

St Oswald's C of E Primary School

Behaviour Principles Written Statement



Statement accepted:

November 2025

Next reviewed:

November 2026



We come together to trust, serve one another and our community. We help each other flourish.

St Oswald's is a school where we want children to feel that they are safe and that they belong. We are inclusive of all our learners, their individual needs and the need for adaptive approaches to all elements of school life. Our community is diverse and we will come together best when this is recognised. We understand the importance of justice and responsibility; that we want our learners to go on to be valued members of society who understand that we make mistakes, and that we must try to repair those mistakes and restore our relationships and mutual trust. We value forgiveness and appreciation of age and circumstance when making decisions. We understand the value of simple rules that we can all agree on and come together over. We understand that behaviour is more than making good choices, and that we must all collectively be part of making those good choices in order to reach our behaviour goals. We instruct our young people in how our choices affect those around us, and how our behaviour change and grow with us to make us good citizens and role models to those around us. We place a strong value on reciprocally respectful relationships; both those with peers and those with adults.

We are 'one body, many parts' and used our vision to break our learning and school behaviours into a progressive system of learning to achieve those parts.

At St Oswald's we believe in a proactive approach to behaviour management, which hopefully reduces the time spent reacting to unacceptable behaviours.

We are part of this school and come together to:

- Take pride in our school
- Serve one another
- Be part of the community
- Flourish and allow others to flourish



We encourage these behaviours, in both learning time and outside the classroom through:

Relationships

Our staff make good relationships with the children and understand the importance of these. We are aware of our influence over the children in our care. We understand that every child is different, and every child's story is different and we show compassion, understanding and inclusivity in our approaches. We understand the importance of equity over equality when we are learning about positive choices and how to learn. We value restorative conversations, allowing children to speak and respecting their need for space.

Teaching behaviours

We have a progression of behaviours which support the vision and values of this school to promote continued growth in terms of learning behaviours and kind, respectful behaviour around school and in the wider community. See appendix 2.

Strong classroom management

Strong classroom management is underpinned by clear, simple rules and an agreed approach to learning behaviours in the classroom. Our behaviour strategies towards unacceptable behaviour are clear and inclusive. We understand that outcomes for each child may differ but these are approached with equity to ensure that each child has what they need to succeed.

Consistency

We treat children with consistency and apply our rules with consistency wherever possible. We understand that outcomes for each child may differ but these are approached with equity to ensure that each child has what they need to succeed. Positive behaviour acknowledgements can be given to children by all staff, and in a consistent manner. This includes house point tokens and dojo points.

Acceptable behaviour

Acceptable behaviour is that which benefits the child and does not cause harm, offence or inconvenience to those around them and considers the safety of others. Acceptable behaviour takes into account a person's individual needs and what behaviour traits may be beyond their personal control.

Unacceptable behaviour

Unacceptable behaviour is that which harms, offends or inconveniences others, or compromises their safety. This includes the children and the adults.

Unacceptable behaviour includes, but is not exhaustively:

- Physical harm (deliberate and targeted) or potential physical harm (possession of a weapon).
- Verbal abuse (targeted) including targeted swearing
- Sexual abuse or inappropriate sexual behaviours (beyond that considered 'normal' by an AIMS risk assessment)
- Racism, sexism, homophobia or other abuse directed at minority groups.
- Repeatedly disrupting learning through deliberate and controlled actions.
- Compromising the safety of others through deliberate and controlled actions.
- Bullying (the deliberate, targeted and repeated physical or verbal abuse of another child).

School Rules

We are all '**Part of this School**' and we allow those around us to enjoy school life, participate fully and achieve their best by being:

Ready to learn; demonstrating behaviours which show we can learn and also consider the environment in which others learn best.

Respectful of those around us; their needs and their goals.

Safe wherever we are in school; never compromising the safety of others.

Written Policy for non-compliance with the above:

Stage 1

- Reminder from adults regarding the school rules, making clear which one the child is currently not meeting.
- Discussion about how the child could be helped to achieve compliance with the rules.
- Consideration for any part of the rules the child is unable to meet for reasons beyond their personal control.

Stage 2

- A child may be moved away from a group or their peers to allow others to remain on task.
- A child may be given time to speak to an adult about their behaviour choices and discuss the school rules.
- Incident logged for senior leadership attention.

Stage 3

- A restorative conversation is held with a child during a short period of their break or lunchtime. (Appendix 1)
- The child is then given time with those they have harmed to carry out the restorative process through apology, making a mutually beneficial plan to move forwards and learning from our

mistakes together.

- The conversation is logged for the senior leadership team to view.

Where unacceptable behaviour choices happen on an irregular basis, Stages 1–3 will be used on more than one occasion. Repeated or regular unacceptable behaviour will result in escalation to Stages 4–6.

Stage 4

If choices persist which poorly impact others and the child either chooses not to take part in restorative justice or this system has seen no improvement in choices then the child may spend time away from their peers. The senior leadership team will discuss behaviour choices with the child. Time away from peers constitutes:

- 4a. Time away from peers for five minutes of a break.
- 4b. Taking an entire break somewhere else.
- 4c. Completing some of our learning in another classroom.

As part of an inclusive approach to education, considering the needs of every pupil, some of stage 4a–4c may be repeated at the discretion of the school, taking into account individual circumstances. Likewise, particular behaviour choices may escalate to Stage 5 without going through all of the Stage 4 strategies.

Stage 5

Unacceptable behaviour which continues in spite of restorative approaches and Stage 4 sanctions instigates the following procedures:

- 5a. A behaviour plan to safely manage a child's behaviour will be created (a BIPRA). This will be developed together with families as a supportive approach to managing unsafe or physically aggressive behaviours. Families are required to participate in the creation of a BIPRA with school and to agree to it.
- 5b. School will take measures to acquire additional support from external agencies for individualized behaviour support.
- 5b. Suspensions from school will be issued. These will initially be short term and then increase in length if behaviours continue. School notifies the local authority / Trust of all suspensions. Suspensions and exclusions follow the processes as outlined in the Leeds Exclusions Handbook.
- 5c. As a very last resort, the school may consider a permanent exclusion if this was deemed the most appropriate measure to safeguard the rest of the school and support the child with a fresh start.

Stage 5 measures are constantly reviewed and monitored. There may be times where a child is able to return to the Stage 4 strategies, or indeed Stages 1–3.

Specific Behavioural Approaches

1. Bullying

When it is deemed that bullying is occurring, this behaviour will be dealt with swiftly and following the principles outlined in this policy. Additional measures will be taken in school to safeguard the victim including involving staff, families and children. These measures are outlined in Appendix 5.

2. Harmful Sexual Behaviour

When behaviours are deemed to be harmful in sexual way, these behaviours will be addressed in accordance with the Harmful Sexual Behaviours and Child on Child abuse policy. An AIMS risk assessment (Assess, Intervene, Move on) is in place for all children who have demonstrated sexually harmful or potentially sexually harmful behaviour.

3. Restrictive Physical interventions

If a child's behaviour poses physical danger to themselves or others than the school may use positive handling approaches. The use of this is detailed in the Care and Control Policy. Restrictive Physical Intervention (RPI) is only used when other approaches are not improving the safety of a situation and can be used within any stage.

4. Carrying Weapons or Dangerous Items

Should staff suspect that a child is in possession, whether knowingly or unknowingly, with intent or otherwise, an item which may cause harm to others then they may carry out a search. Any child deemed to have deliberately brought an item into school with intent to cause harm will go straight to stage 5 and be suspended. The police may be contacted.

Searching without consent

The law states that knives or weapons, alcohol, illegal drugs and stolen items (referred to in Section 550ZA of the Education Act 1996 as 'prohibited items').

Establishing Grounds for a Search

Teachers can only undertake a search without consent of the child or SLT if they have reasonable grounds for suspecting that a pupil may have in his or her possession a prohibited item, or they believe there is significant risk associated with the item(s). The teacher must decide in each particular case what constitutes reasonable grounds for suspicion. For example, they may have heard other pupils talking about the item or they might notice a pupil behaving in a way that causes them to be suspicious.

The powers allow school staff to search regardless of whether the pupil is found after the search to have that item. This includes circumstances where staff suspect a pupil of having items such as illegal drugs or stolen property which are later found not to be illegal or stolen.

School staff can view CCTV footage (if available) in order to investigate an incident or to make a decision as to whether to conduct a search for an item and act in accordance with the Data Protection Act 1998.

Appendix. Strategy summary



Positive Behaviour Strategy

This policy is for all members of our school community but recognizes that our aim is an equitable policy and adjustments are made accordingly to benefit the individual needs of our learners.

The rules of this school are:

- **Be ready**
- **Be respectful**
- **Be safe**

Behaviours which are non-compliant with these rules are addressed in the following ways:

Stage 1

- Reminder from adults
- Discussion about positive ways forward

Stage 2

- A child may be moved away from a group or their peers to allow others to remain on task.
- A child may be given time to speak to an adult about their behaviour choices and discuss the school rules.

Stage 3

- Restorative conversations. Senior leadership notification.

Stage 4

- Time away from peers. Senior leadership involvement.

Stage 5

- Behaviour support plan in conjunction with family. Continued non-compliance will result in suspensions (temporary or permanent)

Some steps may be repeated and some behaviours may expediate escalation through the stages.

5c. As a very last resort, the school may consider a permanent exclusion if this was deemed the most appropriate measure to safeguard the rest of the school and support the child with a fresh start.

Stage 5 measures are constantly reviewed and monitored. There may be times where a child is able to return to the Stage 4 strategies, or indeed Stages 1-3.