

St Oswald's C of E Aided Primary & Nursery School

Together we learn to love and shine



'Your word is a lamp for my feet a light on my path.'
Psalm 119:105

OUR MISSION: What we do

We promote an inclusive and happy environment that nurtures potential, develops wisdom, builds integrity and inspires a love of life and learning.

OUR ETHOS: What we stand for

Recognising its historic foundation, St Oswald's C of E Aided Primary and Nursery School works closely with the Diocese of Durham and St Oswald's Church to provide a stimulating and high quality education within a caring Christian environment.

We appreciate the uniqueness of every child, whatever their background and individual need, and encourage each child to discover their gifts, their sense of community and their relationship with God. Our values are embedded in everyday school life and daily worship brings the whole school together for times of reflection, exploration and celebration. We enable our children to feel valued, make excellent progress within the curriculum and build a strong foundation for their lives by developing their spirituality, self-belief and sense of citizenship.



Compassion



Courage



Thankful

Behaviour Policy

Headteacher: Mrs A. Hassall
Chair of Governors: Mr B Westwood

Date: July 2023
Reviewed: June 2024
Date for review: When necessary

Behaviour Policy

Introduction

At St Oswald's C of E Aided Primary and Nursery School, we strive to create opportunities, pathways and exciting journeys that value each child equally. We celebrate our unique diversity by providing children with a sense of community and belonging. Our chosen Psalm allows us to also live and learn through God's word every day, step by step.

'Your word is a lamp for my feet, a light on my path.'
Psalm 119:105

Introduction

We are a caring community whose values are built on trust and respect. Everything we do as a school is to ensure that the children are in a safe, secure and happy environment that enables everyone to flourish.

Aims

- To provide an environment where all feel safe, special and valued.
- To support children to understand, regulate and manage their emotions.
- To support pupils to make informed choices, develop good behaviours for learning and to develop effective relationships.
- To promote a culture of mutual respect, shared responsibility and an environment where all can disagree well.
- To ensure a fair and consistent approach to behaviour across the school community grounded in the school's Christian ethos.

Our school approach is one where we deliberately teach what good behaviour is and why it matters. In an environment, "where good conduct is heard, seen, demonstrated, encouraged and expected all the time"¹, we consistently reinforced positive good behaviour which has been defined as "...habits that helps the student to flourish as a learner and as a human. This is much more than compliance. In classrooms, it might be exemplified by how to focus; to follow an argument; to understand another's perspective; to be punctual; share resources, and so on."²

Our School Strategy

Our children are taught how to behave within school by ensuring they know what is meant by 'good behaviour' and what this looks like in practice. We are mindful that children have varying experiences, skills and knowledge with regards to behaviour, as they do in any curriculum subject, and our approach to teaching behaviour reflects this.

The school rules, which are rooted in our ethos and values, give a clear and defined foundation of the good behaviour expected and taught in school. They are: followed consistently; explained and modelled clearly; misconceptions addressed; repeated and clarified regularly. Our five rules are introduced through the phrase, 'Give Me Five':

- Be Kind
- Be Respectful
- Be Ready
- Be Polite
- Be Safe

We seek to recognise all who uphold our school ethos and values and consistently follow our school rules. As well as modelling good behaviour, all staff actively encourage and praise positive, caring behaviour which in turn helps to promote a positive learning environment. Children are also given opportunities to support each other in their process of personal growth and learning. Alongside the

¹Tom Bennett (2020), Running The Room pg 56.

² Tom Bennett (2020), Running The Room pg 40.

verbal praise given when good behaviour and thoughtfulness is observed or reported, staff will celebrate such noteworthy behaviour across classes with significant adults in the child's life. This can include the Headteacher, the class teacher and especially parents/carers. In classrooms opportunities to recognise, praise and reward good behaviour is acknowledged in the following ways.

- Reward system which may be displayed in the classroom

Shining Brightly – Gold Card	Parental Contact
Shining Stars	Praise/reward
Ready to Learn	This is where everyone begins each day.

- Gold Card: When a pupil has been spotted 'shining brightly' in class by displaying outstanding learning behaviours or being an exceptional citizen in our community, they are given a gold card by a member of staff. The pupil takes this to the school office and the staff there will send a notification via Parentmail to their parents/carers. Any member of staff noticing a pupil carrying a gold card will pause to highly praise and congratulate the child.
- Shining Light and Shining Bright weekly awards are awarded in a Friday celebration worship. Shining Bright is an award to recognise effort and achievement in class. The Shining Light certificate is awarded to recognise good citizenship within our school community based on all of our school's core values.
- House Points: We operate a house point system whereby each child is allocated to a house and can earn points for their team by demonstrating any of the school's values, British Values or positive learning behaviours. Points can be awarded by any member of school staff. House points are collected in each classroom and totalled each week. The result is shared with pupils in the Friday Celebration Worship. The house team with the most points at the end of each half term receives a collectively agreed reward (such as additional playtime).
- Stickers, certificards, certificates and similar rewards

Whilst staff will focus on the positive behaviour management, we recognise that there will be times when a clear procedure for managing negative behaviour is important. We follow the following 3 steps procedure:

- The pupil will be given a verbal warning inviting them to 'make better choices'. They will be told/asked to consider what is unacceptable about their behaviour and given guidance on the required changes to this.
- If the pupil chooses not to 'make better choices' and the negative behaviour continues, they will receive a sanction/consequence from the class teacher/TA/lunchtime supervisor. Sanctions are clearly explained to pupils by adults and are given with the intention of allowing children the chance to reflect on their behaviour to safeguard everyone and to maintain consistently high expectations in the school. The type of sanction given varies depending on the age of the child: an in-class reflection time, a longer discussion with the class teacher, asked to complete unfinished work for a short period of their playtime.
- Red Card negative behaviour continues after the sanction/consequence, the child will be issued with a red card. This will be taken to the school office and a notification will be sent to the child's parents/carers via Parentmail. In the event of a child receiving a red card, the child will have to speak to the Headteacher (or the Deputy Headteacher in the absence of the Headteacher) to discuss their behaviour when the child is regulated and able to discuss their actions and an appropriate consequence given. Parents/carers of children who are issued with a red card more than three times in a half term will meet with the class teacher and Headteacher to discuss the behaviour and to work together to support the child. A red card is recorded on the school's reporting system.

Extreme negative behaviour will result in an immediate red card and discussion with the headteacher. This includes, but is not limited to, physical aggression/violence, swearing, racist incidents, homophobic incidents, behaviour which endangers others, intentional or significant damage to property. All incidents are recorded on the school's reporting system.

At St Oswald's C of E Aided Primary and Nursery School we use the 'Thrive Approach'. Thrive aims to support children to ensure they are emotionally 'steady' and ready to learn by providing practitioners with research informed guidance on what to do and how to support children. We acknowledge that some children struggle to regulate and understand their emotions, therefore demonstrating consistently good behaviour can be challenging for them. We recognise that to support children with this we must consider their emotional development needs. The school rules will still apply to them, but different strategies are employed to support the development of their emotional literacy and through this make appropriate choices and be proud of their behaviour. For some children with specific educational needs and disabilities the school will seek further advice and involvement from external agencies (e.g. Educational Psychologist) where necessary (for more information see our SEND policy). Where a child's particular needs lead to more challenging behaviour, we will draw up an individual behaviour plan that will be developed and agreed between the child, the parents and the school. The plan will be reviewed on a termly basis or more frequently, if required.

Positive Handling

In very rare situations, where a child is refusing to follow a reasonable instruction and not responding to de-escalation techniques to stop their behaviour, the law allows staff to physically restrain a pupil using 'reasonable' force. This would only ever be used as a last resort when a child's behaviour is:

- Causing or highly likely to cause harm to themselves or another person.
- Damaging property.

Many of our teachers and teaching assistants have undergone Team-Teach Accredited Training and are therefore able to use positive handling techniques to physically restrain a pupil should this ever be necessary. Where a child presents a high risk of needing positive handling, an Individual Behaviour Plan and Pupil-Specific Risk assessment will be put in place. However, this does not remove the same power to any paid employee, should an occasion arise where physical restraint would be deemed necessary, for example in an emergency. Should a child ever be physically restrained, the parents/carers of the child would be notified immediately. Any parent who requires further information regarding physical restraint can request further details from the school office (RPI policy).

Suspension and Exclusion

We do not wish to suspend or exclude any child from school, but on some limited occasions this may be necessary. Therefore, when all reasonable strategies (an appropriate graduated response) have been attempted and have failed (including internal sanctions and the application of any available support), suspensions or exclusion is the next option for the school. The decision to suspend or exclude a pupil can only be made by the Headteacher or Deputy Headteacher in the absence of the Headteacher. The school follows its Suspension and Exclusion Policy and LA procedures related to suspension and exclusion, based on statutory guidance.

Confiscation of Items

The law allows staff to confiscate and search for items, including a person's bag, if it is suspected that any banned or dangerous item has been brought to school. The Headteacher (or a senior member of staff) and one other person will take appropriate steps, to ensure that nothing unsafe is in school. Parents/Carers will be notified of such incidents and a log will be kept.

Behaviour beyond the school gates

Our school is an important part of the community and our pupils are respectful and well-behaved inside and outside of school. In rare circumstances when this is not the case, the Headteacher may take action to encourage, promote and enforce good behaviour beyond the school gates. Legal powers enable the Headteacher to take measures to address negative behaviour where a pupil is travelling to or from school, wearing school uniform or is in some other way identifiable as a pupil of the school. If misbehaviour occurs that could have repercussions for the orderly running of the school or if the pupil poses a threat to another pupil or member of the public or could adversely affect the reputation of the school, then the Headteacher will deal with the matters which arise so that the behaviour is challenged. Negative online behaviour is included within this. Parents/Carers would be notified of, and involved in, any investigation/action taken. In all of these circumstances the Headteacher will

consider whether it is appropriate to notify the police or those connected to the police who deal with anti-social behaviour.

Monitoring of the Policy

The Headteacher and Deputy Headteacher monitor the effectiveness of this policy on a regular basis. They report to the governing body on the effectiveness of the policy and, if necessary, make recommendations for further improvements.

For the school's approach to anti-bullying please see the Anti-Bullying Policy.