



Positive Behaviour Policy

***‘Be Ready, Be Respectful,
Be Safe’***

Reviewed by	Date of issue	Approved by	Date of next policy review	Other related policies
Ed Whitehead	July 2024	Jo Pagdin	01.09.2025	SEND, Safeguarding, Anti-bullying



Positive Behaviour Policy Oakworth Primary School

Purpose

Our policy is based on the principles of mutual respect, self-control and respect for others. The aim is to create a safe, happy and secure environment in which children learn consideration and respect for others.

In all of this, strong emphasis is placed on fostering positive relationships between staff and pupils and on the co-operation and support of parents as the attitude of parents can have strong influence on the pupil's response to staff and rules in school.

The purpose of our school's policy for behaviour is to:

- Encourage and praise good behaviour;
- Prevent and discourage inappropriate behaviour;
- Deal with inappropriate behaviour in a fair and consistent manner.
- Develop behavioural skills in the pupils that will benefit both them and the community in which they live and learn.

The basic aims are:

- To develop a sense of self-discipline in our pupils, and an acceptance of responsibility for their own actions.
- To build positive pupil/teacher relationships as the key to classroom control and a positive teaching and learning environment for pupils.
- To establish good standards of behaviour. This is a whole school matter - responsibility of staff, in partnership with parents and pupils themselves.
- To implement and review a clear policy which is fair and consistently implemented. The policy should be understood and endorsed by the whole staff and has been properly and fully communicated to pupils and parents.
- The school headteacher gives a strong lead in taking a positive view of pupils;
- That pastoral care is an integral part of all teachers' work.
- Communicate sanctions are clear and communicated to all involved, but subject to constant review.
- That special emphasis is placed on dealing with problems when they happen
- That behaviour patterns are monitored and regularly assessed to identify and address any particular trends.

Expectations of Staff

We expect every adult to:

- Meet and greet at the door;
- Refer to 'Ready, Respectful, Safe';
- Model positive behaviours and build relationships;
- Plan lessons that engage, challenge and meet the needs of all children;
- Use a visible recognition mechanism throughout lessons (eg, Stickers, positive praise slips and recognition board);
- Be calm and allow time when going through the steps, prevent before sanctions;
- Follow up every time, retain ownership and engage in reflective dialogue with children;
- Never ignore or walk past children who are not behaving appropriately

Expectations of Parents and carers

We expect every adult to:

- Support the school in ensuring excellent behaviour in school is a shared expectation;
- Support the class teacher in any sanctions deemed necessary;
- Maintain open lines of communication with the school;
- Refer to 'Ready, Respectful, Safe';
- Model positive behaviours and build relationships.
- Sign and abide by the home school agreement

Expectations of Leaders

Leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the children.

Leaders will:

- Take time to welcome children at the start of the day;
- Be a visible presence around the site and especially at transition times;
- Celebrate staff, leaders and children whose effort goes above and beyond expectations;
- Support staff in returning children to learning by sitting in on meetings and supporting staff in conversations;
- Regularly review provision for children who fall beyond the range of written policy .
- Regularly share good practice;
- Encourage positive communication with parents (notes & phone calls);

Recognition and rewards for effort

We recognise and reward children who go 'over and above' our standards. Our staff team recognise that the use of praise in developing a positive atmosphere in the classroom cannot

be underestimated and a quiet word of personal praise can be as effective as a larger, more public reward.

It is the key to developing positive relationships, including with those children who are hardest to reach.

Positive rewards include positive messages home for behaviour that is 'over and above'. This may take the form of, a positive note home, a phone call or a face to face chat.

Our celebration assembly takes place once per week, where children will be recognised for being 'ready, respectful and safe' in front of their peers. The children will receive a power plaque to recognise their achievement which will be displayed in their classroom. Each half term, children will be chosen to receive an 'Over and Above' award in a celebration assembly in which parents and carers will be invited to. These children will receive a certificate and a badge to show that they set a great example to all children and staff in school.

Managing Behaviour

At the heart of managing behaviour effectively is a strong partnership between parents and the school staff, as recognised in our 'Home / School Agreement'.

For the vast majority of our children a gentle reminder is all that is needed. However, there are some occasions when it is necessary for a child to leave their classroom for a short period of time. This step, if needed, will always be taken with care and consideration, considering individual needs.

Staff will praise the behaviour they wish to see.

Practical steps in managing and modifying poor behaviour

Children will be held accountable for their behaviour and staff will endeavor to teach responsibility as a life value. Staff will use the steps in behaviour for dealing with poor conduct without delegating the responsibility of it to someone else. It is the aim that children should be kept at steps 1 and 2 for as long as possible.

Aspects of behaviour that do not meet our 'Ready, Respectful, Safe' rules have a clear and consistent consequence. The stages below, as well as the rewards on offer for positive behaviour, help enforce to children that 'their behaviour is their choice'.

The 5 stages are used to provide children with five progressive levels of consequence – demonstrating to children that behaviour choices which do not follow our rules are not acceptable and will not support themselves and their peers in being 'ready, respectful and safe.'

If incorrect behaviour choices are made, the next stage is used with clear scripts guiding each transition. Each child begins each lesson on Stage 1, ensuring that children are quickly able to

adopt the correct behaviour choices and make fresh starts at the beginning of each lesson.

At times it is appropriate to implement reasonable adjustments to this system, for example when a child has significant emotional needs or special educational needs. In these cases, the individual needs of the child may explain their behaviour, but it does not excuse it. Such adjustments will be discussed with the Senior Leadership Team and the child's parents or guardian but will not distract from the ultimate purpose of this policy.

The five stages are described below, followed by the script used by an adult at each stage. The script is delivered calmly and clearly and is designed to not distract from the learning of others. The steps progress within a lesson / play or lunchtime, where the child is choosing to repeat the unwanted behaviour, or where they choose to show other unwanted behaviours which do not follow our school rules.

Stage 1

Script for Stage 1

Script: <Name>, I am giving you a rule reminder. When you (describe behaviour here) you are not showing us that you are ready/respectful/safe (refer to the appropriate rule). Thank you.

We expect everyone to be on Stage 1 and while on Stage 1 a child can access the rewards for following our school rules and displaying our school values. This stage is exemplified by children being ready to learn, respectful and safe in their behaviour.

We recognise that everyone might need a reminder from time to time – a positive encouragement to follow our school rules.

Stage 2 – The thinking card

This script will be used, by all staff, at Stage 2

Script: <Name>, I am giving you time to think now. When you (describe behaviour here) you are not following our rule of (name rule here). You are choosing to have a thinking Card. If you do not change your behaviour, you will need to take some time away from the class. Thank you.

A clear warning will be delivered privately making the child aware of their behaviour and clearly outlining the consequences if they continue. It will be delivered with a thinking bubble. The support of this visual reminder will help the child to return to Stage 1 quickly. "Your behaviour, your choice."

They will have the thinking card for 5 minutes as they are given time to think and get themselves back to Stage 1. If they do, the card is removed by the teacher and the pupil is back on Stage 1. If the unwanted behaviour is taking place outside at breaktime or lunchtime, this five minutes 'thinking time' will be spent with an adult.

Stage 3 – Time out (Phonecall home)

This script will be used, by all staff, at Stage 3

Script: <Name>, you were given the opportunity to change your behaviour and are now choosing to have a time Out because you are not following our rule of (name rule here). We will discuss this more later. For now, you need to take some time out to help you focus. Thank you.

Child to be removed to shared area in first instance. In KS1 children may be removed to the opposite classroom to complete their work, taken there by a member of the year group team.

If the behaviour continues in the shared area the adult may decide that 'time out' away from the distraction is necessary. This may be within another classroom. During 'time out' the child will be expected to continue their learning and once this is complete, hopefully they will show that they are ready to go back to Stage 1.

A phonecall home will be made by the class teacher when a child reaches stage 3. The phonecall will inform parents of the rule or rules which have not been followed. The child will be informed of this at the end of the session, after time has been given to deescalate the situation.

Script: <Name>, you made a poor choice that resulted in you having to have Time Out and I have phoned home / will be phoning home. Do you remember when (description of previously displayed positive behaviour by pupil). That is the behaviour I would like to see. Thank you.

A restorative conversation* will be had with any child reaching Stage 3, on returning to class at the end of the session. If a reasonable amount of work has not been completed, it will be sent home to complete and return the next day, signed by the parent. This is to help the child understand that there are consequences for not completing their work and that the responsibility for making up time lost is with them not the teacher.

This action will be recorded on CPOMS.

Stage 4 – Reflection Time (Dinner) SLT intervention
This script will be used, by class teacher or Senior Leader, at Stage 4

In the circumstance that the school rules continue to not be followed, or for a serious breach of behaviour, the child will need to be removed from the classroom and a parent / carer contacted by a member of SLT. The child will be asked to complete a reflection sheet at home.

The reflection sheet should signed by the parent and returned to school the following day to be shared with the class teacher in the morning and the member of SLT on duty at dinner time. The child will miss 15 minutes of their dinner

Script continued: <Name>, you made a poor choice that resulted in you having chosen to have a Time Out and I have now phoned home. You are missing out on part of your dinner time tomorrow. Do you remember when (description of previously displayed positive behaviour by pupil). That is the behaviour I would like to see. Thank you.

This action will be recorded on CPOMS by SLT with the reflection sheet attached.

A meeting with SLT class teacher, child and parent may be necessary at this stage.

***Restorative Conversation**

- What happened?
- What were you thinking at the time?
- What have you thought since?
- How did this make people feel? *
- How can we do things differently in the future?

If the pupil exhibits aggressive or threatening behaviour or is excessively worked up and the adult feels that the safety of other pupils is at risk, the pupil will not be allowed out to the playground.

This action will be recorded on CPOMs

Stage 5 – Behaviour Support Plan

These are designed for those children who struggle to stay on Stage 1 and need more guidance on a daily basis. They also form a picture of behaviours over a week so that any problem times can be pin pointed and support can be given.

Further support involving clear targets set in conjunction with parents and daily communication between home and school. Where a child's behaviour becomes a concern, further support commences. This could result in spending time at a different school within the Bronte academy trust.

Behaviour becoming a concern is defined at Oakworth Primary School as:

"Aspects of a child's behaviour which regularly impacts their own learning or well-being or that of another child" and may be shown by:

A child reaching Stage 3 two to three times a week for a period of time.

Structure of Behaviour Support:

The following routine will be adopted in this scenario:

- The child and teacher will meet with a Senior Leader to discuss the behaviours of concern and their impact.
- A Behaviour Support Chart will be established which sets achievable behaviour targets for the child.
- This will be shown to the class teacher at the end of each day and also taken home and signed.
- Where improvements are seen, the child will be rewarded and the behaviour support stopped.
- Where improvements are not seen, additional interventions will be considered.
- A time frame will be given for this plan

This action will be recorded on CPOMs.

Behaviour support Plan:

Where a child's behaviour becomes a significant concern, a behaviour support Plan commences. Behaviour which is reaching a crisis is defined at Oakworth Primary School

as: “Aspects of a child’s behaviour consistently impacting negatively on the learning and well-being of themselves and those around them” and may be shown by:

- A child reaching Stage 4 or 5 more than once a week.
- A child displaying violent or aggressive behaviours which put themselves, children or adults at harm, or at risk of harm.
- A child creating a climate of fear around themselves through consistently dominant or intimidating behaviour.
- A child whose behaviour puts them at risk of suspension or permanent exclusion.

As detailed previously, there may be cases where the child’s individual needs are such that adapted arrangements may be put in place. This will be recorded in the child’s behaviour plan, which will record all the strategies and approaches that will support the child. Even when these reasonable adjustments are in place, the above definition of concern still applies.

Staff Guidance:

Stage	Actions	Behaviours
Stage 1: Redirection/ Reminder	We expect everyone to be at Stage 1, where they can access the recognition and rewards for following the school rules and displaying our school values. A gentle encouragement in the right direction. A reminder of our three simple rules – Ready, Respect, Safe delivered privately wherever possible. Repeat reminders if necessary, deescalate and decelerate where reasonable and take the initiative to keep things at this stage. Praise will be given if the child is able to model good behaviour as a result of the reminder.	Not following the 3 rules: Not following instructions, Not listening, Disrupting learning, Running in Corridors, Arguing with peers, Boisterous behaviour, Talking at inappropriate times, Distracting other pupils, Disobeying instructions, Shouting out / leaving seat, Incidents of taking property of others, Making unkind remarks
Stage 2: Warning- Thinking time	A clear verbal warning delivered privately wherever possible, making the child aware of their behaviour and clearly outlining the consequences if they continue. A thinking card will be issued for 5 minutes, acting as a visual reminder to help the child get back to Stage 1 quickly. Children will be reminded of their previous good conduct to prove that they can make good choices.	Persistence of Stage 1 Behaviours + Spoiling another child’s work, Leaving class without permission
Stage 3: Time Out (Phone Call Home)	Time out away from the distraction is necessary. The child will be placed in the shared area in the first instance, then adjacent classroom (same year group where possible) and will be expected to continue their learning. Once complete, they will hopefully be able to show that they are ready to go back to Stage 1. A phone call	Persistence of Stage 1&2 behaviours + Hurting another child physically, Persistently goading

	home will be made by the class teacher. The phone-call will inform parents of the rule/rules which have not been followed.	another child, Using inappropriate language, Showing threatening behaviour, Throwing equipment at another child or adult
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Repair	<p>A restorative conversation will be had with any child reaching Stage 3. Children will be expected to have a reflective dialogue.</p> <p>Record on CPOMs</p>	
Stage 4: Reflection Time (Playtime)	<p>If there is a requirement for a loss of privilege, the child will lose some dinner time that day, or the following school day, after the parent has been informed. At this point, the pupil will have Reflection time with a restorative conversation.</p>	Persistence of Stage 1-3 behaviours
Reflection Time (Home)	<p>In the circumstance that the school rules continue to not be followed, or for a serious breach of behaviour, the child will need to be removed from the classroom and a parent / carer contacted by a member of SLT. A Reflection sheet will be sent home (if in the afternoon) complete with SLT at dinner if in the morning.</p> <p>The Reflection sheet should signed by the parent and returned to school.</p> <p>Record on CPOMs</p>	<p>Purposefully using inappropriate sexual behaviour, Racist, homophobic or sectarian language, Purposeful violent or dangerous behaviour, misogynistic behaviour, Bullying*</p>
Stage 5: Behaviour Support Plan followed by a Risk Reduction Action Plan	<p>Where a child's behaviour becomes a concern, behaviour management support commences. Parents will be invited in to meet the class teacher and a member of SLT to discuss the child's behaviour. This may be shown by: A child reaching Stage 3 two to three times a week for a period of time;</p>	

	A child reaching Stage 4 more than once in a week; A serious breach of behaviour. Record on CPOMs.	
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In the event of a suspension we follow the DFE guidance:
<https://www.gov.uk/government/publications/school-exclusion>

Read in association with the Bronte Academy Trust policy Anti-Bullying policy which can be found on the Bronte Academy Trust website.

To be reviewed: 01.09.2025