



# St Oswald's CE Primary School, York



*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: June 2024

Next Review Date: June 2026

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 school vision:

***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

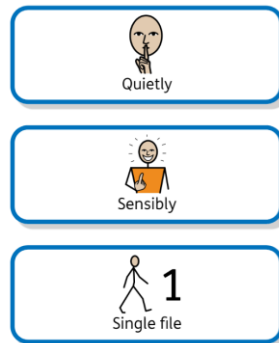
**Be** safe

**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.

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.

To ensure safety of all and minimum disruption during learning time, we have a simple **Code of Conduct for moving around the school site**:



### Rewarding Positive Behaviour

**All staff endeavour to develop positive relationships with all pupils. They will use the following strategies to promote positive behaviour:**

- Praise positive behaviour.
- Support the child to recognise their emotions/reactions using the Zones of Regulation Toolkit.
- Encourage a sense of responsibility through encouraging children to look after themselves, each other and the environment.
- Support the child to make amends/restore relationships according to the circumstances and their stage of development, eg help rebuild a model.
- Have clear, consistent boundaries and explain these to the child in a way that they understand.
- Be a good role model by showing respect to others, the children, parents and carers and staff.
- Acknowledge the child's feelings and talk to them about how they are feeling.
- Approach, quieten and calm a difficult situation, always getting down to the child level.
- Explain clearly and in a language appropriate to the child's level of understanding what it is that is unacceptable.
- Wherever possible use positive language, eg "please can you walk" rather than "don't run".

We also reward good behaviour / attitude / effort using:

- **'Oswalds'**: These certificates are presented by teachers in Friday Celebration Worship.
- **Values certificates**: These certificates are presented by teachers in Friday Celebration Worship.
- **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.**

## Consequences

A pupil whose behaviour is disrupting their own or others' learning, or risks safety, will be given an appropriate sanction according to their age and/or specific needs. In most cases, the following sanctions will be used:

### Classroom consequences

#### EYFS:

- Step 1: Reinforce good behaviour around the inappropriate behaviour
- Step 2: Verbal/non-verbal reminder, for example, a frown, talking to the child or resolving
- Step 3: Talk through using zones of regulation or reminder of rules
- Step 4: Use zones space/quiet areas for thinking time (speak to parents)

#### 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 to support with making the right choices
- 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 if still not adhering to school rules
- Step 3: Consequence – eg. move to a different space where they can show they are being safe and respectful
- Step 4: Reflect on behaviour during next privilege time
- 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 and their parents will be informed.

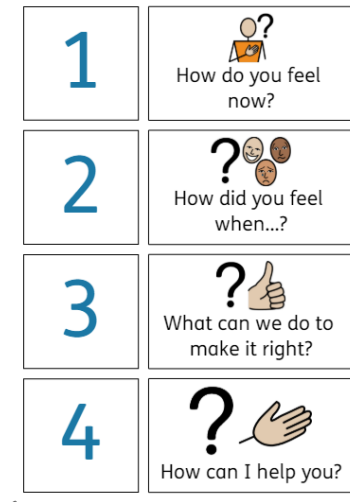
### Lunch time sanctions

- 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

A member of the lunchtime-support team will inform the class teacher of any pupil who has had sanctions applied at lunch time.

## Restorative Practice

Strong, positive relationships between staff and pupils are at the core of all we do at St Oswald's. Therefore, we work together to restore relationships following instances of dysregulation with a focus on repairing harm rather than punishments. The end of a restorative session marks a fresh start for every child.



## Dealing with exceptional issues

We will work closely with families to support individual pupils who are identified as having specific behavioural or social and emotional difficulties. In some cases, a pupil may benefit from being placed on the school SEN register or a bespoke behaviour plan. In such cases, the involvement of the school SENDCO/Educational Psychologist/CYC Learning Hub will be sought.

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

## Related Policies

Anti-bullying policy

Online safety policy

Special Educational Needs and Disabilities policy

Safeguarding and Child Protection policy

CYC Exclusions guidance