

St. Oswald's Behaviour Policy – September 2022
To Be Reviewed September 2023

LOVE JESUS
LOVE LEARNING
LOVE EACH OTHER

Behaviour Policy Principles

St Oswald's is committed to creating an environment where kindness and exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

As members of our community, we always agree to follow, "The Ozzie's Way." We are a nurturing school that firmly believes that children's needs and past experiences will have an impact upon their behaviour-behaviour is a means of communication.

THE OZZIE'S WAY

Hardworking, even if it's tricky.

Always being kind and helping each other.

Positive, "I can," attitude.

Polite manners and good behaviour.

You can follow, "The Ozzie's Way."

Intent of the behaviour policy

- ✓ To provide a happy, safe, comfortable and caring environment where optimum learning takes place
- ✓ To ensure developing a positive culture for SEMH in primary schools
- ✓ To provide a clear guide for children, staff, parents and carers of expected levels of behaviour
- ✓ To provide a consistent and calm approach
- ✓ All adults take responsibility for behaviour and follow-up personally
- ✓ Adults use consistent language to promote positive behaviour
- ✓ To use restorative approaches instead of punishments
- ✓ To ensure that all staff foster the belief that there are no 'bad' students, just 'bad choices'
- ✓ To ensure that staff encourage students to recognise that they can and should make 'good' choices
- ✓ Recognise behavioural norms
- ✓ To promote self-esteem and self-discipline
- ✓ To teach appropriate behaviour through positive intervention
- ✓ To ensure that all school staff use a consistent attachment-based approach where relationships are central

- ✓ To ensure that all staff act as secondary care givers and recognise that children communicate their needs via their behaviour
- ✓ To ensure that every adult in our school is encouraged to look beyond behaviour and to be curious about children’s needs
- ✓ To ensure that all staff recognise that children need support to keep emotionally regulated and cope in everyday social situations and in more challenging interactions
- ✓ To ensure that all children are offered compassion and co-operative learning with a caring, supportive adult. No child is ever intentionally shamed and all children are regarded with respect and adults believe in their innate goodness and desire to play and learn
- ✓ To ensure for all behaviour every child and adult will receive, calmness, connection, curiosity and co-operation to enable compassionate learning and the building of empathy and esteem for themselves and others

Key understanding that is shared by all staff (the foundation stones of supporting S and E Development)

Basic physiological and emotional needs (Maslow’s Hierarchy) must be met before a child feels safe enough to relax, play and learn.	Particularly vulnerable children (e.g. SEN/LAC) may not behave in line with chronological age and observed behaviour indicates the child’s developmental stage.	If children have no other option, they will quickly move into flight/fight/freeze or flop mode, and this is the only option available to them in this moment.	Adult communication with children is key to raising self esteem
Prosocial behaviour and emotional regulation need to be explicitly taught across school	All staff need to consistently demonstrate that they care and can be trusted.	Children are best supported through strong staff & parent connections.	ALL children are vulnerable and a distinction is made between ‘vulnerable’ and ‘particularly vulnerable’.
All staff need to be well regulated as raised voices, angry faces and body language create fear and stress.	Strategies and skills to manage behaviour take time and effort to learn – small successes need to be celebrated.	Acknowledging and taking responsibility for actions can only be done when we are calm state, whatever our age.	Children may not be able to read social cues or deal with strong emotions without adult support.
Our relationships with children involve an unequal distribution of power and responsibility, and therefore, the adult is responsible for connection, attunement, boundaries and navigation.	When a pupil has maladaptive (‘challenging’) reactions, the cause of the problem does not lie with the pupil, but is a product of the interaction between the adult and child.	Regardless of causal factors, the adult’s responsibility is to create an optimal learning environment for each and every child.	Building a threat-free, safe environment where adults are in charge and takes full responsibility, children are free from the burden of having to keep themselves physically and emotionally safe.

Implementation: All staff must implement this policy by doing the following:

- ✓ Meet and Greet the children personally every morning – handshake, high-five, for example – have that connection. Ask them if their football match, gym competition, show etc. went well or how their baby brother / sister, pet etc. is
- ✓ Never walk past or ignore students who are not following, “The Ozzie’s Way.”
- ✓ Always redirect students by referring to, “The Ozzie’s Way.”
- ✓ Apply the policy consistently
- ✓ All school staff use a consistent attachment-based approach where relationships are central. All staff act as secondary care givers and recognise that children communicate their needs via their behaviour. Every adult in our school is encouraged to look beyond behaviour and to be curious about children’s needs. We recognise that children need support to keep emotionally regulated and cope in everyday social situations and in more challenging interactions.
- ✓ In our school, all children are offered compassion and co-operative learning with a caring, supportive adult. No child is ever intentionally shamed and all children are regarded with respect and adults believe in their innate goodness and desire to play and learn.

For all behaviour every child and adult will receive, calmness, connection, curiosity and co-operation to enable compassionate learning and the building of empathy and esteem for themselves and others

- ✓ We all belonging to a school community and share space
- ✓ Everyone has rights that need to be respected
- ✓ Staff can be trusted to support when we need help
- ✓ There are a range of emotions that also physically affect our body
- ✓ Strategies can be learned to control our emotional responses and behaviour
- ✓ Personal differences and experiences may affect our responses to emotions
- ✓ Looking after our wellbeing is key for positive physical and mental health
- ✓ Our actions have outcomes
- ✓ We move around school calmly and quietly.
- ✓ We share our space happily and respectfully.
- ✓ We need to put things right when we are calm.
- ✓ Sensory snacks and movement
- ✓ Physiological needs checked and responded to
- ✓ Awareness of and appropriate response to emotional states
- ✓ Awareness of and appropriate responses to signs of low level stress
- ✓ Knowledge and understanding of the child’s back story
- ✓ Positivity, consistency and calmness
- ✓ Strategies and resources to support executive function, e.g. visual timetables; visual timers

- ✓ Visual reminders of expected behaviours
- ✓ Working alongside parents
- ✓ Acknowledging positive behaviours and emotional control, particularly small successes with particularly vulnerable children.
- ✓ Relevant and frequent teaching of SEAL & PSHEE (or similar) skills to build resilience and emotional literacy

The Head teacher and The Senior Leadership Team must implement this by:

- ✓ Being a visible presence around the school
- ✓ Regularly celebrating staff and students whose efforts go above and beyond expectations and include this in the, "Hits, Hymns and Celebrations," assembly
- ✓ Encouraging use of positive praise, phone calls/postcards and certificates/stickers
- ✓ Ensuring staff training needs are identified and targeted
- ✓ Using termly behaviour report gradings, progress meetings and informal meetings to target and assess interventions
- ✓ Supporting teachers in managing students with more complex or challenging behaviours
- ✓ **Members of staff who manage behaviour well:**
- ✓ Deliberately and persistently catch students doing the right thing and praise them in front of others
- ✓ Know their classes well and develop positive relationships with all students
- ✓ Relentlessly work to build mutual respect
- ✓ Remain calm and keep their emotion for when it is most appreciated by students
- ✓ Demonstrate unconditional care and compassion
- ✓ **Students want teachers to:**
- ✓ Be kind
- ✓ Give them a 'fresh start' every lesson
- ✓ Help them learn and feel confident
- ✓ Be just and fair
- ✓ Have a sense of humour

Behaviour for Learning

Hardworking, even if it's tricky.
Always being kind and helping each other.
Positive, "I can," attitude.
Polite manners and good behaviour.
You can follow, "The Ozzie's Way."

We recognise that a clear structure of predictable outcomes has the best impact on behaviour. "The Ozzie's Way," sets out the expectations, relentless routines and visible consistencies that all children and staff follow in order to make school a HAPPY place to be.

Be Hardworking; Be kind and helpful; Have a positive attitude; Be polite and well behaved.

It is based on the work of Paul Dix and his book 'When the adults change, everything changes'. Good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly and reminded in private.

"When people talk about behaviour, they obsessively search for the instant solution. Some peddle magic dust or 'behaviour systems' that glisten yet quickly fade. Others relentlessly scream for a bigger stick to beat students down with. Both extremes harbour an irresistible idea that there is a short cut to changing behaviour. They sell the lie that you can provoke sustained behavioural change in others without doing much hard work yourself. The truth is that there is no alternative to the hard work: building relationships with those who would rather not, resetting expectations with those who trample them, being relentlessly positive and sustaining a poker face when confronted with challenging behaviour."

Paul Dix, Pivotal Education

"The Ozzie's Way," alongside our Mission Statement, Love Jesus, Love Learning, Love Each Other, must be applied at all times and is taught and modelled explicitly.

All staff must implement the following and are responsible for sustaining these approaches consistently:

- ✓ Recognition Boards – Names on for those pupils who go above and beyond / follow, The Ozzie's Way
- ✓ Dojo points
- ✓ In-class reward system - Raffle Tickets, Beads in the Jar etc.
- ✓ Wednesday Worder of the Week
- ✓ "The Ozzie's Way Champion," certificate awarded and mention on the newsletter
- ✓ Recognition on Twitter if agreed by parents / carers
- ✓ Text or phone call home to parents / carers
- ✓ Note home
- ✓ A visit to Mrs Hassan / SLT
- ✓ Special end of year award
- ✓ A special mention in our weekly Hits, Hymns and Celebrations assembly

We also understand that for some children, following our behaviour expectations are beyond their developmental level. In this case, these children will have bespoke positive behaviour plans which may include rewards to reinforce positive behaviour. This plan must be communicated to SLT and parents and carers and can be as a result of a conversation with the child and/or parents / carers.

One example of this is the use of a timetable. This is a document where pupils are awarded a smiley face for each lesson where they display positive behaviour. These are communicated with SLT and parents / carers. Generally, this approach is used for persistent, low level inappropriate behaviour.

Stepped Boundaries – The Script

Step 1: Gentle Approach - Reminder

- ✓ use child's name, child level, eye contact, deliver message
- ✓ I noticed you chose to (noticed behaviour) This is a REMINDER that we need to **Be Hardworking; Be kind and helpful; Have a positive attitude; Be polite and well behaved.** You now have the chance to make a better choice Thank you for listening.

- ✓ Example - 'I notice that you're using unkind words. You are breaking our school rule of being kind and helpful. Please use kind words. Thank you for listening.'

Step 2: Warning

- ✓ I noticed you chose to (noticed behaviour) This is the second time I have spoken to you. You need to speak to me for two minutes after the lesson. If you choose to break the rules again you leave me no choice but to ask you to leave the room / go to the quiet area / thinking mat (learner's name), Do you remember when (Model of previous good behaviour)? That is the behaviour I expect from you. Think carefully. I know that you can make good choices. Thank you for listening / I'm glad we had this conversation.
- ✓ Example - 'I have noticed you are not ready to do your work. You are breaking the school rule of Hardworking even when it's tricky. You have now chosen to catch up with your work at playtime. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.'

Step 3: Calming Time

- ✓ I noticed you chose to (noticed behaviour) You need to: 1. Wait outside the classroom/Go to quiet area 2. Go to sit with other class 3. Go to sit in a SLT classroom 4. Go to HT's office
Playground: You need to: 1. Stand by other staff member 2. Sit on the bench 3. Go to HT's office.
I will come and speak to you in two minutes.
- ✓ Example - 'I have noticed you chose to use rude words. You are breaking the school rule of being polite. You have now chosen to go and sit in the quiet area. I will come and speak to you in two minutes. Thank you for listening.'
- ✓ *DO NOT describe child's behaviour to other adults in front of the child*

Step 4: Follow Up, Repair and Restore

- ✓ 1. What happened? (Neutral, dispassionate language.)
- ✓ 2. What were you feeling at the time?
- ✓ 3. What have you felt since?
- ✓ 4. How did this make people feel?
- ✓ 5. Who has been affected? What should we do to put things right? How can we do things differently?

****Remember it's not the severity of the sanction, it's the certainty that this follow up will take place that is important.***

Sanctions:

Sanctions should:

1. Make it clear that unacceptable behaviour affects others and is a serious offence against the school community.
2. Not apply to a whole group for the activities of individuals.
3. Be consistently applied by all staff to help to ensure that children and staff feel supported and secure

Sanctions need to be in proportion to the offence.

It should also be made very clear that it is the behaviour that is unacceptable, and any sanction should address this, not be made personal to the child.

Adult Strategies to Develop Excellent Behaviour

- ✓ IDENTIFY the behaviour we expect
- ✓ Explicitly TEACH behaviour
- ✓ MODEL the behaviour we are expecting
- ✓ PRACTISE behaviour
- ✓ NOTICE excellent behaviour
- ✓ CREATE conditions for excellent behaviour

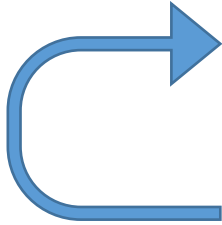
Language around Behaviour

At St Oswald's, we understand that a common and consistent use of language around behaviour is essential in creating clear boundaries to learn how to behave. Phrases such as 'kicked off' or 'screaming fit' are unhelpful in these instances and we should remain professional and calm at all times.

Conversations should follow a script and behaviours should be discussed as the behaviours they are, and not be personal to the child.

Conversations around behaviour should be conducted, in the first instance, by the class teacher.

Serious incidents are logged on TootToot, at the staff member's discretion.



BEHAVIOUR PATHWAY

1. Reminder
2. Warning
3. Calming Time
4. Follow up/Reparative Conversation

Should you feel, using your professional judgement, a senior member of staff needs to be part of the Follow up/Reparative Conversation, then follow the guidelines below:

1. Sent to SLT/DHT/HT
2. Parents Phoned
3. Parents Called To School
4. Seclusion
5. Exclusion

Extreme Behaviours

Some children exhibit particular behaviours based on early childhood experiences and family circumstances. As a school we recognise that their behaviour is their way of communicating their emotions. We also understand that for many children they need to feel a level of safety before they exhibit extreme behaviours. Where possible, we use our most skilful staff to build relationships with each individual child. These children will have bespoke, "Positive Handling Plans."

When dealing with an episode of extreme behaviour, a child may need to be restrained if they or another person is unsafe. This will only be used as last resort.

The school will record all serious behaviour incidents on TootToot and any restraints using a Serious Incident Report (SIR form).

Exclusions will occur following extreme incidents at the discretion of the Mrs Hassan. A fixed-term exclusion will be enforced under these conditions:

- ✓ Staff need respite after an extreme incident
- ✓ The child needs time to reflect on their behaviour
- ✓ To give the school time to create a plan which will support the child better

If these conditions are not met, other options may include a day seclusion with a member of the SLT or Headteacher.

Throughout this process, parents or carers with parental responsibility will be informed about what is happening and why it is happening.

Physical Attacks on Adults

At St Oswald's, we take incidents of violence toward staff very seriously. We also understand that staff are the adults in the situation and can use a 'common sense' approach to keep themselves and the child safe to manage the situation effectively. Staff can use 'reasonable measures' to protect themselves in accordance with our Physical Intervention and Use of Reasonable Force Policy and should call for support if needed. All staff have received restraint training and can apply this as necessary.

All staff should report incidents directly to the Headteacher, Deputy or Assistant Head and they should be recorded on TootToot. We appreciate these incidents can cause distress for the adults involved, therefore all staff are entitled to take some time away from the classroom to recover their composure. In extreme cases, the member of staff may be allowed to go home by a member of SLT.

Whilst incidences of violence towards staff are wholly unacceptable, we must remember that we are a nurturing school that values each child under our care. It is important for us as adults to reflect on the situation and learn from our actions. Children who attack adults may do this for several reasons but as adults we need to still show compassion and care for the child. Exclusion will only happen once we have explored several options and have created a plan around a child.

Permanent Exclusion or Out Of School Transfer

Exclusion is an extreme step and will only be taken in cases where:

- ✓ Long term misbehaviour is not responding to the strategies and the safety and learning of others is being seriously hindered. The pupil will be considered to have Special Educational Needs and the procedures for meeting those needs are set out in our SEN policy.
- ✓ The risk to staff and other children is too high
- ✓ The impact on staff, children and learning is too high

Permanent exclusion will be a last resort and the school will endeavour to work with the family to complete a managed transfer to a more suitable setting. In all instances, what is best for the child will be at the heart of all our decisions.

Impact

- ✓ Children will have access to a happy, safe, comfortable and caring environment where optimum learning takes place
- ✓ A positive, consistent culture for SEMH in primary schools
- ✓ A clear guide for children, staff, parents and carers of expected levels of behaviour
- ✓ A calm and consistent and calm approach to behaviour management
- ✓ All adults take responsibility for behaviour and follow-up personally
- ✓ Adults use consistent language to promote positive behaviour
- ✓ The use of restorative approaches instead of punishments
- ✓ All staff foster the belief that there are no 'bad' students, just 'bad choices'

- ✓ All staff encourage students to recognise that they can and should make 'good' choices
- ✓ The promotion of self-esteem and self-discipline
- ✓ Appropriate behaviour taught through positive intervention
- ✓ All school staff use a consistent attachment-based approach where relationships are central
- ✓ All staff act as secondary care givers and recognise that children communicate their needs via their behaviour
- ✓ All adults look beyond behaviour and to be curious about children's needs
- ✓ All staff recognise that children need support to keep emotionally regulated and cope in everyday social situations and in more challenging interactions
- ✓ All children are offered compassion and co-operative learning with a caring, supportive adult. No child is ever intentionally shamed and all children are regarded with respect and adults believe in their innate goodness and desire to play and learn
- ✓ Every child and adult receive, calmness, connection, curiosity and co-operation to enable compassionate learning and the building of empathy and esteem for themselves and others