



**St Oswald's CE Primary School**  
*Learning for all, caring for each other, preparing for the future*  
*Let us encourage one another – Hebrews 10.25*

# Positive Behaviour Policy

Last Review Date: November 2020

Next Review Date: November 2022

Suggested Frequency of Review: every 2 years

## St Oswald's CE Primary School Positive Behaviour Policy

Our Positive Behaviour Policy is set in the context of our Vision & Values Statement:

It is our aim that St Oswald's will be a place where:

- Everyone is valued and all relationships are based on trust, respect, equality and celebration of diversity
- Everyone has opportunities to develop, achieve and contribute in different ways to be the best they can be
- Everyone is encouraged to take responsibility for themselves, for each other and for our world
- Everything we do contributes to children's personal, spiritual, moral and cultural development
- Children are happy and confident and play a valued role in their local community

These aims are summarised in our motto and Bible quote:

***Learning for all, caring for each other, preparing for the future***  
*Let us encourage one another – Hebrews 10.25*

It also reflects our core values, derived from our Christian foundation as a Church of England school, of Respect, Compassion, Friendship, Trust, Justice and Service.

The aim of the policy is to maintain a consistent, fair approach to promoting positive behaviour throughout school which will be understood by all pupils, staff, parents and other stakeholders. We believe that this is a key element in creating a suitable environment for learning, where pupils feel safe, valued and motivated to achieve.

We have 3 simple school rules that can be applied to any situation, and reflect our positive approach to behaviour management:

### Our School Rules



**Be respectful**

**Be safe**

**Be your best**

These rules reinforce our school values and ethos and help children to maximise their learning, care for one another and prepare for the next stage of education and on into adulthood. The school community supports and encourages each other to behave well.

## **REWARD SYSTEMS**

All staff will use positive verbal feedback to reinforce and reward good behaviour, effort and attitude. In addition, the following systems are used:

### **1. Rewarding Positive Behaviour**

We reward good behaviour / attitude / effort using:

- **'Oswalds'**: These certificates are presented by teachers in Friday Celebration Assembly.
- **House Points**: House points can be awarded by any member of staff. One house point is given at a time, and the totals are displayed each week in the Hall. At the end of each half term, the House with the most points is rewarded with a non-uniform day.
- **Golden Time**: Golden Time is used by all class teachers, but may be adapted according to the age and needs of the individual class.

### **2. Rewarding Good Work**

Every child is issued with an individual **Reward Chart**. Staff will reward specific pieces of good work by placing an 'owl stamp' on the child's reward chart. Children can achieve bronze, silver and gold awards by accumulating a given number of stamps. Achievement of these awards will be rewarded by a presentation in assembly.

## **SANCTIONS**

A pupil whose behaviour does not meet these expectations risks disrupting their own or others' learning or safety. To prevent this, a hierarchy of sanctions will be used as follows:

### **Classroom sanctions**

- Verbal warning
- Step 1: mark on record sheet (= written warning)
- Step 2: the pupil must work away from the rest of the group for 5 minutes
- Step 3: the pupil will be sent to work in a parallel class for the remainder of the session
- Step 4: the pupil is sent to the Headteacher (or member of SLT in the Headteacher's absence). The headteacher may request a lunchtime/part of lunchtime detention. Parents will be notified using a standard letter (Appendix 1).
- Step 5: the pupil is sent to the Headteacher, who will request a meeting as soon as possible with the child's parent / carer by individual letter / phone call. The headteacher may request a lunchtime/part of lunchtime detention.

In KS1, a flower chart system is also used with everybody starting each day on green. Children have the opportunity to reach the sunshine and receive a sticker for exceptional work/behaviour. Children also have the sanctions of moving down the flower chart to yellow, orange and red. Red means golden time is reduced. Each child moves back to green at the end of the day ready for a positive start the following day. A bespoke approach is taken to this system, so that expectations are appropriate to the needs of each child.

All teachers will have a weekly record sheet for recording when any sanctions are used. This will be used to monitor pupils' behaviour and to ensure continuity if there is a change of teacher. Where a pattern of

persistent poor behaviour is observed, the class teacher will contact the pupil's parent / carer and, if appropriate, discuss with the SENCO.

In the event of a serious breach of behaviour expectations (e.g. swearing, fighting), a pupil will automatically be escalated to Step 4 or 5 as appropriate.

### **Lunch time sanctions**

- Verbal warning
- Step 1: pupil's name is recorded in the lunchtime behaviour book
- Step 2: the pupil will be asked to stand against a wall away from other children for 5 minutes
- Step 3: the pupil will be sent inside to the member of SLT on duty and will miss the rest of their break
- Step 4: the pupil is sent to the Headteacher (or member of SLT in the Headteacher's absence). Parents will be notified using a standard letter (Appendix 1)
- Step 5: the pupil is sent to the Headteacher, who will request a meeting asap with the child's parent / carer by individual letter / phone call.

In the event of a serious breach of behaviour expectations (e.g. swearing, fighting), a pupil will automatically be escalated to Step 3, 4 or 5 as appropriate.

The Senior MSA will inform the class teacher of any pupil who has had sanctions applied at lunch time and this will be recorded on the weekly record sheet.

**NB** Each day will count as a 'fresh start' for all pupils.

### **DEALING WITH EXTREME / EXCEPTIONAL ISSUES**

In extreme cases, exclusion will be used in accordance with the school / LA exclusion guidance.

In certain cases, a pupil may be identified as having Behavioural, Social and Emotional Difficulties and be placed on the school SEN register. In such cases the involvement of the school SENCO / Educational Psychologist / LA Behaviour Support Service / CAMHS will be sought and an individualised behaviour programme may be drawn up.

**Appendix 1**

*St. Oswald's Church of England Primary School*

Heslington Lane  
Fulford  
YORK  
YO10 4LX



Headteacher:  
Sue Bland

Tel: 01904 555421

[www.stoswalds.york.sch.uk](http://www.stoswalds.york.sch.uk)

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Date.....

Dear Parent/Carer

I regret to inform you that, in accordance with our Behaviour Policy,

..... was sent to see the Headteacher today because

.....

If you wish to discuss this further, please contact your child's teacher or the Headteacher. Please complete the form below and return it to school to confirm that you have received this note.

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**Behaviour Notification from the Headteacher**

I confirm that I have received the notification from the Headteacher.

Signed.....

Date.....