KNUZDEN St OSWALD'S CHURCH OF ENGLAND PRIMARY ACADEMY

BEHAVIOUR POLICY

MISSION STATEMENT

"Encouraging God's Children with Courage, Compassion and Creativity"

OUR VISION & CORE VALUES

At St Oswald's, we learn to develop a strong faith in the Lord our God in the knowledge that He has a plan and a purpose for each of us. We learn to reflect God's love in everything we do: ***'Stand firm in the faith and do everything with love'*** (1 Corinthians 16:13).

Our core values sit alongside our "Fruits of the Vine" and are firmly rooted in Agape, Love:

- **Kindness & Politeness:** Teaching children to be kind and polite to all in good times and in adversity (#justbenice).
- **Patience:** Developing a community where God's love and grace can be reflected upon to find a positive peace of mind.
- **Respect:** Fostering respect for all in our school, and compassion for local and global communities.
- **Self-Control:** Facing challenges to develop resilience, empathy, self-confidence, and a positive approach to learning.

KEY PRINCIPLES & LEGAL DUTIES

- **Equity over Equality:** We believe being 'fair' means everyone gets what they need, not necessarily the same.
- **Behaviour as Communication:** We view behaviour as a communication of emotional or mental health needs (SEND Code of Practice). We respond with an empathetic, trauma-informed attitude, focusing on driving emotions rather than the behaviour itself.
- **Support over Punishment:** We view struggling children as vulnerable rather than troublesome, encouraging adults to help them in their distress.
- **Legal Compliance:** This policy adheres to our duties under the Equality Act 2010, the Race Relations Act 1976 (promoting British Values), and DfE statutory guidance (*Behaviour in Schools 2022*, *Searching, Screening and Confiscation 2022*, and *Keeping Children Safe in Education*).

EXPECTATIONS FOR CLASSROOM LEARNING & ROUTINES

To ensure clarity and consistency across all classrooms, staff and pupils utilise two primary behavioral frameworks: **LEARN** for active classroom engagement, and **LINE** for transitions.

The LEARN Acrostic (Classroom Engagement)

When working, listening, or engaging in the classroom, pupils are expected to demonstrate the **LEARN** principles:

- **L** – **Listen** carefully to the teacher and peers.
- **E** – **Eye contact** with the person speaking.
- **A** – **Attention** focused fully on the learning activity.
- **R** – **Respect others** by sharing equipment and valuing opinions.
- **N** – **Nothing in hands** when instructions are being given.

The LINE Acrostic & Transition Command

Whenever pupils are asked to move or transition between locations (e.g., leaving the classroom, entering worship, or moving to the lunch hall), they must follow the **LINE** criteria:

- **L** – **Line up safely.**
- **I** – **In register order** (A-Z).
- **N** – **No talking**.
- **E** – **Eyes facing forward**.

Standardised Lining-Up Command:

To ensure predictability and complete safety, teachers will initiate transitions using this exact verbal sequence:

"On my command and not a moment before, you are going to line up in register order, no talking, eyes forward. 3, 2, 1... line."

DAILY EXPECTATIONS & SCHOOL ROUTINES

- **Arriving at School:** Arrive no earlier than 8:40 am. Doors open at 8:50 am; children must be in before the 9:00 am bell, showing patience at the entrance.
- **In the Cloakroom:** Hang coats on designated hooks, put bags away, wait turns quietly, and clear the area quickly.
- **Worship:** Transitions begin silently as soon as pupils leave the classroom. Walk in register order, keep hands out of pockets, and sit cross-legged with hands in laps. Listen and participate fully.
- **In the Playground:** Play safely without hurting others. When the first whistle blows, stand perfectly still. On the second whistle, walk directly to your line in register order.
- **During School Meals:** Walk sensibly to the hall. Respect lunchtime staff, say "please" and "thank you", use cutlery correctly, and speak quietly only when not eating.
- **Mobile Phones:** Not routinely allowed in school. For emergencies (e.g., walking home alone), phones must be switched off, dropped off at the school office at registration, and collected at the end of the day. Any phone found on a pupil will be confiscated and kept for parental collection.

PROMOTING POSITIVE BEHAVIOUR & REWARDS

We hold high expectations and use positive language to raise self-esteem.

'House' System: House points are used to reinforce positive behavior, effort, and community spirit. Children typically earn points for:

> **Academic Effort:** Demonstrating determination, trying hard with a difficult task, or showing great progress.
>
> **Values and Character:** Showing kindness, politeness, patience, respect or self control (fruits of the vine)
>
> **School Routines:** Lining up beautifully, keeping the cloakroom tidy, or sitting attentively during assembly.
>
> **Competitions:** Inter-house sports days, times-table rockstar battles, or creative arts competitions.

Postcards: Sent home and uploaded to the child's digital portfolio to reward exceptional work.

SANCTIONS, CONSEQUENCES & MEDIATION

Staff have the statutory authority to discipline pupils for unacceptable behavior or breach of instructions, both on school property and during off-site activities (e.g., swimming, trips, or uniform-wearing transit).

The Classroom Traffic Light System:

1. **Initial Verbal Warning:** Clear guidance issued to allow the child to self-regulate.
2. **Amber Traffic Light:** Name is moved here if the negative behavior continues.
3. **Red Traffic Light:** Name is moved here if disruption persists.
4. **Reset/Quiet Space:** If unable to re-regulate, the child will work for a short period in a designated classroom safe space or a quiet school area before returning to the lesson.

- **Other Consequences:** Withdrawal of free time/privileges, lunchtime "time-out" benches, or individual learning/behaviour targets. Serious incidents or low-level trends are recorded on CPOMS and shared via staff chat.
- **Severe Incidents:** Acts of violence, severe low-level systemic disruption, or major infractions will bypass standard warnings and be referred directly to the Headteacher, potentially leading to immediate fixed-term or permanent exclusion.

SPECIALIsED SAFEGUARDING & SPECIFIC POLICIES

- **Anti-Bullying (S.T.O.P.):** Bullying is defined as the *repetitive, intentional hurting of a person/group where there is an imbalance of power*. Single instances of falling out or a general lack of relationship skills are treated as separate regulatory issues. Pupils are taught the acronym **S**everal **T**imes **O**n **P**urpose to identify true bullying and are encouraged to speak out confidently to adults.
- **Racial Harassment:** Zero-tolerance policy. All incidents are reported to the Governors, parents of both parties are contacted immediately, and educational sanctions apply.
- **Screening and Searching:** Authorized staff hold statutory power to search pupils/possessions if they suspect prohibited items (knives, weapons, alcohol, illegal drugs, stolen property, fireworks, tobacco, or pornographic images). Weapons/knives will trigger immediate police involvement.
- **Child-on-Child Abuse:** In line with KCSIE, sexual violence and harassment are strictly prohibited, never minimized as "banter", and always met with swift safeguarding investigations and sanctions.

PARTNERSHIP WITH PARENTS & OUTSIDE AGENCIES

We communicate updates routinely via parents' evenings, end-of-year reports, informal chats, and Class Dojo messaging. For pupils requiring early intervention or specialized SEMH support, we collaborate directly with parents to implement **Pupil Passports** or work with outside support networks (e.g.,

Child Action North West, School Nursing Team, Play Therapists, and ELCAS) to keep children successfully functioning within our mainstream setting.

September 2026

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