



KNUZDEN St OSWALD'S CHURCH OF ENGLAND PRIMARY SCHOOL

BEHAVIOUR POLICY

MISSION STATEMENT

Encouraging God's Children with Courage, Compassion and Creativity

OUR CORE VALUES

Kindness, Politeness, Patience, Respect, and Self-Control, all firmly rooted in Agape, Love

KINDNESS/POLITENESS

To teach our children to be kind and polite to all in good times and in adversity, as one has no idea what others are going through #justbenice

PATIENCE

To develop a community where God's love and grace can be reflected upon, and a positive peace of mind and purpose in life can be found

RESPECT

To foster respect for all in our school community, and compassion for those in the local and global communities

SELF-CONTROL

To teach our children to face challenges, developing resilience and empathy, whilst fostering self-confidence and a positive approach to learning

Our Vision

Through and with our biblical quote, *'Stand firm in the faith and do everything with love'* 1 Corinthians 16.13, we aim to create a loving school and work family community where everyone is valued and can flourish. Our quote is an affirmation that we are part of God's huge plan, and that, although the road may not always be smooth, we must be strong and be courageous. We stand firm in the faith, doing the right thing, not the easy thing and we do everything with love at the core.

Good behaviour is central to all we do in this school. Children flourish best within an orderly, supportive environment where they feel secure and where their individual needs are respected. High standards of behaviour are expected and promoted in all aspects of school life. All members of staff will set high standards and children will be given clear guidance on what is expected of them, in accordance with our Christian vision, ethos and values. The school's expectations and values will be shared with children and parents, working in partnership with parents to ensure that the school's values become central to the lives of our children.

Our Key Principles

- We believe that being 'fair' is not about everyone getting the same, but about everyone getting what they need
- We understand that behaviour is a form of communication, and the terminology in the Code of Practice of Special Educational Needs and Disabilities (SEND), helps us to understand behaviour as a communication of an emotional need (whether conscious or unconscious) and respond accordingly
- We operate a non-judgemental and empathetic attitude towards behaviour. We encourage all adults in school to respond in a way that focuses on the feelings and emotions that might drive certain behaviours, rather than the behaviour itself. We regard children with behavioural difficulties as vulnerable rather than troublesome and provide the appropriate support. Thinking of a child as behaving badly disposes you to think of punishment. Thinking of a child as struggling to handle a difficult situation encourages you to help them in their distress.
- We promote strong relationships between staff, children and their parents/carers and foster a culture of respect, inclusion, connection and value for all members of the school community.
- We maintain clear boundaries and expectations for behaviour. In order for children to feel safe, their educational environment needs to be both high in nurture and structure. Children need predictable routines, expectations and responses to behaviour. This is modelled appropriately, within the context of a safe and caring school environment.
- We understand that behaviour is not always a matter of choice and sometimes, factors are beyond a child's control. We understand that language used and actions taken by adults can help to de-escalate a situation.
- We recognise and encourage parental involvement when addressing and planning support for a child who is struggling with the regulation of their emotions.

Our Legal Duty

We recognise our legal duty in the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs, to provide a safe and ordered environment in which all children can flourish.

The Department for Education guidance for headteachers and school staff of maintained schools, which outlines the statutory duty for schools, *'Creating a culture with high*

expectations of behaviour will benefit both staff and pupils, establishing calm, safe and supportive environments conducive to learning' **Behaviour in schools; advice for headteachers and school staff 2022.**

Introduction

At St Oswald's we aim to create a happy, Christian, caring family atmosphere within our school where everyone feels safe and valued. We aim to provide a high quality of care to all our members, based on the new commandment *'Love one another, as I have loved you'*.

In order to achieve this, we will:

1. Nurture the personal, social and spiritual development of all members of our school community, promoting mutual respect and responsibility
2. Provide effective teaching of the National Curriculum, encouraging the highest achievement for each child
3. Teach values and attitudes alongside concepts, knowledge and skills that will promote responsible behaviour, encourage self-discipline and develop a respect for self, others and property both inside and outside school
4. Promote an ethos of excellence and endeavour for all, in a caring and Christian setting
5. To build a school community which upholds and demonstrates Christian values and has positive links between home and school, promoting good relationships between all fostering fairness and respect
6. Assist children in leading disciplined lives and understand that good citizenship is based upon good behaviour, reflecting the principles of British Values upheld by the school (democracy, rule of law, liberty, mutual respect and tolerance of those of different faiths and beliefs)
7. Provide a lively, stimulating and safe learning environment, which enables all children to grow in independence and confidence, managing and regulating their own behaviour
8. Encourage children to aim high, take risks and challenge themselves and to see that the word 'fail' means 'First Attempt In Learning'

Aims of this policy

1. To provide a shared understanding of what 'good behaviour' looks like in school
2. To ensure that organisational systems in school promote good behaviour
3. To build effective relationships between all within the school community, creating an ethos of mutual respect and trust, enabling co-operation in all aspects of school life
4. To promote good mental health and well-being in all our children
5. To ensure that staff approach children's behaviour with trauma and attachment aware knowledge and understanding
6. To have a positive, consistent and fair structure within school to avoid confrontation as far as possible

Roles and Responsibilities

Maintaining good behaviour is the responsibility of all staff, governors and parents. We expect our governors, staff and parents to be a good role model for our children as we develop their attitudes for all aspects of life.

Promoting positive behaviour

Children cannot do well unless good standards of behaviour are introduced and maintained. There are many opportunities in school for the discussion and promotion of good behaviour. Our strategies include:

- Whole school opportunities through Worship; where Gospel values are discussed through our half termly worship themes and how we can apply them to our daily lives and our relationships with others. Great care is taken to ensure that these discussions are also human and authentic
- Emotion Works. Promoting an understanding at whole school, class (and for some children, individual) level about how we are feeling, and how others might be feeling so we treat people with kindness and empathy
- Our 'Catch Me'. This is where our children 'get caught' doing the right thing. There is a different 'catch me' each week. They are most often linked to Christian values in worship or linked to behaviour for learning
- PSHRE opportunities throughout the curriculum, including themes such as citizenship, friendship, anti-social behaviour, bullying, British Values etc
- The introduction of our hashtag #justbenice
- Visiting speakers such as the police, our school nurse, the Diocese and members of our church community
- Picture News and Newsround used as a weekly worship to discuss positive role models and behaviour
- Smart School Councils allow children to debate and discuss issues around all aspects of school life

Fruits of the Vine

These five values were drawn up by the children and are visible in every classroom and the Atrium:

- Be Polite
- Be Kind
- Be Respectful
- Have Patience
- Keep Self-Control

These sit alongside our school Bible Quote '*Stand firm in the faith, and do everything with love*' 1Corinthians 16:13

Expectations for Behaviour

To clarify expectations and be clear on school routines, the following expectations need to be known, and reinforced by, all staff, including those on supply, support staff, students and non-teaching staff.

1. Arriving at school.
Arrive at school no earlier than 8.40am. The doors open at 8.50am. Ensure that you show patience when trying to get into school and be aware of others around you.
Make sure you arrive before the bell goes at 9am
2. In the Cloakroom
Put your coat in the designated place on your hook. Put your book bag and packed lunch bag in the designated places. If the cloakroom is crowded, wait your turn.
Ensure that if coats fall off, they are picked up. Always clear the cloakroom as quickly as you can – don't hang around.
3. In the classroom
Walk into the classroom quietly and sit down
Have patience by waiting your turn to speak
Follow instructions carefully by listening to your teacher
Be kind by sharing equipment
Look after your classroom by keeping it tidy and looking after equipment
Do your best
4. Worship
Worship begins as soon as you leave the classroom
Walk quietly in your line as directed by the teacher
Keep hands out of pockets
Sit on the floor with your legs crossed and hands in your lap
Listen carefully and participate fully in all aspects of worship
Walk back to class in the way you came in.
5. In the playground
On the way out to play, collect your coat and go to the toilet if you need to
Think about safety when you play, and act in a way that will not hurt others
Think about others, about how they feel and what they may need
When the first whistle goes, stand still, on the second whistle walk to your line and join it in the order directed by your teacher, where your teacher will be standing waiting for you
Ask an adult if you need the toilet. You are not allowed in school during playtime for any other reason
Classes are expected to stand sensibly and walk in to school when the teacher deems the class to be ready
6. During School Meals
Walk sensibly with your teacher to the hall
Packed lunch bags will be taken individually to the hall and put in the allocated box after lunch
Respect the Lunchtime Staff
Sit at the right coloured table
Make sure your coat is on the back of your chair

Say 'please' and 'thank you' to the staff who give you food
Try not to spill food on the floor
Eat your dinner sensibly and quickly
Talk quietly
Only speak when you are not eating
Use your knife and fork properly
Put things away in the right place, in the hall and go straight outside
Leave the hall sensibly and quietly

7. Around School

WALK sensibly around school, being aware of others around you
Be polite and make way for adults and visitors

8. In the toilet

Make sure you flush the toilet and wash your hands
Respect the privacy of others
Make sure all the taps are switched off before you leave
Leave the bathroom tidy
Do not touch the light switch
At lunch, ask permission from the member of staff at the Year 1 door to go to the toilet

9. During swimming and other school outings

Sit in your seat on the coach and keep your seat belt fastened
Listen carefully to the adult in charge and follow all instructions immediately
Remember road safety rules
Set a good example – Be a good ambassador for your school
Get changed quickly and sensibly at the swimming baths
Respect your own and the property of others

10. During indoor playtimes

Only use the agreed equipment in the class
Respect all classroom equipment and games
Share and play fairly, staying in your own classroom
Tidy up quickly at the end of playtime

These expectations, rewards and sanctions have been discussed with the children and have been made into a child-friendly, one page policy, which sits alongside this more detailed policy.

Rewards, Praise and Promoting Positive Behaviour

As a whole school approach, we are aware that children communicate through behaviour. We have high expectations of all our children in terms of both achievement and behaviour and we use positive language to reinforce our expectations and raise self-esteem.

As a trauma/ACE (Adverse Childhood Experiences) aware school, all staff will look for indicators of SEMH (Social, Emotional and Mental Health) including pupils who are displaying behaviour that may be 'acting out'. This may present as non-compliant, show mood swings, verbal and physical aggression, those who abscond, who lack empathy or personal boundaries and those who display more passive behaviours. Those behaviours

may present as withdrawn, isolated, disengaged and/or distracted, who avoid risks, or appear as very anxious, those who refuse to accept praise or are reluctant to speak. Staff will appreciate behaviour as a communication or an indicator of emotions and will respond in an empathetic and understanding manner. All staff recognise that early intervention for addressing both active and passive behaviours to ensure that low level difficulties can be addressed early. Children who consistently struggle in this area will have a pupil passport in place to support them.

Dojos

These are virtual tokens awarded by the teacher individually or in groups for classroom management. They are awarded for specific behaviours and vary slightly from classroom to classroom. Positive Dojos accrue points whilst negative dojos cause children to lose points. A record of both types of points is available on Class Dojo for staff, pupils and parents to access via the app, where you can see all of the reasons for the dojos being awarded / deducted.

Catch Me

Each week, a focus is given based on either our Christian Value or Behaviour for Learning, and in Worship a roll call is made for those children who have been caught doing the right thing. Some children get caught every week because they consistently do the right thing. Children can be proud of their achievement in this area and receive a round of applause. If your child is caught regularly, this will be celebrated at Parents evening, in Fabulous Friday worship and by sending a postcard home.

Other reward systems

Postcards are used across school to reward excellent work. These are discussed with the child and then sent home with the child and placed on the child's portfolio on dojo.

Children with Additional Needs often have their own bespoke rewards systems according to their needs.

Classes use a range of reward systems across the school for good work and behaviour.

In developing this policy, information has been taken from 'Behaviour in schools, Advice for headteachers and school staff 2022'

Key Points of the document

- *Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction*
- *The power applies to all paid staff (unless the Headteacher says otherwise) with responsibility for pupils, such as Teaching Assistants*
- *Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits*
- *Teachers can also discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of school*
- *Teachers have a power to impose detentions outside of school hours*

- *Teachers can confiscate pupils' property*

Sanctions and consequences

If a child displays a negative, unacceptable behaviour, they will be given an initial verbal warning. If the behaviour continues, then their name will be placed onto the amber traffic light (that's a one). If the behaviour continues, their name will be moved onto the red traffic light (that's a two). If a child is not able to re-regulate effectively, they may be asked to reset or work for a short period in a quiet place. After a designated period, the child will be expected to behave appropriately and continue with the lesson.

Other consequences include the use of a designated safe space within the classroom, or in a designated place in school. Some children may have an Individual Learning Plan, which will involve a different strategy or approach that meets the child's needs more effectively. A consequence could also be withdrawal of free time, or from extra-curricular activities or loss of privilege. In extreme circumstances, isolation, fixed or permanent exclusions may be applied.

At lunchtime, welfare staff operate the use of the time out bench for a few minutes. Where this does not prevent a repeat of the behaviour, or the incident is more serious, a member of teaching staff will be informed. There, an investigation of what happened will take place and class teachers advised via CPOMS. The teaching staff team work very closely and information is routinely shared to identify patterns or concerns.

In the use of consequences, pupils learn from experience to expect fairness and consistency to be applied to consequences which differentiate between serious and minor behaviours. Consequences must be applied consistently by all staff, but with the provision for flexibility to take account of individual circumstances. Children for whom universal consequences do not work will have their own targets.

Behaviour will be logged on CPOMS. Where a conversation is held with parents via Dojo regarding an incident, this may be appended to CPOMS.

Examples of low level disruption

- Talking at the wrong time
- Not listening
- Low level disruption of other pupils' learning, for example, tapping, banging, moving around in the classroom at the wrong time

All incidents of negative behaviour will be treated on an individual basis and looked into carefully. Examples of more serious behaviours include:

- Hurting a child or adult
- Aggressive behaviour towards a child or adult
- Refusal to comply with an instruction that then results in any of the above points

Mobile phones are NOT allowed to be brought into school by pupils. Any mobile phones found with pupils will be confiscated and kept in the school office until they can be collected

by a parent. **In an emergency**, such as a child walking home alone, parents can arrange for a child to drop their phone at the office at the beginning of the school day, and be collected at the end of the school day. They must be switched off at all times on school premises and can only be switched on outside school gates. **Mobile phones are not to be routinely brought into school. They are for emergencies only.**

IMPORTANT INFORMATION

Any major incident or act of violence can lead immediately to the most severe sanctions/actions including short term fixed or permanent exclusions. These will be dealt with by the Headteacher.

Contact with Parents

We will report on a child's behaviour routinely at parents evenings, through mid year and the end of year report, and through the many informal conversations held with parents at arrival and departure times. Class Dojo will be used as a way to contact parents through the messaging function. However, we try to work in partnership with parents at an early stage where a child's behaviour becomes an issue. Parents can contact school at any time to discuss any concerns they have. We have different mechanisms to support a child in school, where behaviour impacts on the ability of the child to learn, but has a negative impact on the rest of the children in the classroom. Please see section below on working with other agencies.

Lunchtimes

Lunchtimes are a time for playing and socialising. They also present opportunities for children to fall out and argue. We seek to make lunchtimes a fun and safe part of the day by:

- Having tight systems in place to ensure children get their lunch quickly and in an orderly way
- Involving the Welfare Staff in organising and facilitating games for children to take part in
- Use of play equipment and designated play areas for larger games, eg, football
- Lunchtime staff use the staff chat to discuss any issues and make improvements

Pupils with Special Needs

There are likely to be some pupils who lack the skills or awareness needed to co-operate with school rules and the expectations of staff. Where such concerns arise, parents will be contacted to discuss the ways in which their child can be supported. This may result in their child being given a learning support plan, giving details of the strategies the school will use to try and support the child whilst they acquire the skills and habits needed. Parents and Teachers will need to consider ways in which school and home can work together to promote good behaviour. Staff need to be aware that some children with behavioural

difficulties can be 'labelled' by other children and often get blamed for things they haven't done - Staff need the whole picture.

Working with Other Agencies

We work with a number of agencies to support the mental health and behaviour of our pupils to help staff assess the specific needs of an individual pupil. These include Child Action North West, through the Early Help and Wellbeing team, Inclusion and Education Support Team (IEST), the Community Neurodevelopmental Paediatric Team, ELCAS, School Nursing Team, a Play Therapist and the St Thomas Centre, which is a Pupil Referral unit for Blackburn residents. We work hard to try and get to the root of a child's poor behaviour, working with parents and outside agencies, to try and ensure that children stay in our school and function within our mainstream setting.

Bullying

The school takes bullying very seriously. However, the term 'bullying' needs to be clarified. It is our experience, that after investigation, many children speak about being bullied when they have, in fact fallen out with another child. This may have resulted in inappropriate behaviour, but is not bullying. The Anti-Bullying Alliance defines bullying as *'The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power' (2015)*. It can happen face-to-face, through cyberspace (on-line, via social media and texting) This may take a number of forms. The most obvious situation is where one or more children, on repeated occasions, deliberately act in such a way to distress a child. In such cases, the bullies are more readily identifiable. There may be cases, however, where a child is subjected to inappropriate behaviour on repeated occasions, the perpetrators change from incident to incident. In these cases, it is not always appropriate to label individual children as a bully. In the same way, some children treat others in an inappropriate way, and this is not limited to one child, and can often show a lack of regulation or skills in forming relationships. Whilst this is inappropriate, it is also not bullying.

We make reference to the acronym below to help children understand that bullying behaviour is hurtful and happens

Several

Times

On

Purpose

The school has a number of strategies for dealing with these situations at a group, class or whole school level. All children are encouraged to speak out and talk to an adult if they have any concerns, in the knowledge that staff will listen and act swiftly to put a stop to it.

Racial Harassment

The school has a duty under the Race Relations Act 1976 to promote race equality. This means there is a duty to:

- Eliminate unlawful racial discrimination
- Promote equality of opportunity

- Promote good relationships between people of different groups

As a school, it is particularly important that we help children understand other cultures and the wider world. In line with the Government's 2011 Prevent Strategy, schools are specifically required to actively promote fundamental British Values, which include mutual respect and tolerance of those with different faiths and beliefs.

Racial abuse of any kind is not tolerated in school and all incidents are dealt with immediately. There may be some children who do not understand the seriousness or significance of their actions. In all cases, parents of both children are contacted and made aware of the incident. Sanctions follow in school, but parents are requested to speak to children to ensure this does not happen again. Any racist incidents are reported to governors.

Policy for Screening and Searching Pupils (taken from DfE 'Searching, Screening and confiscation July 2022')

School 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 they have confiscated, provided they acted lawfully. Staff should consider whether the confiscation is proportionate and consider any special circumstances relevant to the case.

Headteachers and staff they authorise, have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed in paragraph 31 or any other item that the school rules identify as an item which may be searched for. The list of prohibited items is:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- any article that the member of staff reasonably suspects has been, or is likely to be used:
 - to commit an offence, or
 - to cause personal injury to, or damage to property of; any person (including the pupil).
- an article specified in regulations:
 - tobacco and cigarette papers;
 - fireworks;
 - pornographic images.

Whilst such items, to date, have never been confiscated; where staff are suspicious that a pupil has any item listed above then they MUST follow legislative guidance with regard to handing over weapons and knives over to the police. In other circumstances, staff will hand items to the Headteacher who will in turn contact parents to discuss the incident.

Depending on the severity of the incident, the Headteacher may decide to inform other agencies such as Children's Social Care, the School Nursing Team or the Police.

Pupil's conduct outside the school gates taken from DfE 'Behaviour in Schools, advice for Headteachers and school staff 2022'

Schools have the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable.

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;
- that could adversely affect the reputation of the school

In all cases of misbehaviour the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the control of the staff member.

With regard to exclusion:

The behaviour of pupils outside school may be relevant and can be considered as grounds for an exclusion decision.

Child Protection

Where adults in school have concerns about the well-being of a child, they should discuss the matter with one of our appointed Designated Safeguarding Leads (DSL), who will take advice from the appropriate body.

Child-on-child sexual violence and sexual harassment

Following any report of child-on-child sexual violence or sexual harassment offline or online, this school follows the general safeguarding principles set out in Keeping children safe in education (KCSIE). The designated safeguarding lead (or deputy) will advise on the school's initial response. Each incident is considered on a case-by-case basis. At St Oswald's, we are clear that sexual violence and sexual harassment are never acceptable, will not be tolerated and that pupils whose behaviour falls below expectations will be sanctioned. We are clear it is important to challenge all inappropriate language and behaviour between pupils. We do not normalise sexually abusive language or behaviour by treating it as 'banter', an inevitable fact of life or an expected part of growing up. We advocate strenuously for high standards of conduct between pupils and staff; we demonstrate and model manners, courtesy and dignified/respectful relationships with each other.

Behaviour of Adults on site

Adults visiting our site should have regard to their own behaviour in light of this policy. It is expected that adults will set a good example to children and staff, by using the principles

represented in our Fruits of the Vine (Be Polite, Be Kind, Show Respect, Have Patience, Keep Self-control). Repeated episodes of rudeness and aggression towards staff, and children in school will result in a ban from the premises.

AG September 2025