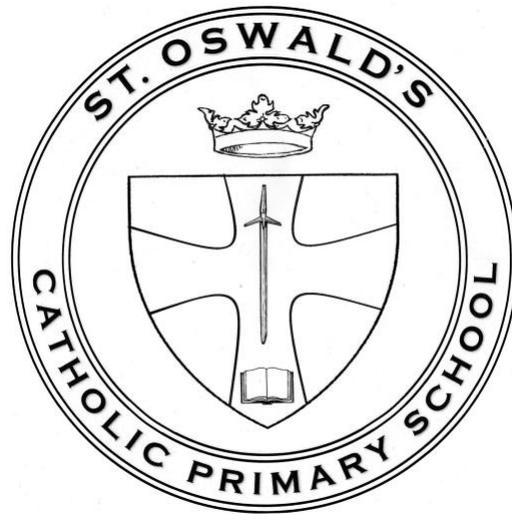


St. Oswald's Catholic Primary School



Behaviour Policy

Reviewed annually

St Oswald's Catholic Primary School

Behaviour policy.

This is St Oswald's Catholic Primary School's policy for behaviour and is set within the context of the whole school aims and mission statement.

Mission Statement:

Together with Jesus, we will learn and grow in faith.

*"Good behaviour is a necessary condition for effective teaching to take place."
(Education Observed 5 - DES 1987)*

The Governing Body accepts this principle and seeks to create an environment in the school, which encourages and reinforces good behaviour. It is the governing body, head teacher and senior leadership team's responsibility to promote good behavior and support colleagues to implement this policy. At St Oswald's we want to encourage an atmosphere and environment where the children feel safe and secure. This can be achieved when the children are enthusiastic, vibrant, happy, thoughtful and respect other people and their property

Aims

- To create an environment which encourages and reinforces good behavior and positive choices.
- To ensure that children follow Gospel and British values
- To define acceptable standards of behaviour.
- To encourage consistency of response to both positive and negative behaviour.
- To promote self-esteem, self-discipline, respect and positive relationships.
- To ensure that the school's expectations and strategies are widely known and understood.
- To encourage the involvement of both home and school in the implementation of this policy.
- To ensure all staff/ parents children are aware of their roles and responsibilities in regards to behaviour management

STANDARDS OF BEHAVIOUR

In seeking to define acceptable standards of behaviour, we acknowledged that these are goals to be worked towards. The school has a central role in the children's social and moral development just as it does in their academic development. Just as we measure academic achievement in terms of progress and development over time towards academic goals, so we measure standards of behaviour in terms of the children's developing ability to conform to our behavioural goals.

The children bring to school a wide variety of behaviour patterns based on differences in home values, attitudes and parenting skills. At school, we must work towards standards of behaviour based on the basic principles of honesty, respect, consideration and responsibility. It follows that acceptable standards of behaviour are those that reflect these principles.

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers

- Possession of any prohibited items.
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Bullying

Bullying is defined as the repetitive, intentional harming of one 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

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another’s belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or 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, messaging apps or gaming sites

Details of our school’s approach to preventing and addressing bullying are set out in our anti-bullying policy.

ROLES & RESPONSIBILITIES

Governing board

- Is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).
- Will also review this behaviour policy in conjunction with SLT and monitor the policy's effectiveness, holding the Head teacher to account for its implementation.

The Head teacher

- The Head teacher is responsible for reviewing this behaviour policy in conjunction with the governing board, giving due consideration to the school's statement of behaviour principles (appendix 1)
- The Head teacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Staff

Staff are responsible for the implementation of this policy consistently through:

- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents (see appendix 3 for a behaviour log)
- Creating a positive climate with realistic expectations
- Emphasising the importance of being valued as an individual within the group
- Promoting, through example, honesty and courtesy
- Providing a caring and effective learning environment
- Encouraging relationships based on kindness, respect and understanding of the needs of others
- Ensuring fair treatment for all regardless of age, gender, race, ability and disability;
- Showing appreciation of the efforts and contribution of all
- Manage the appropriate use of different rewards effectively.

The senior leadership team will support staff in responding to behaviour incidents including seeking training and support when necessary.

Parents/Carers

Parents/Carers are expected to:

- Follow our code of conduct for adults

- Reinforce the school's behaviour code
- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Allow school to deal with incidents between children
- Avoid getting involved in disputes between other parents/carers
- Avoid commenting on school issues on social media.

- **Pupils:**

Pupils are expected to:

- Follow the school rules and code of conduct
- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other, their work and property
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school
- Always set a good example
- Always remember manners.
- Be kind to each other including, kind hands, kind feet and kind words.
- Be respectful to everyone
- Use social media responsibly in and out of school.
- Speak to others, as you would like them to speak to you.
- Be ambassadors for St. Oswalds Catholic Primary School both in and outside of the school gates.

Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour.
- Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption.
- Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment.

- Display the class charter or their own classroom rules
- Develop a positive relationship with pupils, which may include:
- Greeting pupils in the morning/at the start of lessons
- Establishing clear routines
- Communicating expectations of behaviour in ways other than verbally
- Highlighting and promoting good behaviour
- Concluding the day positively and starting the next day afresh
- Follow the school traffic light behavior system
- Consistently use class rewards of Dojos, Star awards, etc
- Use app TakeTen and other positive strategies to support individuals as and when necessary
- Refer to pastoral support staff when necessary

Lunchtime & Playtime

Playtime is treated the same as any other time of the day and the same rules apply. On the junior yard, football can only be played in the football pen on a rota basis. Selections of small equipment games and activities are in place across all the key stages to use in other areas of the yards. Play leaders and Advocates assist the staff with their roles. Advocates are children from Year 5 who are trained to ensure all children are included and to encourage friendship groups, sort out minor difficulties etc.

Additional support may be given at lunch/play times to promote positive behavior and modelling how to play games with others, take turns, and share. Lunchtime clubs will be offered to those children who find free time challenging. The play leaders will promote good behaviour/game playing- children receive specific training to support these roles. Our support staff have all received training on positive games to play with children.

We will reward those children who are helpful during playtimes by keeping to these rules.

We encourage children to take specific roles/jobs during play times and children in St Oswald's are encouraged to take corporate responsibility for each other. If any child sees something wrong, they should report it.

Off-site behaviour

Normal school rules apply when pupils are off-site when representing the school, such as swimming, any school trips or on the bus on the way to or from school. Children are encouraged to be responsible users of social media, incidents outside school that affect school will be investigated and sanctions applied.



REWARDS

Our emphasis is on rewards to reinforce good behaviour. We believe that rewards have a motivational role helping children to see that good behaviour is valued.

The most common reward is **praise**, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements. Rates of praise for behaviour should be as high.

Classes use praise, stickers and Dojos, Star Awards, letters or phone calls home to parents, special responsibilities/privileges/ treats and sports incentives to acknowledge good behaviour and these are recorded in the class behaviour file. Children are held up as role models for others and are publically praised for making the right choices.

Individual teachers will have their own reward systems alongside the whole school systems.

Whole school rewards

Star awards are to be used for **good work in books**, teachers and TAs should either write SA (star award) or use a sticker or stamp to show the child has been given the reward.

- After 25 stars the child gets a bronze certificate & pencil
- After 50 stars the child gets a silver certificate & pen
- After 75 stars the child gets a gold award & medal

Dojos should be used for positive attitude to work, good manners, involvement in lessons, and any other positive behaviours including playtime and lunchtime.

Each class will have **Dojo teams**, all individual Dojos will feed into the weeks group score. The Dojo teams will be called after influential historical Liverpool people. Roscoe, Sheppard, Lightbody & Archer.

The team with the most Dojos will be allocated 4 points to go towards the whole school winners. This will descend to the lowest team being awarded 1 point towards the whole school winner. The team with the most points across the school will be recorded on a chart in assembly. **Each half term the Dojo team winners will be rewarded with an extra playtime or similar value reward.**

Each week each class the staff will present a **merit certificate** to a student who has shown exceptional work, or has achieved something outstanding that week.

Each class chooses a child who has demonstrated positive behaviour throughout the week; they receive a “Good to be Green” behaviour **certificate** in assembly.

Headteacher certificates are given to children who have shown consistent hard work, exemplar behaviour or have been recommended by other adults in school for attainment or achievement.

The following rewards are presented publicly during weekly merit assembly:-

- Class merit certificate
- Class behaviour certificates
- Bronze, Silver or Gold star awards
- Class Dojo House weekly winner
- Head Teacher awards
- Best class attendance teddy
- Most improved attendance teddy
- Tidy classroom teddy award
- Lunchtime teddy award
- Cuddle teddies for children who need a hug!
- Birthday stickers

Annually at our end of year celebration children receive recognition for sustained effort and hard work throughout the year, Overall citizenship Governor’s award, Young writer’s award, 100% attendance awards and other sports awards. A year 6 child will be awarded an outstanding contribution award. Prefects will also be recognised for their contribution to whole school.



STEPS & SANCTIONS

Alongside positive reinforcement for appropriate behaviour, all teachers use a traffic light system to help manage classroom behaviour. This is a whole school approach to general classroom behaviour management.

To support this end we have adopted a behaviour programme called ‘It’s Good to Be Green’. This programme is based on the basic principles of respect, care, responsibility, positive attitude, collaboration and honesty.

When children are following the Green Rules and behaving in an appropriate way, we say they are showing ‘Good Behaviour’. Our expectation is that everyone in the school community will show these behaviours at all times

The principle behind this system is:

1. That all pupils have the opportunity to make positive choices about their behaviour and influence outcomes.
2. That teachers integrate a system within daily teaching in order to promote positive behaviour and effective behaviour management skills.
3. Pupils who regularly follow the rules are noticed and rewarded.
4. The system allows for the following:
 - A consistent approach that can be used by all staff
 - Whole class and individual reward system
 - Least intrusive approaches are used to manage behaviour
 - Teaching of specific behaviours and routines

Children start each day on green, each class has a chart that clearly shows each child’s name. If behavior slips to include low level disruption that may threaten the green category then the child will be warned about possible consequences. After two verbal reminder prompts and other low-key responses from the class teacher, should the unwanted behaviour be repeated, the child’s name moves up the traffic light, which gives a clear visual consequence.

There are agreed whole school sanctions (see below) for when a child moves up the traffic light system (and beyond). This is backed up by clear and consistent explanations about why certain behaviour is inappropriate.

Certain harmful and abusive behaviour goes immediately beyond red and is dealt with by SLT immediately.

To support staff in setting the appropriate expectations and to ensure consistency at an age appropriate level across school, the following steps are taken to address any negative behavior.

Green behaviour is the norm and is when children follow the school rules, try hard and make positive choices.

Green good behavior

Low level disruption threats to green status

e.g. Talking, not listening, out of seat, making inappropriate noises, not working, pushing, rough non-malicious play.

ACTION:

Minimal low-key response managed by the Class teacher:
Not recorded on CPOMS

Praise of other children - eye contact (stern stare, raised eye brow)
Assertive body language (crossed arms, frowns etc.)

Name/pause technique - being close and whispering a firm reminder
Gentle touch on shoulder/pat on back

Reminder of class charter/ rules

A quiet word

Direct to seat

Quiet unobtrusive 'What should you be doing?' or 'Are you okay?'

Not allowing them to sit with friends

Have a lining up order for assemblies/playtimes

Beginning to challenge (AMBER)

e.g. **Continued** low level disruption, not completing a reasonable amount of work in a set time due to behaviour, deliberate disruption e.g. trying to distract other pupils from their work, repeated rough play or general roughness, etc. / lying etc.

ACTION:

Response managed by class teacher:

Record in CPOMS

Seat somewhere separate from class group

Set a time limit for improved behaviour

Reminder of expected behaviour

Encourage a return to green

Move to end of row if in assembly, large class group

Use an age appropriate detention at playtime to repay behaviour, e.g. practising sitting still, completing work or behavior reflection.

Access 'Time out' until they are ready to join back in. Individual children who require specific 'time out' can access individual work stations if in large classrooms.

Take/send or get a sensible child to take child to another class (Phase Leader, Year Head) for an appropriate length of time (if already timed out in class) with class behavior file

Child to apologise.

Pupils may be sent to this area during lessons if they are disruptive, and they will be expected to complete the same work as they would in class.

Serious (RED)

e.g. Intentional violence / damage to property / refusal or lack of respect / persistent rudeness / bullying etc.

ACTION:

Response usually managed by senior leaders

All details recorded on CPOMS

Fixed term detention

Escorted to (or send for) AHT, DHT(S) or HT in that order

Possible playtime/lunchtime exclusion

Possible SENCo involvement for referral or support

Letter of apology

Pastoral support programme

Meeting with parents (AHT/ DHT/HT)

Letters sent home to parents

Senior leader can put a pupil 'on conduct card / reward chart/individual behaviour plan whenever is deemed appropriate and invite parents in to discuss and agree.

Very serious (Beyond traffic lights)

Repeatedly leaving class without permission or running around school / behaviour is creating a health and safety risk/ running out of school / repeated fighting and intentional physical harm to other children / verbal abuse to any staff / serious theft, e.g. taking money or a mobile phone / persistent bullying

ACTION:

Taken to DHT/HT immediately

Meeting with parents

Potential:

Internal exclusion

Lunchtime/playtime exclusion

Possible fixed term exclusion

Possible permanent exclusion

Possible withdrawal from next trip/event

Pastoral support programme

Involvement of other agencies as deemed necessary

Possible referral to fair access panel (needs parent agreement)

Where anti-social, disruptive or aggressive behaviour is frequent, sanctions alone are ineffective. In such cases careful evaluation of the curriculum on offer, classroom organisation and management, and whole school procedures should take place to eliminate these as contributory factors. Additional specialist help and advice from the educational psychologist may be necessary. This decision will be made by the head teacher.

REPORTING BEHAVIOUR AND MANAGING IMPACT

CPOMS Logs – See appendix 2 for example

A system is in place for logging any incidents or concerns relating to a child's behaviour, whether it be incidents in the classroom or in the playground. This enables us to keep a trail and address persistent issues. It is the responsibility of staff to report incidents, which warrant a record on the behaviour incident log CPOMS. It is the role of the pastoral lead- Mr. Dunn to run reports and monitor incidents recorded on CPOMS.

Sanctions are always recorded on CPOMS.

The use of sanctions should be characterised by certain features: -

- It must be clear why the sanction is being applied.
- It must be made clear what changes in behaviours are required to avoid future punishment.
- Group/Class punishments are not allowed.
- There should be a clear distinction between minor and major offences.
- It should be the behaviour rather than the person that is seen as wrong.

Communication and parental partnership

We give high priority to clear communication within the school and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour. We will try to ensure that poor behaviour is shared with parents but this should be balanced with the seriousness of the behaviour. Only serious or persistent poor behaviour will be shared, all other small slips in conduct will be managed in school.

We expect all our children to follow our behaviour standards and conduct themselves appropriately outside of school. Any poor behaviour outside of school, which can be associated with our children or our school will follow the sanctions as outlined above. School is proud of the reputation of our school and will always strive to ensure that our children show good standards of conduct at all times.

Where the behaviour of a child is giving cause for concern, it is important that all those working with the child in school are aware of those concerns, and of the steps, which are being taken in response. The key professional in this process of communication is the classteacher who has the initial responsibility for the child's welfare. Early warning of

concerns should be communicated to senior staff so that strategies can be discussed and agreed before more formal steps are required.

A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of school life is encouraged. This participation assists the development of positive relationships in which parents are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour.

Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint should

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

Younger children will often be guided by the arm or hand this is not seen as physical restraint.

Confiscation

- **Any prohibited items** (including inappropriate articles, mobile phones, toys, stolen items and cigarettes etc.) in pupils' possession will be confiscated. We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Head teacher will discipline the pupil in accordance with this policy.

Please refer to our Parental Complaints Policy for more information on responding to allegations.

The Head teacher will also consider the pastoral needs of staff accused of misconduct.

SEN code of practice

Children with serious or repeated behaviour difficulties may need to have an individual behaviour plan in accordance with the Special Needs Code of Practice. Special Needs are seen as a reason not an excuse for inappropriate behaviour, and in working with parents/carers our role is to teach appropriate behaviours. We may ask for an assessment from our Educational Psychologist or, with agreement from parents or carers, refer to CAMHS (Child and adolescent Mental Health Service) or YPAS (Young Person's Advisory Service). In addition, school receives support from our local SEN consortia and can access available providers that meet the needs of individuals.

Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met and we will endeavour to make reasonable adjustments taking into account other pupils' needs and the capacity of main stream school.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis. This plan may include transfer to a more appropriate placement.

Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

Monitoring arrangements

This behaviour policy will be reviewed annually by the Head teacher and the Pastoral committee, & ratified by the full governing body. At each review, the policy will be approved.

Appendix 1:

Written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and 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 and parents/carers.
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term 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
- The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

Appendix 2: letters to parents about pupil behaviour – templates

First behaviour letter

Dear parent,

Recently, your child, _____, has not been behaving as well in school as they could.

It is important that your child understands the need to follow our pupil code of conduct, and I would appreciate it if you could discuss their behaviour with them.

If your child's behaviour does not improve, I will contact you again and suggest that we meet to discuss how we can work together. However, at this stage I am confident that a reminder of how to behave appropriately will be sufficient.

Yours sincerely,

Class teacher name:

Class teacher signature:

_____ Date: _____

Behaviour letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child:

Parent name:

Parent signature: _____ Date: _____

Second behaviour letter

Dear parent,

Following my previous letter regarding the behaviour of _____, I am sorry to say that they are still struggling to adhere to our pupil code of conduct.

I would appreciate it if you could arrange to meet me after school so we can discuss a way forward.

Yours sincerely,

Class teacher name:

Class teacher signature: _____ Date: _____

Behaviour letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child:

Parent name:

Parent signature: _____ Date: _____

Third behaviour letter

Dear parent,

I am sorry to report that, despite meeting and creating a behaviour contract,
_____, has continued to misbehave.

_____ would now benefit from a structured approach to help improve their behaviour in school.

I would be grateful if you could attend a meeting with the head teacher, the special educational needs co-ordinator and myself, to discuss how we can best support your child in improving their behaviour.

Insert details of the meeting time, date and location, as necessary, or how to contact the school to arrange the meeting.

Yours sincerely,

Class teacher name:

Class teacher signature: _____ Date: _____

Behaviour letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child:

Parent name:

Parent signature: _____ Date: _____



Reflection sheet

Date

Name

class

What I did.

Who was involved

What I was thinking and feeling at the time

Who has my behaviour affected?

What am I going to do to fix things?

Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online