Oxenhope Church of England

Primary School

Positive Behaviour and Attitudes Policy

for School, Explorers Before and After School Club, Playtimes and Lunchtimes

Our Named Persons for Child Protection are Alice Jones, Nichola Costello, Janet Hopkinson, Jo Brown, Oliver Thurlby & Laura Woodhead

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Created By:	Date:	Next Review Date:
A Jones	September 26	September 2027

School Vision

We provide the rich soil allowing children and adults to flourish and develop deep roots. We nurture **growth**, enabling children and adults to thrive as our Christian values blossom in their lives. We cultivate a sense of pride in our rural **community** where children and adults are **loved** and valued.

May our children flourish in their youth like well-nurtured plants. Psalm 144 v 12.

Throughout our curriculum and school life, along with our school vision, these three golden strands permeate through everything we do.

Community

Jesus often spoke of unity in our communities and encouraging one another on our journey. He spoke of bearing each other's burdens in love and helping those in need.

'Live in harmony with one another.' Romans 12 v 16



Love

It says in the Bible that God is Love and encompasses all that is loving and good. Jesus showed the ultimate unconditional love when he laid down his life for us on the cross. Therefore, this love should lead to a desire to love other people.

'Live a life filled with love, following the example of Christ. He loved us and offered himself as a sacrifice for us.' Ephesians 5 v 2



Growth

Just like a plant, we must endure the difficult times along with the good; but God has sent us his Holy Spirit to help and strengthen us so we can bear fruit and grow in the likeness of Christ.

'Grown in the grace and knowledge of our Lord and Saviour Jesus Christ.' 2 Peter 3 v 18



Our Christian ethos, character and values pervade Oxenhope CE Primary ensuring the outstanding personal development and academic achievement of the whole child, as well as the overall 'well-being' of the school community. The school is wholehearted in its commitment, putting faith and spiritual development at the heart of the curriculum.

This policy has Christian values embedded deeply within it. Using our values of Community, love and growth we ain to gift the children a moral compass which will help guide them through their lives well after they leave our school.

As a school we have chosen Corinthians 13 to be our 'golden thread' which runs through our management of behaviour and attitudes. We used Corinthians 13 to write our school rules and as a way of life within our school community.

Love is patient, love is kind. It does not envy, it does not boast, it is not proud. It does not dishonour others, it is not self-seeking, it is not easily angered, it keeps no record of wrongs. Love does not delight in evil but rejoices with the truth. It always protects, always trusts, always hopes, always perseveres.

Our aims

- To create a culture of exceptionally good behaviour and attitudes: for learning, for community, for life
- Through the School Curriculum, to teach moral values and attitudes, as well as knowledge and skills that promote responsible behaviour, self-discipline, self-respect, tolerance and respect for other people and property
- To provide a curriculum that exposes children to a wide variety of social contexts where different behaviour and attitude codes are required
- To ensure that all children are treated fairly, shown respect and promote good relationships
- To help children take control over their behaviour and attitude and be responsible for the consequences of it
- To build a community which values compassion and kindness, good humour, obedience, wisdom and empathy for others
- To promote community cohesion through improved relationships

We are committed to creating an environment where exemplary behaviour and attitudes are at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and attitude and encourage others to do the same.

Our behaviour and attitude policy guides staff to teach our children self-discipline and not blind compliance. It echoes the Christian Values of forgiveness and reconciliation with a heavy emphasis on respectful behaviour and attitudes and a partnership approach to managing poor conduct with dynamic, individualised interventions that support staff and children.

Our children's safety and their engagement in their learning is always our primary aim. Steps are taken with care and consideration, considering individual needs where necessary. We explicitly praise the behaviour we want to see.

Behaviour Strategies and Teaching Good Behaviour

Adults at Oxenhope believe that children need the support of a scaffold around them to help them to assume appropriate behaviours. We believe that children need to be taught a wide range of skills to feel comfortable in all the situations in which they may find themselves. We believe that poor behaviour usually results from children being uncertain, anxious or ignorant of the expectations.

Consistency of all staff

Consistency will ensure 'certainty' in the classroom with all staff taking responsibility for behaviour. Staff will use consistent positive reinforcement with clear routines for supporting, encouraging, and celebrating appropriate behaviour.

We use our 'Ready to Learn'. Children should have 'looking eyes , tidy hands and calm, quiet bodies'

When walking through school the children should have calm, quiet bodies ensuring calm, quiet spaces. This means no shouting or running but walking quietly and showing manners.

At Oxenhope CE Primary School the following principles are followed:

- The adults are consistent with simple expectations clearly communicated to all children – this is through our 'Ready to learn' expectations.
- The adults are consistent in their respect to all children even on the rare occasion that a child is disrespectful to them
- The adults' model consistent levels of emotional control and emotional restraint
- Adults will consistently reinforce routines for behaviour and attitudes in the classrooms and around the school site.
- Adults use consistent strategies across school which allow children to feel safe this is through our 'Ready to learn' and 'calm, quiet spaces' expectations.

What we will do as a team

- Staff will greet children by name and model respectful manners such as opening doors, keeping the environment tidy and talking to each other in a professional manner
- Build positive relationships with children
- Talk about expected behaviour and attidues explicitly, making it clear what is expected in different situations
- Personally follow up a child's behaviour and attitudes every time a sanction is given and engage in reflective dialogue with children
- Be calm allow a relationship to be re-built after a sanction

Over and above behaviour

At Oxenhope CE Primary we recognise children who go 'over and above' the expected standards. Although there is a range of rewards, we understand that a quiet word of personal praise can be as effective as a larger, more public reward.

The use of praise in developing a positive atmosphere in the classroom and around the school cannot be underestimated. It is the key to developing positive relationships, including with those children that are hardest to reach.

We will acknowledge a 'star a week' from each class who has gone over and above. They will have shown that they are ready, respectful and safe consistently. For this reward, they will receive a certificate in celebration assembly.

The ways we praise and promote positive behaviours and attitudes are:

- Verbal recognition and praise
- Recognition of good work on boards within the classroom

- Positive behaviour messages home
- Celebration assemblies
- Christian Values in Action certificates
- Pasta in the jar for reception class
- The gold star
- House points
- Whole class dojo points
- Stickers
- Whole class rewards

Procedures

School Rules

The main school rules were generated by using Corinthians 13. The school rules are put up in each classroom. They should be revisited with the children at the beginning of each term and at other times when necessary.

The School Rules are as follows:

In our school we:

- *We show patience and kindness towards everyone in school*
- *We tell the truth*
- *We don't give up*
- *We work together as a community*
- *We celebrate others and rejoice in differences*

In class systems and learning progression

At Oxenhope C of E Primary we work with external professionals and mental health experts in order to build a restorative environment for all. We have worked in partnership with Social Emotional and Mental Health Teams, Social, Communication, Interaction and Learning Team and Educational Phychologists to ensure there is progression in our systems.

Please see the progression system below, there is also further informtion within this policy:

Year	Reception	Year 1	Year 2	Year 3 and Year 4	Year 5 and year 6
Skill	What am I feeling? Why am I feeling this? How do others feel?	How does my actions make me feel? How can I manage my feelings? How do m y actions make another person feel? Making choices	What can I do when my feeling gets too big? What strategies can I use to help me? What are appropriate reactions Making moral choices	What can I do when my feeling gets too big? What strategies can I use to help me? What are appropriate reactions What is a consequence? And	Law and order Independent choices Understanding that actions have consequences Becoming a successful member of society Facing up to actions

				why do we have them? Apologising and telling the truth Making things right after making a mistake	Being an active part of a dialogue for change and support Knowing you are safe and loved Growing and changing Transition and responsibility
How it is taught	PSHE Zones of regulation	PSHE Zones of regulation	PSHE Zones of regulation	PSHE Zones of regulation Traffic light system	PSHE Zones of regulation Traffic light system

Zones of Regulation

The Zones of Regulation is a structured curriculum designed to teach children about self-regulation by categorising feelings and emotions into four coloured zones. The Blue Zone is associated with low energy states, such as feeling sad, tired, or bored. The Green Zone represents an optimal state of alertness for learning, where a child feels happy, calm, and focused. The Yellow Zone is a heightened state of emotion, where a child may feel stressed, anxious, excited, or frustrated, but still has some control. The Red Zone signifies intense, overwhelming emotions where a child is no longer in control, such as anger, rage, or elation. Importantly, no zone is considered "bad," as everyone experiences all four at different times; the goal is to help children understand these emotional states and develop strategies to navigate between them effectively.

In a primary school, the Zones of Regulation framework is embedded into daily routines and the Personal, Social, Health and Economic (PSHE) curriculum to create a common language for emotions. Many classrooms feature a "Zones Check-in" display, which allows children to visually indicate their current emotional state, alerting staff to who might need support. Throughout the day, teachers and staff model the use of "Zones language" and teach children a "toolkit" of coping strategies, such as breathing exercises or sensory activities, to help them regulate. Staff also use the Zones to support children through behaviour incidents, discussing strategies after a child has calmed down, rather than punishing them for being in the red zone. By embedding the framework, schools empower children to recognise their own triggers, build empathy for others, and develop problem-solving skills, which ultimately supports their academic and social-emotional growth.

Traffic Light System (KS2 only)

Each class teacher asked the children about behaviour systems within school. The children voiced that they would like a visual system which would allow them to track warnings and final stages of behaviour.

In Key Stage two this system is traffic lights, and a gold star and children move their names to amber and then to red. There is opportunity on amber to move back to green, however a move to amber or red will result in speaking the headteacher and the possibility of parents and carers being informed. Each child begins every day on Green. Exceptional behaviour will result in the child moving to the gold star and the child's parents will be informed and celebrated.

It is the responsibility for the class teacher to ensure that this is displayed within their classroom and that a significant amount of time is dedicated to teaching the children the system and ensuring that both Christian and British values are linked with this system. The children in the class will choose if they want the traffic light system on display or 'hidden'.

Any aggressive or violent actions result in a child being sent immediately to red and they will be sent to see the senior staff. At this point the children are reminded by school staff of the best choices to make, pastoral support may be put in place, and the senior staff will check in with the child during the day, parents will be informed.

Staff meet regularly to discuss children's behaviours and agree strategies to be adopted by the whole staff team to meet the needs of the individual children, and this is logged on CPOMS. Adults will discuss any of their concerns with their parents or carers. An individual support/tracking programme might be arranged in consultation with SENCO, Head, Pastoral team and Parents/Carers.

Key Stage 1

School staff warn children verbally if their choices are inappropriate.

Second warning and the child's name is moved to the 'cloud'

If choices improve, then the child's name moves to 'sun'.

Any aggressive or violent actions result in a child being sent immediately to the storm cloud. If this behaviour continues, they will be sent to see the senior staff. At this point the children are reminded by school staff of the best choices to make, pastoral support may be put in place and the senior staff will check in with the child during the day, parents will be informed.

Staff meet daily to discuss children's behaviours and agree strategies to be adopted by the whole staff team to meet the needs of the individual children and this is logged on CPOMS. Adults will discuss any of their concerns with their parents or carers. An individual support/tracking programme might be arranged in consultation with SENCO, Head, Pastoral team and Parents/Carers.

In upper KS2 (y5/6) the children may miss some playtime to finish an activity if they chose not to take part in the lesson or if they haven't completed enough work. Parent and carers will be informed of this.

Procedures for Dealing with Major Breaches of Discipline

The following procedures may be used for major breaches of discipline:

- A verbal warning by the Head Teacher concerning future conduct
- Withdrawal from the classroom for the rest of the day
- Internal reflection with a member of the pastoral team (term: 1-5 days); in some cases an internal reflection may be made with the support of another local school
- A letter to parents informing them of their child's unacceptable behaviour
- A meeting with parents, at which a warning is given about further sanctions, unless there is an improvement in the child's behaviour
- Daily report to the Head Teacher to confirm that behaviour has been satisfactory
- For continued, serious incidents at lunchtimes, the child may be excluded for the lunchtime period
- The child may have their place withdrawn from an 'out-of-school' club or school visit
- A case conference with parents and support agencies

- Fixed term suspension (see Exclusion Suspension Policy)
- Permanent exclusion (see Exclusion Suspension Policy)
- Parents have the right of appeal to the Governing Body against any decision to exclude their child (see Exclusion Suspension Policy).

These procedures should not be read as an exhaustive list or seen to be used only in the order in which they are listed.

The Department of Education's publication 'Behaviour in schools - Advice for head teachers and school staff' (September 2022) states that "schools have the power to sanction pupils for misbehaviour to such an extent as is reasonable

CPOMs Discipline Record

The school uses CPOMs to record all incidents that need to be communicated to senior staff in the school. The school employs different codes to indicate the level of concern.

Suspension and Exclusion must always be recorded.

Restrictive Intervention – please read in conjunction with the Restrictive Intervention policy

By law, members of staff and visitors authorised by the Headteacher have the power to use reasonable force to prevent pupils:

- committing an offence
- injuring themselves or others
- or damaging property
- and to maintain good order and discipline in the classroom.

The school has a nurture room (The Nest) where children can be taken when incidents of this kind have taken place.

For children who may need regular Restrictive Intervention the school will complete a plan. This will be agreed by parents and if appropriate the child.

Outside agencies

As part of our Oxenhope early help offer we engage with the police, school nursing team, the speech, language and communication team and Coram education to promote positive online and social behaviour.

Anti-Bullying - please read in conjunction with the Trusts anti-bullying policy BDAT Policies - Bradford Diocesan Academies Trust (bdat-academies.org)

BDAT Definition of Bullying

Bullying is when one or more people intentionally and repeatedly physically, emotionally or psychologically hurt or cause harm to another person. Bullying usually happens over a period of time and consists of a series of different incidents.

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour.

Children with specific Special or Behavioural Needs:

We recognise that some children have specific needs which in turn have impact on their behaviour choices. We understand that all behaviour is communication and we work hard to find ways to support all our children.
For those identified with SEND or SEMH needs, the system may be altered and adapted to meet their needs. They stand outside the policy according to their Education, Health and Care Plan or Individual Behaviour Plan which will indicate the actions planned to address and support their needs. These are monitored by the Pastoral team and SENCO and all staff working with the pupil should know and implement the agreed strategies for that pupil.

Explorers – Before and After School Club

Explorers will operate the same traffic light system as in KS2. There will be a dialogue between club staff and class teachers. Beahvio0ur incidents which occur in after school club will be reported to parents and carers at pickup by club staff.

Lunch time and playtime

It is the responsibility of the on-duty staff to follow the procedure set out in this policy. There will be a dialogue between on duty staff and class teachers about behaviour within these times. This will also be recorded on CPOMs.

Any incidents will need to be dealt with by the child's class teacher in the first instance who will then make an assessment as to whether to involve a more senior staff member.

Use of Mobile Phones and Smart Devices

Oxenhope C of E Primary School operates as a mobile phone-free environment for pupils. The use of mobile phones and other smart devices with communication functionality is not permitted during the school day, including lessons, transitions, breaktimes and lunchtimes.

Any pupil bringing a device to school must hand it in at the start of the day in line with school procedures.

Any breach of this expectation will be managed in line with this Behaviour Policy, including confiscation and appropriate sanctions.

Reasonable adjustments may be made for pupils with medical needs, disabilities or other exceptional circumstances, as agreed with the Headteacher.

We aim to create a calm, safe and disruption-free environment, including minimising the impact of mobile phones and smart technology on learning and wellbeing.

The power to discipline beyond the school gate

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives head teachers a specific statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable".

When considering whether the school will implement a sanction for reported misbehaviour out of school, the headteacher will consider the context of the situation and the action that would have been taken if the offence had taken place on school premises. The school may choose not to intervene with behaviour incident outside of school hours if senior staff feel it is inappropriate.
All criminal bad behaviour and bullying which occurs on or off the school premises may be reported to Social Services and/or the Police.

Behaviour incidents out of school hour can be reported to the school, however it is not the responsibility of the school to 'deal' with these incidents.

Staff Responsibility

Positive Behaviour Management is the responsibility of all staff at Oxenhope C of E Primary School.

Role of the Headteacher

It is the responsibility of the Headteacher to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

The Headteacher and the pastoral team keeps records of all reported incidents of policy breach including bullying, racism, sexual violence and harassment and derogatory incidents.

The Headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of policy breach. For repeated or very serious acts of policy breach, the Headteacher may permanently exclude a child. This action is taken only after the school governors have been notified.

It is the responsibility of the Headteacher to read and add incidents onto our internal reporting system – CPOMS, to ensure that contextualised safeguarding procedures are being followed.

The Role of the Teacher

It is the responsibility of class teachers to ensure that the school rules are enforced in school, and that all classes behave in a responsible manner during lesson time and through-out the school day.

The class teachers in our school have high expectations of the children about behaviour, and they strive to ensure that all children work to the best of their ability.

Class teachers understand that it is not only the children within their own class with whom they have a responsibility to promote and challenge the behaviour of, but for all children, all the time.

The class teacher must be a role model for the children and treat each child fairly and enforce the classroom rules consistently. The teachers treat all children in their classes with respect and understanding.

The class teacher should ensure that parents are aware of repeated low-level breach such as calling out or disrupting the class. This also applies during lunchtime or playtime.

If a child breaches the policy repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if this continues, the class teacher seeks help and advice from the Pastoral Team, then the KS Leader or the Headteacher

The Pastoral Team is employed by the school to support children who, for a variety of reasons, find the school environment challenging. The Inclusion Team (Head Teacher, Pastoral Manager, SENCO) agree with staff, those children who need to be supported and the Pastoral team reports progress to the class teachers and the Headteacher.

The class teacher reports to parents and carers about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent (in discussion with the Pastoral team and the Headteacher) if there are concerns about the reasons behind the behaviour or welfare of a child.

It is the responsibility of staff to read and add incidents onto our internal reporting system – CPOMS, to ensure that contextualised safeguarding procedures are being followed.

Teachers need to ensure all staff, particularly HLTAs and midday meal supervisors know that a child is having difficulty with behaviour.

The Role of Support Staff

Support staff should provide a positive model of behaviour and ensure high expectations are made explicit to the children. They should inform class teachers of any inappropriate behaviour.

It is the responsibility of support staff to read and add incidents onto our internal reporting system – CPOMS, to ensure that contextualised safeguarding procedures are being followed.

The Role of the Pastoral Team

It is the responsibility of the Pastoral Team to liaise with class teachers, support staff, the inclusion team and parents and carers about any behaviour incident.

The Pastoral Team will work under the direction of the Headteacher to provide nurture and support for children and families.

The Pastoral Team will work using the school's Early Help Offer providing support and making referrals to outside agencies as well as attending and chairing review meetings, alongside the Headteacher if appropriate.

It is the responsibility of pastoral staff to read and add incidents onto our internal reporting system – CPOMS, to ensure that contextualised safeguarding procedures are being followed.

The Role of Parents and Carers

Parents and Carers agree to reading this policy when enrolling their child at the school. Parents are expected to respect the actions of the school but are able to address any queries regarding sanctions firstly to the class teacher, then to the Pastoral Team and then the Headteacher.

The school collaborates actively with parents and carers, so that children receive consistent messages. We expect parents and carers to support their child's learning, and to cooperate with the school.

Parents and carers are encouraged to take part in parent surveys about the school systems and procedures around behaviour.

Responsibilities of the Governors

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in adhering to these guidelines.

The Headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the Headteacher about particular disciplinary issues.