



# St Oswald's C of E Academy

**Imagine** with your mind, **Believe** with all your heart, **Achieve** with all your might

## Behaviour Policy

Document Date: March 2026

<b>Version</b>	<b>Date</b>	<b>Author</b>	<b>Changes</b>
2	October 2022	Jayne Geran	Change from fixed term exclusion to suspension (in line with DFE) terminology. Addition of lunchtime behaviour stages.
3	February 2024	Jayne Geran	Inclusion of 'hands off' approach (pupil to pupil)
4	September 2024	Jayne Geran	Internal suspension resulting if three red cards in a week. Clarification that internal suspension may happen in absence of progression up behaviour consequences, where necessary. Clarification of where completed Physical Intervention forms are logged.
5	February 2025	Jayne Geran	Team rewards update Reference to adaptive teaching
6	March 2026	Jayne Geran	Zones of regulation & reasonable adjustments for vulnerable groups

Review Frequency	Annually
Review Date	March 2026
Approved by	AGC
Date of approval	March 2026

## **Our Ethos**

We recognise that a pupil's happiness and well-being are the foundation for their success and that it is essential to nurture, not just the academic progress of the child, but to look after and care for the 'whole person'. We encourage children to learn about health and wellbeing and the importance of looking after our social, emotional and mental health as well as our physical health.

We want our children to develop a set of values that will stand them in good stead now and in later life. These include a sense of community, and responsibility. Children are encouraged to be kind and considerate, and to have respect and show tolerance for all. The promotion of British values and an understanding of the spiritual, moral, social and cultural aspects of learning are at the heart of what we do.

## **School Values**

Our school values follow the Christian ethos of our School and by embedding these values throughout our curriculum learning and non-structured times, children can begin to look at themselves, their local community and the wider world with consideration and care. This builds towards life-long skills beyond their time at our school. These values are:

- ❖ Co-operation
- ❖ Courage
- ❖ Friendship
- ❖ Perseverance
- ❖ Service
- ❖ Stewardship

Our values are displayed in the school hall, and are linked explicitly with our school's Golden Rules (School Rules).

## **School Rules**

Please see appendix 3.

School rules are linked with the school values and displayed around school. They are regularly discussed in assemblies and classes.

## **Aims**

Our aims are:

- ❖ To maintain a safe and enjoyable school environment
- ❖ To raise each child's self esteem
- ❖ To make each child feel valued and to teach them to value others

## **Our approach**

We strongly believe that responding to the SEMH needs of a child is not the responsibility of a few staff in school; it is everyone's responsibility.

We have a non-judgmental and empathic attitude towards behaviour. We encourage all adults in schools to respond in a way that focuses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself.

We actively promote strong relationships between staff, children and their parents/carers. We rely on our positive school culture and climate that fosters connection, inclusion, respect and value for all members of the school community.

We maintain clear boundaries and expectations around behaviour. Changing how we respond to behaviour does not mean having no expectations, routines or structure. In order to help children feel safe, we ensure that their educational environment is rich in both nurture and structure. We advocate a 'hands off' approach in that pupils are constantly reminded to use only kind hands and feet. We have consistent, predictable routines, expectations and responses to behaviour. These are in place and modelled appropriately, within the context of our safe and caring school environment. Relevant rewards and consequences that can follow certain behaviours are made explicit.

As a result of recognising that behaviour is a form of communication and that it reflects an emotion or feeling a child is experiencing, our behaviour policy has evolved to help children develop self-regulation skills for emotion and behaviour. We recognise that building positive adult child relationships is key to embedding this approach. Adults will support children using co-regulation which will enable them to become more independent and develop self-regulation skills adopting an **Emotion Coaching** approach.

### Why use Emotion Coaching?

Emotion Coached children and young people:

- Achieve more academically in school
- Are more popular
- Have fewer behavioural problems
- Have fewer infectious illnesses
- Are more emotionally stable
- Are more resilient

(Gottman 1997)

### Essential to embedding the Emotion Coaching approach is for all members of the community to:

- ❖ Treat children and adults as individuals and respect their rights, values and beliefs
- ❖ Foster and promote good trusting relationships and a sense of belonging to the school community
- ❖ Provide a safe environment in which everyone promotes the use of our school values
- ❖ Offer equal opportunities in all aspects of school life and recognise the importance of different cultures
- ❖ Encourage, praise and positively reinforce good relationships, behaviours and work
- ❖ Challenge all incidents involving bullying or harassment
- ❖ Care for, and take a pride in, the physical environment of the school
- ❖ Work as a team, supporting and encouraging one another
- ❖ Allow children to reflect and repair, using the emotion coaching steps, see below.
- ❖ Regularly provide opportunities to raise self-esteem e.g. praise, rewards, stickers, star awards, the school celebration assembly, house points, etc.
- ❖ Work with parents/carers to achieve a shared approach to support their child's emotional and behavioural development.

### What Emotion Coaching means in practice (how co-regulation work)

Step	What we do	What we say
1	Recognising, empathising, soothing to calm	'I understand how you feel, you're not alone' (e.g. 'It's really upsetting when someone tells you 'no')

2	Validating the feelings and labelling	This is what is happening (e.g. 'you're kicking the wall'), this is what you're feeling (e.g. 'because you're cross')
3	Setting limits on behaviour (if needed)	We can't always get what we want (e.g. It's not ok to hit/ kick')
4	Problem-solving with the child/young person	'We can work it out' (e.g. 'we can find another...')

### Zones of Regulation

The Zones of Regulation framework is used alongside Emotion Coaching to help pupils recognise, label and communicate their emotions with greater accuracy. By identifying which 'zone' they are in, children can better understand their emotional state and choose appropriate regulation strategies with adult support. Staff use the language of the zones during co-regulation to validate feelings, reduce escalation and guide pupils towards more regulated responses. This shared vocabulary ensures consistency across the school and strengthens pupils' ability to reflect, repair and self-regulate within the expectations of the behaviour policy.

### Classroom Approaches when dealing with behaviour

Any behaviour that falls below the expectations of the school (e.g. disruption to learning, unkind or inconsiderate actions), requires some level of intervention.

The strongest approach to support a child is through the relationship with the adult. We try to ensure adults keep a strong connection with the child having difficulties. Using positive reinforcement, as appropriate to ensure the child knows you are still there and you recognise their effort and any changes they have made. At the end of the lesson (or during if appropriate) the teacher should talk with the child about the difficulties in the lesson and agree what improvement is needed for subsequent lessons.

Examples of targeted and higher need provision for behaviour can be found in Appendix 1.

Children need to have the opportunity to reflect on their actions and the impact this may have had on others. The reflection sheet (Appendix 2) may be used to aid this reflection.

### Teamwork Rewards – Houses

Every time a child achieves gold on the behaviour chart, they automatically get a house point - which they put in their house's 'pot'. House totals announced and celebrated in Friday assembly.

A record of weekly totals is kept over a half term and at the end of each half term, the winning house is announced, an extra playtime is arranged for the winning house

### Individual Rewards

Each week, a special celebration worship is held when success both inside and outside school are celebrated. Success at achieving 'gold' on the classroom ladder is also celebrated through the rewarding of golden tokens (which can be traded for specific rewards). Children are also encouraged to share pieces of work with the Head Teacher and Senior Leaders to celebrate good work. Individual classes also operate class rewards.

It is very important to reward children who follow the agreed school rules. All classes display a classroom ladder consisting of 5 tiers with levels of recognition/ reward or consequences which work within behaviours staged from 1 -5.



- GOLD leads to the earning of 'golden tokens'
- SILVER acknowledges consistently good behaviour
- BLUE expected level of behaviour for each individual

- PURPLE behaviours shown are below the expectation within our school
- GREY continuous choice of behaviour that does not follow the school rules.
- RED – harmful or dangerous behaviours or continuing persistent poor behaviour.

Continuation of poor behaviour choices from 'grey' will lead to moving onto more serious Stage 4 behaviour (see chart below).

Our policy is that any child can (and should) try to reflect and repair poor behaviour choices during the day, as showing remorse and repairing any wrong doings, is the best way to help children take responsibility for their actions. This teaches them how to embed our school values into everyday lives and that when they change their attitude, their consequences change too. For example, if a pupil does not follow one of our school rules in the morning their name is moved down to purple (see classroom ladder system under Individual Rewards). Yet if the rest of their day is without incident, or if they go out of their way to help someone else at some point - showing service - their negative behaviour is cancelled out and they move back up the ladder to blue; thus demonstrating our Christian ethos of redemption and forgiveness.

At the end of each day the classroom ladders are reset to blue for a fresh start each day.

Any child whose consequence reaches the 'red card' stage will not be able to have this consequence removed however until a whole school week has passed to reflect the seriousness of the behaviours shown which have led to this level of consequence. Pupils who reach the 'red card' stage and have 'time out' for a lunchtime period will be encouraged to complete a Reflection Sheet (see Appendix 2).

### **When using consequences**

Consequences are always given and supported by an emotionally regulated and available adult. Consequences can follow at some point after an event, when the pupil is regulated and able to reflect upon their behaviour.

Consequences will never involve taking away a previously earned privilege or any intervention time. Staff will avoid any consequences which lead to shaming or humiliation of the pupil. (Refer to chart below for stages of behaviour and consequences).

**Please note:** A child should not be sent out of the classroom as a consequence for unacceptable behaviour, unless this is applied as part of Stage 4 behaviour and a child is sent to another classroom to work (please refer to behaviour stage chart below). If this consequence is applied within Stage 4 behaviour, it is to be seen as a serious consequence and parents / carers **MUST** be informed on the same day that this has happened. A child should only otherwise be working outside the classroom if it is within his/her SEND pastoral support plan or part of an EHCP or it is agreed by the class teacher and child that the child would like some 'own space' to work within for a short period of time to aid well-being and concentration. The child should always be within sight of an adult working within the classroom at all times.

## Dealing with Unacceptable Behaviour

Dealing with Unacceptable Behaviour		
Stage	Pupil behaviour	Consequence
<b>Staff will always use professional judgment and take into account wider context when considering consequences for behaviour.</b>		
1	<p><b>Low level disruptive behaviour</b> which impacts on T&amp;L and <b><u>MAY</u></b> include:</p> <ul style="list-style-type: none"> <li>Not following instructions</li> <li>Calling out</li> <li>Deliberately disturbing other pupils from working</li> <li>Not sitting correctly</li> <li>Interrupting</li> <li>Rudeness</li> </ul>	Verbal warning and chance to change behaviour
2	<b>Continued low level disruptive behaviour</b>	Child's name moves from blue to purple on the classroom ladder
3	<p><b>Disrespectful behaviour</b> which <b><u>MAY</u></b> include:</p> <ul style="list-style-type: none"> <li>Speaking/shouting in a disrespectful way to another pupil or adult</li> <li>Answering back</li> <li>Walking away from an adult when they are speaking to you</li> <li>Continuing Stage 1 behaviour</li> </ul>	Child's name moves from purple to grey on the classroom ladder. Pupil may be moved within the classroom.
4	<b>Continued disrespectful behaviour from stage 2 or 3.</b>	<p>Child will miss 10 minutes of playtime to catch up on work (this is supervised by the class teacher or by alternative adult if the class teacher is on duty).</p> <p>Pupil may have time out for the rest of the session in a different year group, with work from own class provided.</p>
5	<p><b>Hurtful or dangerous behaviours</b> which <b><u>MAY</u></b> include:</p> <ul style="list-style-type: none"> <li>Hitting or kicking another pupil or adult</li> <li>Racist or homophobic name calling</li> <li>Swearing, spitting, fighting, stealing, threatening</li> <li>Continuing Stage 2, 3 or 4 behaviour</li> </ul>	<p><b>Red card referral</b> - child sent to headteacher/senior leader.</p> <p>Red card form completed by adult.</p>
<b>Consequences set by HT/DHT</b>		
Red card	1 <sup>st</sup> time sent to HT/DHT in a week	<p><b>Red card</b></p> <p><b>Parents informed.</b></p> <p><b>Next lunchtime spent in 'time out' room</b></p>

Red card +	2 <sup>nd</sup> time sent to HT/DHT in a week	<b>Red card +</b> <b>Parents informed.</b> <b>Next lunchtime spent in 'time out' room</b>
Red card ++	3 <sup>rd</sup> time sent to HT/DHT in a week	<b>Red card ++</b> <b>Internal Suspension*</b>

**\* A child may be given a suspension, whether internal or external, without necessarily working his/her way up the behaviour stages where the headteacher feels such a consequence is warranted.**

### **Roles and Responsibilities**

The promotion of positive behaviour is the responsibility of all members of the school community, including parents and carers.

All staff have a responsibility to ensure the policy informs their day-to-day actions and that they apply the policy fairly and consistently. Staff will provide mutual support to colleagues, and modelling the social, emotional and behaviour skills and high standards of behaviour and punctuality expected from pupils.

### **Lunchtimes**

Behaviour stages and consequences are amended for lunchtimes. Please refer to chart below.

<b>Lunchtime Behaviour Stages</b>		
<b>Staff will always use professional judgment and take into account wider context when considering consequences for behaviour.</b>		
<b>Stage</b>	<b>Pupil behaviour</b>	<b>Consequence</b>
1	<p><b>Low level behaviour / minor issues which <i>may</i> include</b></p> <ul style="list-style-type: none"> <li>• Interrupting</li> <li>• Rudeness</li> <li>• Not following instructions</li> </ul>	<p>Verbal warning and chance to change behaviour</p> <p>Hurting another child physically</p>
2	<p><b>Continued low level disruptive behaviours / minor issues</b></p>	<p>Child stands at the edge of the playground (by KS1 entrance) for 5 minutes 'time out'</p>
3	<p><b>More serious behaviours which <i>may</i> include:</b></p> <ul style="list-style-type: none"> <li>• Speaking/shouting in a disrespectful way to another pupil or adult</li> <li>• Walking away from an adult when been spoken to</li> <li>• Continuing Stage 1 behaviour</li> </ul>	<p>Report to <u>senior midday supervisor</u> who will consider next steps.</p> <ol style="list-style-type: none"> <li>1. Consider a repeat of one of the previous sanctions</li> <li>2. Refer to SLT as a <b>stage 5</b> behaviour</li> </ol>

5	<b>Hurtful or dangerous behaviours which <i>may</i> include:</b> <ul style="list-style-type: none"> <li>• Hitting or kicking another pupil or adult</li> <li>• Racist or homophobic name calling</li> <li>• Swearing, spitting, fighting, stealing, threatening</li> <li>• Continuing Stage 2 or 3 behaviour</li> </ul>	<b>Red card referral</b> - child sent to headteacher/senior leader. Red card form completed by adult.
<b>Consequences set by HT/DHT</b>		
Red card	1 <sup>st</sup> time sent to HT/DHT in a week	<b>Red card</b> <b>Parents informed.</b> <b>Next lunchtime spent in 'time out' room</b>
Red card +	2 <sup>nd</sup> time sent to HT/DHT in a week	<b>Red card +</b> <b>Parents informed.</b> <b>Next lunchtime spent in 'time out' room</b>
Red card ++	3 <sup>rd</sup> time sent to HT/DHT in a week	<b>Red card ++</b> <b>Internal Suspension*</b>

### Reasonable Adjustments

To ensure fairness and inclusion, reasonable adjustments will be made for vulnerable groups, including pupils with SEND, social or emotional needs, or other recognised vulnerabilities. This may include adapting expectations, providing additional adult support, offering alternative regulation strategies, or modifying consequences so they remain appropriate and proportionate to the child's individual needs. These adjustments do not remove expectations for positive behaviour but ensure that pupils are supported in a way that enables them to succeed within the behaviour system while taking into account their personal circumstances and developmental stage.

### Leadership Team

The leadership team will take a lead in the establishment of a positive school ethos and regularly monitor and review conduct throughout the school. They will ensure that any necessary revisions to this policy are undertaken. Incidents of serious misconduct will be recorded and reported. They will take active steps to ensure that buildings and grounds are secure, well-maintained and that any damage is quickly rectified.

### Staff (Including Governors)

- Promote good relationships, so that people can work together with the common purpose of helping everyone to learn
- Adopt an emotion coaching approach to help children develop their regulation skills.
- Implementing agreed whole school strategies such as the classroom ladder and red card system
- Reinforce a 'hands off' approach
- Reporting incidents of serious misconduct to a member of the leadership team
- Enabling children to take increasing responsibility for their own learning conduct, including the idea of redemption and forgiveness
- Working collaboratively with a shared philosophy, embedding our school values

### Teaching Staff

#### At the start of the lesson

- Teachers meet the requirements of the Teacher Standards
- Teachers to ensure a clear and tidy learning environment, including the teachers' work space

- Check uniform is correct and all equipment etc. are ready for a prompt start to the lesson
- Ensure that the learning environment is tidy and orderly
- Pupils / students should be engaged in their learning as soon as they enter
- Teachers ensure that pupils / students know what they are learning within a lesson (e.g. explicit learning objective shared).

#### During the lesson

- Have high expectations of all pupils / students
- Learning opportunities that meet the needs of every pupil / student. This includes the use of adaptive teaching, in which staff have been trained.
- Plan for and use effective questioning that challenges all pupils /students to make rapid progress in their learning
- Ensure assessment and feedback during lessons (AfL) allows pupils / students to understand and improve their work
- All teachers to ensure planning engages, motivates and enthuses pupils / students
- Effective planning is leading to pupils / students acquiring a depth of subject knowledge, understanding and skills

#### Following the lesson

- Work is marked as per Marking and Feedback Policy
- Feedback is timely, focused on specific areas for improvement
- Dismiss pupils / students promptly and in an orderly manner, ensuring the classroom environment has been left clear and tidy for the next lesson
- Teachers/LSAs ensure orderly transition around the school

#### **Pupils**

We will help pupils to work towards the school's aims by encouraging them to:

- Identify their own strengths and successes, and their areas for improvement
- Be punctual, organised and ready to begin lessons on time
- Take a growing responsibility for their environment and for their own learning and conduct
- Understand the concept of reflection for wrongdoings and how to repair this so that forgiveness is achievable
- Develop an awareness of their emotions
- Develop regulation strategies, for some pupils this may include self-regulation
- Remember to use only 'kind' hands and feet

#### **Parents / Carers**

We will help parents / carers to work towards the school's aims by encouraging them to:

- Ensure that children attend school regularly and on time
- Support and encourage pupils / students have a positive attitude towards school and their learning
- Provide support for the discipline within the school and for the teacher's role
- Provide correct and smart school uniform
- Be realistic about their children's abilities and offering encouragement and praise
- Participate in discussions concerning their children's progress and attainments
- Ensure early contact with school to discuss matters which affect a child's happiness, progress and behaviour
- Take an active interest in children's learning by giving due importance to homework, hearing reading and assisting in learning tables, spellings, high frequency words etc.

- Allow children to take increasing personal and social responsibility for their conduct, which includes reinforcing with their child the 'hands off' approach with their peers

### **Bullying**

Allegations of bullying are taken very seriously and are dealt with in accordance with our agreed Anti-Bullying Policy.

### **Racism**

Any form of racism is unacceptable. Instances of racism will be recorded and dealt with in accordance with our agreed procedures.

### **Children Leaving the School Site**

As a general rule, if a child runs away from school in an agitated state, then the situation could be made worse by staff 'chasing' or following them. We also want to avoid the situation where some children relish the 'excitement' of being chased or watching others being chased by staff.

Clearly, we still need to do all we can to defuse situations and calm children down to avoid them running out of school in the first place. However, if a child does run out of school, the following procedure should be followed:

- Head and Senior Leaders to be informed immediately, with brief details of the problem and the direction in which the child went
- The Head (or Senior Leader) will arrange for parents of the child to be contacted immediately
- The Head (or Senior Leader) will use their judgment as to whether to contact police immediately or to undertake a brief tour of the area by car
- If police are not contacted immediately, they should be contacted if the child is not found within 15 minutes

### **Restraint / Use of Reasonable Force**

Clearly all situations are different and it is impossible to have a procedure which meets all scenarios. A degree of professional judgment will be needed in all situations and individual behaviour plans will indicate strategies for identified pupils. Physical restraint should be avoided if at all possible. In all difficult situations, staff should seek help from colleagues and ensure senior staff are informed immediately.

Staff are allowed to use reasonable force to prevent a pupil from:

- Committing a criminal offence
- Injuring themselves or others
- Damaging property
- Acting in a way that is counter to maintaining good order and discipline at the school

DfE guidance on the use of restraint must be followed at all times (see DfE document Use of Reasonable Force – July 2013). Staff are strongly advised not to attempt to restrain pupils if they feel that their own health and safety could be at risk, but should alert a member of the senior leadership team immediately. Reasonable adjustment needs to be made for disabled children and those with special educational needs.

Instances where restraint is used must be notified at the earliest opportunity to the Head Teacher / deputy head and a Physical Intervention Report completed and logged on SharePoint by a senior leader.

### **Weapons**

The use, or threatened use, of any type of weapon cannot be tolerated and will be treated extremely seriously, using the sanctions outlined in this policy. Staff do have the power to

search pupils or their possessions where they suspect the pupil has prohibited items. See DfE document Searching, Screening and Confiscation (February 2014).

### **Suspension and Permanent Exclusion**

Pupil suspension or permanent exclusion is the ultimate disciplinary measure available to schools. Should this be necessary, guidance issued by the Local Authority will be followed.

### **Early Years**

Early Years follow the school's behaviour system, but use a modified pictorial classroom ladder with pictures of a sun, rainbow and clouds. Children will start each day on the blue-sky picture. For demonstrating positive behaviour, they will move up the system to the sun and ultimately the rainbow. Children moving to the rainbow will receive a gold coin. This will be celebrated in our Friday celebration assembly.



If children demonstrate unacceptable behaviour, such as unkindness or hitting, they will move down the system to the grey cloud and finally to the rainy cloud. The child will then spend a few minutes thinking about their actions. We will talk to them about why they are on the cloud and what they should do to move up the ladder.

This behaviour system is a positive means to reinforce expectations for Nursery and Reception and supports whole school behaviour expectations.

During the summer term, Reception children will be introduced to the whole school behaviour ladder and behaviour stages in preparation for Year 1.

**Prepared for Governor approval:  
Approval date:**

## **Appendix 1**

Examples of targeted provision for behaviour:

- Group support
- Communication/ Interaction Groups
- Emotional regulation groups.
- Socially Speaking Programme
- Group Lego club
- Monitoring at playtimes and lunchtimes
- Movement breaks
- Quiet area/own workspace in the class
- Use of social stories/comic strip conversations.
- Five point scale/ visual emotional check

Example of higher need provision for behaviour:

- Daily pastoral check-ins
- 1:1 Quiet Room sessions (pastoral care – play/ talk)
- 1:1 support sessions (regulation activities)
- Nest drop-in sessions (break/ lunch time)
- 1:1 support especially during unstructured/ transition times
- Support from outside agencies.

## Reflection Sheet

**Name:**

**Class:**

**Date:**

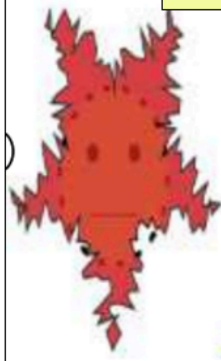
1. What did I do?

2. How was I feeling?

3. How has affected other people?

4. What should I have done differently?

Next time I will...



## St Oswald's Golden Rules

1. **Try my best to help myself and others to learn**

(co-operation & perseverance)

2. **Be kind, respectful and polite to everyone by showing good manners\***

(friendship)

3. **Care for the school and other people's property**

(stewardship)

4. **Listen to and follow instructions**

(co-operation & service)

5. **Tell the truth**

(courage)



**\*We show good manners by:**

- Addressing all adults politely and by name
- Sharing and waiting our turn
- Using **please** and **thank you** and holding the door open for each other / letting others go past first
- Walking at all times inside and when entering and leaving the school building
- Using quiet 'inside voices' in and around the school

