



St. Oswald's Catholic Primary School

Behaviour Policy 2025-2026

We aim to provide a Catholic Christian education based on the life and teaching of Jesus Christ, in which the values of the Gospel underpin all aspects of school life to provide an environment in which the dignity of each person as a child of God is recognised and developed.

Mission Statement

We walk in the footsteps of Jesus so that we may have life in all its fullness.

We believe that outstanding behaviour results in outstanding learning. Every child deserves the right to high quality teaching to enable them to achieve their potential. To achieve this, every class will follow the same rewards and sanctions procedure to ensure clarity and consistency for all. Our school has high expectations that are applied consistently and fairly throughout the school.

1. Aims

At St. Oswald's we aim to:

- Establish clear and consistent expectations of behaviour to ensure our school community understands what kind of behaviour is acceptable.
- Create a productive learning environment based on praise and positive reinforcement in which we are all able to reach our full potential.
- Ensure that those involved are aware that the choice to behave responsibly is paramount and we are all responsible for our behaviour choices.
- Encourage positive attitudes to learning, responsibility and resilience through positive rewards; children who consistently make good choices should not be ignored or taken for granted
- Work collaboratively together to support the hierarchy of consequences which are a natural outcome of poor choices and which are applied within school in a calm and considerate manner
- Ensure every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, which follows Gospel Values, including mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school community can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.
- Promote good relationships and mutual respect, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.
- Help our children to grow in a safe and secure environment, and to become positive, responsible and

increasingly independent members of the school community.

- Offer children the opportunity to experience forgiveness for wrong choices they have made and encourage reconciliation between pupils.

2. Behaviour Expectations

The school has a number of school expectations, but the primary aim of the behaviour policy is not a system to enforce rules but a way to nurture the Gospel Values and encourage growth.

1. Be safe
2. Be kind
3. Be respectful
4. Be polite
5. Be considerate
6. Be determined

Our school's culture consistently promotes high standards of behaviour and provides the necessary support to ensure all pupils can achieve and thrive both in and out of the classroom. We consider how a whole-school approach can meet the needs of all pupils in the school, including pupils with SEN or a disability so that everyone can feel they belong in the school community and high expectations are maintained for all pupils. We believe good behaviour cultures will create calm, orderly environments which will benefit pupils with SEND, enabling them to learn and to feel confident asking for help and support.

It is our school's duty to manage pupils' behaviour effectively, whether or not the pupil has underlying needs. And we owe duties (for example, over safety) not just to the individual pupil, but also to the other pupils and to staff.

3. Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information.

4. Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

See Anti-Bullying Policy for more information.

5. Positive Behaviour Reward System

Rewards are given to reinforce and encourage further positive behaviour choices. We praise and reward children for good behaviour in a variety of ways:

- Positive verbal feedback
- Written feedback following a piece of work
- Displaying work throughout the school
- Each week specific children are awarded certificates including: Footprint Award, English Award, Maths Award, Catholic Social Teaching Award and Head Teacher Award. The certificates are presented at the Celebration Assembly and a copy of the certificate is sent home to parents/carers.
- The Attendance Cup is awarded to the class with the highest attendance percentage for the week. Certificates for 100% attendance for each term and for the academic year are also awarded.
- House points are awarded during House Group Assemblies and Sports Day. The winning House will receive an afternoon of fun activities at the end of the Summer Term.
- Giving children opportunities to succeed through responsibility, such as being members of our school council, play 'buddies', class monitors and other roles however seemingly small
- The school also celebrates the achievements of children out of school e.g. out of school club successes.
- In addition, individual age-appropriate Reward Systems are awarded in each class.

Rewards are given to reinforce and encourage further positive behaviour choices. An essential part of behaviour management lies in the fact that each member of our school community knows and understands that a hierarchy of warnings and consequences will be imposed if expectations of behaviour are not met. It is important that consequences of poor behaviour are presented to children as a choice. This places the responsibility of the behaviour on the child. Consequences should not be seen as a punishment but rather as a natural outcome of poor behaviour choices and an opportunity to reflect on those choices.

It is also important that every day is a new day, and therefore a new chance to make better choices. At the end of each day all the names that were moved on the traffic light system are returned to the green traffic light, so that children know that they have the opportunity to change their behaviour patterns. All consequences will be managed by staff calmly, consistently and objectively by referring to the behaviour expectations, by using the behaviour traffic lights system and by using the following guidelines.

Traffic Light System

Gold	Consistent exemplary behaviour and working above and beyond expectations
Green	Listening, completing work, contributing to lessons
Amber	Shouting out, lack of effort in work, 'hanging around' cloakrooms/toilets; running in the corridor, disobedience, lack of respect etc
Red	Swearing, physical behaviour e.g. kicking and punching, negative attitude towards staff and bullying

6. Consequences

Guidelines:

- Children are expected to be polite and attentive to the teacher/supervisor and be courteous with each other.
- They should carry-out instructions and be co-operative.
- All classrooms will display class rules. Rules are consistent throughout all year groups.

The hierarchy of sanctions needs to be mirrored by a hierarchy of positive responses. Many children misbehave in an attempt to be noticed/feel special. If this is not possible legitimately, then illegitimate means can be used. A positive reward/acknowledgement structure can facilitate this process so that children know what to do and how to achieve it.

Traffic Light Behaviour Chart to be displayed in each classroom so there is consistency across all year groups. All children start the day on green. If a child's behaviour does not follow the school's Behaviour Policy, they will receive a verbal reminder in the first instance. If the child has to be spoken to again, they move their name to amber. If the child repeats the behaviour they will consequently move to 'red' and will have to attend the 'Reflection Room' (Year 6 Classroom) at lunchtime and complete any work they have not completed or additional work. During the Reflection Room time, it is the responsibility of the teacher to provide work for the child to complete during that time.

Parents may be informed of any negative behaviour at the end of the day by the class teacher if their child has been put on the 'red zone' and consequently sent to the 'Reflection Room'.

A register of attendance is to be stored in the Reflection Room File and trends over a period of time will be monitored by Headteacher, Assistant Headteachers and Admin staff.

A member of staff from each year group must accompany children to the 'Reflection Room'. A member of the Senior Leadership Team will monitor the children for the period of time they are in the 'Reflection Room'.

In the case of serious or persistent misbehaviour a child will lose the right to proceed through the hierarchy of consequences and will be removed from the classroom situation, following the sanction hierarchy below.

For a small number of children within the school, the Senior Leadership Team may produce a more formalised positive behaviour support plan. This plan would include information on the messages behind the behaviour, responses to make when behaviour does occur to reassure, redirect and de-escalate a situation. For these children, different steps may be taken through the Behavioural Procedure. Parents will be notified and invited into school to discuss the Individual Behaviour Plan.

Behavioural Procedure.

The Class teacher must always deal directly with any child from their class who misbehaves (whether it occurs during teaching time, break time or lunch time).

Discipline for poor behaviour	
Behaviour Displayed:	Steps Taken:
<p>Is not responding to teachers' requests to work</p> <p>Is being disruptive</p> <p>Deliberately creates a disturbance</p> <p>Causes accidental damage through carelessness</p> <p>Is cheeky</p> <p>Passes off-hand comments</p> <p>Challenges to authority</p> <p>Disrupts other children's learning.</p>	<p>A look/a gesture/a word/point to the displayed rule/move closer to them/encouragement/focus on work rather than commenting on misbehaviour, e.g. "Rule number 4".</p> <p>Give a reminder of the rule/repeat the instruction.</p> <p>Give a clear description of desired behaviour. Give directional choice:</p> <p>Put the toy back in your drawer or place it on my desk, and then continue with your work.</p> <p>Return to your seat to finish your work or move to the time-out desk to complete it there.</p> <p>Move to amber on our traffic light system and provide a verbal warning of the implication of breaking the rule one further time.</p> <p>If negative behaviour continues, move the child to 'Red' and time will be spent in the Reflection Room.</p>
Discipline for serious behaviour	
Behaviour Displayed:	Steps Taken:
<p>Deliberately throws small objects with intention of breaking them</p> <p>Harms someone</p> <p>Damages property</p> <p>Leaves the class without permission</p> <p>Repeatedly refuses to do set tasks</p> <p>Offensive language</p> <p>Bullying.</p> <p>Deliberate Disregard for other people's possessions.</p>	<p>Move to Red immediately, explaining clearly to the child why the behaviour warrants the sanction.</p> <p>Exclusion from the classroom – the TA will take the child, with their school work, to another classroom. In KS1 corridor, to Year 2 and in KS2, corridor to Year 6, if SLT are present.</p> <p>After five incidents of being on 'Red' within one half-term, informal contact with parents by the teacher, in person or over the phone to discuss behaviour patterns.</p>
Discipline for very serious behaviour	
Behaviour Displayed:	Steps Taken:
<p>Repeatedly leaves the classroom without permission</p> <p>Fights with intentional physical harm to other children</p> <p>Throws large dangerous objects within intent to harm.</p> <p>Seriously challenges authority</p> <p>Verbally or physically abuses staff</p> <p>Vandalizes</p> <p>Persistently bullies.</p>	<p>Involvement of Headteacher and Senior Leadership Team</p> <p>Formal meeting with parents</p> <p>Possible involvement of outside agencies</p> <p>Possible fixed term suspension.</p>
Discipline for extreme behaviour	
<p>The Head Teacher can use any one of the following sanctions to discipline a child who:</p> <p>Causes extreme danger or violence to themselves or others</p> <p>Breaches Safeguarding Regulations.</p>	<p>Immediate suspension</p> <p>Permanent exclusion</p>

1. The imposition of a sanction should not be based on whether the child has broken an agreed rule.
2. Imposition of sanctions should be consistent with the school's expectation that all people must be treated with respect.
3. The aim of sanctions is to discourage future misbehaviour, although some form of atonement will be necessary.

7. The Role of Staff

It is the responsibility of the class teacher to ensure that the children respond to the expectations in their class, and that the class behaves in a responsible manner during lesson time.

Staff in our school have high expectations of the children and they strive to ensure that all children work to the best of their ability.

Staff treat each child fairly and promote the classroom code consistently. All staff treat children in their class with respect and understanding.

If a child misbehaves repeatedly, the class teacher will keep a record of all such incidents. In the first instance, the class teacher deals with incidents in accordance with our policy. However, if misbehaviour continues, the class teacher seeks help and advice from the SLT and the Head Teacher.

The class teacher liaises with the SENDco and external agencies as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the Educational Psychologist after authorisation by the Head Teacher.

The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

On rare occasions a child may need more support and they may have to be issued with a home-school behaviour book. Each case is treated individually.

Support staff assist class teachers in differentiating the curriculum, to ensure pupils can access work at their level. They help to ensure that our behaviour policy is consistently applied.

8. The Role of the Head Teacher

It is the responsibility of the Head Teacher 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 Head Teacher to ensure the health, safety and welfare of all children in the school.

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

The Head Teacher keeps records of all reported serious incidents of misbehaviour.

The Head Teacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated, or very serious acts of anti-social behaviour, the Head Teacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified. For pupils whose behaviour is consistently challenging the Head Teacher may decide to offer the parent a Contract that will be signed by all parties to provide support to both the parent and the pupil to improve the pupil's behaviour.

9. The Role of Parents

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

We expect parents to support their child's learning, and to co-operate with the school. We build a supportive

dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Head Teacher or Assistant Head Teachers. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

Parents are expected to support our efforts to ensure that the children learn to be responsible for their actions.

Parents are expected to support our aim of making the school a place where all children have the opportunity to receive their right to education.

10. The Role of the Governing Board

The Governing Board has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Head Teacher in carrying out these guidelines.

The Head Teacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Head Teacher about particular disciplinary issues. The Head Teacher must take this into account when making decisions about matters of behaviour.

11. Fixed-term and Permanent Exclusions

Only the Head Teacher (or the acting Head Teacher) has the power to exclude a pupil from school. The Head Teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Head Teacher may also exclude a pupil permanently. It is also possible for the Head Teacher to convert a fixed-term exclusion into a permanent exclusion if the circumstances warrant this.

If the Head Teacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Head Teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the Governing Board. The school informs the parents how to make any such appeal. The Head Teacher informs the LA and the Governing board about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The Governing Board itself cannot either exclude a pupil or extend the exclusion period made by the Head Teacher.

The Governing Board has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated.

If the governor appeals panel decides that a pupil should be reinstated, the Head Teacher must comply with this ruling. For pupils who have been excluded for more than 3 periods within a term the Governing Board may decide to offer the parent a Contract that will be signed by all parties to provide support to both the parent and the pupil to improve the pupil's behaviour.

12. Positive Handling Restraint

At St Oswald's we follow the advice given in the following guidance:

DFE Use of reasonable force advice for headteachers, staff and governing bodies July 2013
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

Physical restraint

Staff at St Oswald's follow the most up to date guidance in the event of having to use reasonable force to restrain a child. All members of staff are trained in Positive Handling restraint techniques to ensure pupils and staff are safe at all times.)

Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from hurting themselves or others.

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

13. Confiscation, searches, screening

The Headteacher and Governing Body follow the most up to date Government advice on searching, screening and confiscation pupils: DFE Searching, screening and confiscation Advice for headteachers, school staff and governing bodies January 2022

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/SearchingScreening_and_Confiscation_guidance_July_2022.pdf

Confiscation

Any prohibited items found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

14. Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

15. Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

16. Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the Head Teacher will make the report. The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

17. Sexual Harassment & Violence

There will be a zero-tolerance approach to sexual harassment and sexual violence. St. Oswald's will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. Pupils/students are encouraged to report anything that makes them uncomfortable.

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's Please refer to our child protection and safeguarding policy for more information.

18. Mobile phones

- Pupils are not to use Mobile Phones in school.
- As part of Year 5 and 6 transition, a parent has asked for a mobile device to be brought into school to support the child making their own way home. This is done with the permission of the Head Teacher.

No mobile phones are to be left in bags or classrooms. All mobile phones must be given in to the Class Teacher at the beginning of the day and collected only at the end of the school day.

19. Commitment to Equality:

We are committed to providing a positive working environment which is free from prejudice and unlawful discrimination and any form of harassment, bullying or victimisation. We have developed a number of key policies to ensure that the principles of Catholic Social Teaching in relation to human dignity and dignity in work become embedded into every aspect of school life and these policies are reviewed regularly in this regard.

20. Monitoring

The Head Teacher monitors the effectiveness of this policy on a regular basis. He also reports to the Governing Board on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps records of incidents of misbehaviour. The class teacher records incidents that take place during the school day. Class Teachers will be informed of incidents at lunch time. These records will be followed up by the Head Teacher and Assistant Head Teachers.

21. Review

The Governing Board reviews this policy every year. They governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the Governing Board receives recommendations on how the policy might be improved.

Signed: D.Woodhouse (Headteacher)

Signed: P. Alexandar (Chair of Governors)

Reviewed: September 2025

Next Review: September 2026

Appendix 1:

Written statement of Behaviour Principles

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others.
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

Appendix 2:
Whole School Behaviour Charter

Behaviour Policy

We want our school to be a safe and happy place for everyone.

We all have a responsibility to follow our school rules.:

Be Safe -

Remember to keep others safe indoors/outdoors.

Use equipment correctly and safely.

Tell a grown up or trusted person if you don't feel safe.

Be Kind -

Treat everyone with kindness and equally.

Include everyone.

Give compliments.

Be Respectful -

Listen to others, don't interrupt.

Be respectful when talking to the adults.

Parents should be respectful.

Be Polite -

Have good manners.

Follow lunch time rules.

Be Considerate -

Be aware of others needs.

Don't always take charge let others have their opinions.

Be Determined -

Don't give up.

Be responsible for your own actions

Keep trying and always do your best

Acknowledge that we sometimes make mistakes and move on.

Created by the School Council

19/03/24

Appendix 3:
Whole School Online Charter

When online we want everyone to be safe, aware and happy.

We all have the responsibility to always:

- Be kind online!
 - Speak and treat others as you would want to be treated
 - Speak to each other online with the same respect as if you were speaking in person
- Never share any personal information online
- If you are unsure or feel uncomfortable about something you have seen, talk to a trusted adult
- Only go on websites and play games which have been approved by an adult or that are age appropriate
- If you receive a mean message: Screenshot, Block, Report

Created by the School Council

