

St Oswald's C of E Primary School

# Behaviour Principles Written Statement



Plan accepted: March 2024

Next reviewed: March 2025

## **Vision and Rationale**

### *Our Mission Statement*

*“At St Oswald’s School we are ‘one body, many parts’ (1 Cor 12). We take pride in each other, learn with awe and wonder, dare to dream and help each other flourish. Together we are a body of unique individuals who come together to trust, inspire, smile and serve one another and our community.”*

We believe that good behaviour and discipline are an essential foundation for successful teaching and effective learning. A clearly set out Behaviour Policy, which is understood and adhered to by all those involved with the school is therefore crucial to ensuring that our orderly community functions as it must in order to achieve our aims.

This policy should be read and applied in conjunction with all other relevant school policies, including the Safeguarding & Child Protection Policy.

## **Aims of our school Behaviour Policy**

- To promote an orderly and purposeful atmosphere about school which is conducive to effective teaching and learning.
- To ensure everyone behaves in a calm, respectful, courteous considerate manner and so to foster positive relationships within school.
- To encourage pupils, through their actions, to demonstrate that they understand what behaviour is expected and appropriate, and are adhering to these expectations.
- To educate pupils to take responsibility for all their behaviour, acknowledging that they are responsible for the behaviour choices they make and the impact these have on others.
- To support pupils in developing high expectations of themselves, fostering high self-esteem and self-discipline and an appropriate respect for authority.
- To ensure that parents have confidence in the management of behaviour within school and are able to work in partnership with school to support all pupils to behave well.
- To promote the five core values in school – Kindness, Courage, Perseverance, Wonder and Excellence.

## **Introduction**

The great majority of our pupils behave well and consistently act with respect, care consideration and politeness to others in school. Pupils learn to behave well in this way through the school having high and consistent expectations of everyone and pupils being regularly reminded of what is expected of them, with the staff acting as role models and always promoting good behaviour. Supporting the development of good behaviour in this way is the responsibility of everyone in school. Using praise and reward to positively reinforce good behaviour choices is a key element in developing high self-esteem and self-discipline in pupils. When negative behaviour does occur it should be seen as an opportunity for the pupils concerned to learn different, appropriate behaviour choices they could have made. In line with our Christian values, pupils should be aware that it is their actions, not

themselves, which are disapproved of and that they are able to restore the situation through their consequent actions, attitudes and choices.

### **Guidelines – Promoting Positive Behaviour**

1. Key to inspiring good behaviour in pupils is strong, positive, respectful relationships between adults and pupils in the school. These are developed through fairness and consistency.
2. Good discipline is self-motivated. To help children learn this we will reinforce good behaviour choices through praise and reward systems. At a class and Year Group level these will be age appropriate and may include stickers, reward charts, praise in a wider forum such as Collective Worship etc.
3. At a whole school level, adults will use Class Dojo as a tool to reward good behaviour, with individual dojo points won contributing to the weekly House Points competition and to the termly individual Class Dojo Master competition.
4. Class teachers will ensure that there are clear expectations for behaviour in their class that have been discussed and agreed with the children. They will ensure that children are supported to behave well by appropriate supervision in class, when moving around in transitions during the day, whilst out at play and when out of school on a school organised trip.
5. Each class displays a 'Wall of Recognition' with an area of development for the class, such as caring for one another or listening to one another. This is designated by the class teacher and is used to highlight children 'doing the right thing' and encouraging others to follow them. Rewards for children whose name is on the wall.
6. Aspects of positive behaviour will be discussed and encouraged through PSHE Lessons.
7. Specific expectations of behaviour within class and around school will be made clear to all the children, featured in prominent display posters and follow the following six principles:
  - Always do your best and never give up
  - Be kind and show respect to others
  - Move around school in a safe way
  - Listen carefully to adults and each other
  - Make the most of each day

At Playtime / Lunchtime, Duty Teachers / our Lunchtime Team (including Lunchtime Supervisors and Lunchtime Assistants) will ensure that all aspects of our Behaviour Policy are adhered to.

8. Rewards. To reinforce good behaviour all classes will have their own systems of rewards. These will, in an age appropriate way, include some whole school approaches including:
  - Dojo points – Classes use online Class Dojo as the way to award good behaviour and work. Each week in class the children gaining the most Dojos in a respective category gain rewards. Dojo points are also collected and collated by Year 6 monitors to create totals for each house a child has been placed in. The winning House will be awarded the House Challenge Cup in Celebration Assembly that week.
  - Celebration Assembly Certificates and Values certificates. Certificates are awarded to children each week for outstanding behaviour, attitude or work. Parents are then invited in to Celebration Assembly the following week to watch their child receive their certificate.

## **Guidelines – Addressing Negative Behaviour**

It is part of growing up to occasionally make negative behaviour choices. These are learning opportunities, through which children can recognise what different appropriate choices could and should have been made and develop the self-discipline and motivation to make such choices in the future. It is key to helping children develop good self-esteem that, in these situations, children realise it is the behaviour that is unacceptable, not themselves, and that they are capable of making different, appropriate behaviour choices.

If negative behaviour continues, the response to this behaviour will progress through a series of stages.

Please note that children with SEN or pastoral needs will have these taken into consideration and the restoration of children is a primary focus of school. Children should feel that every day is a fresh start.

### **In Class / Around School / During Playtime and Lunchtime**

**Stage 1:** The first response to negative / disruptive behaviour is to praise examples of the appropriate behaviour in another child, in a way that the misbehaving child will hear, stating clearly the expected behaviour that is being praised. This is often all that is required to remind a child of behaviour expectations.

**Stage 2:** Individual targeted verbal and non-verbal reminders about expectations, school rules, e-safety guidelines and choices.

**Stage 3:** If the child makes a choice deemed more serious, teacher to have a brief discussion with pupil outside the class (or within where appropriate) away from their peers about behaviour expectations.

**Stage 4:** Repeated poor behaviour or if the child makes a choice deemed more serious, such as physical violence, deliberate damage to property, swearing, and prejudicial language or bullying, the child is to be taken to speak to the inclusion leader or a member of SLT immediately. A longer restorative session would be given as a sanction and the matter discussed with parents.

**Stage 5:** If negative behaviour continues a meeting with parents will be arranged to discuss the child's behaviour with the Class Teacher, Inclusion Team and/or Headship Team. If appropriate, a Plan will be drawn up identifying what action will be taken to support a change in behaviour by the child. In certain circumstances, a warning of suspension/exclusion (either specific or general) may be issued.

If the behaviour continues or becomes a threat to other pupils or staff, Stage 6 & Stage 7 may be applied by the Headteacher with parents fully involved in the process.

Stage 5 may also include an internal exclusion, where a child spends time away from their peers and carries out more in-depth restorative work with staff.

**Stage 6:** A fixed term suspension out of school.

**Stage 7:** A permanent exclusion.