lunchtime. These routines are simple for everyone to understand and follow. Consistent and clear language is used when acknowledging positive behaviour and addressing misbehaviour.

## **School Systems:**

### **Entering and Leaving the School**

The method by which children arrive at school in the morning and leave school will be controlled. The younger EYFS children and KS1 pupils will be accompanied to classroom doors and picked up from the same place. Pupils will be expected to remain in class until they are handed over to a known adult.

KS2 pupils will be greeted by a member of staff on the KS2 playground and directed up to class where the teacher will be waiting to greet them. They will be escorted down at the end of the day and seen out by a member of staff.

If children are given permission to walk home alone, written permission must be provided and given to the class teacher or office staff, this can be done via email to the admin address.

Children are to enter school immediately on request by the adult at the appropriate entrances.

## **Rules**

These rules relate only to behaviour and are intended to be minimal, observable and effective throughout the day. A set of class rules should be devised and agreed by the class. These rules should be displayed in all classrooms and referred to periodically in class when appropriate e.g. in PSHE lessons.

### **Our Rules for acceptable and appropriate behaviour will be:**

- i. Observable and widely applicable
- ii. Acceptable and appropriate behaviour will be recognised and praised to help pupils make positive choices
- iii. Understanding those with difficulties managing emotions and behavior will be recognized, supported and they will be given strategies to calm down and articulate more clearly what they want or need.
- iv. Consequences for poor behaviour will be seen as a result of inappropriate choices
- v. Consistency in carrying out the policy

The following is an outline of rules and consequences for use throughout the school, which may be adapted to consider situations, environments, and pupil ages and abilities.

School Rules are reviewed annually by the School Council:

School Rules:

1. I will be respectful to others.

2. I will help others when they need it.
2. I will walk carefully and quietly in school.
3. I will look after belongings and respect the property of school.
4. I will behave well at all times.
5. I will keep my hands to myself.
6. I will try my hardest in all activities.

### **Class Rules**

Class rules will be discussed between pupils and staff in each class at the beginning of each school year. When agreed they will then be clearly displayed in each classroom.

### **Responding to good behaviour**

(These are linked to the school's TREE – Behaviour and Attitudes system)

Acknowledging good behaviour encourages repetition and communicates the school community's expectations and values to all pupils. Using positive recognition and rewards provides an opportunity for all staff to reinforce the school's culture and ethos. Positive reinforcements and rewards should be applied clearly and fairly to reinforce the routines, expectations, and norms of the school's behaviour culture.

Examples of rewards may include:

- verbal praise;
- communicating praise to parents via phone call or written correspondence;
- certificates, prize ceremonies or special assemblies;
- positions of responsibility, such as prefect status or being entrusted with a particular decision or project; and
- whole-class or year group rewards, such as a popular activity.

We will use some of these examples in the following ways:

1. Recognition of good behaviour and praise by rewarding Dojos.
2. Dojo points to contribute to individual and team rewards. No more than 5 dojo points will be given at any one time.
3. TREE system - Leaves on the class tree, working towards a 'Golden Apple' and annual treat.
4. Certificates of Achievement and/or Star of the Week.
6. Weekly Tree Certificates.

### **Responding to misbehaviour:**

When any member of school staff becomes aware of misbehaviour, they should respond predictably, promptly, and assertively in accordance with the school behaviour policy. The first priority should be to ensure the safety of pupils and staff and to restore a calm environment.

Staff across the school will respond in a consistent, fair, and proportionate manner so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques will be used to help prevent further behaviour issues arising and recurring, we will use strategies adopted from our Attachment and trauma sensitive setting training and pre-agreed scripts and phrases are in place to help restore calm.

The aims of our response to misbehaviour will be to maintain the culture of the school, restore a calm and safe environment in which all pupils can learn and thrive, and prevent the recurrence of misbehaviour.

To achieve these aims our response to behaviour has various purposes including:

- deterrence: sanctions can often be effective deterrents for a specific pupil or a general deterrent for all pupils at the school.
- protection: keeping pupils safe is a legal duty of all staff. A protective measure in response to inappropriate behaviour, for example, removing a pupil from a lesson, may be immediate or after assessment of risk.

• improvement: to support pupils to understand and meet the behaviour expectations of school and reengage in meaningful education. Pupils will test boundaries, may find their emotions difficult to manage, or may have misinterpreted the rules. Pupils should be supported to understand and follow the rules. This may be via sanctions, reflective conversations or targeted pastoral support. Where appropriate, staff should take account of any contributing factors that are identified after a behaviour incident has occurred: for example, if the pupil has suffered trauma through bereavement, experienced abuse or neglect, has mental health needs, or has been subject to bullying, has needs including SEND has been subject to criminal exploitation, or is experiencing significant challenges at home.

Incidents of unacceptable behaviour will be dealt with a minimum of disruption to other pupils and may use the various forms as described in the table below. Consequences may consist of lost privileges, lost time for playtimes or even refused a school trip. Yellow and Red cards maybe issued and have been agreed by the school council. More severe cases may require suspension or permanent exclusion.

All behavior incidents will be treated with a 'curious not furious' mentality from all staff. Pupils will calmly be asked what has happened? NOT what is wrong as some pupils may find it easier to explain the facts of an incident as they see it rather than explain their emotional state.

If a child has suffered trauma or has particular needs then their name will be recorded on the school's SEN/Trauma list. An outline of how we can support them can be found on their one-page profile, which outlines the child's targets and is found in their book. Any interventions that are in place are recorded on the class intervention sheet. Children will be provided a calm, quiet space to reflect upon and a named adult to work with if needed.

For those children this does not apply to the consequences for unacceptable behaviour should be two-fold; a consequence that the pupil understands is a result of their inappropriate choice and support in learning to make the right choices. Consequences maybe missing parts or all of a playtime to reflect on their actions or if serious then missing a school trip. The children must understand the consequences of their behavior and the effect on others.

Patterns of poor behaviour will be referred to the PSA, Deputy Headteacher or Headteacher for intervention and for any reported to parents.

If the behaviour is so serious (see guidance p14) a yellow or red card is issued immediately then a senior member of staff has to be informed via the CPOMS electronic recording system.

Following a sanction, strategies should be considered to help all pupils to understand how to improve their behaviour and meet the behaviour expectations of school.

These might include:

- a targeted discussion with the pupil, including explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve. This may also include advising them to apologise to the relevant person, if appropriate;
- a phone call with parents, and the Virtual School Head for looked after children;
- inquiries into the pupil's conduct with staff involved in teaching, supporting or supervising the pupil in school;
- inquiries into circumstances outside of school, including at home, conducted by the designated safeguarding lead or a deputy;
- consider whether the support for behaviour management being provided remains appropriate

### **Dojo Reward System**

This is linked to the whole school TREE project.

Each class and teaching area have access to class dojo site.



Pupils have an opportunity during lessons, playtimes or an activity to earn dojo points, these then increase and add up by the end of the week.

Staff will refer to the school vision and behavior expectations when awarding Dojo points/leaves, Star of the Week, achievement certificates etc.

A minimum of 1 dojo and **maximum of 5 dojos** can be rewarded at any one time.

### **Red and Yellow cards:**

Staff use the red and yellow card system to record more serious behavior incidents (see Appendix p 17).

Any yellow or red cards issued will be discussed with the parents at the earliest possible opportunity – preferably at the end of the school day. If a child receives a yellow card an email to the parent will be sent explaining the incident and the consequence. It will be made clear that this is an isolated incident and the child will start afresh the next day.

If a child receives a red card a face to face or phone conversation needs to take place between the child's teacher and/or SMT and the parent, with or without the child.

All yellow and red cards will be recorded using the school's CPOMS system.

Senior members of staff will be informed using the CPOMS system and the incidents will be monitored half termly. 3 red cards in a half term may result in a fixed term exclusion.

The yellow and red cards have been decided by the school council and are reviewed each year by the school council.

### **What the Law Allows**

Teachers can sanction pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a rule or fails to follow a reasonable instruction, the teacher can apply a sanction on that pupil.

Staff can issue sanctions any time pupils are in school or elsewhere under the charge of a member of staff, including on school visits. This also applies in certain circumstances when a pupil's misbehaviour occurs outside of school.

A sanction will be lawful if it satisfies the following three conditions:

- a) The decision to sanction a pupil is made by a paid member of school staff (but not one who the headteacher has decided should not do so) or an unpaid member of staff authorised by the headteacher;
- b) The decision to sanction the pupil and the sanction itself are made on the school premises or while the pupil is under the lawful charge of the member of staff; and
- c) It does not breach any other legislation (for example in respect of equality, special educational needs and human rights) and it is reasonable in all the circumstances.

In considering whether a sanction is reasonable in all circumstances, one must consider whether it is proportionate in the circumstances of the case and consider any special circumstances relevant to its imposition including the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.

The headteacher may limit the power to apply particular sanctions, or to sanction particular pupils or types of pupils, to certain staff and/or extend the power to discipline to adult volunteers, for example to parents who have volunteered to help on a school trip.

Corporal punishment by school staff is illegal in all circumstances

### **Suspension and Exclusion**

St. Oswald's CE Primary has rarely had to permanently exclude pupils and will actively take all precautions to ensure this is an absolute last resort. Should a pupil be suspended or excluded then the legal process will be adhered to. The pupil and their parent/ guardian will be invited to school for a re-integration interview prior to the pupil returning to school to establish clear guidelines and expectations for re-integration following a suspension.

## **The Use of Reasonable Force**

There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. There are infrequent occasions when a pupil may have to be restrained for their own safety or that of other pupils. Staff who are likely to deal with a pupil who may present with such behaviours are identified and trained accordingly. (See Care and Control Policy.)

'Reasonable' in these circumstances means 'using no more force than is needed'.

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at the school or among pupils.

Headteachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images or articles that they reasonably suspect have been or are likely to be used to commit an offence or cause harm. Force may not be used to search for other items banned under the school rules.

When considering using reasonable force staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

## **Positive Reinforcement**

All staff will deal with behaviour with the 'be curious not furious' mantra in mind and will endeavor to find out what has happened prior to any incidents. Positive language will be used to encourage acceptable behavior choices at all times and children will be encouraged to reflect on their behaviours. Children will be told what behaviours are expected and asked what they should be doing. Dojo points are also awarded for good behavior and a half term prize will be given in each class to the pupil with the most points.

## **Racial or Homophobic Abuse**

Racial or Homophobic Abuse is defined as any word or phrase that is derogatory in nature and refers to an individual's race, colour or sexuality.

Both forms of abuse are dealt with as serious incidents in school and will result in red cards.

Incidents of racial or homophobic abuse are recorded on the schools CPOMS system. Parents will be asked to come into school for a meeting and we will discuss with the parents and the child why this has happened, why it is unacceptable, both will be reminded of acceptable behavior, British Values of tolerance and our school values of mutual respect and understanding.

## **Bullying and Anti – Bullying Procedures**

As bullying is the willful, conscious desire to hurt, threaten or frighten someone else by physical, verbal or psychological/ emotional means it is, by definition, totally unacceptable in our school. Staff will be vigilant in looking out for such behaviour and will treat any complaints from pupils or parents seriously and effectively. (See Anti – Bullying Policy.)

Pupils are discouraged from such behaviours through the school Christian ethos driven by the school vision, through direct teaching in PSHE, RE and collective worship. We also undertake specific activities during special weeks such as Anti-Bullying week and E-Safety events.

Further points for Class Teachers:

- Pupils must know and understand the school vision "promote an inclusive community, rooted in mutual respect, understanding and kindness towards others." Appropriate teaching must be given as a point of social education
- Pupils should be encouraged to tell teachers, parents and friends when they are victims of such behaviour
- Known incidents should be reported to the Management team who will ensure any incidents are logged on the CPOMS system

- Parents are to be made aware of the school attitude to such behaviour
- Offenders should be encouraged to see the victims point-of-view
- Offenders will be supported by the relevant staff to manage their behaviour and begin to make the right choices
- Follow up procedures will be put into place to ensure the behaviour has ceased
- Victims of such behaviours will be supported and spoken to regularly to check their well-being by a trusted member of staff that the pupil chooses – a trusted staff member who the pupil has a positive relationship with.
- Parents will be kept informed of the investigations and the support that has been put in place.

**child-on-child abuse** – including measures to prevent child-on-child abuse and the response to incidents of such abuse are covered in the Whole School Child Protection and safeguarding policy. This covers all areas where a child has caused harm to another.

### **Banned Items**

Searching, screening and confiscation may be required where banned items are suspected. Staff can confiscate, retain or dispose of a pupil's property as a disciplinary penalty in the same circumstances as other disciplinary penalties. The law protects staff from liability in any proceedings brought against them for any loss or damage to items that have been confiscated, provided they act lawfully.

Any items that are banned will be confiscated and given to a member of the SMT. Parents will be notified as soon as practicably possible. The consequences of illegal substances and weapons may also result in a safeguarding referral and the police being informed, the substances or weapons maybe given to the police if needed. This may also result in a suspension or permanent exclusion if repeated behaviour incidents have occurred previously. Banned items include the following:

- Any illegal substances/drugs
- Alcohol or cigarettes/tobacco
- Stolen items
- Age related items e.g. items with a specific age guidance related to them
- Mobile phones – banned from classrooms and in school premises. We understand that some older children may be walking home and may need them so we ask that children hand them into the school office before entering at the beginning of the school day and to pick it up at the end.
- Knives or weapons or items that can be used as such and have intentionally been brought into school for the purpose that may cause harm to others or damage school property e.g. matches, fireworks or lighters.
- pornographic images or articles that they reasonably suspect have been or are likely to be used to commit an offence or cause harm.

### **Behaviour out of school**

Whilst parents are responsible for the behaviour of their children when they are not at school pupils' behaviour when off site is a reflection of the school. Schools have the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable. Should pupils be reported to have been behaving inappropriately in out of school hours they will be questioned about such behaviour. If the headteacher is satisfied that the behaviour has brought the school name into disrepute then parents will be invited into school to help to address the issue and find a suitable consequence for the behaviour.

Pupils whose parents do not support the school in addressing pupils' behaviour out of school may be reported to the Governing body for the issuing of a formal letter. The school has a range of support strategies that parents can access to help them with the behaviour management of their children.

Conduct outside the school premises, including online conduct, that schools might sanction pupils for include misbehaviour:

- when taking part in any school-organised or school-related activity;
- when travelling to or from school;
- when wearing school uniform;
- when in some other way identifiable as a pupil at the school;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another pupil; or
- that could adversely affect the reputation of the school.

The decision to sanction a pupil will be lawful if it is made on the school premises or elsewhere at a time when the pupil is under the control or charge of a member of staff of the school.

### **Behaviour incidents online**

The way in which pupils relate to one another online can have a significant impact on the culture at school. Negative interactions online can damage the school's culture and can lead to school feeling like an unsafe place. Behaviour issues online can be very difficult to manage given issues of anonymity, and online incidents occur both on and off the school premises.

We maintain the same standards of behaviour are expected online as apply offline, and everyone should be treated with kindness, respect and dignity as is determined by our core values and school vision.

Inappropriate online behaviour including bullying, the use of inappropriate language, the soliciting and sharing of nude or semi-nude images and videos and sexual harassment should be addressed in accordance with the same principles as offline behaviour, including following the child protection policy and speaking to the designated safeguarding lead (or deputy) when an incident raises a safeguarding concern. When an incident involves nude or semi-nude images and/or videos, the member of staff should refer the incident to the designated safeguarding lead (or deputy) as the most appropriate person to advise on the school's response.

Many online behaviour incidents amongst young people occur outside the school day and off the school premises. Parents are responsible for this behaviour. However, often incidents that occur online will affect the school culture. School will sanction pupils when their behaviour online poses a threat or causes harm to another pupil, and/or could have repercussions for the orderly running of the school, when the pupil is identifiable as a member of the school or if the behaviour could adversely affect the reputation of the school.

### **Resources**

All classes will have their class rules clearly displayed.

They each have a set of TREE targets and TREES for leaves to be added with class lists of targets to meet.

All classes use Dojo points which is accessible on the class computers and shared on the whiteboards.

Yellow and red cards are used and recorded on the schools CPOMS system.

Assertive Mentoring Attitudes Sheet is recorded in pupil's mentoring files and records pupils' attitudes and behaviour termly which is sent to parents.

Behaviour books (if required)

Home school communication books (if required)

Sticker charts at parent requests to support at home.

### **Staff Induction & Development**

All staff joining the school will be informed of the school's behavior policy and procedures. The school's first INSET days in September will include an update on both the school's behavior and safeguarding policies and any training required on additions or amendments.

Where staff development needs are identified through performance management training and/or coaching will be arranged. Support and training will be offered to staff as required by the senior staff

or outside agencies, this may be as a whole staff in school-based INSET or for individuals as part of Professional Development. (See the school policy on Staff Development.)

### **Home/School**

St. Oswald's reinforce the whole-school approach by building and maintaining positive relationships with parents. This is done by keeping parents updated about their children's behaviour and attitudes in the termly Assertive Mentoring reports, informing parents of pupils attendance and attitudes to learning, holding termly parent/teacher meetings, adopting an open door policy where parents are encouraged to make appointments to meet with class teachers or the SMT if needed and by employing a dedicated Parent support advisor (Mrs McNally) and SENDCO (Mrs Keiley) who can support parents with challenging behaviour at home.

Parents are provided weekly newsletters that sign post to the school website. We also have strong links with the local Well-Being centre where there are courses for parents who need support in developing behaviour management strategies.

### **The role of teachers and staff**

All staff have an important role in developing a calm and safe environment for pupils and establishing clear boundaries of acceptable pupil behaviour. Staff are expected to uphold the whole school approach to behaviour by teaching and modelling expected behaviour and positive relationships, as defined by the school behaviour policy, so that pupils can see examples of good habits and are confident to ask for help when needed. Staff will challenge pupils to meet the school expectations and maintain the boundaries of acceptable conduct.

All staff are expected to communicate the school expectations, routines, values and standards both explicitly through teaching behaviour and in every interaction with pupils. Staff must consider the impact of their own behaviour on the school culture and how they can uphold the school rules and expectations. Staff must use the principles adopted from the Attachment and Trauma Sensitive Setting training when dealing with pupils who are affected by trauma and when dealing with all behaviours. (Read in conjunction with Staff code of Conduct and well-being policies)

### **The Role of Pupils**

All pupils deserve to learn in an environment that is calm, safe, supportive and where they are treated with dignity. To achieve this, every pupil will be made aware of the school behaviour standards, expectations, pastoral support, and consequence processes. Pupils will be taught that they have a duty to follow the school behaviour policy and uphold the school rules, and should contribute to the school culture. Pupils will be asked about their experience of behaviour and provide feedback on the school's behaviour culture. This can help support the evaluation, improvement and implementation of the behaviour policy.

Every pupil will be supported to achieve the behaviour standards expected at St. Oswald's, including an induction process that familiarises them with the school behaviour culture. This will be delivered during the first day in September where the class rules will be discussed in line with the school's vision and Christian values.

Provision will be made for all new pupils to ensure they understand the school's behaviour policy and wider culture.

### **The Role of Parents**

As the education of our pupils is seen as a partnership between parents, school and pupils, we endeavour to share with parents our expectations for pupil behaviour. All new parents wishing their children to attend our school will receive a copy of our Home-School Agreement, which they are invited to read and sign when their child is admitted agreeing with the school policies.

The role of parents is crucial in helping St. Oswald's develop and maintain good behaviour. Parents will be encouraged to get to know the school's behaviour policy and take part in the life of the school and its culture. Parents have an important role in supporting the school's behaviour policy and should reinforce the policy at home as appropriate. Where a parent has a concern about management of behaviour, they should raise this directly with school while continuing to work in partnership with them. Concerns can be raised with the class teacher or member of the SMT.

It is expected that home and school work together in promoting acceptable behaviour and in dealing with incidents of unacceptable behaviour. This may be in visiting school for regular reports or completing behaviour diaries. Parents who have concerns about behaviour and discipline should make an appointment to speak to the class teacher first, if this does not improve the situation then contact a member of the senior management team or Headteacher.

**Guidelines on consequences of inappropriate behavior both in and out of school, including after school clubs and behaviour online for KS1 & 2 in black and for EYFS is in blue.**

<b>Behaviour level</b>	<b>Examples</b>	<b>Response</b>
<p><b>Level 1:</b> (low intensity) Requires some response but is part of pupil management.</p> <p>Intentionally going against adult directions relating to staying safe.</p>	<p>Not listening, shouting out, off task, talking at the wrong time, running in school, not having right equipment etc., poor table manners in dining room, careless behavior that has caused harm without intention</p> <p>These may include, intentionally leaving their seat when asked not to.</p> <p>Intentionally walking away from their 'team' when asked not to.</p> <p>Other health and safety relating incidents compromising the 'team'.</p>	<p>Reminder about manners, the Look or non-verbal reminders, good role model – specifically modelling appropriate behavior or choose a pupil to highlight for reward, use re-engagement tactics, use SLANT poster displayed at front of class -visual reminders.</p> <p>Use of visual cue cards as reminders, praise to those sitting/listening well, modelling kind manners-please/thank you,</p> <p>Use of positive language – tell the children what you want them TO do. Ask what should they be doing?</p> <p>Reminders of why we stay sitting (lunch time), did you need something? Reminders of now and next-now is carpet time then you can go for a drink.</p>
<p><b>Level 2:</b> (medium intensity) requires a more structured approach because it is persistent and or frequent.</p> <p>Intentionally going against adult directions relating to staying safe.</p>	<p>Behaviours described above repeated after warning and reminder.</p> <p>Inappropriate language, name calling, telling lies, refusing to work, shouting out when told to stop, annoying another pupil, rough play, "playfighting", ignoring members of staff, inappropriate behaviour in toilets.</p> <p>Persistently insisting to use the toilet outside of breaks or taking excessive amount of time in the toilet which affects learning time and/others.</p>	<p>With refusals use indirect language "I wonder if we can..." "Let's see if we can make something..." "I can't see how to make this work..." "Shall we see if we can beat the clock..." "Maybe we could investigate..." "Who do you want to help us today..."</p> <p>If continued go to the calming corner with an adult for 5 minutes. Use of timer</p> <p>Lunchtime-hold hands and walk with lunchtime midday to regulate</p> <p>Use of timing reminders/visual timetable- there's 5 minutes left until we are...</p> <p>Issue Yellow Card:</p> <p>Minutes of missed playtime for each offence will be on the yellow card.</p>

	<p>Being intentionally unsafe with equipment when outdoors or when in continuous provision. Using tools to mimic violent play.</p> <p>Other health and safety relating incidents. E.g. deliberately going in the Forest areas where they are not supervised</p> <p>Hurting others in response to another child's action towards them or their friend</p>	<p>Missed minutes during morning playtimes will be in class with a TA</p> <p>Missed minutes during lunchtimes will be spent with the class welfare person on the playground to discuss their behaviour.</p> <p>If incidents where scissors have been used to cut hair-home in on that particular area of learning and model appropriate use of tools. Continually modelling good use.</p> <p>Asking 'what happened?' to both parties. Reinforcing appropriate responses and solving problems using words.</p> <p>Adult to seek advice from EYFS lead who will speak with the child to remind of their responsibility.</p> <p>Reassure child after that this is now over and we move forward positively and that parents will be informed and the same message will be conveyed to them.</p> <p>Contact with parent/carer via email.</p> <p>Record on CPOMS.</p> <p>If there are repeated patterns of behaviour and 3 yellow cards have been issued in a half term parents will be called in for a meeting and the SENDCO maybe consulted.</p>
<p><b>Level 3:</b> (high intensity) requires the immediate involvement of a senior staff member because of its seriousness.</p>	<p>Physical abuse of pupil or staff, refusing to obey a member of staff, stealing, all forms of abuse, bullying, leaving school premises, serious abuse of school property causing damage.</p> <p>Persistent disruption in class over a period of time and/or after school club.</p> <p>Name calling/ rude/ aggressive/ disrespectful gestures</p> <p>Violent or aggressive act Bullying Swearing intentionally Aggressive or rude to staff and other pupils.</p> <p>Bringing into school a banned item.</p>	<p>Red Card and subsequent withdrawal of privileges</p> <p>Incident is immediately recorded on the CPOMS system and senior staff informed.</p> <p>Teacher liaise with parents and appropriate sanctions are employed. These may include – loss of a whole playtime, lunchtime, school trip or treat, attendance at after school club is withdrawn.</p> <p>Dangerous behavior will involve being excluded from a class trip, after school club etc.</p> <p>Temporary suspension may be used if extreme behaviour is observed e.g. bringing a weapon into school, attacking another pupil/member of staff.</p> <p>Incidents of reoccurring poor behavior may require assessment and parental involvement. A Behaviour book maybe introduced and/or home school communication book. Ultimately this may include permanent exclusion.</p>

## **Pupils with SEND**

School's culture will consistently promote high standards of behaviour and provide the necessary support to ensure all pupils can achieve and thrive both in and out of the classroom.

A whole school approach has been adopted that meets the needs of all pupils in the school, including pupils with SEND, so that everyone can feel they belong in the school community and high expectations are maintained for all pupils.

Schools with good behaviour cultures will create calm environments which will benefit pupils with SEND, enabling them to learn.

Some behaviours are more likely be associated with particular types of SEND, such as a pupil with speech, language and communication needs who may not understand a verbal instruction. Behaviour will often need to be considered in relation to a pupil's SEND, although it does not follow that every incident of misbehaviour will be connected to their SEND.

When a pupil is identified as having SEND, the graduated approach will be used to assess, plan, deliver and then review the impact of the support being provided.

- if a pupil has an Education, Health and Care plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies.

As part of meeting any of these duties, schools should, as far as possible, anticipate likely triggers of misbehaviour and put in place support to prevent these. Illustrative examples of preventative measures include (but are not limited to):

- short, planned movement breaks for a pupil whose SEND means that they find it difficult to sit still for long;

- adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher;

- adjusting uniform requirements for a pupil with sensory issues or who has severe eczema; • training for staff in understanding conditions such as autism.

Any preventative measure will take into account the specific circumstances and requirements of the pupil concerned.

## **Lunchtime Behaviour**

Welfare Assistants have been consulted on the Behaviour Modification Policy and make contributions to discussions regarding behaviour and discipline. The yellow and red cards are also relevant to lunchtimes. Welfare Assistants are encouraged to report to class teachers about good behavior and that which needs to improve. Dojos or certificates may be given to pupils for good behaviour at lunchtime.

In addition to the consequences already outlined, pupils who demonstrate poor behaviour at lunchtime and are in receipt of three red cards in half a term will be liable for lunchtime exclusions for a period of time.

## **After School Club Behaviour**

We believe in providing as many wider opportunities available as possible to our pupils. This involves staff giving up their own time to run clubs and time to plan activities. The school also invests in buying in support from outside providers to deliver clubs. This is at cost to the school and staff time. As such we expect the children to behave with the same level of respect to those adults as is required by our school and behavior should be of the same high standard.

All staff leading clubs will be following the same behavior policy and strategies, using the same rewards and sanctions. Any pupil receiving two yellow cards then pupils will have this privilege revoked and parents will be informed they can no longer attend the club for the rest of that term.

## **Support for Pupils with repeated incidents of unacceptable behaviour.**

For some pupils, with persistent unacceptable behaviour, additional monitoring and support may be needed. Such pupils should be supported by the Pastoral team who will put into place a programme, in discussion with the Senior Management Team, to help the pupil develop strategies for behaviour



management and self-discipline.

The school Pastoral Team may call on the services of outside agencies to support of such pupils and their families.

There are some pupils who may find managing their emotions difficult due to childhood trauma or a particular learning need. These children will be dealt with in a caring and understanding manner. Staff will find out what has happened before deciding on the need for sanctions or interventions. All must be put into place to support pupils' emotional needs with regard to behaviour. Each child identified as such will have a plan for dealing with their behaviours in place.

### **Parenting Orders**

Should a pupil become the subject of a Parenting Order or Contract a designated teacher will attend any relevant meetings. The designated teacher will ensure the school meets the actions and requirements at meetings and that the school and works to support the pupil and parents in addressing behaviour difficulties.

### **Penalty Notices** (see Attendance Policy & Issuing Penalty Notices)

Pupils' attendance is regarded as an aspect of their behaviour. The parents of pupils who do not have a satisfactory level of attendance or who take unauthorised absences from school may be subject to a Penalty Notice; these are initiated by the school and enforced by the Local Authority. For pupils with a very low level of attendance the school will make a referral to Social care under the category of 'Failing to Educate' and neglect. (See Attendance Policy)

## Appendix

### Yellow Card KS1 & KS2

<u>Offence 5 mins missed playtime</u>	<u>Offence 10 mins missed playtime</u>
Refusing to work	Ignoring members of staff
Telling lies	Playfighting
Inappropriate language such as swearing without understanding the meaning	Being intentionally unsafe with equipment when outdoors.
Inappropriate behaviour in the toilets e.g. Persistently insisting to use the toilet outside of breaks or taking excessive amount of time in the toilet which affects learning time and/others.	Other health and safety relating incidents. E.g. deliberately going in the Forest areas where they are not supervised
Deliberately annoying others after being asked to stop	Answering adults back.
Shouting out when told to stop	Intentionally having phones or devices in class.
Name calling that upsets others	
Repeatedly shouting in the dinner hall	
Speaking in worship after a warning	

Name \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_  
 Incident: \_\_\_\_\_ Reported to: \_\_\_\_\_

Who:

What happened

Where

When

Action taken:

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### Red Card KS1 & KS2

<u>Offence</u>	<u>Consequence</u>
Fighting/violent or aggressive act to staff or pupils.	Missed playtime. Possible fixed term exclusion if severe – Refer to SMT
Refusing to obey a member of staff.	Missed playtime
Stealing	Missed playtime
Abusive or derogatory language e.g. homophobic/racial language	Missed playtime
Swearing with understanding or disrespectful gestures	Missed playtime
Bullying	Missed playtime
Leaving school premises	Missed playtime
Intentional damage to school property	Missed playtime & possibly cover the cost of misplaced item
Persistent disruption in class over a period of time	Missed playtime
2 yellow cards received in after school club.	Withdrawn from attending after school club for the rest of term.
Bringing into school a banned item.	Refer to SMT – possible fixed term suspension.

Name \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_  
 Incident: \_\_\_\_\_ Reported to: \_\_\_\_\_

Who:

What happened

Where

When

Action taken:

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