



"Love one another." John 13

Oldbury on Severn Church of England Primary School

Behaviour Policy

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Approved by	Governing Body	Signed: Paul (signature)
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Our vision and approach

Our Christian vision is "Love one another" enabling children to "Love, Learn and Flourish".

We want every child to feel known, safe and valued, to develop positive relationships and to flourish as a learner. Our behaviour approach is rooted in our values of joy, community, care, friendship, growth and respect.

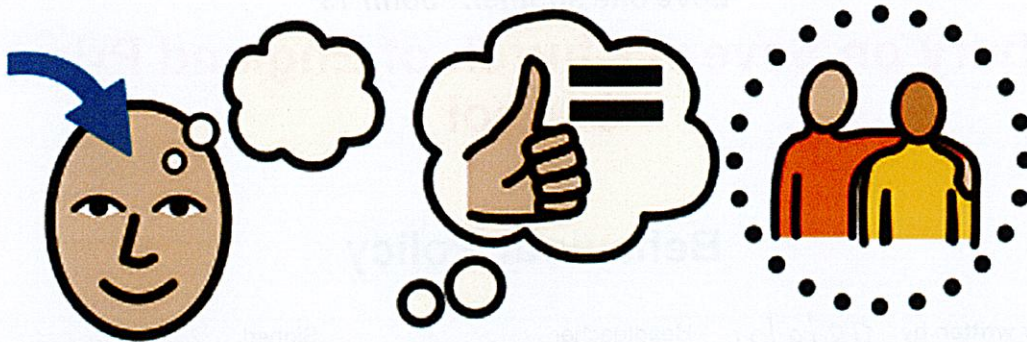
We maintain high expectations while recognising that behaviour can communicate an unmet need. Adults respond calmly, consistently and fairly, using reasonable adjustments where needed. Consequences are designed to protect learning, help pupils understand the impact of their choices, repair relationships and make a successful return to learning.

Purpose

- To provide a calm, safe and consistent approach to behaviour across the school.
- To set out the behaviour expected of pupils and adults.
- To promote positive behaviour through clear routines, strong relationships, explicit teaching and recognition.
- To explain the school's system of recognition, support and consequences.
- To create a community free from disruption, discrimination, bullying and intimidation.
- To develop pupils' self-discipline, independence, responsibility and respect for others.

Our school rules

Ready	Respectful	Safe
We are ready to learn, listen, participate and help.	We show respect for ourselves, other people, property and our environment.	We act and move in ways that protect ourselves and others.



How positive behaviour is promoted

- Adults model calm, kind and respectful behaviour and build warm, professional relationships.
- Routines and expectations are explicitly taught, practised and revisited.
- Learning is ambitious, well structured and adapted so pupils can participate successfully.
- Adults use specific praise linked to Ready, Respectful and Safe, as well as effort and progress.
- Rules are few, positively phrased and applied consistently, with appropriate reasonable adjustments.
- Parents and carers are involved early when additional support is needed.
- The Oldbury Learning Gems (Appendix A) are explicitly taught and used to recognise positive learning behaviours, including problem-solving, resilience, concentration, relentlessness, purposeful talk and teamwork.
- The curriculum, collective worship and PSHE teach relationships, respect, online safety, anti-bullying, equality and responsible choices.
- The school works with external agencies when specialist advice or support is appropriate.

Expectations in the classroom

Adults will

- Welcome pupils positively and conclude the day calmly.
- Establish predictable routines and teach the behaviours needed for learning.
- Use positive reinforcement and refer to Ready, Respectful and Safe during behaviour conversations.
- Give clear instructions, check understanding and make reasonable adjustments for individual needs.
- Address behaviour calmly, privately where possible and without humiliation.

Pupils will

- Be ready to learn and take part.
- Listen attentively and respond promptly to adult instructions.
- Move calmly and sensibly and use resources responsibly.
- Allow others to learn without disruption.
- Ask for support when they need it.

Expectations beyond the classroom

Adults will

- Model the school rules and values in all parts of the school.
- Actively supervise pupils and position themselves so that areas can be seen and supported.
- Recognise positive behaviour and respond consistently to concerns.
- Help keep the school environment orderly, welcoming and safe.

Pupils will

- Follow Ready, Respectful and Safe throughout the school day.
- Move around the building and grounds calmly and safely.
- Care for the school environment, equipment and the belongings of others.
- Tell the truth, seek help and take responsibility for their actions.
- Use kind and inclusive language and behaviour.

Recognition and rewards

- Specific verbal praise linked to behaviour, effort, learning and the school rules.
- Positive recognition shared with the class, another member of staff or parents and carers.
- Class recognition systems used consistently and without public comparison or embarrassment.
- Certificates or recognition in Celebration Worship for exceptional effort, progress, contribution or demonstration of the school's values.
- Leadership recognition for pupils who have made a particularly positive contribution or overcome a challenge.

Responding to behaviour

Staff use professional judgement and respond proportionately. The steps below provide a consistent framework rather than a rigid tariff. A serious incident may require an immediate move to a later step. Pupils with SEND, disabilities, trauma or other additional needs may require reasonable adjustments, a different communication approach or an individual support plan.

Step	Response
1 Prompt	A non-verbal cue, proximity, redirection or reminder of the expected behaviour.
2 Reminder	A calm verbal reminder linked to Ready, Respectful or Safe, with an opportunity to correct the behaviour.
3 Warning and choice	A clear warning that names the behaviour, explains the likely consequence and reminds the pupil how to make a positive choice.
4 Reset, Reflect and repair (R,R,R)	A short period in another agreed space or with another adult, followed by a restorative conversation and completion of missed learning where appropriate. The incident is recorded when it is significant, repeated or meets the school's recording threshold.
5 Leadership support	A member of the senior leadership team supports the pupil, protects the learning and safety of others, and agrees the next steps. Parents or carers are informed where appropriate.
6 Individual support	For recurring concerns, school identifies patterns and barriers, agrees targeted support and may develop an individual behaviour or pastoral support plan with the pupil and family. Advice from the SENCo or external agencies may be sought.
7 Formal action	For serious or persistent breaches, the Headteacher may use internal suspension arrangements, which may include provision within school, at home or, where appropriate and agreed, at another school within the Bridge Family of Schools. Formal suspension may also be used in line with statutory guidance and the school's procedures. Permanent exclusion is used only as a last resort and in accordance with statutory requirements.

Serious behaviour

Serious behaviour includes, but is not limited to, physical aggression, discriminatory or prejudicial language, bullying, sexual harassment or harmful sexual behaviour, deliberate damage, theft, bringing a prohibited item to school, leaving a supervised area without permission, or behaviour that places anyone at significant risk. Staff will prioritise immediate safety, follow safeguarding procedures where relevant, record the incident, inform leaders and contact parents or carers. The response will reflect the circumstances, impact, pupil's needs and statutory duties.

Short behaviour conversation

- Approach calmly and in a non-threatening way, using an appropriate position and tone.
- Describe the behaviour observed and link it to Ready, Respectful or Safe.
- Explain the impact or consequence clearly and briefly.
- Remind the pupil of previous success and the behaviour they can choose now.
- Allow processing time, then return the focus to learning.

Adults avoid prolonged public discussion. Where a pupil is dysregulated, co-regulation and safety come before a reflective conversation.

Restorative conversation

- What happened?
- What were you thinking and feeling at the time?
- Who has been affected, and how?
- What have you thought since?
- What needs to happen to put things right?
- What will you do differently next time?
- Which school rule and value will help you?

Pupils with additional needs

The school applies high expectations to all pupils while meeting its duties under the Equality Act 2010 and the SEND Code of Practice. Staff consider whether SEND, disability, communication needs, adverse experiences or mental health may affect behaviour. Reasonable adjustments may include adapted instructions, visual prompts, planned movement or regulation breaks, a safe space, additional preparation for transitions, modified reflection arrangements or an individual response plan. A pupil is not identified as having SEND solely because of behaviour; assessment considers the underlying need and evidence over time.

Recording, safeguarding and monitoring

- Significant, repeated or safeguarding-related incidents are recorded on CPOMS in line with school procedures.
- Any concern that a pupil may be at risk of harm is reported immediately to the Designated Safeguarding Lead or a Deputy DSL.
- Bullying, discriminatory incidents and harmful sexual behaviour are identified, recorded and followed up under the relevant school procedures.
- Leaders monitor patterns by pupil, group, location and type of incident so that support and supervision can be adjusted.
- Information is handled confidentially and shared only with those who need it.

Partnership with parents and carers

A positive and cooperative relationship between home and school helps pupils meet these expectations. Parents and carers are asked to support the policy, ensure regular and punctual attendance, reinforce respectful behaviour and communicate relevant information that may affect their child. School will listen to families, share concerns in a timely way and work with them to agree support. Parents and carers should raise concerns with the class teacher in the first instance, or with the Headteacher where the matter is serious or unresolved.

Roles and responsibilities

- The Governing Body monitors the effectiveness of this policy and fulfils its statutory duties.
- The Headteacher is responsible for implementation, staff support, monitoring and decisions about suspension or permanent exclusion.

- The SENCo advises on needs, reasonable adjustments and graduated support.
- All staff teach, model and apply the policy consistently and report safeguarding concerns promptly.
- Pupils follow the school rules, seek help and take increasing responsibility for repairing harm.
- Parents and carers work in partnership with school and communicate concerns or relevant changes.

Review and related policies

The views of staff, pupils, parents, carers and governors inform the review of this policy. It will be reviewed annually, or sooner if statutory guidance or the needs of the school change.

This policy should be read alongside the school's safeguarding and child protection, anti-bullying, SEND and inclusion, equality, attendance, online safety, complaints, physical intervention and suspension and permanent exclusion policies.

Appendix A: Oldbury Learning Gems

	Diamond of problem solving I seek solutions. I am able to see when there is a problem to solve. I take responsibility. I try and solve problems independently where possible. I seek help when there is a problem I cannot solve alone.
	Emerald of resilience I am bold enough to take risks with my learning. I know that making mistakes helps me learn. I bounce back after finding something tricky. I am able to name my emotions and describe how I feel. I have strategies to help me when I am struggling. I will try for myself before I ask for help.
	Sapphire of concentration I can listen and focus. I stay on task to complete an activity independently. I concentrate on my learning and ignore monster distractions. I concentrate for extended periods of time. I help others to stay focussed.
	Ruby of relentlessness I can set long-term goals and work towards them. I can be relentless with my effort over time. I can practise to improve. I can show commitment. I can embrace feedback to get better. I can be determined.

	Topaz of talking - I can talk about my learning and share my ideas. - I can answer questions about what I have learnt. - I can ask questions to find out more. - I can explain how I have done something in my learning. - I can think creatively when solving problems. - I can think logically and analytically. - I have the confidence to respectfully challenge the ideas of others. - I can use high level questions to provoke deeper thinking. - I can evaluate how effective different strategies were and apply these in different contexts when I am stuck.
	Amethyst of teamwork - I can take turns. - I can talk and listen when I am with others. - I can share resources with others. - I know what the rules of successful collaboration looks and can apply them. - I can make the right decision about when it is best to work alone or with others. - I can work within a team where people have different roles, taking responsibility for my part. - I can work with others to organise ourselves as an efficient team, working towards a common goal as part of a team. - I respect and respond to other people's views and ideas. - We can utilise the different strengths of team members to achieve a goal.