

St Oswald's RC Primary School

Behaviour Policy 2023-2024

Date for review: September 2025

Signed: *J. Jordan*

Chair of Governors

Date April 2024

St Oswald's RC Primary School Mission Statement

St Oswald's is proud to be a Roman Catholic school where every person is helped to do their best to succeed in a place of love, peace and safety, following the teachings of Jesus. In our school family, we are enthusiastic learners and teachers.

'Nihil Satis Nisi Optimum - Only the best will do'

Vision

In order that we might have life in all its fullness, our school will:

Welcome - Be warm and welcoming towards all visitors to our school, just as Jesus welcomes us to the family of God.

Welfare - Be ready to forgive as Jesus taught us. To always say sorry with honesty, courage and meaning. Show love and kindness by trying to think of the needs of others before our own. Thank God for our talents and celebrate achievements earned through working hard, aiming high, and always believing we can reach our goals. To make God's world a better place.

Word - Follow the teachings of Jesus by loving, respecting and accepting one another. Give children as well as adults the chance to have a voice in the future development of our school. To place the Word of God at the centre of all that we do.

Worship - To say our prayers meaningfully and worship the Lord our God joyfully with all our hearts.

Witness - Find love and kindness here and when we leave take lasting friendships and happy memories with us. To be witnesses of a Loving God who is at the heart of all we do.

The Catholic Community

In the Catholic community of St Oswald's, we recognise the worth and potential of individual pupils as children of God. It follows, therefore, that we:

- Recognise their unique nature as human beings, regardless of background, abilities, physique or experiences;
- Recognise that each individual is God's own reflection, fundamentally and intrinsically good;
- Promote the concepts of self discipline and responsibility for one's own actions for the good of all;
- Promote the belief that Hope, Optimism and Reconciliation are central to the Roman Catholic faith.

We aim to:

- Encourage appropriate behaviour by using positive approaches.
- Develop self-discipline and responsibility for own actions with an understanding of the difference between right and wrong
- Encourage children to care for each other
- Involve children in the formulation of fair rules, sanctions and rewards for their safekeeping.
- Ensure all children learn in a safe and non-threatening environment

- Develop strategies to detect, prevent and react to bullying and harassment among pupils and staff
- Promote respect for all members of the school community both children and adults
- Develop pride in the school environment

Rights and Responsibilities

Pupils

Rights: • To be safe • To be heard • To be able to think and learn without interruption • To be treated fairly • To learn	Responsibilities: • To be responsible for own actions • To follow school rules • To treat others with respect • To let others get on with their work and encourage them • To aim for excellence in our work and behaviour
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Parents

Rights: • To be regularly informed about their child's behaviour at school • To be heard • To be made aware of the school behaviour policy and gain access to it online	Responsibilities: • To support the school with the implementation of the behaviour policy • To listen to advice when problems occur relating to their own child's behaviour
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School Staff

Rights: • To teach without interruption • To be treated with respect • To have a clear, supportive framework for behaviour management within which to work	Responsibilities: • To provide a good role model for pupils • To treat others with respect • To set high standards of behaviour in line with school policy • Provide appropriate well-planned lessons
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Governors

Rights: • To be informed regularly about standards of behaviour in school • To oversee the Headteacher's management of the behaviour policy	Responsibilities: • To monitor, evaluate and review the behaviour at 3-year intervals • To set the framework for the school behaviour policy • To report to parents annually about the standards of behaviour in school
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At St Oswald's RC Primary School, we have a zero-tolerance approach to abuse, including bullying and all forms of child-on-child abuse

Behaviour Management/Safeguarding

The emphasis in school is always on acceptable, positive, assertive discipline.

All staff are expected to create classrooms with a sense of calm, order and purpose. This is achieved through high expectation and collective classroom management procedures as well as high levels of praise. In Upper Key Stage Two children also have the opportunity to take on extra responsibilities such as playground leaders.

We are an inclusive school, which means we adapt systems to enable every child to succeed whilst underpinning a behaviour policy, which begins from positive behaviour management practice.

Lessons in PSHE and worship times reinforce expectations of behaviour, independence and resilience. A culture of care and respect is expected to be exemplified by all staff in school and we require misbehaviour to be dealt with quickly and assertively.

Where allegations of bullying are made and/or child-on-child abuse, school staff will follow agreed procedures in the schools **Anti-Bullying Policy** (see separate policy)

Poor behaviour can be shown by:

Emotional	being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
Physical	pushing, kicking, hitting, punching or any use of violence
Racist	racial taunts, graffiti, gesture
Sexual	unwanted physical contact or sexually abusive comments
Homophobic	because of, or focussing on the issue of sexuality
Verbal	name-calling, sarcasm, spreading rumours, teasing
Cyber	all areas of internet, such as email and internet chat room misuse Mobile threats by text messaging and calls Misuse of associated technology, i.e. camera and video facilities

Related to health and appearance, home circumstances, faith/religion/culture, ability or disability.

Staff use behaviour management strategies when encountering unwanted behaviour. The unwanted behaviour should be identified and the desired behaviour expected. Every child needs to be given time to make good choices. Time should be given to the child to think about making the best choices and then rewarded/praised immediately afterwards for making good choices. Staff should always consider the triggers which lead to incorrect behaviour choices and to minimise these triggers. Staff should always, every time, remain calm and positive, identifying the desired behaviours and praising these wherever seen.

Code of Conduct Pupils

School rules

- We work hard and aim for excellence, showing PRIDE
- We are always polite, helpful and respectful to other children, staff and visitors
- We always walk around the school in a quiet, orderly manner
- We look after our environment and keep it clean and tidy
- We treat others as we would like to be treated ourselves
- We respect our own and other people's property

On the playground/astro-turf

- We always stop when the bell rings and walk quietly into school when asked
- We play fairly and in a friendly manner

- We include others in games
- We take turns
- If we have been treated wrongly we tell a member of staff, we do not retaliate
- We always stay on the school premises
- WE ARE RESPONSIBLE FOR THE CONSEQUENCES OF OUR BEHAVIOUR and always answer members of staff truthfully
- We use sports equipment sensibly and tidy away when asked

Code of Conduct: All Staff

Remember that positive aspects of praise and reward are important

- Be in the classroom before the children
- Expect to give and receive respect. Value all ideas and opinions
- Smile and communicate
- Expect high standards of work. Insist on good presentation
- Mark work promptly and give constructive comments
- Apply sanctions fairly and consistently as set out in the behaviour policy
- Seek advice and support from colleagues if needed

Rewards and Incentives

At St Oswald's we believe that a healthy balance should be created between rewards and sanctions. As well as applying strategies to control unacceptable behaviour, we believe that the recognition of strengths and achievements is crucial to promoting our aims. We place a great emphasis on praise and reward because this fosters a positive approach to work and creates a motivating climate within the school.

The class teacher will use the following rewards:

- Verbal encouragement and praise
- Sharing good work and behaviour with other pupils, staff and the Headteacher
- Positive comments written on work
- Award of stickers, class dojos or team points
- Rewards certificates
- Termly commendation awards for academic effort and behaviour
- Contacting parents/carers – good news calls
- Sticker charts where appropriate

Procedures for Dealing with Unacceptable Behaviour

It is the responsibility of class teachers with their support staff to deal with **minor incidents** which occur in the classroom. Consistency and transparency are vital.

More serious incidents can be dealt with by the teacher but must also be recorded on CPOMS.

The next step would be to involve a member of SLT to support with any unacceptable behaviour. When appropriate, class teachers will speak to parents/carers to inform them of any unacceptable behaviour choices and sanctions. Further meetings will be held with members of the SLT, parents/carers and child if necessary.

Physical Intervention/Team Teach

Members of staff who are Team Teach trained are available throughout the day to use positive handling techniques in the following circumstances:

- Where action is necessary in self-defence, or because there is an imminent risk of injury to the pupil themselves or others
- Where there is a developing risk or injury, or significant damage of property
- Where the pupil is behaving in a way that is compromising good order and discipline at the school or among other pupils, whether this behaviour occurs in a classroom during a teaching session or elsewhere, and where all other strategies have not resulted in a change of behaviour.

Other de-escalation strategies will be utilised in advance of this to reduce the need for any physical intervention, which will always be as a last resort. A positive handling report form must be completed by the member of staff involved (see appendix A) and parents/carers must be informed that physical intervention has been used. Again, this is recorded on CPOMS.

Post Incident Learning

This will take place with every child who has been held or moved. A debrief involves listening to a child's account of what happened, sharing the staff view, talking about how feelings affect behaviour and then together finding ways to plan alternative strategies.

This debrief will happen at an appropriate time, later in the day, when the child has settled or the following day.

Risk Assessment for Challenging Behaviours

The school will undertake risk assessments for pupils deemed to show challenging behaviours in order to minimise risks, protect pupils and staff and to exercise the schools "Duty of Care".

This will involve assessing the context and probability of risks and the seriousness of any likely outcomes for pupils or staff. If further action or strategies are identified in the risk assessment process, school will take action to implement these in order to safeguard pupils and other members of the school community.

Sanctions

Outlined below are examples of unacceptable behaviour and sanctions which are available. This is not a tariff, and each case must be dealt with according to its merits. We also encourage a system of praising in public but reprimanding in private.

Minor Incidents

These incidents are dealt with by a member of staff and include, for example: throwing paper; calling out; not following instructions; incomplete class work; no homework; lack of respect to others and property, talking about things which are not age appropriate; breaking school rules.

Sanctions could include:

- verbal reprimand
- short cooling off period (maximum 5 minutes)
- moving seat
- playtime or lunch time missed (KS2 and KS1, or KS1 to hold an adult's hand at playtime)
- phone call home
- sent to a different classroom (supervised by an adult)

Persistent incidents, or incidents of medium severity

These incidents must be recorded. Unacceptable behaviour in this category includes:

- persistency of minor incidents as above
- rudeness to staff
- verbally aggressive behaviour to another pupil
- being continually off-task
- continually distracting others

Serious Incidents

Serious incidents are dealt with by the SLT and include:

- extreme rudeness to others
- aggressive or threatening behaviour
- refusal to comply with other sanctions
- theft
- bullying
- swearing

Very Serious Incidents

These incidents are dealt with by SLT. They include:

- Serious breach of the school's rules or policies
- Serious risk of harm to the education or welfare of the pupil or others in the school
- Serious actual or threatened violence against another pupil or a member of staff
- Possession or use of any prohibited items on the school premises (illicit drugs, vapes, tobacco, stolen goods, alcohol, weapons, fireworks, pornography)
- Persistent bullying
- Persistent prejudice-based harassment or hatred-based acts
- Unacceptable behaviour which has previously been reported and for which school sanctions and other interventions have not been successful in modifying the pupil's behaviour
- Exclusion may be the result of persistently poor behaviour or a serious single incident

This is not an exhaustive list and there may be other situations where the Headteacher makes the judgement that exclusion is an appropriate sanction.

Sanctions available include:

- internal exclusion
- fixed term exclusion
- permanent exclusion
- Police involvement

Exclusion

Exclusion is the final strategy used by the Headteacher to deal with seriously unacceptable behaviour. It is hoped that this strategy will only be used if a programme of behaviour modification or pastoral support has proved to be unsuccessful and pupil behaviour continues to cause serious problems and disruption for the school. If problems occur mainly

at lunchtimes a period of lunchtime debarment might mean that fixed term exclusion can be avoided.

Parental support for behaviour improvement programmes often with the involvement of outside agencies is crucial if pupil behaviour is to change. Without this support, school can only struggle to deal with the problem in isolation and has only exclusion to use as a final sanction. Dialogue and cooperation with parents is therefore crucial if progress with behaviour problems is to be made.

Pupils can be excluded for a fixed period (under 45 days in a school year) or permanently. It is not expected that permanent exclusion will be used for a first offence. Exclusion is a last resort and will only be used if:

- There has been a physical assault to pupil or staff
- Verbal abuse/threatening behaviour
- Bullying
- Child-on-child abuse
- Racist abuse/harassment
- Sexual misconduct
- Intentional damage to school property
- Theft
- Drug or alcohol related incidents
- Persistent disruptive behaviour

Exclusion procedures as outlined in the DFE and LEA policies are followed carefully by the school to ensure that it acts fairly. The Headteacher must always allow a pupil to give their version of events, consult others and collect all evidence available to ensure that the incident did occur before considering exclusion.

On rare occasions, it may be necessary to formally exclude a child for a period of time. This is kept to a minimum, but does require a return to school meeting with the child and parent/carer. Exclusions will not be imposed in the heat of the moment unless there is an immediate threat to the safety of staff or pupils.

Only the Headteacher can make the decision to exclude a pupil and in making that decision they will take into account the likely impact of the misconduct on the life of the school. In exceptional circumstances, the Headteacher might consider it appropriate to permanently exclude a pupil for a first or one off offence e.g. serious actual violence against another pupil or member of staff, sexual abuse or assault, supplying and using drugs and carrying an offensive weapon.

These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour can affect the discipline and wellbeing of the school community. In making the decision to exclude, the Headteacher will follow the procedures laid out in the guidance produced by the DFE and LA, and will seek the advice of the LA where necessary. The School Governing Body then have the right to consider the Headteacher's decision and hear any appeals from the parents/carers of excluded pupils.

If the Headteacher decides to exclude a pupil, parents/carers are notified immediately and a letter is sent within 1 school day. The Headteacher will also notify the Chair of Governors and the LEA.

Powers to search and confiscate

Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that a pupil may have a prohibited item eg a weapon, drugs, alcohol etc.

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.

Police involvement

Where a pupil's behaviour is not successfully modified by the use of school rewards, or sanctions have not resulted in behaviour which can be managed or contained safely within school, then school may need to involve the police. This will be as a response to serious aggression, assault or damage and will be a very last resort.

Bullying and Harassment

St Oswald's RC Primary School is committed to a whole-school approach against bullying and harassment in any form. This includes racial, sexual and homophobic harassment.

Bullying and harassment is not only hurtful but it stops pupils from learning. Pupils are expected to demonstrate care and courtesy towards each other, respect one another and respect difference and diversity.

The school will not tolerate any kind of harassment and bullies or instigators of harassment will be dealt with firmly (see Anti-Bullying Policy).

Racial harassment and Racist Incidents

The school follows the guidance from the Local Authority on dealing with racial harassment and racist incidents that occur in school. Racial harassment will not be tolerated and the perpetrator(s) of the harassment or racist abuse will be dealt with firmly and sanctions applied as regulated. In many cases, the parents/carers of the pupil(s) in question will be contacted and may be asked into school to discuss their child's behaviour. Victims of racist abuse and harassment will be supported both at the time of the incident and following the incident if necessary. Any racist incidents will be recorded on CPOMs and reported to the Governors. (All reports to Governors are anonymised).

Power to discipline beyond the school gate

Disciplining beyond the school gate refers to all non-criminal bad behaviour and bullying, which occurs anywhere off the school premises and is witnessed by a member of staff or reported to school. This includes bad behaviour when: a child is travelling to and from school; taking part in any school-organised or school-related activity; wearing school uniform and/or in some way identifiable as a pupil of the school.

The Headteacher will investigate the allegations and notify the parent of the child about what has taken place. Sanctions will be recommended to the parents, unless the behaviour warrants a threat to a member of the public or is criminal, in which case the police will be informed.

Behaviour and the SEN Code of Practice

The SEN Code of Practice is used to assess, monitor and support a child who is presenting problems with behaviour. Procedures are as follows:

Initial concerns

Before approaching the SENDCO, it is expected that the class teacher will have tried a differentiated approach in an attempt to meet the needs of a child presenting challenging behaviour. This means using the behaviour management techniques outlined in this policy and keeping a log of incidents on CPOMs. If this challenging behaviour persists despite the efforts of the teacher, the SENDCO should be approached and the following procedure followed:

- A behaviour checklist (DfE) should be completed by the teacher and further information gathered about the child with support from the TA or SENDCO.
- An objective description should be created to identify the target behaviour to be changed.

- A meeting with parents should be held.
- An action plan should be produced for the child by the teacher and SENDCO which is reviewed in line with the SEN policy. A positive reinforcement programme is also established taking into account the age and interests of the child.
- If challenging behaviours persist, and continue to be of concern despite the delivery of a carefully designed and reviewed action plan, advice may be sought from outside specialists, e.g. the Educational Psychologist, Inclusion Hub, Pupil Referral Unit (PRU).

Please see SEN Policy.

Equality and Inclusion

Equality and Inclusion are at the heart of our behaviour policy. Our aim is to manage pupil behaviour effectively whether or not the pupil has underlying needs. Schools have duties under the Equality Act 2010 to take such steps as is reasonable to avoid any substantial disadvantage to a disabled pupil caused by school policies or practices.

Under the Children and Families Act 2014, relevant settings have a duty to use their “best endeavours” to meet the needs of those with SEND and, if a pupil has an EHCP, the provisions set out in that plan must be secured and the school must co-operate with the LA and/or any other bodies.

Dealing with poor behaviour at lunchtime

Stage 1	Stage 2	Stage 3	Stage 4
Pupil is given a warning/reminder of how to behave. If necessary, move the pupil to another seat/area away from provocation or temptation.	Repeat the warning/reminder of how to behave. Initiate time-out period for 5 minutes. Inform class teacher at the end of lunchtime.	Pupil to be sent inside. Class teacher to be informed at the end of lunchtime. Consider the involvement of a member of SLT. Record incident on CPOMs before leaving school.	Immediately involve a member of SLT and the Headteacher. Inform class teacher at the end of lunchtime. Record incident on CPOMs before leaving school.

If a pupil repeatedly fails to follow school rules, their playtimes will be removed for a fixed period of time. The class teacher or a member of SLT will supervise the pupil during this time.

Positive Handling Report

Log number:		
Type:		Activity Type:
Action Taken:		Status:
Date of incident:		Time: 00:00 Location:
Staff Involved:		Pupils Name:
Witnesses:		Other pupils involved:
Reason for Intervention:	N/A	N/A
	N/A	N/A
What led up to the incident?		
De-escalation techniques used:	N/A	N/A
	N/A	N/A
	N/A	N/A
	N/A	N/A
	N/A	N/A
Description of incident:		
Positive handling strategies used:	N/A	N/A
	N/A	N/A
N/A	N/A	N/A
N/A	N/A	N/A
Comments about incident:		
Duration of physical intervention: 00:00:00		Number of staff involved: N/A
Details of any injuries or damage sustained:		
Were the pupils involved (including the perpetrator) debriefed: N/A		
Was debriefing support offered to staff involved: N/A		
Parents informed: N/A		Method of communication: N/A
Reported to other agencies: N/A Details:		
Exclusions: N/A		Period Excluded: N/A
Signed		Date: