

date	Minute Number	Ratified/Signed	Amendment
21/11/23			Added in links with KCSiE2023 Protected Characteristics
27/01/2025	27/01/25/10		Added in exclusion and suspension information and positive handling/reasonable force.
15/07/25	FGB.22.9.25.15		Added in stepped behaviour processes. Added in info on Bullying, choices, negative behaviour, racist behaviour



St Oswald's C.E. Primary School

Behaviour Policy

At St Oswald's we follow the values of Hope, Honesty, Friendship, Perseverance, Forgiveness and Respect. We live these out in how we display and conduct ourselves within our school community and wider community.

We are committed to enabling all children to access education successfully. This is an inclusive process, part of this commitment is concerned with establishing a high standard of behaviour throughout the school. The way that children and adults behave has a profound effect on all the work that is undertaken. We aspire to create an atmosphere where children are able to develop a moral awareness and are sensitive to the needs of others and one in which they will show respect and consideration for other people and property. At St Oswald's we promote forgiveness and reconciliation, developing and fostering friendships and honesty in relationships. We value all our children.

We recognise that high standards are best promoted when everyone has a shared understanding of what is acceptable and unacceptable behaviour. By promoting good behaviour we can build individual and collective esteem and encourage good personal relationships through developing clear strength of character

Outstanding behaviour should be a consistent expectation across the school day and is rewarded and celebrated in a variety of ways. Inappropriate behaviour should be challenged, recorded, actions noted and followed up with parents if necessary. Through the behaviour policy we promote the Christian values of Love, Care, Respect and Forgiveness.

We fully accept that our children will make mistakes and at times demonstrate inappropriate behaviour. On these occasions, we will respond in a calm, consistent manner seizing the opportunity to further the child's personal and social skills.

Aims

- To foster a stable, happy environment within which children may learn and teachers may teach
- To encourage a calm, purposeful and happy atmosphere in school
- To provide a set of clearly understood guidelines which will give consistency and thereby security for all
- To create a positive atmosphere based on a sense of community and where all members are valued and respected
- To foster positive, caring attitudes towards everyone where achievements at all levels are acknowledged and valued
- To make boundaries of acceptable behaviour clear

Children's responsibilities:

- To work to the best of their abilities and allow others to do the same
- To treat others with respect
- To follow the instructions of school staff
- To take care of property and the environment in and out of school
- To co-operate with other children and adults

Staff responsibilities:

- To treat all children fairly and with respect
- To raise children's self-esteem and develop their full potential
- To use a range of strategies to support pupils' emotional well-being
- To provide a challenging, interesting and relevant curriculum
- To create a safe and pleasant environment, physically and emotionally
- To use rules and sanctions clearly and consistently
- To be a good role model
- To form good relationships with parents/carers so that all children can see that the key adults in their lives share a common aim
- To recognise each child as an individual
- To be aware of the potential impact a child's life experiences can have on their emotional well-being and behaviours

- To be aware of any additional needs a child may have

Parents'/Carers' responsibilities:

- To make children aware of appropriate behaviour in all situations
- To encourage independence and self-discipline
- To show an interest in all that their child does in school
- To foster good relationships with the school
- To support the school in the implementation of this policy
- To be aware of the school rules and expectations

Good practice

There are some general principles which encourage consistent, successful behaviour in school.

- Positive behaviour should be praised as frequently as possible
- Deal with situations in a calm, firm manner avoiding confrontation where possible
- Give frequent praise for good learning • Use positive language whenever possible and as often as possible
- Think carefully about what is being said and set realistic sanctions
- Where possible and appropriate, staff should try to deal with situations themselves to enhance their own credibility and authority
- Praise children who are doing the right thing as an incentive for others to follow
- Be consistent whilst still taking into account each child's individual needs
- No adult in school should ignore unacceptable behaviour
- Behaviour management needs to be consistent at all times and in all locations, including on the playground and any educational visits when representing the school.

Pupils' conduct outside the school gates

School staff may discipline pupils for misbehaviour when:

- They are taking part in any school-organised or school-related activity
- They are travelling to or from school
- They are wearing school uniform
- They are in some other way identifiable as a pupil at our school
- Their behaviour could have repercussions on the orderly running of our school
- Their behaviour poses a threat to another pupil or member of the public

- Their behaviour could adversely affect the reputation of our school.

General principles of Behaviour Management;

- High expectations that are commonly understood and applied consistently.
- Visible leaders that support staff to follow the policy.
- Measures and interventions are in place to improve pupil behaviour.
- Behaviour does not normally disrupt teaching, learning or routines and disruption is not tolerated.
- Incidents of bullying, aggression and discrimination are not tolerated and will be dealt with quickly and effectively

Pupils are also involved in discussion about how they are expected to behave in different areas and activities within our school and beyond, such as walking sensibly in the corridor, not shouting out in class, showing active listening and displaying good manners in the dining hall.

Our School Agreement

Our School Agreement provides clear guidance to all our children and is displayed in every classroom. Each pupil, Learning Support Assistant and Teacher sign to say that they will follow these.

Our School	My Learning	Our Relationships
We move around school sensibly and quietly.	I will listen carefully and follow instructions.	We make everyone feel welcome and show friendship .
We look after our belongings and respect the property of others.	I will take turns in speaking and listen to what others have to say.	We respect other's beliefs, opinions and feelings.
We will keep ourselves safe.	I will take pride in my work.	We are kind, helpful and honest.
We will look after the class and school environment.	I will always work hard, do my best and allow others to do the same.	We keep our hands and feet to ourselves, and play fairly with everyone.
We are honest and truthful.	I will persevere and not give up.	We have hope for one another

St Oswald's C.E. Primary School Home School Agreement

Learning: we develop our wisdom, knowledge and skills.

Growing: we develop and celebrate our unique character.

Together: we show dignity and respect within our community.

Our school values are based around
'Friendship, honesty, hope, forgiveness, perseverance and respect.

Code of Conduct

- Exemplary standards of behaviour; valuing all in our school.
- We treat each other with dignity
- We listen and respect each other's point of view and opinions.
- We treat each other as we wish to be treated.
- We work together to make decisions.
- We celebrate our uniqueness.
- We are compassionate to each other.
- We stand up for what is right.

Learning Behaviour

Learning Behaviour emphasises the crucial link between the way children learn and their social knowledge and behaviour. The focus of learning behaviour is establishing positive relationships across three elements of self, others and curriculum; We teach specific behaviours through our RSE Planned Curriculum and our PSHE Planned Curriculum. These curriculums support our relationship teaching and links closely to KCSiE2025. There are basic non-negotiables for learning which are shared with children (see below). This helps children understand they have to be ready to learn and to help eliminate low level disruption.

Non Negotiables

Come to school ready to learn

Sit up properly and sensibly

Raise your hand to speak and listen carefully to what others are saying

Show good manners and respect to everyone

Help and encourage others in their learning

Line up and walk around school safely and quietly

Always persevere

Relationship with self - A pupil who does not feel confident as a learner or has a view that they cannot succeed will be more likely to challenge learning or be more inclined to present unwanted behaviour.

Relationship with others - All behaviour needs to be understood as a method of communication. Behaviour by children is triggered as much by their interactions with others as by factors internal to the child. Relationship with the curriculum -

Pupil behaviour and curriculum progress are inextricably linked. Teachers who promote a sense of meaningful curriculum progress in learning for each pupil will be more likely to create a positive behavioural environment.

Learning behaviour applies to teacher and adults as much as it does to the children.

Measures employed to promote positive behaviours

We pride ourselves on providing a positive learning environment which seeks to celebrate the achievements, effort and contribution our children make to their work and school life. We acknowledge the importance of praise and reward and seek to promote and reinforce our expectations of children at any given and relevant opportunity.

Praise is used to raise aspirations, promote engagement, inspire and motivate all children. Rewards are given consistently and fairly as a means of acknowledging achievement, effort and excellent attitude. Rewards systems in our school will link into:

- Outstanding behaviour and attendance
- Excellent classwork
- Excellent homework

- Outstanding effort
- Caring for others
- Positive attitude/enthusiasm

A variety of methods of reward exist at our school and alongside our 'St Oswald's Positive Discipline Steps' include:

- Verbal praise
- Contacting parents
- Good work, behaviour and caring certificates presented at weekly assemblies
- Star of the day stickers
- Raffle tickets
- Class Star of the week
- Termly certificates for on target attendance (over 98%)
- Annual certificates for 100% and 99% attendance
- Public display of quality work on noticeboards and on our school website
- Star tokens which can transfer into star stamps to spend at the shop.
- Star Stamps
- Reward Shop

Responding to Inappropriate Behaviour

Consequences Poor behaviour cannot be tolerated as it is a denial of the right of children to learn and teachers to teach. Children are encouraged to take responsibility for their own behaviour and actions. Each class creates their own class rules which are signed by every pupil, laminated and prominently displayed in the classroom. Consequences for poor behaviour are clearly displayed in each classroom as our 'St Oswald's Positive Discipline Steps.' All rewards and consequences in our school are to support the daily management of behaviours for all staff, regardless of roles so that the 'school is a safe, calm orderly positive environment (OFSTED School Inspection Handbook April 2022)

The Vast majority of our children are well behaved but we must address any negative behaviour issues that occur. If a child behaved in an unacceptable manner, we use the language of 'choice and Consequence'. Pupils choose their behaviour and inappropriate choices always bring consequences. We understand that mistakes are normal and therefore consequences should be supportive and appropriate.

Support for Pupils

Each child is different so it is important that the cause of any unacceptable behaviour is investigated. Pupils may be experiencing challenging circumstances in their personal lives which can adversely affect their behaviour. All behaviour should be seen as a form of communication and school staff should always consider 'what the pupil is trying to say through the behaviour'

Some children with Special Educational Needs and Disabilities (SEND) may have particular behaviour traits that they need to be supported to manage. These will need to be taken into consideration when dealing with individual children. Behaviour Plans will be put in place for these pupils,

Supporting pupils with Self Regulation;

We understand the difficulties that pupils can have regulating their emotions. As a result, we adopt a supportive approach that identifies how they are feeling and we develop strategies to help them to self regulate. The use of sensory circuits, calming alerting activities, fidget toys. All staff are trained in Attention Autism which supports and scaffolds pupils to regulate their emotions.

Building Positive Relationships

We recognise the importance of establishing positive relationships with our pupils. The relationships that we foster and develop support our pupils to feel safe, respected and valued; to feel that they belong. This allows us to create a climate where we can focus on learning.

Positive Purple	Your classroom engagement has been above and beyond that expected throughout the day. You will be moved to the 'Positive Purple' strand of the chart the end of the day and will receive both a bonus individual star and additional (raffle ticket- KS2) as well as a positive note and certificate to take home.				
Brilliant Blue	You have worked well as part of a team, being helpful and showing good manners above and beyond what is expected throughout the day. You will be moved to the 'Brilliant Blue' stand of the steps at the end of the day and receive a 'Brilliant Note' to go home and a star stamp.				
Terrific Turquoise	Your behaviour has been consistently above and beyond the expected behaviour throughout the day. You will be moved to the 'Terrific Turquoise' strand of the steps and will receive an additional star				
Good to Be Green	You have met our classroom expectations today and you will receive a star stamp in your reward book				
If you are unable to follow the non-negotiable expectations you will receive a verbal prompt identifying the expectation which is currently not being met. You may be offered or request some reflection time in order to self-regulate and re-focus. This will consist of a 10 minute timer and some reflection time where you can do mindful colouring so you can then make the right choice and engage in your learning. When you return to your lesson you will meet the non-negotiable expectations without the need for further prompts.					
If a second prompt is required you will move to the 'Choices' strand. You need to improve your learning behaviour in order to move back to 'Good to be Green. If you remain here you will spend time with an adult to discuss how you will meet the non-negotiable expectations in the future.				Choices	
Should a further prompt be required you will be moved to the 'Danger Zone' strand of the steps and a record of this will be made in our Behaviour log. You need to improve your learning behaviour to move back to the choices and then 'Good to be Great'					Danger Zone

strand. If you remain here you will not receive any reward. You will receive a behaviour note home and your parents will be informed via email.	
If you are unable to improve your attitude to behaviour and learning despite further prompts and support from an adult within the classroom to reflect and re focus you will be moved to the Red 'review and reflect' strand. The senior teacher in the school will be informed and will make arrangements for you to spend time out either in class or missing a playtime The child will be expected to spent time to review and reflect and actions and discussions will be recorded on My Concern and a phone call home will be made.	Review and reflect

In Class For some behaviours, like purposefully hurting others, spitting and/or intentionally swearing, a Child will be moved straight to the red 'Review and Reflect' step and a phone call home will be made. The steps would then follow on for the rest of the day. My Concern is used by staff to record incidents under the appropriate heading e.g behaviour, internal exclusions.

Exceptions

There are certain behaviours which we will not tolerate. For example:

- Bullying
- Physical aggression
- Verbal aggression
- Offensive language
- Racism
- Homophobia
- Child on child abuse
- Sexual harassment or sexual violence

Anything that goes against the Protected Characteristics.

On these occasions, children will move directly to a senior teacher who will take over the management of the unacceptable behaviour. Parents will be notified immediately and engaged in planning the appropriate and sufficient consequence. Incident details will be added to My Concern and reported to the Local Authority on the form below (Behaviour Incident Form). Governors receive this information at each Full Governing Body meeting within the Headteacher's report.

If a child has a specific special educational need, a learning disability or we are concerned for their mental health then they will have an advocate who will support them during discussions with regards to behaviours displayed.

Sanctions/consequences

If our pupils continue to make unacceptable choices in the way they behave, despite the support provided, there are a range of sanctions detailed below. Behaviour strategies or interventions are chosen on the basis of what will minimise the disruption to learning and also on the age, stage and knowledge of the individual child. Specific sanctions may include;

- Verbal reprimand
- Repeating the activity/additional appropriate work
- Working /staying close to teacher/teaching assistant
- 'Time out' or moving away from peers (for limited periods of time)
- Missed time at break/lunchtimes
- Discussions with parents/carers
- Regular behaviour monitoring which includes a report to parents
- Exclusion- external or internal only at the discretion of the HT in exceptional circumstances/extreme cases

When pupils find it challenging to follow the school rules and /or have unacceptable behaviour, we will use the following process.

1. The adult gives the child a verbal warning and a reminder about positive behaviour.
2. Class teacher gives a second reminder and if the behaviour persists, pupil loses some social time.
3. If the child continues to find it challenging to follow the school rules, the class teacher directs pupil to work in a separate space in the classroom away from other pupils.
4. Class teacher to inform parents.
5. If behaviours persist, the Deputy Headteacher/Phase Leader is to speak to the child about behaviours and to arrange the restorative activities to take places in pupil's break/lunch.

The same pathway will not be applied to each pupil or to each incident. However, the following principles will apply. Staff will:

- Reprimand in private, where possible
- Respond to poor behaviour calmly • Show disapproval of the behaviour, not the pupil
- Allow take-up time, notice when the pupil begins to behave appropriately again and give positive feedback
- Focus on immediacy and certainty, rather than on weight of consequence.

Steps in the Behaviour Management Process:

1. Praise System - pupils behave appropriately For most pupils, this is all that is needed and our ultimate goal is for pupils to behave in the required way 'because it is the right thing to do', rather than for the receipt of a reward. However, for a variety of reasons, some pupils need additional support to help them consistently behave in the required way.
2. Consequences for negative behaviour choices in the classroom and/or break/ lunchtime - see Appendix A Exclusion and Suspension In rare, serious cases, one of the following sanctions may be necessary:

- Isolation at playtime/lunchtime
- Lunchtime at home - in collaboration with parents
- Internal exclusion from own class
- Fixed term suspension
- Permanent exclusion Seclusion / Isolation rooms

In rare circumstances, a disruptive pupil might be placed in an area away from other pupils for a limited period. This is with the intention to protect and ensure the safety and wellbeing of the child and others they may be in contact with. The sole purpose is to enable the child to calm their behaviours, to be supported by adults and to be able to return to their learning as soon as reasonably possible. This procedure would be internally managed and relevant risk assessments would be in place prior to the intervention taking place. Adequate staff supervision will be in place at all times. Where a child is in need of frequent seclusion then a behaviour plan will be developed with parental involvement and all available services and support should contribute to ensuring that the appropriate provision is made available to that child. Seclusion should not be used for long periods and the time used as constructively as possible.

Record Keeping

Detailed logs should be kept for pupils who repeatedly display unacceptable behaviour which cannot be appropriately modified with the use of modelling and rewards. SLT should be informed by email of all serious incidents of unacceptable behaviour by a pupil. Relevant paperwork needs to be completed (behaviour incident paperwork to be completed).

Confiscation of inappropriate items

The general power to discipline enables a member of school staff to confiscate, retain or dispose of a pupil's property as a consequence, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully (Section 94 of the Education and Inspections Act 2006). Items confiscated by school staff will be passed on to the Headteacher for 'safe keeping'. The Headteacher will then communicate with the child's parents/carers to arrange return. Weapons and knives and extreme/ child pornography must always be handed over to the police. School staff have the power to search for the following 'prohibited items' without consent:

- knives and weapons
- alcohol
- drugs
- stolen items
- vapes and cigarettes
- fireworks

- pornographic images
- any article that has been or may be used to commit an offence, cause personal injury or damage to property
- any item banned by the school.

Power to use reasonable force

School staff 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 term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'. Staff will consider the risks carefully and recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions. If a child is being directed to an area of learning e.g. being led by their hand or underneath their arms to a certain area of the classroom or playground, this will not need to be recorded. However, if reasonable force has been used as a result of a child being dysregulated, this must be recorded on MyConcern and the Designated Safeguarding Lead must be informed in the form of a conversation

Post incident support for pupil and staff

Pupils should be given the time and space to calm down after an incident and when ready, reintegrated back into their normal timetable / school day as possible. Staff should be offered a short break out of the classroom where possible after an incident - it is important to ensure that staff and pupils are given the emotional support and basic first aid that may be required. Immediate action should be taken to ensure that medical help is accessed for any injuries that require other than basic first aid. All injuries should be reported and recorded on the accident form and MedicalTracker. Following an incident of Child-on-child Abuse, there needs to be a full risk assessment in place to protect the victim. The perpetrator also needs to have a plan in place to support and protect. Please see the school safeguarding and anti-bullying policy for the process and procedures.

Absconding

Our school grounds are secure and only our main entrance remains open when school is in session. However, it may be possible for a determined pupil who wishes to leave the school premises to do so. If this happens staff will react in the following way;

Contact Parents Search the immediate school grounds for the pupil. If a pupil cannot be found we will contact police. Once a pupil returns to school, reasons for the absconding will be investigated and addressed and/or systems put in place to prevent a repeat occurrence.

Bullying

An open definition of bullying is;

"The wilful, conscious desire to hurt, threaten or frighten someone else either mentally, physically or verbally repeatedly over time."

Bullying is therefore :

Deliberately hurtful, repeated often over a period of time, difficult to defend against.

Bullying can include.

Type of Bullying	Definition
Emotional	Being unfriendly, excluding tormenting
Physical	Hitting kicking, pushing, taking another persons belongings any use of violence
Prejudice based and discriminatory Racial Faith based Disability based	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, inappropriate touching
Direct or indirect verbal	name calling, sarcasm, spreading rumours, teasing
Cyber bullying	Bullying that takes place online, such as through social networking sites, devices or via images, audio, video or written content generated by AI

Dealing with bullying: Appropriate sanctions might include: (See also Appendix A) 11 • A verbal warning with consequences explained if further incidents occur • Loss of breaktimes/unsupervised times • A meeting with parent • A period of internal exclusion (length dependent on incident) • Fixed-term (length dependent on incident) or permanent exclusion • For serious or repeated incidents, a risk assessment will be carried out to establish whether the incident(s) should be managed internally, be referred to Early Help or safeguarding services and/or be referred to the police.

Racism

The McPherson definition of racism is: "A racist incident is any incident which is perceived to be racist by the victim or any other person." (Please note: Initially, it is not necessarily a proven racist incident but is an accusation of racism and must be investigated.)

What does Racist Behaviour look like?

Racist behaviour may include: Derogatory name-calling, insults, racist jokes and language Verbal abuse and threats Physical assaults Ridicule based on difference of colour, race, ethnicity, nationality, culture, religion or language Refusal to co-operate with others because of any of the above differences Stereotyping on the basis of colour, race, ethnicity, etc. Racist comments Racist graffiti Written abuse Damage to property Incitement of others to act in a racist manner Provocative behaviour such as wearing racist badges or 'insignia' Bringing racist material such as leaflets, magazines or computer software onto the premises.

Dealing with Racist Incidents

No incident that is, or appears to be racially motivated, should go unchallenged and every member of staff has a responsibility for responding to the situation. When dealing with an incident of racist behaviour, staff should make it explicit to all involved that any racist behaviour is unacceptable and

contravenes the school's culture and ethos. If a member of staff is unable to resolve the matter, it should be referred to the Headteacher. The action taken will depend on whether the perpetrator is known and whether he/she is a pupil, a member of staff or an outside perpetrator. The parents or carers of all perpetrators and victims will be informed of the incident and action taken.

Reporting Racist Incidents

All incidents of racist behaviour should be reported to the Headteacher. The following criteria should be used in the reporting and decision-making process:

- The victim believes the behaviour was motivated by racism
- The victim has been subjected to the behaviour on more than one occasion
- There was more than 1 perpetrator
- The perpetrator has been spoken to previously about similar behaviours
- Recognised derogatory terms were used by the perpetrator[s]
- The racist behaviour appears to have been planned in advance
- The perpetrator appear to have racist intentions by the behaviour

Reporting forms will be collated by the Headteacher and reported to governors at Full Governing Board. Our scheme of work for personal, social, health emotion education [PSHE] details the curriculum input for pupils. MyConcern, the electronic safeguarding report system, should be updated to report all incidents after verbally notifying the Headteacher. By acting upon every comment or incident, we will demonstrate our zero-tolerance approach.

Appropriate sanctions for Bullying/Racism might include:

(See also Appendix A) • A verbal warning with consequences explained if further incidents occur

- Loss of breaktimes/unsupervised times
- A meeting with parent
- A period of internal exclusion (length dependent on incident)
- Fixed-term (length dependent on incident) or permanent exclusion
- For serious or repeated incidents, a risk assessment will be carried out to establish whether the incident(s) should be managed internally, be referred to Early Help or safeguarding services and/or be referred to the police. Training for Staff All school staff will receive training annually on racist behaviour by completing: National Online Safety: Certificate in Equality, Diversity and Inclusion or equivalent.

Sexualised Behaviour, Sexual Violence & Sexual Harassment

See 'Sexual violence and sexual harassment between children in schools and colleges' DfE Sept. 21 Staff at Willington Primary School acknowledge that sexual violence and sexual harassment can occur between children of any age and sex. As set out in part one of Keeping Children Safe in Education (KCSIE), all staff working with children are advised to maintain an attitude of 'it could happen here'.

13 We want everyone to feel included, respected and safe in our school and we recognise that Sexism can be and Sexual Harassment is a form of Child on Child Abuse. Our PSHE curriculum covers what healthy and respectful behaviour towards one another looks like to ensure that all pupils are taught this essential aspect of social interaction.

We want everyone to feel included, respected and safe in our school and we recognise that Sexism can be and Sexual Harassment is a form of Child on Child Abuse. Our PSHE curriculum covers what healthy and respectful behaviour towards one another looks like to ensure that all pupils are taught this essential aspect of social interaction.

We will not tolerate verbal abuse, which includes name-calling and sexist comments or inappropriate behaviour which is sexual in its nature. Staff and pupils are encouraged to report all incidents that make them feel uncomfortable, no matter how 'small' they think the incident is. Sexist comments are those which discriminate based on sex. Sexism also includes behaviour or attitudes that create stereotypes of social roles based on sex. Sexual harassment means unwanted behaviour of a sexual nature and includes sexual comments, physical behaviour like interfering with clothes or online harassment. All staff and pupils are encouraged to report the above behaviours. By acting upon every comment or incident, we will demonstrate our zero-tolerance approach.

As a school, for low level incidents, we will:

- Ask the pupil to apologise to anyone the comment/behaviour was directed at
- Support and educate them to improve their behaviour
- Monitor their behaviour for any recurrence
- Escalate the sanction to a phone call to parents if the pupil refuses to apologise in the first instance More serious incidents will be dealt with according to the context of the situation with different levels of sanctions applied proportionately. The age and developmental stage of the perpetrator will be considered carefully.

Appropriate sanctions might include: (See also Appendix A)

- A verbal warning with consequences explained if further incidents occur
- Loss of breaktimes/unsupervised times
- A meeting with parent
- A period of internal exclusion (length dependent on incident)
- Fixed-term (length dependent on incident) or permanent exclusion
- For serious or repeated incidents, a risk assessment will be carried out to establish whether the incident(s) should be managed internally, be referred to Early Help or safeguarding services and/or be referred to the police

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

Appropriate sanctions might include: (See also Appendix A)

- A verbal warning with consequences explained if further incidents occur

- Loss of breaktimes/unsupervised times
- A meeting with parent
- A period of internal exclusion (length dependent on incident)
- Fixed-term (length dependent on incident) or permanent exclusion
- For serious or repeated incidents, a risk assessment will be carried out to establish whether the incident(s) should be managed internally, be referred to Early Help or safeguarding services and/or be referred to the police.

Children with Special Educational Needs and Disabilities (SEND) are three times more likely to be abused than their peers. Additional barriers can sometimes exist when recognising abuse in SEND children. These can include assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration. Any reports of abuse involving children with SEND will therefore require close liaison with the designated safeguarding lead (or deputy) and the special educational needs co-ordinators (SENDCOs).

Reviewing the policy

Monitoring, Evaluation and Review Methods used to monitor and evaluate the effectiveness of the behaviour policy include: • Discussions with learners • Referrals to Phase Leader/SLT • Feedback from staff • Feedback from school council • Feedback from parents • Lesson observations • Governors Meetings • External evaluation if necessary • Professional services involved e.g. behaviour support

Monitoring and evaluation

Monitoring and evaluation is an ongoing process and a range of strategies are used to monitor the effectiveness of policy and practice.

Staff meetings to discuss procedures, share concerns and to update staff on relevant initiatives.

School self-evaluation allows scrutiny of procedures through learning walks, lesson observation and pupil discussion.

Any amendments may be made or actions taken where necessary.

Outcomes from whole staff discussions, year group discussions and the ongoing observations are reported annually to the governing body. These outcomes are used to determine the priorities for development.

Links with other agencies

The school has excellent links with the Educational Psychology service and the Local authority and the behaviour support service and seeks support as and when required in helping children with behavioural needs. They provide advice about particular pupils and training for staff according to identified needs.

The Equality Act 2010;

We have due regard for the equality act and do not discriminate against any child. We are aware of the 9 key protected Characteristics and ensure that everyone is treated equally. Those with SEND we support and scaffold in order to meet their needs.

Links to other Policies

This Behaviour policy should be read in conjunction with the following Policies: Exclusion Policy, Anti-Bullying Policy and the Child Anti Bullying Policy, Child on Child abuse, Special Educational Needs, Equal Opportunities, Physical Restraint, Safeguarding and Child Protection.

This policy should also be read in conjunction with guidance on substance abuse provided in the document "DfE and ACPO drug advice for schools Sep 2012" and guidance from the document "Derbyshire Safeguarding Children Board Self Harm Practice Guidance Nov 2015" advice on how to support with children who Self- Harm. Duty of care is always paramount.

Our Home School Agreement, Class rules and Behaviour steps provide clear guidance and our day to day methods are underpinned with strategies to motivate children to develop their self-control and consideration for others.

The Behaviour Policy has due regard for the Keeping Children Safe In Education 2023



Processes to follow at St Oswald's for Negative behaviour choices in class

Stage of process	Type of behaviour	Actions
<p>Step one</p> <p>Behaviour requiring a verbal reminder.</p>	<ul style="list-style-type: none"> • Out of seat • Calling out/interrupting the teacher • Answering back • Disturbing others learning • Inappropriate language • Refusal to complete learning • Poor attitude • Unkind words • Improper use of equipment • Refusal to follow instructions • Low level disruption • Unsafe play • Swinging on chair • Improper use of equipment 	<p>Remind about school values and school rules</p> <p>Praise those children displaying the correct behaviours and aiming high</p> <p>Miss some of breaktime</p> <p>Discussion with the child at the start of break</p> <p>Re- direction strategies</p> <p>Give a non verbal cue</p> <p>Pose questions/statements to remind children of the expected behaviours</p> <p>How can I help you?</p> <p>I'm wondering why....</p> <p>Thank you for....</p> <p>Well done for Even better if....</p> <p>Use 'Thank you before the child has complied. This shows that you expect they will comply.</p> <p>Remove any audience-speak to the child in private.</p>
<p>Step Two</p> <p>Behaviours requiring a warning</p>	<ul style="list-style-type: none"> • Repeating the above behaviours • Hurting another child unintentionally 	<p>Speak to child on their own and inform them that they are now receiving a warning and why.</p> <p>Repeat all the above strategies</p>
<p>Step Three</p> <p>Behaviour requiring reflection time</p>	<ul style="list-style-type: none"> • Persistent repetition of previous behaviours • Leaving the classroom 	<p>Adult to inform child their unwanted behaviour has continued and they need some</p>

	<ul style="list-style-type: none"> • Refusal to return to the classroom after lunch/break • Disrupting learning continuously 	<p>space and reflection time. This will be in the classroom.</p> <p>After 5 minutes a short discussion with the child about behaviours and rules.</p> <p>Speak to SEND and Behaviour lead.</p> <p>Class teacher to inform parents about behaviours and concerns.</p> <p>Log all details on My concern.</p>
<p>Step Four</p> <p>Behaviours requiring DHT</p>	<ul style="list-style-type: none"> • If behaviours above persist after speaking to the parent child has missed playtime and other strategies employed. • High level disruption to the rest of the class. • Continued refusal to complete tasks • Causing physical, deliberate harm to others. 	<p>DHT to speak to the child about behaviours and arrangements in place to complete restorative practices in their own time.</p> <p>Actions to be logged on My concern</p> <p>DHT to contact parents to notify of escalating behaviours and the next steps.</p>
<p>Step Five</p> <p>Behaviours requiring further action from the Head teacher</p>	<ul style="list-style-type: none"> • Physical harm to others/fighting • Threatening language • Refusal to cooperate to keep others safe • Racist homophobic language 	<p>HT to contact parents and arrange a meeting</p> <p>Individual support and behaviour plans put in place.</p>
<p>Step Six</p> <p>Behaviours requiring possible exclusion</p>	<ul style="list-style-type: none"> • Serious physical harm to another child or adult. • Threatening language • Extensive damage to school • Being unsafe and causing others to be unsafe. • Verbal abuse towards others 	<p>Phone call home by the Ht</p> <p>Exclusion by the HT</p> <p>Exclusion letter sent home</p> <p>Incident recorded on My Concern</p> <p>Complete DCC paperwork</p> <p>Seek advice from ISAT team</p> <p>Report exclusion</p>



Consequences for negative behaviour choices at lunchtime

Stage of process	Type of Behaviour	Action
<p style="text-align: center;">Step One</p> <p>Verbal Warning (Yellow card)</p>	<ul style="list-style-type: none"> • Inappropriate language/unkind words • Not following or listening to instructions • Not following rules of a game or activity • Causing disruption to a game or activity <p>Any form of bullying or racist, homophobic behaviour</p>	<ul style="list-style-type: none"> • Remind about school rules • Praise those children displaying the correct behaviours • Re-direction strategies • Give a non-verbal cue • Pose questions/statements to remind children of the expected behaviours. <p>How can I help you? I'm wondering why....</p> <p>Thank you for</p> <p>Well done for....even better if.....</p> <p>Use 'thank you' before the child has complied. This shows you expect them to comply.</p>
<p style="text-align: center;">Step Two</p> <p>Time out (Red card)</p> <p>To stay with Midday Supervisor or to move in front of church view</p>	<p style="text-align: center;">Repeating any of the above behaviours</p>	<p style="text-align: center;">10 minutes minimum time out or longer if needed. Child to stay with the MDS</p>
<p style="text-align: center;">Step Three</p> <p>Class teacher support</p>	<ul style="list-style-type: none"> • Further mis behaviour following 'Time out' • Causing physical harm to others such as continuing to play rough games 	<ul style="list-style-type: none"> • Child will stay with the MDs who will inform the class teacher. • The class teacher to inform the parent/carer about the incident at the end of the day. <p>Midday to record the incident on the behaviour log and pass onto the class teacher to ensure recorded.</p>
<p style="text-align: center;">Step Four</p>	<p style="text-align: center;">Persistent behaviours from other levels.</p>	<ul style="list-style-type: none"> • Find a member of the SLT who will talk to the child and

Additional Support from SLT		follow individual plans, give further sanctions- internal exclusion at lunchtimes. SLT to log on my concern and contact the parent.
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