

St Oswald's Catholic Primary School



Behaviour Policy

Mission Statement

Love, Learn, Respect, Appreciate

Love - God at the centre of everything we do

Learn – We try our best to be the best that we can be.

Respect & Appreciate – *We respect and appreciate ourselves, each other, our school and the world around us.*

| | | |
|------------------|--------------------|----------------|
| Behaviour Policy | | |
| Approved by | Board of Governors | September 2025 |
| Next Review Due | September 2026 | |

St Oswald's is a Catholic Primary School and as such we look to Jesus Christ as our role model. Our whole school policy on behaviour and discipline is based on our belief that Jesus Christ is the ultimate teacher and role model, and that as teachers and pupils we should strive to be like Jesus in all that we do. It is recognised that the high quality of learning experiences in the classroom will have an impact on behaviour. High expectations from staff delivering a curriculum matched to children's varying needs will help to motivate pupils, promoting self-esteem and confidence, leading to order and self-discipline.

At St Oswald's, we aim to create a safe and happy environment where exemplary behaviour enables all to feel secure and respected within an atmosphere of learning without limits. Everyone in our school is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

Mission Statement

At St. Oswald's, together we: Love, Learn, Respect, Appreciate

Love - God at the centre of everything we do

Learn - We try our best to be the best that we can be.

Respect & Appreciate – *We respect and appreciate ourselves, each other, our school and the world around us.*

We recognise that each individual child is at a different stage of social learning. Only through a **consistent approach to supporting their behaviour** will we be able to achieve an environment in which children can learn and develop as caring and responsible people.

This policy outlines the underlying philosophy, purpose, nature, organisation and management of pupil behaviour at St Oswald's Catholic Primary School. It is a working document designed to enhance the development of positive relationships between children, adults working in school, parents and other members of the wider school community.

2. Our Core Beliefs

- Behaviour can change and every child can be successful.
- Positive, targeted praise is more likely to change behaviour than blaming and punishment.
- Reinforcing good behaviour helps children feel good about themselves.
- An effective reward system and celebrating success helps to further increase children's self-esteem enabling them to achieve even more.
- Children have a good understanding, that if they choose to make 'The wrong choice' then there is a clear procedures and consequences in place.
- Understanding each child's needs and their individual circumstances helps us to act in the fairest way possible for that child, at that moment.
- When the adults change, everything changes.

Adult behaviours create children's responses and behaviours.

3. Aims, Expectations and Conduct

At St. Oswald's Catholic Primary School, staff, pupils, and parents/guardians are all expected to share a collective responsibility for the promotion of positive behaviour.

Staff are required to:

- Meet and greet every child every morning
- Plan lessons that engage, challenge and meet the range of needs of all students.
- Use a visible-recognition mechanism throughout every lesson (recognition board and team points)
- Have high expectations of students' achievements, attendance and behaviour and challenge when necessary.
- Follow up all behaviour, retain ownership and engage in reflective dialogue with students.
- To ensure CPOMS is used to log incidents in a timely manner.
- Actively model the type of behaviour considered acceptable.
- Be always alert to signs of bullying and racist attitudes and deal firmly with such issues.
- Deal sensitively with children in distress, by listening to them and dealing with any incidents appropriately.
- Ensure conversations are held privately with students and not in front of other peers.
- Actively establish positive relationships with students, parents, and the wider community.
- Recognise the students' achievements, academic or otherwise.
- Provide opportunities for the students to demonstrate responsibility.
- Maintain a professional approach to discussion related to students.
- Actively use the restorative practice to support students.
- Staff will be calm, consistent and fair in their treatment of children, parents and colleagues.

It is the everyday habits of adults that provoke a change in pupils' behaviour.

4. Behaviour for Learning: The St Oswald's Catholic Primary School Way: Be **Ready**, Be **Respectful** and Be **Safe**.

We recognise that clear structures of predictable outcomes have the best impact on behaviour. Our school's principles for behaviour sets out the *rules, relentless routines* and *visible consistencies* that all children and staff follow. It is based on the work of Paul Dix. *"If you consistently reward minimum standards then the children will strive for minimum standards. If you reward children for going over and above then there is no limit to their excellent behaviour."* Paul Dix, Pivotal Education

Our school has three simple rules: 'Be **Ready**, Be **Respectful** and Be **Safe**'. These rules are explicitly taught and modelled by all members of our school community. However, we also understand that for some children, following our behaviour expectations are beyond their current developmental level. In this case, these children will have access to

bespoke positive behaviour/handling plans , which may include carefully targeted sanctions and rewards to reinforce positive behaviour.

Adult Strategies to Develop Excellent Behaviour

At St Oswald's Catholic Primary School, adults apply the following principles in all interactions with pupils:

- **IDENTIFY** the behaviour we expect
- Explicitly **TEACH** behaviour
- **MODEL** the behaviour we are expecting
- **PRACTISE** behaviour
- **NOTICE** excellent behaviour
- **CREATE** conditions for excellent behaviour
- **DE-ESCALATE** any behaviour that is not acceptable

Language around Behaviour

Staff use a consistent use of language around behaviour and restorative conversations to support children in their behaviours.

Senior Leadership Team (SLT)

Our Senior Leadership Team work with colleagues to support, guide, model and show a united consistency of approach to our pupils.

Our SLT consists of:

Head Teacher – Sharon Orwin
Deputy Head Teacher – Gail Furness
Early Years/Key Stage 1 Lead – Clare Morris
Key Stage 2 Lead – Leeanne Neiland

SLT Responsibilities

Our leadership team will:

- Meet and greet students at the beginning of the day.
- Be a visible presence around school to encourage and model appropriate conduct.
- Support staff in returning students to learning by sitting in on restorative reparation meetings and support staff in conversations.
- Regularly celebrate students and staff whose efforts go above and beyond expectations.
- Make sure restorative conversations are completed.
- Ensure a transition period for students moving into a new class.
- Ensure staff training needs identified and met.
- To use behaviour data (recorded on CPOMS) to target and assess school wide behaviour policy and practice.

The following positive strategies will be used consistently by all adults in the school. They are designed to ensure 'first attention goes to best conduct' and to create clear, simple routines and expectations that make children feel valued members of our learning community and motivated to always try their best.

"The foundation of every school must be excellent behaviour. We should be keeping the focus on a visible culture of impeccable conduct, and making the consistency palpable, audible, and highly visible." Paul Dix

5. Children are praised publicly and reprimanded in private.

Our three simple school rules are further explored and explicitly taught in class, assemblies and other school experiences. For example, they might be expanded as follows:

Be ready: *I will help myself and others to learn by being in the right place, with the right equipment and ready to listen and complete my work.*

Be respectful: *I will listen and talk politely to adults and other pupils; and look after equipment and other people's possessions.*

Be safe: *I will be kind and look after myself and others, following appropriate instructions from adults.*

Visible Adult Consistencies

These are the visible behaviours exhibited by staff and which are consistent, and can be expected by children. Through these consistencies, adults will build respectful relationships with pupils.

- **Children are greeted at the classroom door** and/or in the classroom, daily by their teacher and/or teaching assistant. This enables everyone to start the day positively and with a smile. Members of the Leadership Team and/or support staff will also meet and greet children and parents at the gate or in other areas of the school.
- **Staff will be calm, consistent and fair** in their treatment of children, parents and colleagues. Adults in school will avoid shouting at children or becoming emotionally charged. They will model self-control through their calm approach and will deal with individuals fairly.
- **Staff will 'pay first attention to the best conduct'** and will endeavour to catch children 'doing the right thing' in order to praise and recognise desired behaviours. This encourages children to be role models and makes expectations on behaviour clear for all.

Above and Beyond Recognition

Children will be recognised for their good behaviour.

- **Team points** will be given to individual children in recognition of their good behaviour choices. These will be added together and collected from each class to make the totals for each of the four houses; 'Love', 'Learn', 'Respect' and 'Appreciate'. At the end of each half term the winning house will receive a 'House' treat for all its members across the school.
- **Positive messages** will be communicated regularly by class teachers and members of SLT to inform parents of good behaviour, by phone, email or face to face.
- **Smiley class rewards – Treasure Box**, each class has a treasure box for good behaviour. Children can earn so many smileys before they get the opportunity to choose an item from the class treasure box. A different number is needed for each class which get progressively higher as the age increases.
 - EYFS / Year 1 – 10 Smileys needed.
 - Year 2 - 15 Smileys needed.
 - Year 3 / Year 4 – 20 Smileys needed.
 - Year 5 / Year 6 - 25 Smileys needed.

Consistent Routines

These routines, consistently seen and heard around school, will ensure all pupils are clear about the behaviour expectations of all adults.

- Pupils and adults will adhere to agreed dress codes and ensure that they are well presented before walking to assembly, for example.
- When adults in school require the full attention of a class or group of children, they will use key phrases such as '**eyes on me**'. Pupils are taught to stop what they are doing, turn to face the adult and *Be Ready* to listen. This ensures a quiet and calm classroom where the teacher can address pupils at the same time.

Sanctions

Sanctions should always:

- Make it clear that *unacceptable behaviour affects others* and goes against the school community.
- Avoid being applied to a whole group for the activities of individuals.
- Be consistently applied by *all staff* to help to ensure that children and staff feel supported and secure at all times.
- Sanctions should be discussed with the children as a consequence to the behaviour they have shown.

6. Sanctions need to be in proportion to the offence.

It should also be made very clear that it is the behaviour that is unacceptable, and any sanction should address this, not be made personal to the child.

Our behaviour pathway is a graduated response

- Quiet reminder
- Blue Card
- Yellow card (5 minutes off playtime)
- Reflection Sheet
- Space to cool off / calming time
- In class > in another class > in another designated space
- Red Card (missed playtime with SLT member)
- Follow up / reparative conversation

Should an adult feel, using their professional judgement, that a senior member of staff needs to be part of the Follow up/Reparative Conversation then the following guidelines should be used: Pupil is taken to a member of the Senior Leadership Team (SLT), SENDCo/Deputy Head or the Headteacher (usually in that order).

- Parents contacted
- Parents called to school
- Internal Exclusion
- Short Fixed Term Exclusion (1-2 days)
- Longer Fixed Term Exclusion (3-5 days)
- Permanent Exclusion

7. Restorative Approach at St. Oswald's

'Punishment doesn't better behaviour, restorative conversations do.' - Paul Dix

Restorative approaches enable those who have been harmed to convey the impact of the harm to those responsible, and for those responsible to acknowledge this impact and take steps to put it right.

Restorative Conversations

At St. Oswald's Catholic Primary, we believe that nurturing and restorative practice, combined with clear and high expectations and routines, are key to building positive relationships. Restorative meetings and/or conversations aim to help the child to realise how their behaviour impacts others, teach what appropriate behaviour looks like and equip the child with tools they can use to avoid a similar incident occurring in the future.

Restorative Questions (Appendix 3)

These restorative questions will be used to support restorative meetings and/or conversations. For Key Stage One, the teacher will begin with the first question and will increase this when they feel it is appropriate and supportive. Within Key Stage 2, the teacher will aim to access all the questions

Restorative reflective behaviour log (Reflection Sheet)

To support students in moving forward after a behaviour incident they will complete a behaviour log. **(See Appendix 1 and 2)** The behaviour logs link directly to our 'reflection sheets' for each Key Stage. These will be kept on file to support in building a bigger picture of the pupil's behaviour and to find common themes.

Key stage 1 reflective sheet **(Appendix 1)** and Key stage 2 reflective sheet **(Appendix 2)** – note that this can be used for any age student if the member of staff feels it is more appropriate.

Children want teachers to:

- Give them a 'fresh start' every lesson
- Help them learn and feel confident
- Be fair and just
- Have a sense of humour

| Rules | Visible Consistencies | Over & Above Recognition |
|---|--|---|
| 1. Be Ready 2. Be Respectful 3. Be Safe | 1. Daily meet and greet 2. Lining up code 3. Walking sensibly around school 4. Listening carefully to others 5. Classroom voices 6. Respect each other and school property. | 1. Recognition Board 2. Team Points 3. Certificates 4. Home Contact 5. Positive messages 6. Class Rewards – Treasure Box |

Unfortunately, there are times when agreed rules are not complied with. It is important that children know that unacceptable, disruptive behaviour or a poor standard of application are not tolerated.

8. Graduated Approach to Behaviour

These steps outline the graduated approach within the classroom:

1. A blue 'think' card is placed in front of a child to indicate to them that their behaviour is unacceptable (with no teacher interaction). The child is given 5 minutes 'take up time' to rectify the behaviour.

The card is removed once the behaviour is meeting expectations.

2. Should the behaviour continue, the child is given a yellow 'respect' card as a second warning (with no teacher interaction). The child is then given up to 5 minutes off play time and a reflection sheet to complete.

The card is removed once behaviour is meeting expectations.

3. Should the behaviour continue; the child is given a red 'restorative' card. As a result of this they will miss their playtime or 15 minutes of their next lunch break, talking through with an adult (preferably their class teacher). If this incident happens late in the afternoon, the consequence will happen the next day. The child will start a fresh this day however the consequence from yesterday's action will have to be implemented.

4. It is the class teacher's responsibility to inform parents/carers about any red 'restorative' cards they have implemented. If a child receives 3 red cards in a week, this will result in a meeting being set up with their parents, class teacher and a member of the leadership team to discuss any additional support measures that are required (e.g. a behaviour support plan). There is an option for the child to also receive an internal exclusion for a full or half day (age and incident dependent).

This may not be appropriate for some children with SEND or a SEMH plan and a separate programme will be in place.

Extreme Behaviours

Some children exhibit particularly behaviours based on early childhood experiences and family circumstances. As a school we recognise their behaviour is their way of communicating their emotions. We also understand that for many children they need to feel a level of safety before they exhibit extreme behaviours. Where possible, we use our most skilful staff to build relationships with each individual child.

Children with extreme behaviours

The school acknowledges that a small minority of children may for whatever reason lack the maturity or self-discipline to make the correct choices available to them in order to control their own behaviour. This may be especially true of children with or being assessed for statements of SEND and those in public care. For these children neither the normal rewards or sanctions procedures may be sufficient to support them or protect other children from their actions.

In these exceptional circumstances the school will make every effort to avoid exclusion. It is vitally important that parents are informed and involved when behaviour targets are agreed in order to establish possible causes and form a partnership of support.

Regular communication between home and school as well as daily feedback to the child regarding progress is essential. This can be achieved through the use of:

- Behaviour books (for KS1 and less mature KS2 children).
- Behaviour Reports Cards (for KS2).

Both use the school 'smiley' system for showing when targets are achieved over short periods (individual sessions/playtimes etc.) and any reason why they were not achieved.

Behaviour Targets for Report Cards

- Should provide limited (maximum of three) unambiguous and, above all, **achievable** targets for the child's behaviour. Should provide clear consequences for breaking the agreement e.g. missing out on rewards or extra-curricular activities.

If in doubt, consult a senior Teacher.

Daily feedback on progress should be given and targets reviewed fortnightly either:

- to make targets more difficult as behaviour improves,
- to set new areas to tackle or
- To remove completely from report.

De-escalation Script

An emotionally charged child (angry or upset) may not be able to think calmly or logically about what is happening. Their behaviour is giving us a message about how they feel. To avoid the situation from escalating, we need to:

Acknowledge
Empathise
Reassure
Direct

A child may just need time and space to calm down as long as they are in a safe space, this should be the first call. These children may have a bespoke 'Positive Handling Plans' that can be found in Appendix C. When dealing with an episode of extreme behaviour, a child may need to be restrained if they or another person is unsafe. This will only be used as a last resort by trained staff only.

The school will record all serious behaviour incidents on CPOMS and any restraints using 'Serious Incident Report' (SIR form).

Exclusions (internal or external) will occur following extreme incidents at the discretion of the Head Teacher.

A fixed-term exclusion may be enforced under these extreme conditions:

- Staff need respite after an extreme incident
- The child needs time to reflect on their behaviour
- To give the school time to create a plan which will support the child better
- The child being at home will have a positive impact on future behaviour

If these conditions are not met, other options may include a day seclusion with a member of the SLT or Head teacher.

We understand that throughout this process, it is imperative that we explain what is happening and why it is happening to parents and arrange meetings to discuss.

Physical Attacks on Adults

At St. Oswald's we take incidents of violence towards staff very seriously. We also understand that staff are the adults in the situation and can use a 'common sense' approach to keep themselves and the child safe to manage the situation effectively. Staff can use 'reasonable measures' to protect themselves and call for support immediately.

All staff should report incidents directly to the Headteacher or Deputy Head teacher and they should be recorded on CPOMs. We appreciate that these incidents can cause distress for the adults involved, therefore all staff are entitled to take some time away from the classroom to recover their composure. In extreme cases, the member of staff may be allowed time off site by a member of the SLT.

Whilst violence towards staff is wholly unacceptable, we must remember that we are a nurturing school that values each child under our care. It is important for us as adults to reflect on the situation. Children who attack adults may do this for several reasons but as adults we need to still show compassion and care for the child. Exclusions will only happen once we have explored several options and have created a plan around a child.

Permanent Exclusion or Out of School Transfer

Exclusion is an extreme step and will only be taken in cases where:

- Long term misbehaviour is not responding to the strategies and the safety and learning of others is being seriously hindered. The pupil may be being considered to have Special Educational Needs and the procedures for meeting those needs are set out in our SEND Policy.
- The risk to staff and other children is too high.
- The impact on staff, children and learning is too high.

Permanent exclusion will be a last resort and the school will endeavour to work with the family to complete a managed transfer to a more suitable setting. In all instances, what is best for the child will be at the heart of all our decisions.

Application

This Behaviour Policy is for all of our school community. If it is to be effective everyone must use it with confidence and consistency.

There may be occasions when adaptations may be needed, but the same principles of promoting good behaviour through the policy will always apply.

Monitoring and Review

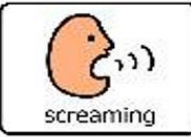









This document will be reviewed on an annual basis by the Headteacher and SLT, and any changes made will be communicated to all members of staff.

The next scheduled review date of this document is September 2026.

All members of staff are required to familiarise themselves with this document as part of their induction programme.

Reflection Sheet 1

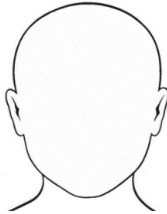
1. What happened? (Circle)

| | | | | |
|---|--|--|--|---|
|  screaming |  throwing things |  destroying work |  grabbing clothes |  hitting others |
|  pushing others |  kicking others |  pinching others |  biting others |  spitting on others |

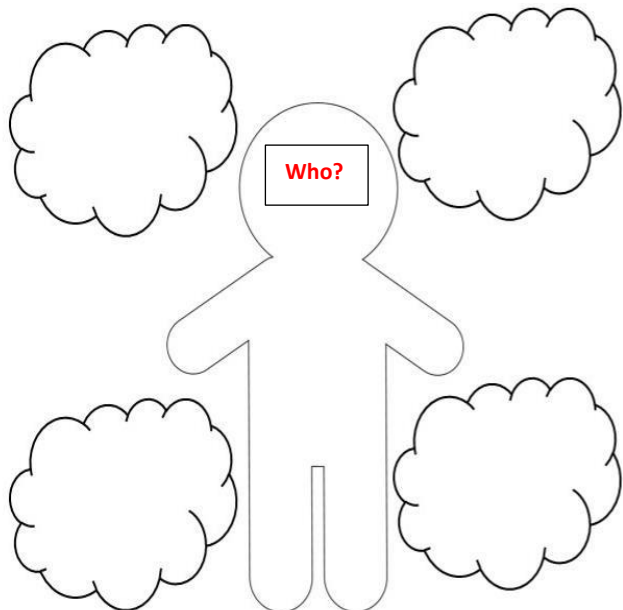
2. What were **you** thinking at the time?



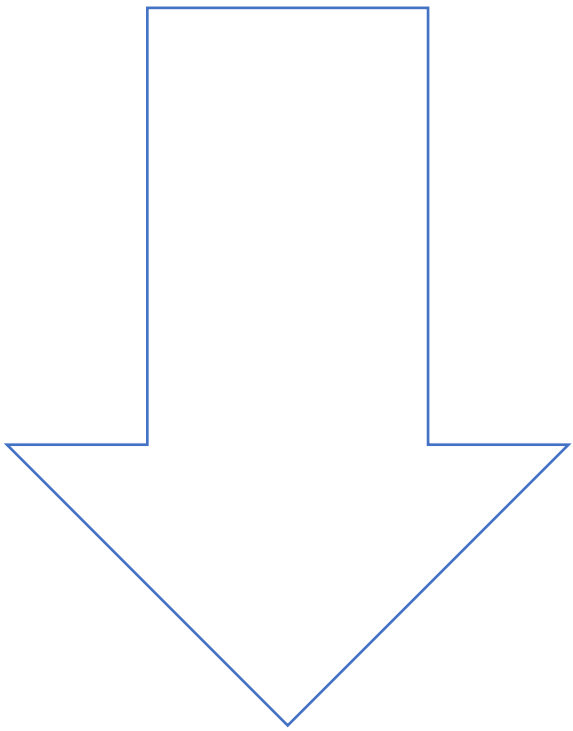
3. How do **you** feel now about what happened?



4. Who was affected by your actions?
How do **they** feel?



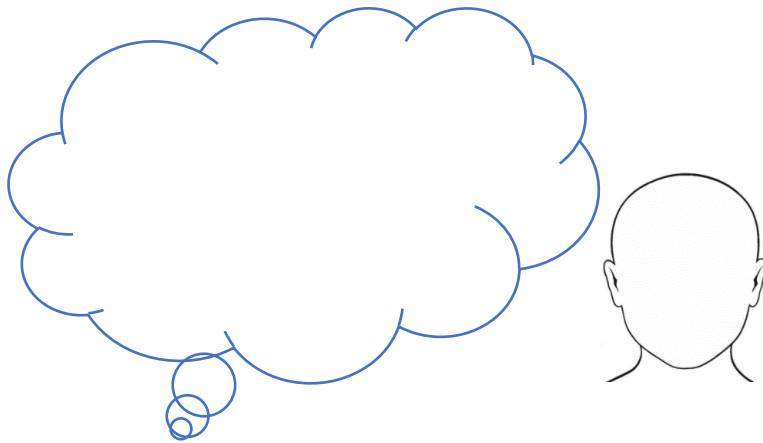
5. What can **I** do to fix it?



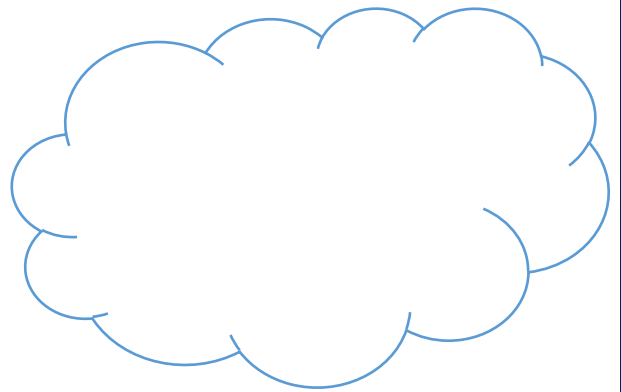
Reflection Sheet 2

2. What happened? (Write or Draw)

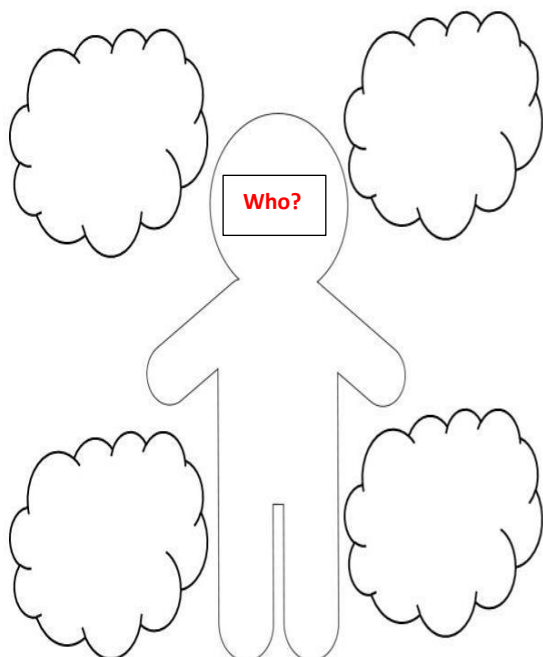
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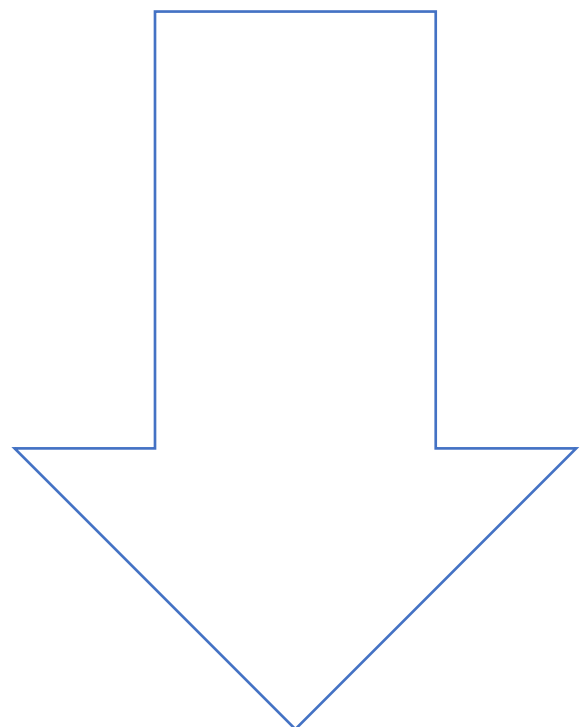
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Restorative Questions

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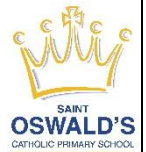
**What happened?
How were you feeling?
Who has your behaviour impacted?
What would you do differently next time?
What needs to happen now?**



It is ok to feel like that, but it is not ok to do that.

Restorative Questions:

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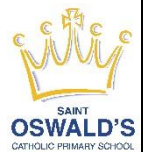
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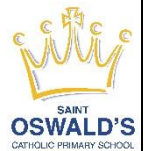
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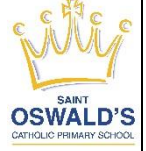
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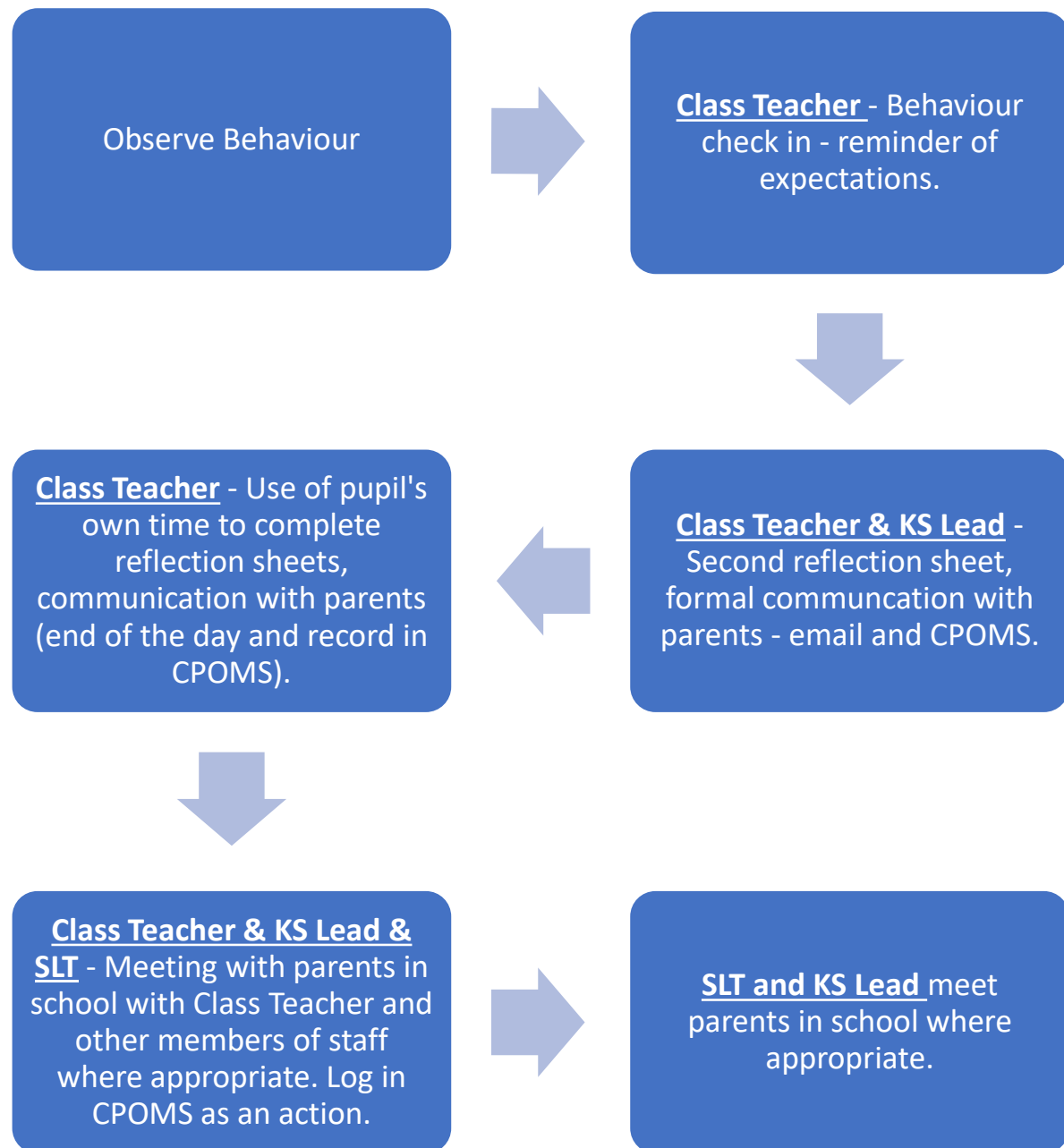
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Appendix A

Behaviour Communication



Appendix C

St Oswald's Catholic Primary School



Positive Handling Plan

Name: _____

Year: _____

Date: __/__/__

1. Child responses

| Level 1 responses | Level 2 responses | Level 3 responses |
|-------------------|-------------------|-------------------|
| | | |

2. Teacher de-escalation responses

| | Try | Avoid | Notes |
|------------------------------|--------------------------|--------------------------|-------|
| Verbal advice and support | <input type="checkbox"/> | <input type="checkbox"/> | |
| Firm clear boundaries | <input type="checkbox"/> | <input type="checkbox"/> | |
| Humour | <input type="checkbox"/> | <input type="checkbox"/> | |
| Negotiation | <input type="checkbox"/> | <input type="checkbox"/> | |
| Limited Choices | <input type="checkbox"/> | <input type="checkbox"/> | |
| Distraction | <input type="checkbox"/> | <input type="checkbox"/> | |
| Reassurance | <input type="checkbox"/> | <input type="checkbox"/> | |
| Planned ignoring | <input type="checkbox"/> | <input type="checkbox"/> | |
| C.A.L.M talking | <input type="checkbox"/> | <input type="checkbox"/> | |
| Take up time | <input type="checkbox"/> | <input type="checkbox"/> | |
| Withdrawal Offered | <input type="checkbox"/> | <input type="checkbox"/> | |
| Withdrawal Directed | <input type="checkbox"/> | <input type="checkbox"/> | |
| Transfer Adult | <input type="checkbox"/> | <input type="checkbox"/> | |
| Reminders about consequences | <input type="checkbox"/> | <input type="checkbox"/> | |
| Success Reminders | <input type="checkbox"/> | <input type="checkbox"/> | |
| Other: | <input type="checkbox"/> | <input type="checkbox"/> | |

3. Diversion and distraction

If child responds to distraction the interests of this child are ...

| |
|--|
| |
|--|

4. Triggers

The things that have caused anxiety for this pupil and led to de-escalation or intervention being required are

5. Any medical conditions to be aware of?

Signed : _____

Date: __/__/__