



Oswald Road Primary School

Behaviour Policy

Date of approval	September 2026
Date of review	September 2027
Headteacher	Deborah Howard
Chair of Governors	Peter Martin

Behaviour Policy Background:

The school Behaviour Policy was written following work undertaken over an academic year, where staff worked closely together to consider underpinning values, school vision, expectations, reward and praise, sanctions and general approach. This work was also supported by pupil voice, provided by our Rights Respecting Ambassadors.

As per Behaviour in Schools, Advice for Headteachers and School Staff, February 2024, we are aware that:

"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."

Rights Respecting:

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)

We were also mindful, when writing policy, that "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)

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 Rights Respecting language and exemplary role models of behaviour and attitudes and effectively encourage children to demonstrate these.

Six Principles of Nurture:

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.

Anti-Bullying Policy:

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

Our policy is split into the following sections:

- Behaviour Expectations
- Appropriate Behaviour Choices
- Approach
- Sanctions
- Wraparound Care Behaviour Policy
- Searching, Screening and Confiscation

We have a separate Anti-Bullying Policy and a separate Exclusions and Suspensions Policy.

Our Behaviour Expectations have been written following extensive work on the vision with the staff team and input from our Rights Respecting Ambassadors. All has been written with a focus on the overall values of **mutual respect and responsibility**.

Behaviour in Schools, Advice for Headteachers and School Staff, February 2024, states: "Pupils should be taught explicitly what good behaviour looks like" and "Creating a culture that promotes excellent behaviour requires a clear vision of what good behaviour looks like".

Our Behaviour Expectations are as follows:

Corridors

At Oswald Road, we prioritise a respectful and orderly environment. In the corridors, children are expected to:

- Walk quietly (voices to be kept to an absolute minimum)
- Keep to the left
- Maintain a straight line
- Walk in line order

This practice ensures that our classes remain visible at all times, fostering a sense of organisation and clarity. Children are reminded to be courteous, allowing visitors, adults, and students with disabilities to have priority as they navigate the corridors. In

Key Stage One, door monitors will be used to hold the doors for each other where needed. In Key Stage Two, the children will hold the door open and pass to the next person coming through.

By adhering to these guidelines, we cultivate a respectful atmosphere that enhances the learning experience for everyone within our school community.

Playtimes

We ensure that everyone who wants to take part in a game is included. All children are respectful of adults and each other by following the playground expectations in each area and instructions from adults. Children engage in safe play, respecting the personal space of others and showing empathy for others' ideas and feelings. Children take care of each other, the environment and resources.

Children are expected to be responsible for their own property. They are also expected to not litter, holding each other to account.

Children stop on the first whistle, wait and then walk to their line on the second whistle. They line up quietly, calmly and in single file.

Assembly

At Oswald Road, children walk sensibly, silently and respectfully into and out of assembly. Where possible, children sit with their legs crossed in class rows. When the adult raises one hand, children respond by being ready to listen. Children answer questions by raising their hands.

Trips

At Oswald Road, we recognise we are representing our school when on a trip. Children will walk in pairs when required (wearing a high vis jacket) and be aware of the public. They use good manners and respect others and the environment including when on public transport. Children will listen to adults responsible for their safety and wait their turn to speak.

Classroom

When the children enter the classroom, they do so calmly and quietly and ready to learn (which includes quickly getting a drink if needed and moving straight to desks/carpet with equipment out as needed). At the end of a lesson/session, the children should be quiet in preparation for leaving the classroom quietly.

During lessons, children should be demonstrating active learning and listening (as per visual prompts) and be responsible for managing their own behaviour for learning.

Children will show respect to peers and staff (which entails consistent good manners, listening to the ideas of others, being supportive and having a positive attitude and growth mindset). Children will have respect for school and personal property and equipment. Children tidy up as a team.

During teacher input children will remain seated and attentive. If they need to speak to the teacher, they raise our hand with no shouting out.

Regulation equipment/fidget toys should be used as intended.

If children go to another classroom, they should knock on the door ahead of entering and wait to be spoken to.

Toilets

At Oswald Road Primary, we are committed to fostering a respectful and safe environment for all our pupils during toilet use. We have established a clear set of guidelines to ensure privacy and dignity are upheld. From Year 3 upwards, genders assigned at birth will not mix, noting that pupils may intermix with different age group peers, provided they are of the same sex. We expect children to follow the guidelines on which toilets they are to use throughout the day. Children will be quiet (not silent) while in the toilets and demonstrate respect for others' privacy. They flush toilets and wash their hands thoroughly, with hygiene as a core practice. During lesson time, a toilet pass system will be in use for Years 1 – 6 allowing for orderly access. Children are mindful of others and the environment and they are efficient with their time in these facilities, being aware that toilets are not for socialising.

Dining Hall

The following expectations were written as a Lunchtime team, with input from Rights Respecting Ambassadors:

Line for dinners	Facing forward Remembering cutlery Holding trays sensibly Quiet talking Single file Good use of manners
Eating time	Sensible chatting – no shouting Sitting down whilst eating Facing the table Being careful to not drop food on floor / picking up food wrappers etc Not sharing food Hoods down, coats, gloves and hats off No toys

Movement around hall	No arguing over seats No reserving seats Walking
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At Oswald Road, we support and notice appropriate behaviour choices, celebrating 'above and beyond' moments, focusing on how these link to our visioning words, values and ethos.

Values and Ethos

We would love all children at Oswald Road to be:

Happy



Respectful



Inspired to learn



Independent



Aspirational



Creative



Self-confident



Resilient



Compassionate



Well-rounded



Everyone in our school community is responsible for managing behaviour. Children, staff and parents/carers all know the basic expectations of behaviour in and around school.

Positive use of Regulation Stations:

All classrooms have Regulation Stations. On our Pastoral Corridor, there is also a further enhanced Regulation Station. These are to be used by the children by either them noticing themselves that time in this area could be helpful, or by positive direction from the teacher. Regulation Stations are only used positively.

Early Years

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.

The children access a well-planned and well-pitched PSHE curriculum and children in Reception have a weekly year group assembly.

Routines are clear and rehearsed.

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

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

Good behaviour choices are noticed and vocalised. 'Above and beyond' moments are celebrated.

Prizes, stickers and certificates are used to support good behaviour choices over the year. Systems such as Marbles in a Jar are used, with the class working together on a collaborative aim. There are different team prizes to be won, dependent on how much is collected within the system with the focus on working collaboratively towards a goal. The type of system may differ across classes, however the parameters are:

- Working collaboratively towards a common goal
- Tiered prize offer dependent on level of what the class has collected collaboratively
- The reward is separate to the normal, scheduled end of half-term day enrichment schedule.
- Considers how the system applies during times of flexi-grouping

Positive messages will be shared verbally by the staff to parents/carers and positive messages may also be sent electronically by the Headteacher.

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

Collaborative reward system will be visual within the classroom, including any detail needed should the class be covered.

Year One

The children access a well-planned and well-pitched PSHE curriculum, plus aligned PSHE focused assemblies at points through the year.

UNICEF's Rights Respecting work thread through the curriculum.

Routines are clear and rehearsed.

Termly celebration assemblies, focused on collaborative class achievements.

Good behaviour choices are noticed and vocalised. 'Above and beyond' moments are celebrated.

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- Working collaboratively towards a common goal
- Tiered prize offer dependent on level of what the class has collected collaboratively
- Development from Early Years, to keep the children's interest.
- The reward is separate to the normal, scheduled end of half-term day enrichment schedule.
- Considers how the system applies during times of flexi-grouping

Positive messages will be shared verbally by the staff to parents/carers and positive messages may also be sent electronically by the Headteacher.

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.

Collaborative reward system will be visual within the classroom, including any detail needed should the class be covered.

Year 2 upward

The children access a well-planned and well-pitched PSHE curriculum.

UNICEF's Rights Respecting work thread through the curriculum.

Routines are clear and rehearsed.

Termly celebration assemblies, focused on collaborative class achievements.

Good behaviour choices are noticed and vocalised. 'Above and beyond' moments are celebrated.

Stickers are given for 'above and beyond' moments linked to school's vision, values and ethos.

Positive messages will be shared verbally by the staff to parents/carers and positive messages may also be sent electronically by the Headteacher.

Each class has their own rewards system to address each class having their own dynamics and interests. These may be a system that runs daily or weekly and will operate within the following parameters:

- The rewards systems will build to working collaboratively towards a common, longer-term goal
- Rewards focus on school's vision, values and ethos.
- The reward is separate to the normal, scheduled end of half-term day enrichment schedule.
- Considers how the system applies during times of flexi-grouping

Year 6 specific:

Each week in assembly, Year 6 children will be awarded special golden tickets, linked to 'above and beyond' moments focused on school's vision, values and ethos. Choices, actions and achievements will be shared on a prominent display in school, allowing our Year 6s another opportunity to be role models.

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.

Both the rewards system and collaborative goal system may be visual within the classroom, including any detail needed should the class be covered.

Lunchtimes

Routines are clear and rehearsed.

Lunchtimes are well-structured, with a range of options for activities and quiet space. Nurture clubs operate during lunchtimes.

The lunchtime team make use of stickers which the children will be able to share with their parents/carers. Good behaviour choices are noticed and vocalised. 'Above and beyond' moments are

celebrated. There is a lunchtime

SLT rota.

We understand that the approach to managing behaviour is integral in setting the right classroom culture.

We understand that expected behaviours need to be taught, practised and revisited often and that as staff, we are instrumental in teaching and modelling the behaviours we want to see in our school.

As noted in the above section, routines are key. Once these are embedded, the benefits for the children, staff and learning time are significant.

Approaches noted below have been discussed and agreed as a staff using both the work from Bill Rogers and 'Teaching Walkthrus' by Tom Sherrington and Oliver Caviglioli.

General approach:

Strategy	What?	Why?
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Signal, Pause, Insist	Staff member gives a signal, then pauses, then insists the talking etc has stopped.	Raising a voice to get the children to stop doesn't support a calm learning environment. This strategy allows for a staff member to get attention calmly and efficiently.
Rehearse routines	Routines are designed and then they are taught explicitly. From this, they are practised. Where needed, there will be times when the expectations need a re fresh by re-setting the expectations and then some further rehearsal.	When everyone knows what to do in various situations, it allows the focus to be on learning and reduces wasted learning time.
You establish what you establish	Expectations are decided upon and they are communicated. Expectations are	If in practice a staff member accepts actions below set expectations, this then becomes the

	reinforced and the staff re-direct or correct when they are not met. Expectations are sustained.	norm. Whatever a staff member establishes and sustains becomes the norm.
Language of Rights	Where appropriate, staff will use the language of Rights to support depth in reflection.	This encourages everyone to take responsibility for their own behaviour. This supports the process of children thinking not only about their own Rights, but the Rights of others.

Be Seen Looking	<p>Staff members overtly show they are looking – this is often an exaggerated movement.</p> <p>For example, the staff member may move their body as if there is a pillar in the way, so there is a visual that they can see.</p>	Non-verbal actions are effective and non intrusive.
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Correcting Behaviour:

The chart below lists approaches that we use to support correcting behaviour, whilst setting the right classroom culture. This differs to sanctions, which is covered in the section below and our approach starts with the least invasive techniques available.

These are seen as a toolkit, that staff members can choose from to use in a range of situations.

Strategy	What?	Why?
Pause, Direction	The staff member makes a deliberate pause between gaining a student's attention and giving a direction to ensure they have had sufficient 'take up'	Just because a staff member starts talking, doesn't mean the child hears them. This allows

	<p>time. Eye contact should also be used.</p> <p>Eg: "Name... pause... could you face this way and listen, thanks".</p>	for sufficient 'take up' time.
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<p>Take-up Time</p>	<p>The staff member says the name, pauses, then asks the child to come over to them. They then deliberately look away, talk to someone else or move to a more private area away from peers.</p> <p>Eg: "Name... pause... come over here for sec please...", then walk away to a private area away from peers.</p>	<p>The staff member can have a quiet word about the behaviour in a less invasive way.</p>
<p>Partial Agreement and Assuming the Best</p>	<p>If a child disputes the staff members judgement, the staff member can respond with partial agreement, followed by expectation.</p> <p>Eg: Child : "I wasn't talking, I was doing my work"</p> <p>Teacher : "OK, Maybe you were but now I want you to press on to finish the task.</p> <p>This strategy of giving the benefit of the doubt, can also be used if a child hasn't disputed a staff member's judgement, but isn't following the expectation set.</p> <p>Eg: "You're so full of ideas you've started talking...remember this is independent work"</p>	<p>Staff members should model the behaviour they expect and this includes not wanting the last word</p> <p>This strategy avoids or resolves conflict. It means staff members not trying to have the last word, or asserting their power in a situation when a student disputes their judgement.</p>

<p>Choice direction and 'when...then'</p>	<p>The staff member addresses the behaviour needing correcting, with either choice and direction or with a 'when / then'.</p> <p>Eg: "Name...pause... you can either work quietly by yourself or you can come up and sit with me"</p> <p>Eg: "When you have finished tidying up your area... then you can sit wherever you want..."</p>	<p>This works better than command language.</p>
<p>Positive Framing</p>	<p>Instead of negative language, staff members frame corrective directions positively.</p> <p>Positive responses are affirmed first.</p> <p>Eg: "Well done to this table, you're ready to learn."</p> <p>Where children are not meeting expectations, the staff member describes the behaviour they want to see, followed by thank you/thanks.</p> <p>Eg: "Name...pause...looking this way, thank you"</p> <p>This also works to ensure staff members focus on 'living in the now'.</p> <p>Eg: "Eyes on me" (instead of 'you've been staring outside for five minutes')</p>	<p>Negative challenge may be perceived as personal criticism or being unjust.</p> <p>This approach is more likely to be seen as positive and constructive.</p> <p>It frames expectations positively.</p>

Positive Group Correction	<p>Staff member doesn't name students who are not complying, instead they will make a more general comment</p> <p>Eg: "Great, almost everyone is ready, I'm just waiting for a couple"</p>	This strategy avoids highlighting specific children and the potential of other students then engaging with that.
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Use of voice:

Strategy	What?	Why?
Controlled severity	<p>Staff members may occasionally use a sharper, louder, corrective tone.</p> <p>This is then followed by a quick return to the normal, warm tone used by the staff member.</p>	<p>The harder, corrective tone conveys the message that the behaviour choice has crossed a boundary and won't be tolerated.</p> <p>Moving quickly back to the warm tone ensures the child knows that although the boundary has been crossed and won't be tolerated, the staff member still cares for them.</p>

We understand that there is a difference between shouting and shouting to be heard. For example, when leading outdoor PE, use of a louder voice is needed to be heard.

Our steps for addressing inappropriate behaviour have been carefully considered, in line with Behaviour in Schools guidance, 2024.

'When pupils do misbehave, schools should be able to respond promptly, predictably and with confidence to maintain a calm, safe learning environment.'

Our sanctions have also been devised with a focus on deterrence, protection and improvement.

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.

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

Early Years:

For any sanctions in Early Years, due to the age of the children, these will be put into place immediately after the incident or as soon as possible to respond to the behaviour choice and support reflection.

Where there are poor choices, the member of staff will remind the child of school expectations.

If behaviour continues they may:

- 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, considering the Rights Respecting charter and the basis of mutual respect and responsibility. 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 behaviour continues / the behaviour choice is more significant they may, following a reflection in the moment, have:

- time out in their own classroom.
- time out in another classroom in own year group.
- time out in another Early Years year group classroom.
- Reflection with another staff member

Staff are aware that children respond differently to sanctions and will use knowledge of the child / severity of incident to make a decision on the sanctions above.

The staff member will tell the child they are leading a reflection, then having time out, due to behaviour choices so it's clear.

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). If a child is at an after school club, the staff member will contact the parent. It is understood if 'Reflection Time' is tagged on CPOMS that there has been communication with parents/carers and therefore 'Behaviour Discussion' is not also needed to be tagged. Anything significant from parental discussion will however be noted (for example, if the parent/carer is sharing they are also seeing certain behaviours at home etc).

If there are five reflections within a half term, then it is to be discussed with their parents/carers by the Early Years Behaviour Lead. The Early Years 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 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.

EYFS CPOMS quick reference:

Behaviour Discussion	Used if a child is having repeated in the moment reflections and it has been discussed with parents/carers.
Reflection Time	Used when a child has time out following an in the moment reflection (repeated or more significant behaviours).

Behaviour Lead Meeting	Used when the Behaviour Lead has met with parents/carers – usually due to five reflections within a half term.

Key Stage One:

Where there are poor choices, the member of staff will remind the child of school expectations. The staff will use a verbal warning system with a verbal warning, then a second verbal warning.

If behaviour continues they may:

- issue time out in a partner classroom to give the child a chance to re-set (maximum of 10 minutes), taking work where appropriate / possible.

The staff member will tell the child that they are reflecting on the behaviour choices so it is clear, considering the Rights Respecting charter and the basis of mutual respect and responsibility. 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 behaviour choice continues following time out, or is more significant, then the staff may:

- issue a reflection to be completed during playtime

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

Within the reflection session, the member of staff on duty will talk to the children about their choices and expectations moving forward. Training is given and resources shared with staff (eg Comic Strip Conversations, Rights Articles etc). The focus of a reflection will be to discuss what happened, who / what was affected and what they think can be done to make things right. There will be a focus on school expectations, values and ethos, underpinned by mutual respect and responsibility.

A Reflection will be logged on CPOMS as a 'Reflection Time' by the class teacher with a brief description of the reason. The office are to be informed of who is on reflection from the person issuing the reflection and they will send an email to let the parents/carers know their child has had a reflection the same day as the reflection.

Children will never carry over warnings until the next day. To ensure no Reflections carry over, if there are inappropriate behaviour choices during afternoon break, the child will access a reflection in the moment (this might be time out and reflection with their teacher on playground duty or accessing the Reflection room). If there are poor behaviour choices following afternoon break, then time out in another class will be issued.

As noted above, 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 five reflections within a half term, then it is to be discussed with their parents/carers 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 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.

Loss of other privileges will be used at the discretion of the school should there be ongoing poor behaviour choices. (for example, loss of a planned end of term treat).

Key Stage One CPOMS quick reference:

Behaviour Discussion	Used if a child is having repeated warnings and/or time outs and it has been discussed with parents/carers.
Reflection Time	Used when a child has had a Reflection Time during playtime.
Behaviour Lead Meeting	Used when the Behaviour Lead has met with parents/carers – usually due to five reflections within a half term.

Key Stage Two

Where there are poor choices, the member of staff will remind the child of school expectations. The staff will use a verbal warning system with one verbal warning.

If behaviour continues they may:

- issue movement within the classroom

If behaviour continues, or is more significant, they may:

- issue time out in a partner classroom to give the child a chance to re-set (maximum of 10 minutes), taking work where possible.

The staff member will tell the child that they are reflecting on the behaviour choices so it is clear, considering the Rights Respecting charter and the basis of mutual respect and responsibility. 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 behaviour choices continue following time out, or is more significant, then the staff may:

- direct the child stays in at break, with themselves or a partner teacher.

A missed playtime will be logged on CPOMS as a 'Lost privilege' by the class teacher with brief description of the reason.

If there are repeated logs of 'Lost privilege', the Behaviour Lead will send a letter home to parents/carers from our Insight reporting system. The purpose of this letter is to inform parents/carers are the behaviours noted to ensure a joined-up approach from both home and school.

Should there be five or more lost break times and/or lunch reflections (see below) within a half term, then it is to be discussed with their parents/carers 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 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.

Key Stage Two CPOMS quick reference:

Behaviour Discussion	Used if a child is having repeated warnings and/or time outs and it has been discussed with parents/carers.
Lost Privilege	Used when a child misses their playtime.
Reflection Time	Only used for Lunchtime reflections (see below)
Behaviour Lead Meeting	Used when the Behaviour Lead has met with parents/carers – usually due to five reflections within a half term.

Loss of other privileges will be used at the discretion of the school should there be ongoing poor behaviour choices (for example, representing school in sports matches, loss of a planned end of term treat etc).

Lunchtimes:

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.

If the behaviour is more significant, the Senior Lunchtime Lead may also record it on CPOMS under 'Behaviour'.

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.

Key Stage One: 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.

Key Stage Two: If the behaviour is more significant, repeated or the child is answering the Lunchtime staff back when they are reflecting in the moment, they will be sent to an instant Lunchtime Reflection that will be led by a member of the Senior Leadership Team or the Behaviour Lead. This will mean the child will lose their lunchtime play, alongside having a chance for the situation to be reflected on focusing on the basis of mutual respect and responsibility and, where appropriate, Rights Respecting articles. If the situation is significant and near the end of lunch, the staff member on duty may decide that the child loses the privilege of their lunchtime play the next day.

This reflection will be logged on CPOMS as a 'Reflection Time' by the staff member on duty with brief description of the reason. This will also be reported to the parents/carers by the staff member on duty via the Insight reporting system.
If there is a high-level incident, a member of SLT is to be called straight away.

Lunchtime CPOMS quick reference:

Behaviour	<p>Used if a child is having repeated warnings or Time Out at lunchtimes. Inputted by Lunchtime Lead.</p> <p>Used if there is a more significant behaviour incident. Inputted by Lunchtime Lead.</p>
Reflection Time	<p>EYFS: Used if the feedback from lunchtime has led to a reflection in another classroom. Inputted by class teacher.</p> <p>Key Stage 1: Used if the feedback from lunchtime has led to a reflection at breaktime. Inputted by the class teacher.</p> <p>Key Stage 2: Used for Lunchtime reflections only, inputted by the person on duty.</p>

Amendments:

There are some children who will need amendments to the Behaviour Policy. This will be agreed by the Headteacher in liaison with the Behaviour Lead, 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.

Amendments linked to sanctions:

For some children, there may be an amendment on what would lead to any sanction. Decisions such as this are made by the Headteacher, after discussions with relevant staff. There may also be additional, personalised adaptations to the Behaviour Policy, agreed by the Headteacher or Behaviour Lead.

Reflections:

For some children, there may be an amendment for reflection. For example, this may be the use of a Comic Strip Conversation 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/carers.

Individual additions:

In addition to reasonable amendments, there may also be personalised additions to support individual children. This will always be discussed with parents/carers.

High level behaviour such as bullying, incidents related to protected characteristics or assault will result in sanctions as per the Headteacher's discretion. At any point the Headteacher deems it necessary to jump to higher level sanctions, it is at her discretion following consultation and advice from other staff (and LA officers if appropriate). This will always be logged on CPOMS. For Monitoring Cards and Reports, the Headteacher may delegate this responsibility to the Deputy Heads, Assistant Heads and Behaviour Lead. Internal Exclusion and Suspension, can only be issued by the Headteacher.

Higher level behaviour or Persistent Low-level behaviour:

Monitoring Card:

A monitoring card may be issued for persistent low-level behaviours. This will be a chance to monitor a child's behaviour more closely across a week. Parents/carers will be made aware by the class teacher and the Behaviour Lead will contact parents/carers to discuss following the child being on a Monitoring Card, discussing what behaviour has been seen over the week and next steps for support. This will be logged on CPOMS under 'Behaviour Monitoring'.

(full details on Monitoring Cards can be found in the appendix to this policy)

Report:

If behaviour continues / there is a significant behaviour incident, the child may be issued a report. Parents/carers will be informed by the class teacher. When on report, a child has a report card for a specified amount of time (often one week) and they have break and lunchtimes indoors. The report card is commented on throughout the day by their teacher and other relevant staff members and given to the Behaviour Lead at the end of the day to sign (there may be occasions the Report is assigned to a member of SLT). 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 Deputy

Head and any other appropriate member of staff (eg pastoral, SENDCo). This will be logged on CPOMS.

(full details on Report can be found in the appendix to this policy)

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 Behaviour Lead or a member of the Senior Leadership Team 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. 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, restore stability or give a strong message that the behaviour seen will not be tolerated, 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.

(full details on Internal Exclusion can be found in the appendix to this policy)

Suspension:

These are very rarely used in school. A suspension 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 suspension. This would be entered onto CPOMS under 'Suspension' 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/carers and Inclusion Team where appropriate. Guidance within Behaviour in Schools notes suspensions 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, August 2024':

'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.

(More details on Suspension can be found in the appendix to this policy, with further detail in the Exclusions and Suspensions Policy)

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, August 2024' taking into account the updates that underpin the School Discipline (Pupil Exclusions and Reviews) (Amendment and Transitional Provision) (England) Regulations 2023. Full detail is set out in school's Exclusion and Suspension Policy.

Behaviour Management Procedures:

Wraparound Care led by Oswald Road Primary School

Our wraparound care uses effective behaviour management strategies to promote the welfare and enjoyment of children attending. Working in partnership with parents/carers, we aim to manage behaviour using clear, consistent and positive strategies. The rules are discussed regularly with the children.

Encouraging positive behaviour

Positive behaviour is encouraged by:

- Staff acting as positive role models
- Acknowledging appropriate behaviour
- Informing parents/carers about individual achievements
- Offering a variety of play opportunities to meet the needs of children attending
- Clear routines

It is inevitable that as children develop and learn, there are times when they need support and guidance to understand that their behaviour is not acceptable. Staff will try to determine the cause or triggers of the inappropriate behaviour to prevent the situation from recurring.

Dealing with inappropriate behaviour

General points:

- Challenging behaviour will be addressed in a calm, firm and positive manner.
- Staff will calmly discuss why the behaviour displayed is deemed inappropriate.
- Staff will give the child an opportunity to explain their behaviour and think through the consequences of their actions to help prevent a recurrence.
- Staff will encourage and facilitate mediation between children to try to resolve conflicts through discussion and negotiation.
- If the inappropriate behaviour appears to be as a result of boredom, staff will consult with the child to find activities that more fully engage them.
- Staff will consult with parents/carers to formulate clear strategies for dealing with persistent inappropriate behaviour.

Yellow and Red Card System

To note, this is verbal and not done with actual card

Verbal Warning

If a child is displaying inappropriate behaviour a member of staff will issue a verbal warning. This will be the first of 3 warnings. The verbal warning will be an indication that the child has done something wrong and that they can reflect on the situation without a consequence that would have been decided by the member of staff that had spoken to the child. A radio message will be radioed through to the other staff to let them know that the child has had a verbal 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".

Yellow Card

If the behaviour continues following the warning, the member of staff will issue a yellow card warning which comes with an appropriate consequence decided by that member of staff (e.g. ban from a piece of equipment for that session etc). This will also be communicated through to the other members of staff outside to inform them from any incidents happening in their zones. Management will record the warning issued and the consequence.

Red Card

If a child has been issued a third warning on the same day this will lead to a red card and a consequence. The red card can also be issued without the other two warnings for more serious incidents. The red card will be recorded on CPOMS (under 'Behaviour') and parents or carers will be informed.

As with all of the Behaviour Policy, should an amendment be deemed appropriate, this will be considered, communicated and implemented.

If the child's behaviour poses a safety risk to themselves or others, parents/carers will be called and next steps will be discussed. Action will be at the discretion of the club lead and the Headteacher will be informed.

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:

If a search of a child was deemed appropriate, then the Headteacher or Deputy would first call the child's parent/carer.

Search of possessions (eg a child's bag): If it is deemed necessary due to suspecting there is a prohibited item, parents/carers 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/carer 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.

Appendix

- Monitoring Cards
- Reports
- Internal Exclusions
- Suspensions

- How schools deal with an incident relating to protected characteristic

What age are Monitoring Cards issued?	Monitoring Cards may be used in KS1 or KS2.
Who issues a Monitoring Card?	It would normally be the Behaviour Lead who would issue a Monitoring Card. This may also be done by the Headteacher, Deputy Heads or Assistant Heads.
How long is a Monitoring Card for?	They are issued for a week.
What does the child need when they are on a Monitoring Card?	They will be given a Monitoring card by the Behaviour Lead. The Behaviour Lead will check in on the contents of the complete card.
Are there any adaptations?	Visuals may be added to the card to support full understanding of what is being monitored (for example, good sitting, good looking)
Are parents/carers informed?	Parents/Carers will be informed the child is on a Monitoring Card by the class teacher. At the end of the Monitoring Card, the Behaviour Lead will call the parent/carer to discuss the content. This is logged on CPOMS.



Monitoring Card check list

Monitoring Card being issued logged on CPOMS	Behaviour Lead or SLT
Parent/Carer informed	Class teacher
Monitoring Card given	Behaviour Lead
Ensuring child is clear on why the Monitoring Card has been issued and expectations	Class teacher
Lunchtime Lead made aware	Class teacher

Monitoring Card shared with Behaviour Lead at the end of the week	Class teacher
Parent/carers contacted at the end of the Monitoring Card and logged on CPOMS	Behaviour Lead

What age are reports issued?	<p>Reports are mainly used in KS2.</p> <p>There may be odd occasions a report is used in KS1 – this will be discussed between the Behaviour Lead, Phase Lead and class teacher.</p>
Who issues a report?	It would normally be the Behaviour Lead who would issue a report. This may also be done by the Headteacher, Deputy Heads or Assistant Heads.
How long is a report for?	<p>When a child is given a report, it is decided how long the report will be for.</p> <p>If a child does not retain a 'clean sheet', the Behaviour Lead may decide to extend the report.</p>
What does the child need when they are on report?	<p>They will be given a report card by the Behaviour Lead.</p> <p>The report will be shared with the Behaviour Lead daily (and on occasions this may be a member of the SLT).</p> <p>The child needs to be clear why they are on report, expectations moving forward, logistics of where they need to be at play and lunch and that they need to get their report card signed. This will be done by the class teacher.</p>
Are there any adaptations?	In certain circumstances, a report will be issued without loss of playtimes or amended play offer.
Are parents/carers informed?	<p>Parents/Carers will be informed the child is on report by the class teacher.</p> <p>At the end of the report, the Behaviour lead will call the parent/carers to update them on progress and agree any support needed and next steps should behaviour persist. This is logged on CPOMS.</p>

Where does a child go during lunch and dinner?	When a child is on report, they will stay with a teacher or Teaching Assistant within their phase during playtime. If a Report is issued in KS1, they would base in the Reflection Room during afternoon break.
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	At lunchtime, they will eat with their year group. Dependent on their sitting before and/or after they have eaten, they will access the Lunchtime SLT Reflection Room.
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Report check list

Report being issued logged on CPOMS	Behaviour Lead or SLT
Parent/Carer informed	Class teacher
Report card given	Behaviour Lead
Ensuring child is clear on why the report has been issued and expectations whilst on report	Class teacher
Lunchtime Lead made aware	Class teacher
Report card shared with Behaviour Lead daily	Class teacher
Parent/carers contacted at the end of report and logged on CPOMS	Behaviour Lead

What age can an Internal Exclusion be issued?	This can be used from Early Years upwards.
Who issues an Internal Exclusion?	The Headteacher.
How long is an Internal Exclusion for?	When it is issued, it is decided how long the Internal Exclusion will be for.

What does the child need when they are on Internal Exclusion?	<p>In the majority of cases, the child will be placed in another class in their year group to allow for equality of access to their curriculum.</p> <p>There may be occasions that it is decided the child needs to access a different year group – in these cases, work will be provided so they still have access to the curriculum. (Early Years children would only ever stay in Early Years).</p> <p>The child needs to be clear why they are on Internal Exclusion, expectations moving forward and logistics of where they need to be at play and lunch. This will be done by the class teacher.</p>
Are there any adaptations?	In certain circumstances, an Internal Exclusion will be issued without loss of playtimes or with amended play offer.
Are parents/carers informed?	Parents/Carers will usually be informed the child has been issued an Internal Exclusion by the Behaviour Lead. There may be occasions this is done by an Assistant Head, Deputy Head or the Headteacher. The parents/carers will always be informed on the day it has been issued.
Where does a child go during lunch and dinner?	<p>When a child is on an Internal Exclusions, they will stay with a teacher or Teaching Assistant within their phase during playtime.</p> <p>If it is issued in KS1, they would base in the Reflection Room during afternoon break.</p>

	At lunchtime, they will eat with their year group. Dependent on their sitting before and/or after they have eaten, they will access the Lunchtime SLT Reflection Room.
What happens next?	<p>Child to be placed on Behaviour Lead's weekly check in.</p> <p>Behaviour Lead to call parent/carer with update on move forward (or if concerns remain, book in a meeting).</p>

Internal Exclusion check list

Internal Exclusion being issued logged on CPOMS	Headteacher to issue
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Parent/Carer informed on day it has been issued	Behaviour Lead (or SLT member)
Ensuring child is clear on why the Internal Exclusion has been issued, expectations moving forward and logistics whilst on Internal Exclusion.	Class teacher
Lunchtime Lead made aware	Class teacher
Child added to weekly drop in	Behaviour Lead
Call made to parents or organisation of a meeting following the Internal Exclusion	Behaviour Lead

(Full details are in Exclusions and Suspensions Policy)

What age can a Suspension be issued?	This can be used from Early Years upwards.
Who issues a Suspension?	The Headteacher
How long is a Suspension for?	When it is issued, it is decided how long the Suspension will be for.
What does the child need when they are on Suspension?	<p>The child needs to be clear why they have been issued a Suspension and expectations moving forward. This will be done either by the class teacher, Behaviour Lead or Headteacher – dependent on the situation.</p> <p>Work will be set by the class teacher for the child to access at home.</p>
Are there any adaptations?	<p>In certain circumstances, a Suspension may be issued and a child may not be aware of the severity of their actions due to complex SEND needs. Due to the challenging nature of these situations, the Headteacher seeks advice.</p> <p>The Headteacher will decide if setting work isn't appropriate (age, SEND needs etc)</p>

Are parents/carers informed?	Parents/Carers will usually be informed the child has been issued a Suspension by the Headteacher. There may be occasions this is done by a Deputy Head or Assistant Head. The parents/carers will always be informed on the day it has been issued.
What happens next?	Child to be placed on Behaviour Lead's weekly check in. Behaviour Lead to call parent/carer with update on move forward (or if concerns remain, book in a meeting).

	(the only times the above would not happen would be for young children with complex SEND needs. This would be discussed with Headteacher, SENDCo and/or EYFS Behaviour Lead)
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Exclusion check list

Exclusion being issued logged on CPOMS	Headteacher
Parent/Carer informed on day it has been issued	Headteacher, Deputy Headteacher or Assistant Headteacher
Work set	Class teacher
Letter issued and attendance informed for register coding	Headteacher
Ensuring child is clear on why the Exclusion has been issued and expectations moving forward	Class teacher, Behaviour Lead or Headteacher
Child added to weekly drop in	Behaviour Lead
Call made to parents or organisation of a meeting following the Suspension	Behaviour Lead

- Headteacher and Behaviour Lead informed. SENDCo informed if appropriate.
- Incident logged on CPOMS with appropriate tag.
- SLT or Behaviour Lead take statements as appropriate. Scanned onto CPOMS.
- Headteacher and Behaviour Lead to discuss appropriate action. (The SENDCo will be involved in this if appropriate). This may include:

- a) Individualised reflection with Behaviour Lead or Headteacher
- b) Education around language used
- c) Rights Respecting session led by Rights Lead – either individually, as a group or as a class
- d) Restorative meeting
- e) Report
- f) Internal Exclusion

(the decision may be more than one of the above)

In certain circumstances, it may also include:

- g) Suspension
 - h) Contacting the police
- Decision logged on CPOMS
 - Parents/Carers of both children (perpetrator and victim) to be contacted by school that day.
 - Child to be added to weekly check in with Behaviour Lead.
 - Behaviour Lead to meet with victim to ensure their voice is heard following the incident and check in on any support needed or if there is anything the child feels needs to be considered.
 - Parents of the perpetrator to be contacted to organise a meeting with the Behaviour Lead should behaviour not have improved. Logged on CPOMS.
 - Should the Headteacher and Behaviour Lead notice any trends, then a larger scale education scheme will be delivered.