



Oswald Road Primary School

Behaviour Policy

Approved by Governing Body: September 22
Headteacher: Deborah Howard
Chair of Governors: Peter Martin

To be reviewed in 2 years: September 24



Throughout this policy, wherever the word 'parent' is used, it refers to parents and carers. Wherever 'RR' is used it refers to Rights Respecting.

Also, throughout the policy there are 'Articles' added that relate to UNICEF's Convention on the Rights of the Child. As a school we are committed to our Rights Respecting work and policies we write are an important part of this. Article 42.

"Good behaviour in schools is central to a good education. Schools need to manage behaviour well so they can provide calm, safe and supportive environments which children and young people want to attend and where they can learn and thrive." – Behaviour in Schools, Advice for headteachers and school staff, July 22

"State Parties recognise the right of children to education" and "should take all appropriate measures to ensure that school discipline is administered in a manner consistent with the child's human dignity." Articles 28 and 29.

Our policy has also been informed by the Six Principles of Nurture:

1. Children's learning is understood developmentally
2. The classroom offers a safe base
3. The importance of nurture for the development of wellbeing
4. Language is a vital means of communication
5. All behaviour is communication
6. The importance of transition in children's lives.

The school expects openness and honesty from everyone. We are a Rights Respecting school and as such we expect people to respect and value each other's views and opinions. Articles 12 and 13. Where these may differ, we work together to resolve differences calmly and constructively. Staff are 'duty bearers' of RR language and exemplary role models of behaviour and attitudes and effectively encourage children to demonstrate these.

Children, staff and parents all know the basic expectations of behaviour in and around school. They also know the consequences for following or not following these expectations. Every class has a RR charter displayed with relevant articles chosen by the class.

We use the language of rights and choice to encourage everyone to take responsibility for their own behaviour. We particularly focus on this when we discuss dignity, equality and respect. Children choosing to behave in the expected way will be recognised with positive consequences. People struggling to make a good choice are supported with unobtrusive prompts.

People failing to make good behaviour choices are dealt with fairly and consistently. They are never embarrassed or humiliated. Article 37. Where pupils make mistakes in their choices, they are supported in finding ways to put things right and avoid repeating the behaviour in the future.

Everyone in our school community is responsible for managing behaviour. Everyone praises or supports good behaviour choices in communal areas. RR displays, in key areas of school, support the process of children thinking not only about their own Rights but the Rights of others and how we can respect everybody's Rights.

Rewards for appropriate behaviour are numerous.

Prompts for appropriate behaviour will be displayed when necessary in the form of visual reminders e.g. Active Listening.

This Policy is closely linked to and supported by our Anti Bullying Policy.

EYFS

Appropriate Behaviour

The children in Nursery and Reception have a system that is similar to the rest of school, adapted to make it more appropriate for our youngest children.

Each class within the EYFS has a Rights and Respecting charter which the children have decided upon with the support of Staff.

Children in Reception may get Dojos for visual support of their good behaviour choices. This is the choice of the class teacher whether Dojos are used in the classroom.

In our Early Years classroom, the staff make use of a 'Ralphie Right' puppet in discussions and assemblies.

All classes have a Ralphie Right assembly and a celebration assembly.

Prizes and certificates are used to support good behaviour choices over the year.

What is displayed in the classroom?

Each class has a Rights Respecting charter which the children have decided upon with the support of Staff.

There is a visual timetable in each classroom.

Staff may use visuals to support children. These may be in the environment (for example: good looking, good listening etc) or they may be something the staff member holds or wears. Amendments, such as the addition of specific visuals, are discussed with our Inclusion Team.

Inappropriate Behaviour

As per Behaviour in Schools guidance, 2022, our steps for addressing inappropriate behaviour covers the following:

Acting predictably, promptly and assertively with the aim of maintaining the culture of the school, restoring a calm and safe environment in which pupils can learn and thrive and preventing the recurrence of misbehaviour.

It also has a focusing on deterrence, protection and improvement.

Each class within the EYFS has a Rights and Respecting charter which the children have decided upon with the support of staff. Where there are poor choices, the member of staff will lead a short reflection in the moment. The staff member will tell the child that they are reflecting on the behaviour choices so it is clear. These aren't logged on CPOMS, however if there are repeated poor choices, the class teacher is to speak to the child's parent/carer and log on CPOMS under 'Behaviour Discussion' with a brief note of behaviours and the discussion. The purpose of a Behaviour Discussion is to inform the parent/carer and involve them in a joint discussion about how to best support the child.

If the behaviour is more significant (or repeated), then the teacher may ask the child to reflect in another classroom (Nursery – the other side of the nursery; Reception to another reception teacher). The staff member will tell the child they are leading a reflection due to behaviour choices so

it's clear. The class teacher may also ask that the child has time out in this classroom to reflect. This will all be teacher discretion and this is to be logged on CPOMS under 'Reflection Time' with notes of the behaviours. This will also be communicated to parents/carer by the class teacher or Teaching Assistant (always on the same day - usually at the end of the day except where behaviour has been exceptionally significant). Although reflection is normally in the child's own year group, it may be decided by the teacher it is more appropriate in a different year group (for example, a nursery child reflecting in a reception class).

If there are three reflections within a half term, then it is to be discussed with their parents by the Behaviour Lead. The Behaviour Lead will liaise with the class teacher ahead of their meeting with the parent/carer. This meeting will always be led by the Behaviour Lead (usually in person, but may also be on the phone) and the class teacher may also want to attend. This is to be logged on CPOMS under 'Behaviour Lead Meeting' with notes of the meeting and agreements. The purpose of a Behaviour Lead Meeting is to look at what next, what other support could be put into place and any possible adaptations if appropriate.

High level incidents

High level behaviour such as bullying, racism or assault will result in sanctions as per the Headteacher's discretion, such as report, internal exclusion and exclusion. At any point the Headteacher deems it necessary to jump to these, it is at her discretion following consultation and advice from other staff (and LA officers if appropriate). This will always be logged on CPOMS.

Year 1 upwards:

Appropriate Behaviour

The school makes thorough use of PSHE lessons, a well-designed assembly rota with UNICEF's Rights Respecting work thread through to explicitly teach appropriate behaviour. School visioning is also covered regularly throughout this work and it is understood there is a clear overlap and these elements are interwoven.

There will be a celebration within class weekly and this will have a focus of the message given at a Monday virtual greeting from the Headteacher. The virtual greeting will focus on the week's assembly rota usually, however also covers school visioning or specific points to raise or focus on. UNICEF Rights Respecting articles are discussed explicitly in all the assemblies. The main assembly of the week is

linked and then there is a class celebration and reflection linked to this at the end of the week. There is a termly celebration assembly and in this it is explicit on great choices made by the children as a collective.

All classes work within a routine which supports appropriate behaviour choices. Routine is supported by a visual timetable. All staff make use of explicitly praising positive behaviour choices.

Each class can choose to add positive elements to our behaviour policy if they wish. Examples of this could be raffle tickets, marbles in a jar, star charts, certificates, class prizes and prize boxes. This will be in response to the way the class teacher feels is most effective for their class.

What is displayed in the classroom?

Each class has a Rights Respecting charter which the children have decided upon with the support of Staff.

There is a visual timetable in each classroom.

Staff may use visuals to support children. These may be in the environment (for example: good looking, good listening etc) or they may be something the staff member holds or wears. Amendments, such as the addition of specific visuals, are discussed with our Inclusion Team.

Inappropriate Behaviour

As per Behaviour in Schools guidance, 2022, our steps for addressing inappropriate behaviour covers the following:

Acting predictably, promptly and assertively with the aim of maintaining the culture of the school, restoring a calm and safe environment in which pupils can learn and thrive and preventing the recurrence of misbehaviour.

It also has a focusing on deterrence, protection and improvement.

Key Stage Two: There will be a verbal warning. This will be communicated calmly and the child will be clear of the reason for the warning.

Key Stage One: There will be a verbal warning and a final verbal warning. These will be communicated calmly and the child will be clear

of the reason for the warnings.

For some children, there may be an amendment on what would lead to a warning. Decisions such as this are made by the Headteacher, after discussions with the Inclusion Team and class teacher. There may also be additional, personalised adaptations to the Behaviour Policy, agreed by the Headteacher or Behaviour Leads.

If the behaviour carries on, the child will attend a reflection in their breaktime. This is fully in line with the guidance in Behaviour in Schools, 2022.

As the reflection is held in a reflection meeting, there is no further discussion needed in the classroom at that point regarding behaviour choices.

They will attend a reflection session at the next morning breaktime.

Within the reflection session, the member of staff on duty will talk to the children about their choices and expectations moving forward. Where appropriate, the staff member will use the Rights Respecting language.

For some children, there may be an amendment for reflection. For example, this may be the use of a social story or a reflection led by a specific staff member. Decisions such as this are made by the Headteacher, after discussions with the Inclusion Team and parents.

This will be logged on CPOMS as a 'Reflection Time' by the class teacher with brief description of the reason. The office are to be informed of who is on reflection from the staff member in the reflection room and they will send a generic email to let the parents know their child has had a reflection the same day as the reflection.

We believe that each day is a new start and all children will never carry over warnings until the next day.

If there are repeated poor choices, the class teacher is to speak to the child's parent/carer and log on CPOMS under 'Behaviour Discussion' with a brief note of behaviours and the discussion.

The purpose of a Behaviour Discussion is to inform the parent/carer and involve them in a joint discussion about how to best support the child.

If there are three reflections within a half term, then it is to be discussed with their parents by the Behaviour Lead. The Behaviour Lead will liaise with the class teacher ahead of their meeting with the parent/carer. This

meeting will always be led by the Behaviour Lead (usually in person, but may also be on the phone) and the class teacher may also want to attend. This is to be logged on CPOMS under 'Behaviour Lead Meeting' with notes of the meeting and agreements. The purpose of a Behaviour Lead Meeting is to look at what next, what other support could be put into place and any possible adaptations if appropriate.

If behaviour continues, the child will be issued a report. Parents will be informed by the Behaviour Lead. When on report, a child has a report card for a week and they have break and lunchtimes indoors. The report card is commented on throughout the day by their teacher and given to a member of SLT at the end of the day to sign. If the child has a fully positive five days, then they come off report. If they don't, they stay on report for an extended amount of time. This is at the discretion of the Headteacher, but is never extended longer than a week. This will be logged on CPOMS under 'On report' with description of behaviours. School may deem it appropriate for a child to be on report, but with a specific amendment (for example, a report but access to playtime or a designated time to run in the playground etc). The Headteacher will make this decision and will liaise with the Inclusion Team and parents/carers.

If behaviour continues after this, then a meeting would then be arranged with the Headteacher and any other appropriate member of staff (eg pastoral, SENCo). This will be logged on CPOMS.

The school also has the right to issue an internal exclusion or a fixed term exclusion.

Internal exclusion: This is where the child is in school, however accessing via a different classroom. Where this is decided as an appropriate action, either the Headteacher or Behaviour Lead will call the parents/carers to discuss the behaviours and the reason for the sanction on the same day. This would be entered onto CPOMS under 'Internal Exclusion' with a description of behaviours. As per Behaviour in Schools 2022, this is considered a serious sanction, differs from 'time out' or time out to access a sensory space, is put into place to maintain safety of all pupils or to restore stability, allowing education to continue. When on internal exclusion, the child still needs to access education – this will usually match the mainstream curriculum but can be amended to something that is of benefit to the child's learning and also an opportunity for reflection. The Headteacher will always consider if issuing an internal exclusion is proportionate. An internal exclusion can vary in length dependent on the reason for the sanction – but usually will be between half a day and three days. Where it is deemed this needs to be longer, there will always be conversations between school and the parents/carers.

Fixed term exclusion: These are very rarely used in school. A fixed term exclusion is where a child is not allowed in school for a fixed amount of time and work is provided for them at home. If it is necessary to send a child home within the day (for example, if there was an assault) the part of the day the child is home classes as part of the fixed term exclusion. This would be entered onto CPOMS under 'Fixed Term Exclusion' with the letter sent home attached. In some cases, it is not appropriate to send work home with the child, this will always be discussed with the parent/carer and Inclusion Team where appropriate. Guidance within Behaviour in Schools notes exclusions can be used in response to poor behaviour which hasn't improved following in school sanctions and interventions.

As per '[Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England , July 2022](#)':

A suspension, where a pupil is temporarily removed from the school, is an essential behaviour management tool that should be set out within a school's behaviour policy.

A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year). A suspension does not have to be for a continuous period.

A suspension may be used to provide a clear signal of what is unacceptable behaviour as part of the school's behaviour policy and show a pupil that their current behaviour is putting them at risk of permanent exclusion. Where suspensions are becoming a regular occurrence for a pupil, headteachers and schools should consider whether suspension alone is an effective sanction for the pupil and whether additional strategies need to be put in place to address behaviour.

At any point, where a statement is needed, teachers, Teaching Assistants, Behaviour Leads, Inclusion Team or SLT are to take the statement using the five questions proforma and this is to be uploaded onto CPOMS for the Behaviour Leads or the Headteacher to advise on next steps.

It is understood that there can be occasions where bullying can take place more covertly and this will always be considered and dealt with sensitively when taking statements.

If at any point, school felt it needed to consider a permanent exclusion, they would work with the Local Authority, Legal Team and be fully aware of the detail within '[Suspension and Permanent Exclusion from maintained](#)

schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England , July 2022’

High level incidents

High level behaviour such as bullying, racism or assault will result in sanctions as per the Headteacher’s discretion (in line with Behaviour in Schools Guidance, 2022), such as report, internal exclusion and fixed term exclusion. At any point the Headteacher deems it necessary to jump to these, it is at her discretion following consultation and advice from other staff (and LA officers if appropriate). This will always be logged on CPOMS.

Guidance within Behaviour in Schools notes exclusions can be used in response to a serious incident.

Where a statement is needed, teachers, Teaching Assistants, Behaviour Leads, Inclusion Team or SLT are to take the statement using the five questions proforma and this is to be uploaded onto CPOMS for the Behaviour Leads or the Headteacher to advise on next steps.

It is understood that there can be occasions where bullying can take place more covertly and this will always be considered and dealt with sensitively when taking statements.

Quick reference:

	Action	CPOMS tag
EYFS		
Child has reflected in another classroom.	Reflection in another classroom; noted on CPOMS by class teacher with brief notes of behaviours; teacher to let parent know at end of the day.	Reflection Time
General conversation	Inform the parent/carer and involve them in a	Behaviour Discussion

with parent via class teacher about behaviour	joint discussion about how to best support the child.	
Three reflections in a half term	Behaviour Lead meeting with parents/carers	Behaviour Lead meeting
Year 1 upwards		
Child has had a reflection in their breaktime	Reflection; reflection noted on CPOMS by class teacher with brief notes of behaviours. Member of staff on reflection duty to let office know the names of the children and an email to be sent.	Reflection Time
General conversation with parent via class teacher about behaviour	Inform the parent/carer and involve them in a joint discussion about how to best support the child.	Behaviour Discussion
Three reflections in a half term	Behaviour Lead meeting with parents/carers	Behaviour Lead meeting
Continued poor behaviour or significant behaviour	Report; parents contacted by Behaviour Lead; noted on CPOMS with behaviours noted	On report
All school		
General behaviours to note		Behaviour

Statement taken	Uploaded and tagged as Behaviour
Internal exclusion	Tagged as Internal Exclusion
Fixed Term exclusion	Tagged as Fixed Term exclusion, with letter sent home uploaded.

Lunchtimes:

Appropriate Behaviour:

Routines are set and in place and this supports appropriate behaviour choices. Well-structured lunchtimes, with a range of options for activities and quiet space also supports this.

The lunchtime team make use of stickers and other visual representations of appropriate behaviour choices, which the children will be able to share with their parents/carers.

SLT and school's teacher with responsibility for strategic lunchtime support work on a rota system where they are involved in lunchtimes daily.

Inappropriate Behaviour:

If a child is making a poor choice they will receive a warning. A warning will be worded calmly and succinctly, using the child's name first and make the inappropriate behaviour clear: "XXX, this is a warning for XXX"

If the behaviour persists, they will be asked to reflect in the moment with a staff member. This is called a 'Time Out'. The staff member will tell the child that they are reflecting on the behaviour choices in the Time Out so it is clear. Lunchtime staff will use a set structure:

What happened?

Who has been affected by what you have done? In what way?

What do you think needs to happen to make things right?

In Year 1 upwards, the child will stay with the Lunchtime Organiser for approximately five minutes to allow for the reflection and a short amount of time out.

This will be fed back to the class teacher succinctly (For example: XXX has reflected due to XXX). This would not need logging on CPOMS by the class teacher, however if there is a pattern this will be logged as 'behaviour' by the class teacher.

Feedback to teachers is succinct as it is understood teachers will need to start teaching. This feedback is to be done either with or without the child, however it is not done in a way the class can hear.

EYFS: If the behaviour is more significant or repeated, the class teacher may choose to use the reflection in another class straight after lunchtime and this would be logged on CPOMS as normal by the class teacher under 'Reflection Time'. The purpose of this is for the child to reflect further on their actions.

Year 1: If the behaviour is more significant or repeated, the class teacher may choose to issue a Reflection Time for the next breaktime. If they do, they will log as usual on CPOMS under 'Reflection Time' with brief details of behaviours. The purpose of this is for the child to reflect further on their actions.

As with the sections above, there are some children who will need amendments to the behaviour policy. This will be agreed by the Headteacher in liaison with the relevant lunchtime staff, class teacher and Inclusion Team. Where appropriate, parents/carers will be involved in decisions on amendments in place. These will be personalised and appropriate for the child's needs.

If there is a high-level incident, a member of SLT is to be called.

Searching, Screening and Confiscation

School is aware of and follows the advice for schools within 'Searching, Screening and Confiscation, July 22'.

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 3 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; and
- pornographic images.

When exercising their powers, schools must consider the age and needs of pupils being searched or screened. This includes the individual needs or learning difficulties of pupils with Special Educational Needs (SEN) and making reasonable adjustments that may be required where a pupil has a disability.

School staff may wish to consider using CCTV footage to decide whether to conduct a search for an item.

Under common law, school staff have the power to search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed.

Only the headteacher or deputy heads are authorised to carry out search in our school.

In our school:

Although it has never been needed, if a search of a child was deemed appropriate, then the Headteacher or Deputy would first call the child's parent.

Search of possessions (eg a child's bag): If it is deemed necessary due to suspecting there is a prohibited item, parents will be contacted after the search of possessions.

If it is deemed appropriate to search possessions for an item that isn't deemed a prohibited item, and the child refused, then the Headteacher or Deputy would contact the parent to discuss.

If a search has taken place, the following is to be recorded on CPOMS:

- the date, time and location of the search;
- which pupil was searched;
- who conducted the search and any other adults or pupils present;
- what was being searched for;

- the reason for searching;
- what items, if any, were found; and
- what follow-up action was taken as a consequence of the search.

If an item from the search is deemed necessary for confiscation, the Headteacher or Deputy Head will use the guidance within Searching, Screening and Confiscation, July 22.