



**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 2022

Next Review Date: November 2024

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**

In addition to our school rules, the **Silent Stop** will be used when children are required to stop what they are doing and listen to an adult. The adult will put up a hand without speaking and wait for children to silently return the action.

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.
- **Each phase has an age-appropriate system for rewarding good behaviour in class at the end of each week. This may include Golden Time or raffle ticket rewards.**

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

Every child is issued with an individual **Owl 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. Exceptional effort across the year is recognised with a platinum award. Achievement of these awards will be rewarded by a presentation in assembly.

## **CONSEQUENCES**

A pupil whose behaviour does not meet our school behaviour expectations, risks disrupting their own or others' learning or safety. To prevent this, appropriate sanctions will be used according to a child's age and/or specific needs. In most cases, the following sanctions will be used:

### **Classroom consequences**

#### **EYFS:**

- Step 1: Non-verbal warning
- Step 2: Verbal reminder
- Step 3: Warning of consequence (link to zones of regulation – identify zone where pupil is)
- Step 4: Consequence – time in other group (speak to parents)
- Step 5: Continued poor behaviour results in a visit to a member of SLT

While in provision, behaviour will be managed through wider discussion and explicit teaching.

#### **KS1**

- Step 1: Non-verbal warning
- Step 2: Verbal reminder
- Step 3: Warning of consequence (link to zones of regulation – identify zone where pupil is)
- Step 4: Consequence – moved from space
- Step 5: Continued poor behaviour results in a visit to a member of SLT

## **KS2**

- Step 1: Verbal reminder to reinforce expectations
- Step 2: Warning of consequence (link to zones of regulation – identify zone where pupil is)
- Step 3: Consequence – moved to a different space
- Step 4: Reflect on behaviour during next privilege time (usually 5 minutes)
- Step 5: Continued poor behaviour results in a visit to a member of SLT

Where there are serious concerns about a child's behaviour, the pupil will be sent to the headteacher, who will speak to the child and reinforce positive expectations. On occasion, this may result in the headteacher notifying parents. The headteacher may also use a short period of detention within the school day as a consequence.

Where a pattern of persistent poor behaviour is observed, an individual behaviour plan will be implemented in collaboration with parents.

In the event of a serious breach of behaviour expectations (e.g. swearing, fighting), a pupil will automatically be sent to the headteacher.

### **Lunch time sanctions**

- Step 1: Verbal warning
- Step 2: In the event of repeated poor behaviour, the pupil will be sent inside to the member of SLT on duty and will miss the rest of their break

The Senior MSA will inform the class teacher of any pupil who has had sanctions applied at lunch time.

In the event of a serious breach of behaviour expectations within the school day (e.g. swearing, fighting), a pupil will automatically be sent to the headteacher and parents informed.

**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.