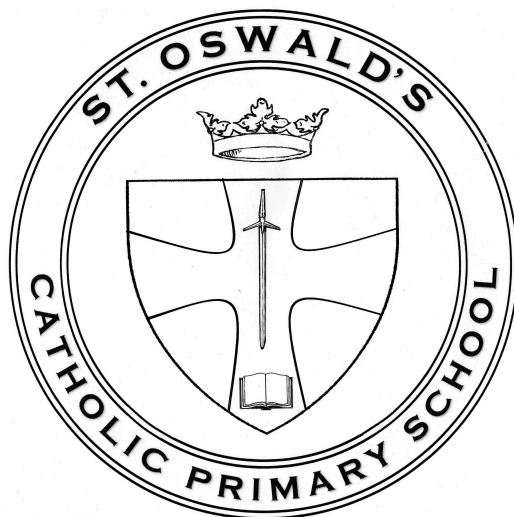


St. Oswald's Catholic Primary School



Behaviour and Relationship Policy 2026-2027

Approved by:	Approval date	Renewal date
Full Governors	10th September 2026	Autumn 2027

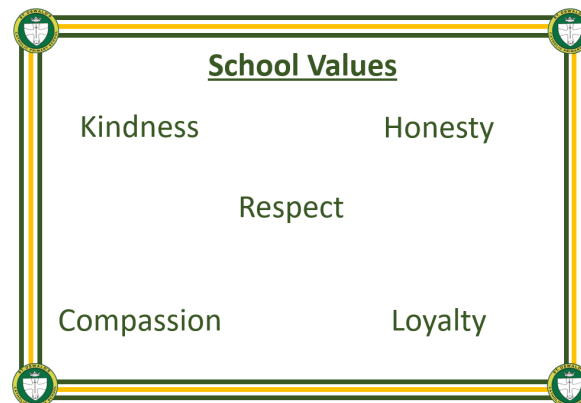
Statement of intent

The staff at St. Oswald's school believe that relationships are key in helping children learn and grow academically and personally.

Our Relationships and behaviour policy is underpinned by our mission statement:

"Together with Jesus, we will Learn and Grow in Faith."

And our core values:



The school is committed to:

- Every member of the school community behaving in a considerate way towards others.
- Children and staff live by our Gospel Values and live out our School Mission.
- Children are rewarded for this in weekly assemblies.
- Promoting desired behaviour.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging and managing misbehaviour.
- Providing a safe, calm environment free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents/carers.
- Developing positive relationships with pupils to enable early intervention.
- A shared approach which involves pupils in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can achieve.

The school acknowledges that behaviour can sometimes be the result of individual educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

Reasonable and proportionate sanctions will be used where a pupil's behaviour falls below the standard that is expected, alongside support to prevent recurring misbehaviour.

Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE 'Use of reasonable force'
- DfE 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE 'Mental health and behaviour in schools'
- DfE 'Behaviour in schools: Advice for headteachers and school staff'

- DfE 'Keeping children safe in education'
- DfE 'Searching, Screening and Confiscation: Advice for schools'
- DfE 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'
- DfE 'Mobile phones in schools'
- DfE 'Creating a school behaviour culture: audit and action planning tools'
- [Behaviour in schools: advice for headteachers and school staff](#)
- [Preventing and tackling bullying: advice for headteachers, staff and governing bodies](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)

1. Roles and responsibilities

The governing board will have overall responsibility for:

- Providing guidance for the headteacher on promoting good behaviour where appropriate.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where pupils can learn in a calm, safe and supportive environment, where dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Ensuring this policy is published on the school website.

The headteacher and SLT will be responsible for:

- Display a relational approach to all pupils
- Demonstrate unconditional care and compassion
- Be a visible presence around the school
- Regularly celebrate staff and pupils/students whose efforts go above and beyond expectations
- Encourage use of positive praise, phone calls/notes home/certificates
- Ensure staff training needs are identified and met
- Use behaviour records to target and assess interventions
- Support teachers in managing pupils/students with more complex or challenging behaviours
- Ensure that this strategy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Acting in accordance with guidance provided by the governing board on promoting good behaviour.
- Establishing high expectations of all pupils' conduct and behaviour, and implementing measures to achieve this.
- Support pupils to meet expectations
- Determining the school rules and any sanctions for breaking the rules with a focus on helping pupils repair and re-engage.
- Publicising this policy in writing to staff, parents and pupils at least once a year.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The senior mental health lead will be responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.
- Supporting behaviour management in line with the SEMH Policy.

The SENCO will be responsible for:

- Collaborating with the governing board, headteacher and the senior mental health lead, as part of the SLT, to determine the strategic development of behaviour and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff will be responsible for:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the pupils in their class.

- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.
- Developing effective communications with parents, ensuring that they feel included in their child's educational experiences.
- Implementing recommendations from external agencies.

All members of staff, including teaching and support staff, and volunteers will be responsible for:

- Displaying a relational approach to all pupils
- Demonstrating unconditional care and compassion
- Deliberately and persistently catch children doing the right thing and praise them
- Know their classes well but also develop positive relationships with all children
- Use these relationships to create a safe and stimulating learning environment that inspires pupils'/students' interests and learning
- Promoting a supportive and high-quality learning environment
- Create a culture in which it is safe to take risks with learning and where mistakes are regarded as opportunities for deeper learning
- Relentlessly work to build mutual respect
- Remain calm and regulated, modelling appropriate emotional responses for pupils. Adults should use emotion intentionally — showing warmth, empathy and understanding to help pupils feel safe
- Be a positive role model through the academy values and creating an ethos of high expectations for all
- Adhering to this policy and applying it consistently and fairly.
- Supporting pupils in adhering to this policy.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include:
 - Headteacher
 - SLT & SMT
 - Year Heads
- Giving consequences/sanctions to pupils who display poor levels of behaviour.

Pupils will be responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.
- Consistently following school rules and modelling school values
- Enable a positive climate for learning by showing good behaviours for learning

Parents/Carers will be responsible for:

- Helping their child understand appropriate behaviours, school values and expectations
- Supporting their child in adhering to the school rules and reinforcing this at home.
- Encourage independence and support children's progress and development enabling positive self-image and pride in their achievements
- Informing the school of any changes in circumstances which may affect their child's behaviour.
- Modelling positive relationships in interaction with school staff.

Definitions

For the purposes of this policy, the school will define “serious unacceptable behaviour” as any behaviour which may cause harm to oneself or others, damage to school property, damage to the reputation of the school within the wider community, and/or any illegal behaviour.

This will include, but is not limited to, the following:

- Discrimination – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- Harassment – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- Vexatious behaviour – deliberately acting in a manner so as to cause annoyance or irritation
- Bullying – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- Cyberbullying – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy and running away from school
- Refusing to comply with consequences given for actions
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disobedience or disruptive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils

For the purposes of this policy, the school will define “low-level unacceptable behaviour” as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Low-level disruption
- Refusal to complete classwork the child would normally be capable of (Difficulties completing classwork (e.g., avoidance, low output, reduced focus) should prompt staff to explore possible underlying causes such as executive functioning difficulties, anxiety, attention needs, sensory load or gaps in understanding. Staff should use supportive strategies before considering this as a behaviour concern.)
- Rudeness
- Use of mobile phone without permission
- Not adhering to the school rules:



“Low-level unacceptable behaviour” may be escalated to “serious unacceptable behaviour”, depending on the severity of the behaviour.

Staff induction, development and support

All new staff will be inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school. Staff will be provided with bespoke training, where necessary, on the needs of pupils at the school to enable behaviour to be managed consistently.

The SLT will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a pupil's behaviour, e.g. SEND and mental health needs.

Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting pupil wellbeing will be supported to undertake any relevant training or qualifications.

Staff will know where and how to ask for assistance if they're struggling to build and maintain an effective culture of positive behaviour.

The SLT and the headteacher will review staff training needs in response to any serious or persistent behaviour issues disrupting the running of the school.

Social, emotional and mental health (SEMH) needs

To help reduce the likelihood of behavioural issues related to SEMH needs, the school will create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school will promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, zones of regulation, restorative conversations alongside the social and physical environment
- **Teaching** – the curriculum is used to develop pupils' knowledge about health and wellbeing
- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil's mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. As far as possible, any likely triggers of misbehaviour will be anticipated and support shall be put in place to prevent these

The classroom environment

The school understands that a well-structured classroom environment is paramount to preventing poor behaviour. This includes the teacher positioning themselves effectively within the classroom, e.g. wherever possible, teachers avoid standing with their backs to pupils and ensure they have full view of the room at all times.

Teachers will employ strategic seating arrangements to prevent poor behaviour and enable it to be noticed early, such as:

- Seating those who frequently model poor behaviour closest to, and facing, the teacher.
- Seating those who frequently model poor behaviour away from each other.
- Ensuring the teacher can see pupils' faces, that pupils can see one another, and that they can see the board.
- Ensuring the teacher can move around the room so that behaviour can be monitored effectively.
- Classrooms and other areas for learning should be clear uncluttered environments to prevent over stimulation.
- Displays should be clear for all to see, minimalistic, containing information to support learning and in line with the display policy to prevent cognitive overload.

How we develop self-regulation:

To support pupils to make the correct choices and to regulate their behaviour, all staff are trained in emotional coaching and using the **Zones of Regulation**.

The Zones of Regulation is an internationally renowned intervention which helps children to manage difficult emotions, known as 'self-regulation'.

Self-regulation can go by many names such as 'self-control', 'impulse management' and 'self-management'. Self-regulation is best described as the best state of alertness for a situation. For example, when your child takes part in a

sports game, they would need to have a higher state of alertness than when, for example, they were working in a library.

At school, we use the Zones of Regulation throughout the whole school. We want to teach all of our children good coping and regulation strategies so they can help themselves when they experience anxiety and stress. This is delivered progressively through PSHE lessons and reinforced and displayed in class.

We aim to help children to:

- Recognise when they are in the different Zones and learn how to change or stay in the Zone they are in.
- Increase their emotional vocabulary so they can explain how they are feeling.
- Recognise when other people are in different Zones, thus developing better empathy.
- Develop an insight into what might make them move into the different Zones.
- Understand that emotions, sensory experiences such as lack of sleep or hunger and their environment might influence which Zone they are in.
- Develop problem-solving skills and resilience
- Identify a range of calming and alerting strategies that support them (known as their personal 'toolkit').

What are the different Zones?

- Blue Zone: low level of arousal; not ready to learn; feels sad, sick, tired, bored, moving slowly.
- Green Zone: calm state of alertness; optimal level to learn; feels happy, calm, feeling okay, focused.
- Yellow Zone: heightened state of alertness; elevated emotions; has some control; feels frustrated, worried, silly/wiggly, excited, loss of some control.
- Red Zone: heightened state of alertness and intense emotions; not an optimal level for learning; out of control; feels mad/angry, terrified, yelling/hitting, elated, out of control

We will teach the children that everyone experiences all of the Zones. The Red and Yellow zones are not 'bad' or 'naughty' Zones. All of the Zones are expected at one time or another. We will show them that the Blue Zone, for example, is helpful when you are trying to fall asleep.

Managing behaviour

The school expectations are discussed with children regularly in class, and school rules and values are displayed in every classroom and across the school. In each class, it will be discussed with the children what exactly each expectation means in the classroom context.

The school recognises that praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated. When giving praise, teachers will ensure:

- They define the behaviour that is being rewarded.
- The praise is given immediately following the desired behaviour.
- The way in which the praise is given is varied.
- Praise is related to effort, rather than only to work produced.
- Perseverance and independence are encouraged.
- The praise given is always sincere and is not followed with immediate criticism.

Whilst it is important to receive praise from teachers and other adults, the school understands that peer praise is also effective for creating a positive, fun and supportive environment. Teachers will encourage pupils to praise one another, and praise another pupil to the teacher, if they see them modelling good behaviour.

As with praise, the school understands that providing rewards after certain behaviour means that pupils are more likely to model the same behaviour again. For rewards to be effective, the school recognises that they need to be:

- Immediate – immediately rewarded following good behaviour.
- Consistent – consistently rewarded to maintain the behaviour.
- Achievable – keeping rewards achievable to maintain attention and motivation.

- Fair – making sure all pupils are fairly rewarded.

Rewards

We praise and reward children for wanted/good behaviour and exceptional effort in a variety of ways:

- Verbal praise – positive affirmations for wanted behaviour and good work
- Stickers – awarded for wanted behaviour, effort in work, perseverance etc
- Dojos – dojo's are awarded for wanted behaviour, exceptional behaviour for learning and good work to a max. of 3 dojo's for exceptional circumstances. Dojo's are cumulative; not reset every week allowing for accumulation of points which can be used to purchase items from the Dojo shop.
- Each week 2 children are nominated for our Grow (personal focus) and Learn (Academic focus) weekly awards which reflect how they live out our school mission.
- Sporting achievements are awarded in the school house teams of Matthew, Mark, Luke and John, enhancing relationships through teamwork and sportsmanship.

Lunchtimes

Children who do not show expected behaviour in the hall will follow a graduated response, similar to the one present in class.

1. Children are able to sit with peers from the class and are positively rewarded with 'Class Dojo' stickers for demonstrating our expectations. Supervising staff are on hand to support if necessary.
2. When children are not showing expected behaviours, staff in the hall should issue reminders. These could be verbal or non-verbal to encourage the child to self-correct their behaviour followed by praise if corrected. No more than 2 reminders* before escalating onto point 3 on our graduated response.
3. If the unexpected behaviour continues, the child will be moved to a different place in the hall for them to reflect on their choices and correct their behaviour. This will be a further chance for the child to self-correct their behaviour. Ensure precautions are taken to not publicly shame the pupil.
4. If unexpected behaviour continues, the child will be moved to a space away from other children. This could be inside or outside the hall. A short, restorative conversation will take place with the child using an emotional coaching approach where appropriate. Unexpected behaviours will be addressed with clear expectations for the following day.
5. If the child continues to demonstrate unexpected behaviours, a member of the SLT to be informed and the child will be removed from the hall to eat their lunch elsewhere. This is to be recorded on CPOMs and parents to be informed. Possible consequences including but not limited to the following to be put in place:
 - Missed lunchtime(s)
 - Different lunch arrangements for a set period of time
 - Set places in the hall

If a child is consistently reaching Steps 4 and 5 in this graduated response, class teachers, lunchtime supervisor, pastoral leads and/or SLT to discuss amendments to their lunchtime provision to enable a more successful lunch; this may include parents being asked to take children off site during the lunchtime period.

In cases of children showing violence, unsafe or inappropriate actions or language, staff may move to 'Step 5' on the Graduated Response. If this is not effective, staff should call on the pastoral team / SLT to assist. SLT members are organised on a rota to provide support. During lunchtimes we praise and reward children for wanted/good behaviour, good manners etc.

De-escalation strategies

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This may include:

- During de-escalation, staff should reduce verbal demands, use a calm tone, switch to visuals where helpful and apply relational strategies such as PACE, co-regulation and change of face. This aims to re-establish emotional safety, not address consequences.

- Co-regulation before correction - “I’m here. You’re safe. Let’s breathe together.”
- PACE approach (Playful, Acceptance, Curiosity, Empathy)
- Re-direction
- Distraction humour
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space and not blocking a pupil’s escape route.
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the pupil and creating an outcome goal.
- Identifying any points of agreement to build a rapport.
- Offer the pupil a face-saving way to step away from conflict (e.g., offering space, change of face, visual cue, quiet prompt). De-escalation should focus solely on reducing stress and restoring safety — not discussing consequences.
- Rephrasing requests made up of negative words with positive phrases, e.g. “if you don’t return to your seat, I won’t help you with your work” becomes “if you return to your seat, I can help you with your work”.
- Change of face – a different adult steps in when a relational reset is needed
- Use of visual supports – eg Now/Next cards, visual regulation prompts, colour coded instructions, quiet task cues

Teachers keep a record of all reported incidents on CPOMs to help identify pupils whose behaviour may indicate potential mental health or safeguarding problems.

All staff will be alert to changes in a pupil’s behaviour that could indicate they need help or protection. Support, such as targeted discussions with pupils, a phone call with parents, and inquiries into circumstances outside of school by the safeguarding team, may be provided alongside the use of sanctions to prevent the misbehaviour recurring.

Sanctions

Instances of unacceptable behaviour will be taken seriously and dealt with through the school’s graduated response. Staff will respond promptly, predictably and with confidence to maintain a calm, safe learning environment. Staff will consider afterwards how to prevent such behaviour from recurring.

Incidents of unwanted behaviour should be dealt with in the first instance by the class teacher, then Year Head, Phase leader and SLT. Restorative practice/conversations about repair, reflection and consequences take place after the child is calm and in a supportive, regulated interaction. They should take place after every incident once the child is calm (green zone) with a focus on how to put things right – “fix it time” e.g miss time the following break to reflect on actions/make a sorry card

After an initial incident of negative behaviour, the following sanctions may be considered, with staff using their professional judgement and experience to determine what is appropriate and reasonable:

- Non-verbal reminder of expected behaviour
- Verbal reminder of expected behaviour
- Warning/Final reminder
- Break/Lunchtime detention to reflect on incident allow for restorative conversations

Significant Disruption/Issues

Where misbehaviour is causing significant disruption, the following procedures may be followed:

- Detention at breaktime/lunchtime
- Internal exclusion e.g. alternative classroom, intervention room, etc The staff member in charge and supervising the pupil will decide what the pupil may and may not do during their time spent removed from their classroom. The headteacher will request that the pupil’s class teachers set them appropriate work to complete.
- Significant incidents will be referred to the Headteacher or member of SLT immediately.
- Significant incidents must be logged on CPOMS.
- The pupil’s parent/carer will be informed
- Introduce a Behaviour report card (see Appendix) that is to be shared with the Headteacher/SLT and parents at the end of each week and is reviewed half termly.

- A Positive Handling Plan, Risk assessment, Points Card and Pupil Passport (see Appendix) may be created to outline the necessary provisions in place. All documents must be uploaded to CPOMS and shared with SLT.
- The headteacher may consider whether the pupil would benefit from a Part-time timetable (refer to Liverpool Guidance for School on the use of Reduced Educational Provision)

Following further incidents of unacceptable behaviour, the headteacher may consider whether a suspension or permanent exclusion is necessary, in line with the school's Suspension and Permanent Exclusion Policy, alongside alternative options such as a managed move or off-site direction to improve behaviour.

For disciplinary sanctions to be lawful, the school will ensure that:

- The decision to sanction a pupil is made by a paid member of school staff, or a member of staff authorised to do so by the headteacher.
- The decision to sanction a pupil is made on the school premises or whilst the pupil is under the charge of a member of staff, such as during an educational trip or visit.
- The decision to sanction a pupil is reasonable and will not discriminate on any grounds, e.g. equality, SEND or human rights.

Prevention strategies, intervention for unacceptable behaviour

This section outlines the school's strategies for preventing unacceptable behaviour and initial interventions, minimising the severity of incidents, and using sanctions and support effectively and appropriately to improve pupils' behaviour in the future.

Behaviour curriculum

The school prides itself on high expectations of behaviour both in and out of the classroom. Positive behaviour will be taught to all pupils as part of the behaviour curriculum, in order to enable them to understand what behaviour is expected and encouraged and what is unacceptable. Positive reinforcement will be used by staff where expectations are met to acknowledge good behaviour and encourage repetition. The behaviour curriculum will focus on defining positive behaviour and making it clear what this looks like, including the key habits and routines required by the school eg Teachers being present 5 mins before the end of each playtime and lunchtime to facilitate handover and ensure successful transitions, regular check ins using the Zones of regulation, expectations in assembly, what active listening looks like etc.

Routines will be used to teach and reinforce the expected behaviours of all pupils and encourage positive habit stacking. Appropriate and reasonable adjustments to routines for pupils with additional needs, e.g. SEND, will be made. Consistent and clear language will be used when acknowledging positive behaviour and addressing misbehaviour.

Initial interventions

A range of initial intervention strategies to help pupils manage their behaviour and reduce the likelihood of more severe sanctions will be used eg points cards. Support will consider the pupil's specific needs and may be delivered outside of the classroom, in small groups or in one-to-one activities e.g. Zones of regulation intervention

A multi-agency assessment, such as an early help assessment, that goes beyond a pupil's education may be considered where serious concerns about a pupil's behaviour exist.

Positive teacher-pupil relationships

Positive teacher-pupil relationships are key to combatting unacceptable behaviour. The school will focus heavily on forming positive relationships based on predictability, fairness and trust to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place. When dealing with poor behaviour, we keep relationships in tact by focussing on the behaviour and not the pupil/student.

SEND and SEMH

- Although unacceptable behaviour does not necessarily mean a pupil has SEND, an assessment may be carried out at this stage to determine whether there are any undiagnosed learning or communication difficulties, or mental health issues that may be contributing to the pupil's behaviour
- Where a pupil is identified as having SEMH-related difficulties, SEND support will be put in place from the school's notional SEND budget and/or a referral to external agencies eg Behavioural intervention team Hope outreach may be completed.

- Where SEND is not identified, but the headteacher determines that support is still required for the pupil, an Individual Behaviour Plan will be created to outline the necessary provisions in place

The school will ensure that all disciplinary sanctions are reasonable in all circumstances, and will consider the pupil's age, religious requirements, SEMH needs, any SEND, and any other contributing factors, e.g. bullying, safeguarding or home life issues.

Preventative measures for pupils with SEND

Behaviour will always be considered in relation to a pupil's SEND. If it is deemed that a pupil's SEND has contributed to their misbehaviour, the school will consider whether it is appropriate to sanction the pupil.

Where a pupil is identified as having SEND, an assessment of whether appropriate provision is in place to support the pupil, and if the pupil has an EHC plan, contact with the LA to consider a review of the plan

The school will aim to anticipate likely triggers of misbehaviour and put in place support to prevent these, taking into account the specific circumstances and requirements of the pupil concerned. Measures the school will implement where appropriate include, but are not limited to, the following:

- Short, planned movement breaks for a pupil whose SEND means they find it difficult to sit still for long
- Sensory circuits
- Zones of regulation toolkits
- Visuals to support understanding including now and next boards
- Ensuring a pupil with visual or hearing impairment is seated in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or relevant medical condition
- Training for staff in understanding neurodivergence.

Physical intervention

While our focus should always be on de-escalation, there may be occasions when reasonable, proportionate and necessary physical intervention may be required in order to keep everyone safe, prevent pupils from committing an offence, injuring themselves or others or damaging property.

In these situations, we will keep parents and carers fully informed about what has happened, and ensure they are offered the opportunity to discuss the incident with any relevant staff members. Open, two-way communication underpins the restorative process, enabling schools and families to work collaboratively to find ways forward together.

Physical intervention will only be used as a last resort. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. The situations in which physical intervention may be appropriate are detailed in the Physical Intervention Policy. Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used.

After an instance of physical intervention, A 3-step approach to support will be employed.

1. In-Person/ Phone Call

As soon as possible, let parents / carers know what has happened, either in person or over the phone. Where there is a face-to-face meeting, this should take place in a quiet, private and comfortable space, to ensure confidentiality. This conversation is an opportunity to clarify the reasons for the intervention, allay any fears, and offer reassurance.

2. Written Follow-Up

After talking about the incident, write a letter (see template example in appendix) that provides details of the incident explaining what will happen next to move forward together. Staff will also complete a physical intervention form, a copy should be given to the parents and uploaded to CPOMs.

3. Planned Meeting

Set up a meeting with the parents / carers to identify ways to avoid similar situations happening in the future, and to review and update individual risk assessments and support plans. If appropriate, you may also want to involve the student and any relevant staff members. This can form part of a wider restorative process, to encourage the repairing of damaged relationships and to promote a culture of post-incident reflection and support. the pupil will be seen by the headteacher, and the pupil's parent will be contacted.

Where appropriate, the headteacher may decide to temporarily remove the pupil from the school via a suspension. Where suspension is carried out, the pupil's parent will be asked to collect the pupil and take them home for a fixed period of time – pupils will not be sent home without the school contacting their parent.

Any violent or threatening behaviour will not be tolerated by the school and may result in a suspension in the first instance. It is at the discretion of the headteacher to determine what behaviour necessitates an exclusion, in line with the Suspension and Permanent Exclusion Policy.

When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, staff will recognise and consider the vulnerability of these groups and understand their legal duty to make reasonable adjustments for disabled children and children with SEND.

Removal from the classroom

The school may decide to remove pupils from the classroom for a limited period. The school will only remove pupils from the classroom where absolutely necessary and for the following reasons:

- To maintain the safety of all pupils and restore stability following an unreasonably high level of disruption
- To enable disruptive pupils to be taken to a place where education can continue in a managed environment
- To allow the pupil to regulate/regain calm in a safe space

The school will ensure that pupils' health and safety is not compromised during their time away from the classroom, and that any additional requirements, such as SEND needs, are met. Parents will be informed on the same day if their child has been removed from the classroom. The amount of time that a pupil spends removed from the classroom will be up to the school to decide. This could be for more than one school day.

The headteacher and other appropriate teachers will consider whether any assessment of underlying factors of disruptive behaviour is needed, and facilitate reflection by the pupil on the behaviour that led to their removal from the classroom and what they can do to improve and avoid such behaviour in the future.

The headteacher will establish a clear process for the reintegration of a pupil who has been removed from the classroom when it is deemed appropriate and safe for them to return. Consideration will be given to what support is needed to help the pupil return and meet the expected standards of behaviour. Reintegration meetings will be held between the school, pupil and their parents, and other agencies if relevant, where necessary.

Detentions

The school will make it clear to parents and pupils that they are able to use detention as a sanction to deter future misbehaviour. A detention will typically consist of a short period where the pupil is required to remain under supervision of school staff when their peers have been allowed to go to break. The use of detention as a sanction will be applied fairly and consistently, and staff and pupils will be made aware of when it may be used.

All teachers at the school will be permitted to impose detention on a pupil, unless the headteacher decides to withdraw this power from any teacher.

Parental consent will not be required for detentions and, therefore, the school will be able to issue detention as a sanction without first notifying the parents of the pupil, including for same-day detentions.

When issuing detentions, members of staff will ensure that they do so reasonably within the given circumstances, and that they consider any additional needs of the pupil. If the detention is during lunchtime, time will be allocated to allow the pupil time to eat, drink and use the toilet.

Suspension/Permanent Exclusion

Owing to our inclusive ethos at St Oswald's, the decision to internally exclude, suspend or permanently exclude will be as a last resort. However, if a serious incident occurs where staff or children are put at risk, a consequence may be that the child is unable to return to their class (internal exclusion) or school (suspension) for a fixed period of time or in extreme circumstances, maybe subject to a permanent exclusion which case we will refer to the Statutory DFE Guidance 'Suspension and Permanent Exclusion Policy' (from DFE– July 26). The decision to exclude sits with the Head teacher and in their absence, the Deputy Head. Where suspension is necessary, an reintegration strategy may be put in place in consultation with the parent/carer to establish steps moving forward. Alternatively, or in addition, the child's time in school may be adapted to limit the reoccurrence of any incident or to maintain safety. Where a child

has identified SEND, the school will make all reasonable adjustments to reduce the risk of exclusion or further exclusions.

Sexual abuse and harassment

The school will promote and enforce a zero-tolerance approach to all forms of sexual abuse and harassment, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling child-on-child sexual abuse and harassment are detailed in the Child-on-child Abuse Policy.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Disciplinary sanctions for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents. In instances where reports of sexual abuse or harassment are proven to be deliberately invented or malicious, the school will consider whether any disciplinary action is appropriate for the individual who made the false reports. The DSL shall be involved in this process.

Where the school is responding to a report of sexual violence, the school will take immediate steps to ensure the victim and other pupils are protected. The DSL will work closely with the police, and any other agencies as required, to ensure that any action the school takes, e.g. disciplinary sanctions, will not jeopardise the police investigation.

Smoking and controlled substances

In accordance with the Health Act 2006, the school is a smoke-free environment. Parents, visitors, staff and pupils will be instructed not to smoke on school grounds. Pupils will not be permitted to bring smoking materials or nicotine products to school.

The school will have a zero-tolerance policy on illegal drugs, legal highs and other controlled substances. Where incidents with pupils related to controlled substances occur, the school will follow advice from external agencies such as CASS or Police

Prohibited items, searching pupils and confiscation

Headteachers and staff authorised by them can use their power to search without consent for any of the items outlined in the DfE's Searching, Screening and Confiscation guidance. Head teachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item. Otherwise. Members of staff will be permitted to use reasonable force when conducting a search without consent for the prohibited items listed below, in line with the school's Physical Intervention Policy. The prohibited items where reasonable force may be used are:

- Knives and weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco and cigarette papers.
- Fireworks.
- Pornographic images.
- Any article that the member of staff reasonably suspects has been, or is likely to be, used: to commit an offence; or to cause personal injury to any person, including the pupil themselves; or to damage the property of any person, including the pupil themselves.

Mobile Phones

Mobile phones will be handed in on arrival –pupils will be required to hand their phone in at the beginning of the school day to be collected at the end of the school day.

Pupils will not be permitted to use their mobile phones during the course of the school day. If a pupil chooses to use their phone without permission this will be considered a safeguarding breach. Any pupil found using their mobile phone during the school day will have their device confiscated and an adult will need to collect the phone. The headteacher may decide that the pupil is no longer allowed to have a mobile phone on the school premises.

Behaviour outside of school premises

Pupils at the school must agree to represent the school in a positive manner. The guidance laid out in the Home School Agreement will apply both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

Staff can sanction pupils for misbehaviour outside of the school premises, including conduct online, provided the pupil is:

- Wearing school uniform
- Travelling to or from school.
- Taking part in any school-related activity.
- In any way identifiable as being a pupil at the school.

Staff may also sanction pupils for misbehaviour outside the school premises, including conduct online, that:

- Could negatively affect the reputation of the school.
- Could pose a threat to another pupil, a member of staff at the school, or a member of the public.
- Could have repercussions for the orderly running of the school.

Any bullying, including cyberbullying, witnessed outside of the school premises and reported to the school will be dealt with in accordance with the Anti-bullying Policy.

The school will impose the same sanctions for bullying incidents and non-criminal misbehaviour witnessed or reported outside of the school premises as would be imposed for the same behaviour conducted on school premises.

Complaints from members of the public about the behaviour of pupils from the school are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

Data collection and behaviour evaluation

The school will collect data from the following sources:

- Behaviour incident data, including on removal from the classroom
- Attendance, permanent exclusion and suspension data
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be monitored and objectively analysed termly by the headteacher and the SLT. Attempts will be made to identify possible factors contributing to the behaviour, any system problems or inadequacies with existing support. The data will also be analysed considering the protected characteristics under the Equality Act 2010 to inform school policies and practice.

Staff will help to paint a whole-school picture of an effective behaviour culture by being held accountable for their part in maintaining the school's behaviour systems and processes.

Monitoring and review

This policy will be reviewed on an annual basis; any necessary changes will be communicated to all members of staff and relevant stakeholders.

This policy will be made available for Ofsted inspections and reviews by the lead inspector, upon request.

The next scheduled review date for this policy is Autumn 2027.

Appendix



Physical Intervention
Report Form.docx



Physial intervention
policy draft.docx



Points card
guidance.docx



KS1 points card desk
display.docx



Pupil points
card.docx



St Oswald
Individual behaviour :



restorative
conversation prompts



St Oswalds Behaviour
Report landscape.docx



St Oswalds Behaviour
Report Card.docx



Physical intervention
letter home.docx



Restorative-conversat
ion-record.pdf

Graduated Response in the classroom

Our graduated response is sequential and should be followed by all staff to support expected behaviours and emotional regulation within the classroom. This will be displayed in all classrooms in a child-friendly format.

At all points throughout our Graduated Response, staff will be curious regarding the causes for children's behaviour, consistently refer to our three simple expectations and address children in a calm, respectful manner. They should also ensure they are using targeted, specific praise to support the children in showing expected behaviours. Where appropriate, they will utilise emotional coaching and Zones of Regulation strategies.

Relate:

1. As mentioned in the class teachers expectations, class staff are expected to provide a safe, consistent learning environment. There should be proactive adaptations provided for those who need them and teaching should be adaptative and responsive to meet the varying needs in class. Various positive incentives through use of specific, targeted praise and Class Dojos should be utilised to highlight expected behaviours.

Reminder:

2. When children are not showing expected behaviours, staff in classes should issue reminders. These could be verbal or non-verbal to encourage the child to self-correct their behaviour followed by praise if corrected. No more than 2 reminders before escalating onto point 3 on our graduated response. Westgate Relationships Language could be utilised at this point (see appendix III)
3. If the unexpected behaviour continues, the child will be moved to a different place in the classroom for them to reflect on their choices and correct their behaviour. This will be a further chance for the child to self-correct their behaviour whilst potentially limiting the distractions to other children. Ensure precautions are taken to not publicly shame the pupil.

Stop and Think

4. If unexpected behaviour continues, child is moved next to an adult who can model the correct behaviour and provide support. Emotional coaching language to be used to support child and expectations outlined with three simple expectations. A short, restorative conversation between class adult and child addressing unexpected behaviours and making clear expectations for the next lesson/day. See restorative conversation guidance (Appendix I).

Consequence and Repair

5. If unexpected behaviours continue, time out of class for reflection as 'stuck'. 5-10 minutes. (Logged on CPOMs by class staff) Script to encourage child to self correct behaviour. Child still has to complete expected work.
 - When you come back in * minutes, I want to see your wonderful [...]. If you feel ready to come back in and show this before then, that's great. Thank you for listening. Now walk away but remember to return at the given time with non-verbal/verbal acknowledgements to encourage the correct choice!
 - Return at agreed time and inform of further consequence. Script to reflect continued disruption and potential next step – stuck as work will still need to be done.
 - Repeat expectation and phrase as a choice. 'You either do (expectation) or you are choosing to spend some time in another class, completing your work. This means we will contact your parents.'
 - Give child time to reflect on this potential consequence and to encourage them to make the correct choice.
 - Staff to consider any adaptations moving forward (next lesson / next day) that may be put in place to support child in showing expected behaviours.
6. Child sent to a different classroom (within the same year group if possible) to complete the rest of the lesson or work not completed. If this is going to go into the next lesson, playtimes or lunchtimes will be

used. Restorative conversation to be used before returning to the next lesson where unexpected behaviour has been addressed. Child has fresh start at the beginning of the next lesson. Parents informed by class teacher.

7. If child is regularly or frequently reaching steps 5 and 6, SLT/Pastoral staff to organise observation of class time to provide support and advice. If deemed appropriate, Individual Behaviour Plan meeting with class team to adapt provision. This may also be the case if this graduated response is not proving effective with individuals.

In cases of children showing violence, unsafe or inappropriate actions or language, staff may move to 'Step 6' on the Graduated Response. If this is not effective, staff should call on the pastoral team / SLT to assist

At step 7, some of the strategies to support the child may include some or all of the following:

- ABC charts for approx 2 weeks highlighting successes and challenges. (class staff)
- Behaviour cards
- Meeting with parents and relevant parties. (class staff/pastoral/SENCO/SLT)
- Meeting with parents / carers possibly offering support through EHAT or school nurse. (class and FLO)
- Teaching explicit learning behaviours around class rules, class seating.
- Individualised timetables. (class and pastoral staff)
- Specialist teacher input if appropriate which could include sensory assessments, and advisories from the BIT Team (Class teacher SLT)
- ITAC meeting – individualised behaviour/regulation plan. (pastoral team)
- Educational psychologist input. (SENCO)
- Risk assessment (Safeguarding team team)
- Support and Safety plans (Safeguarding team)
- Part time timetable (SLT).
- Educated offside for a fixed period of time (in agreement with parents/carers)

St Oswald's Relationship Language

Targeted, Specific and Personal Praise

Ted – great job staying at your table and completing your work.

Max – thank you for sitting still and looking forward.

Non-Confrontational Language (Reminder Stage)

Is everything alright there?

What happened?

What should you be doing now?

Focus on what the child should be doing as opposed to the behaviour –

I'll come back in 2 minutes to see what ideas you have for number 4.

KISS (Keep it short & simple) – Rule of 3 and a visual

Name – expected behaviour – thank you

Max – facing the front (with an action), thank you.

Joe – listening sensibly (with an action), thank you.

Restorative Conversations

The restorative conversation is an opportunity for the individual to reflect on what has happened and why it occurred. More importantly it is also an opportunity to identify what the impact of their actions might have been and what they can do to put it right. This discussion is based upon 5 key questions which are detailed below.

- 1) What happened?** It is important to listen carefully and dispassionately to the child's account without interrupting or disagreeing. It is equally important to give your account from your perspective without judgement.
- 2) What were you thinking/feeling at the time?** This reflection helps the pupil to reconsider their actions and replay their thought processes.
- 3) How did this make people feel?** It is important that the child has the opportunity to consider others and to think about the impact of their behaviour on peers who were worried, visitors who were shocked or other children who were scared for example.
- 4) What should we do to put things right?** An apology should not be demanded. Ideally the child should come to this conclusion themselves. An apology may not be in a tone that you favour, however it is important you don't criticise. Accept the apology with enthusiasm and reciprocation.
- 5) How can we do things differently in the future?** This is an opportunity to review what the child could do more positively to manage themselves and self-regulate should they find themselves in a similar situation in the near future.

Wet Play

On rainy days the following Wet Play rules apply.

Always keep your voice at a reasonable volume.

Always walk sensibly on the way into class.

Always share equipment with your peers.

Always follow instructions the first time you are asked.

Always tidy away toys and games and help each other.

Children are given a choice of the type of activity that they want to do.

Each activity is held in a different base with each year group sharing bases. The activities on offer are:

- Watching a DVD.
- Quiet room (reading, drawing, word searches etc).
- Games (a selection of board games such as chess).

Teachers to leave a film/guided drawing ready to be played on laptops

- Wet Play box to be located in every class
- Colouring pictures, paper, pens pencils
- Wet play games

