

**St Oswald's Catholic Primary School  
BEHAVIOUR POLICY**

**MISSION STATEMENT**

**With Christ at the centre of our community,  
our mission is to live, love and learn as Jesus taught us.**



**Aims:**

To share our Catholic faith and show by the way we treat others that we are followers of Jesus.

To create a happy, secure and caring environment.

To place Religious Education at the heart of our curriculum.

To support the faith development of everyone in our school community.

To welcome parents and the community into school and continue to build upon the strong links between home, school and parish.

To show our appreciation of the beliefs and values of other cultures.

To help everyone achieve the very best they can.

To encourage all children to participate in the life of the school to the best of their abilities.

**POSITIVE BEHAVIOUR MANAGEMENT**

At St Oswald's, we aim to:

- Encourage excellent standards of behaviour which promote respect for people and property. Within school, these standards will contribute to effective learning and to a

harmonious atmosphere. Pupils will be respected as individuals and will be encouraged to develop self-discipline based upon knowledge of their own worth. They will be encouraged to take responsibility for their own actions and to consider the consequences of those actions within a caring classroom environment.

### **STATEMENT OF PURPOSE OF POLICY**

The purpose of this policy is to provide clear guidelines and expectations in regard to behaviour and conduct at St Oswald's. This will ensure that there is a consistency of procedures and application for all staff. It will also provide a safe framework for children to operate within. The management of behaviour is a whole school responsibility and the children will be helped and nurtured to develop their behaviour to a very high standard.

We seek to enable children to:

- Feel secure, happy and valued in a caring, trusting environment.
- Develop meaningful relationships and be sensitive to the needs of others.
- Develop an awareness of different beliefs and cultures whilst demonstrating respect and tolerance.
- Be prepared for life as adults and responsible citizens.
- Become active members of the community.
- Behave appropriately and take responsibility for their own actions.

We hope to achieve these aims through the following objectives:

- To maintain high standards of behaviour through self-discipline and personal awareness.
- To learn to value the worth of oneself and others.
- To create an atmosphere of respect and trust.
- To develop an agreement with parents to assist us in achieving our aims by eliciting their interest and support and by keeping them fully informed of their child's progress, including behaviour.
- To implement a positive system of rewards which acknowledge high academic standards, behaviour, progress, good manners and social skills.
- To implement appropriate interventions which allow for reflection of the consequences of inappropriate actions.

In order to fulfil the objectives of the school, certain expectations and codes of behaviour will be placed upon all members of the community so that a secure, happy environment can be created where all involved are able to:

- Work without interruption.
- Feel secure.
- Voice their own opinions and have them heard.
- Value their own worth.
- Value the worth of others.
- Grow in self-esteem.
- Realise the consequences of poor choices and become confident to make the right choices.
- Work together for the common good.

Positive behaviour evolves from good self-regulation and communication skills. Inappropriate behaviour happens when there is a breakdown in these skills. Therefore, as responsible adults it is up to the staff of the school and parents to constantly reinforce these skills. If, for some reason, a pupil does not fulfil expectations, reasons must be sought and remedied accordingly.

Some children may need to rely on adult guidance for longer than others. For these pupils, this could possibly be provided through counselling and, for all children, the visible presence of exemplary role models. The attitude of staff in the behaviour process is of great importance. Staff must be aware at all times of the need to promote the positive ethos of the school and the need to establish excellent staff/pupil relationships. If pupils fail to respond to a range of behaviour strategies, further advice may be sought from outside agencies.

Pupils need to be made aware of the accepted standards of the school. The school's Golden Rules and Class Rules will be discussed regularly. At the beginning of each academic year, class teachers will discuss and agree class rules with the pupils in their care. These will be displayed prominently in the classroom and regularly referred to.

Staff, as responsible adults in the school, must:

- Be aware that they are role models for pupil behaviour and at all times provide exemplary models.
- Provide opportunities for discussion of acceptable behaviour.
- Demonstrate in their relationships with children that each individual, their efforts and achievements are valued.
- Discuss areas of concern with parents.
- Place pupils in positions of trust and responsibility.
- Positive use of rewards.
- Ensure any consequences in an appropriate manner which helps the pupil develop further in to understanding their own actions.

Pupils will be expected to:

- Be aware of and abide by the Golden Rules.
- Develop self-discipline by being polite and courteous.
- Have consideration for others.
- Be open and honest when confronted with their actions.
- Discuss their concerns with staff.
- Accept responsibility for the choices they make.
- Respect the feelings of others.
- Take care of property, their own, that of the school and of other children.

Parents will be informed of the school's expectations through the Home School Agreement, the school Prospectus, letters and meetings. Parents will be encouraged to:

- Support the school in achieving its aims by demonstrating interest and support.
- Be aware of the strategies for positive behaviour management.
- Feel confident to approach the school with any areas of concern.
- Participate in the exchange of information.
- Parents will always be informed and involved at an early stage when behaviour is a cause for concern.

### **Our Golden Rules:**

- Do be gentle**
- Do be kind and helpful**
- Do work hard**
- Do listen**
- Do look after property**
- Do tell the truth**

### **EQUAL OPPORTUNITIES**

All children have equal access to the Behaviour Policy regardless of race, gender, creed or ability. If all involved can work together in harmony then St Oswald's will continue to be a happy, secure place where all can develop to their full potential secure in the knowledge that they are valued members of the community.

### **REWARDS SYSTEM**

St Oswald's believes in positive behaviour management. This means that the accent should always be on praising the positive rather than highlighting the negative. If children are praised for their efforts, they will strive to achieve their best.

Children will be rewarded in the following ways:

- Immediate verbal praise for good behaviour, manners, work and relationships.
- Positive written comments on pupil's work.
- Positive written comments on pupil's reports.
- Praise in assembly or in front of the whole class to provide examples of acceptable standards.
- A house point system to reward good work, behaviour, etc.
- Nomination at the weekly Golden Assembly for one of the awards.
- Class teachers also use their own positive system of class rewards in addition to the above, with stickers, etc.

In order to reinforce the value of these rewards, Friday is Golden Assembly and is dedicated to a celebration of achievement. Pupils are encouraged to share their success publicly and the values of effort, achievement and behaviour are positively rewarded.

### **Consequences**

All sanctions will be directly related to the offence and pupils will be made aware of the consequences of their actions. Sanctions will be applied consistently throughout the school.

Pupils will be made aware of the following sanctions which are hierarchical in nature and at each step offer the opportunity for putting things right and reflection. Sanctions will be constructive in approach and include advice as to how to improve behaviour.

The Headteacher will deal with major misdemeanours immediately. Class teachers keep records of inappropriate behaviour in their Behaviour Books/Files and alert parents as soon as possible.

### **Classroom Behaviour Management – The Traffic Lights**

Each class has a set of Traffic Lights. Every child's name is written on a piece of card and is bluetacked to the green light. Being on green means doing everything the right way – making the right choices.

If a child needs to be reminded about their behaviour, e.g. not talking whilst listening to the teacher, he/she will be given a warning and reminded of the appropriate behaviour. If he/she continues to talk, then their name is moved to the sad face which means "be careful and think about your behaviour". Being on the sad face means a child can earn their way back to green by making the right choices for the remainder of the day.

If the child continues to make poor choices they will move to amber and will need to spend the next play/lunchtime discussing their behaviour with the Headteacher. The Amber sheet will be sent home with the child so parents are aware of their child's poor behaviour. The sheet must be signed by the parent and returned the next day. The Class teacher will then follow up with a phone call home.

If he/she then continues to make poor choices, another warning is given before being moved to RED. Red means "your behaviour is totally unacceptable". The child is to fill in the Red sheet with the Headteacher and parents are asked to come in for a meeting.

Some behaviours will warrant IMMEDIATE RED and will result in a meeting with parents asap:

- Swearing
- Bullying
- Stealing
- Fighting
- Violent behaviour
- Racism
- Verbal abuse
- Disobedience- ie non compliance
- Classroom disruption

- Rudeness to adults

If a child appears on red more than 3 times in a week, parents are invited to discuss the behaviours with the class teacher. A regular meeting is set-up to monitor improvements over a short period of time.

If there is no improvement after this period, the Headteacher will meet the parents and pupil to discuss a way forward.

If the behaviours persists, outside agencies may be involved and the pupil will be put on the SEN register and given a Behaviour Plan.

Each class teacher has a behaviour observation book which logs incidents of poor behaviour. This book is to be made available to the SENCO as part of SEN records and to the Headteacher prior to any meeting with parents/carers. Behaviour books/Files are confidential and need to be stored carefully. A log of all communications to parents about a child's behaviour is to be kept in the Behaviour File for reference.

### **Strategies for management of behaviour outside the classroom**

Behaviour:

- Anti-social behaviour, bad language, bad manners in the playground.

Sanction:

- Pupils will be told about the unacceptable behaviour and be given an opportunity to make redress. The actions will be discussed with the member of staff directly involved immediately they occur. The pupil will be made to stand out at a designated place in the playground for an allotted time or to stand next to a member of staff on duty.
- Dangerous or aggressive behaviour that could result in injury will be dealt with immediately. Pupils will be removed from the incident and the Headteacher informed. Persistent aggressive behaviour which disrupts the good order of the school will be taken very seriously and will lead to exclusion.

Behaviour:

- Lack of respect for property, stealing, fighting.

Sanction:

- In the first instance, discussion with the member of staff about expectations. Deliberate breaking of equipment will result in parents being informed. Damaged property will be sent home if appropriate and the actual replacement cost requested.
- Stealing will be dealt with and investigated sensitively and immediately by the class teacher. If necessary, this will be referred to the Headteacher. If proven, parents will be involved.
- Fighting will be dealt with and investigated immediately. The pupils involved will be sent to the Headteacher. After a cooling-off period, the incident will be discussed with all parties. Parents will be informed.

Behaviour:

- Unacceptable behaviour whilst taking part in extra-curricular activities.

Sanction:

- Two chances offered to revert to acceptable behaviour after discussion with staff.
- If the bad behaviour persists, this will result in debarment from the Club or activity. No refunds if it is a fee-paying club.

Behaviour:

- Bullying
- The school follows the Anti-Bullying Policy.

Sanction:

- Bullying will not be tolerated in any form. See Anti-Bullying Policy.
- Bullying is the *persistent* antagonism, either verbally or physically of an individual and not isolated incidents or falling out with friends.

Behaviour:

- Discrimination or racial abuse.

Sanction:

- Discussion with adult.
- Headteacher will involve the parents.
- All incidents of racial discrimination will be reported in the Register of Racial Incidents and reported to Governors and the Local Authority.

Behaviour:

- Refusal to do homework (class teacher must keep accurate records).

Sanction:

- Pupils will be reminded verbally of deadlines.
- Parents are made aware of homework timetables at the start of each school year.
- If homework is missed, the child concerned will be made to stay in and do it at playtime.
- If 5 homeworks are missed, parents will be contacted.

Behaviour:

- Persistent lateness/poor attendance.

Sanction:

- After 6 late arrivals, parents will be notified by letter.
- If the lateness continues, parents will be asked to discuss the matter with the Headteacher.
- Poor attendance; parents will be notified by letter and asked to discuss the situation.
- Persistent poor attendance will be discussed with the School Attendance Officer.. (Referral after 18 lates, below 90% attendance in a term or 5 consecutive broken weeks).
- The school has a duty to notify the School Attendance Officer of poor attendance.

Behaviour:

- Poor lunchtime behaviour.

Sanction:

- Bad manners or inappropriate behaviour will result in removal from the dining hall.
- If children are badly behaved outside, they will be sent to the Headteacher.
- If poor behaviour persists, the parents will be notified and pupils debarred from school for a fixed period at lunchtime.

Pupils who experience repeated behavioural difficulties will be placed on the Special Education Needs Code of Practice and outside intervention requested to help put strategies in place.

If all sanctions fail and the pupil does not respond in a positive way, then exclusion will be considered, especially if the pupil is a danger to other children. Initially, exclusion will be for a fixed term. If the problem persists, it will be for a longer time in line with statutory regulations. Governors will be informed of any exclusion.

## **ADVICE FOR STAFF**

### **IDEAS ABOUT HANDLING BEHAVIOUR**

Drawing the class together regularly to go over routines, etc. helps build security for all children. This is particularly helpful if children who have problems with school procedure can be actively involved.

Speak in a reasonable voice. We do not use raised voices in school as children react by shouting themselves.

Be fair and approachable at all times.

A situation where a child feels he has to compete for the teacher's attention is totally undesirable. If his good points are not acknowledged, then any attention is better than nothing and may lead to "silly" behaviour.

Do not reinforce poor behaviour by constantly responding to it. Ignore the inappropriate behaviour as far as possible and find something positive to reinforce.

Remove the child from the behaviour situation. Public chastisement often provides on-lookers with satisfaction or has the opposite effect to that desired.

Provide the opportunity for reflection and discuss how the situation can be approached in future.

Praise is a valuable resource provided it is used realistically. Make sure that what has been done is truly praiseworthy for the children. Children are quick to see through anything which is contrived.

Use the traffic light system. Do not leave it to someone else. Make sure that consequences are age appropriate and consistent.

No child is to be sent outside a classroom.

Aggressive behaviour – this may result from:

- Too much unstructured time.
- Too much noise.
- Too much unsupervised movement in the area.
- Inaccessible resources.
- Inappropriate groupings.
- Lack of basic class rules
- Lack of motivation.

All these reasons are easily addressed. Remember; always try to find the cause of aggression.

## **PLAYGROUND BEHAVIOUR AND CONDUCT**

Children must not at any time play or climb on any of the ramps or railings around the buildings.

Children must not play on the grass. They may play on the field during the summer if it is dry with the approval of the Headteacher.

No ball games at playtime unless supervised.

Children must walk when they are going out or coming in from play.

At lunchtime, there must be two members of the Welfare staff on duty at each playground.

All staff must insist on good manners from children at all times and treat them courteously in return.

At "bell time", class teachers should meet the children who will be lined up in the playground. The children are expected to enter the building in an orderly manner.

Staff should inform the Headteacher of any developing patterns of behaviour or problems with the children.

All staff must be vigilant at all times for incidents of poor behaviour, bullying or untypical behaviour.

Staff on duty must circulate amongst the children to pre-empt conflict and encourage positive play situations.

No pupils are allowed in the building during lunchtime or playtime unless they are supervised by a member of staff.

Never walk past unacceptable behaviour. We all have a collective responsibility to deal with behaviour. All staff must be highly visible at the key times, e.g. entry and exit times.

### **ADVICE FOR LUNCHTIME SUPERVISION**

Always remember:

- You are dealing with children. Match your expectations accordingly.
- Greet by name and with a smile.
- Catch a child being good – reward them for doing as requested.
- Poor behaviour does not mean a “bad child”. All behaviour is communication, find out what the underlying issue is.
- Give clear instructions.
- Give time to children. Listen to what they tell you.
- Seek every opportunity, no matter how small, to value the good things a child does.
- Don't emphasise failings and shortcomings.
- Adults affect how children behave. Be positive, calm but firm.
- Be consistent.
- Play with children and circulate regularly.

Outside:

- Position yourself so that you have a good view.
- Move around the whole play area.
- Keep a special eye on vulnerable children.
- Offer unoccupied children something to do.
- Be vigilant for early signs of threatening, aggressive or violent behaviour and intervene immediately.

Think before you speak! Casual comments can *kill* confidence:

- Avoid humiliating or embarrassing children, do not ridicule a child.
- Never criticise a child as it is the behaviour you are responding to.
- Avoid escalation, remember – 2 calm warnings.
- Stay calm.
- Do not take it personally.
- Do not talk about children outside the professional context.

Inside on wet dinner times:

- Children are to go into designated classrooms.
- They should use only the specific things that the class teachers have agreed. This will include games in the “Wet Lunchtime Box” not games from the classroom or from home.
- The children all have a “Wet Lunchtime Book” to write in or draw etc.
- The children should ensure that the classroom is tidy before the afternoon session.

Dealing with hearing impaired children:

- Remember that even though they wear hearing aids they cannot hear clearly and their language development is delayed.
- There is no need to shout or exaggerate your speech.
- You may have to repeat or rephrase what you say.
- If you have difficulty understanding them ask someone who is more familiar or “tuned in” to their speech.
- Do not allow them to move into areas some distance away from you.
- In sunny weather, turn to make sure the sun is in your own eyes, as they cannot lip-read when squinting.
- Deafness is not an excuse to misbehave but remember hearing impaired children:
  - May have missed instructions for a change of routine.
  - Live in a world without advance warning of a person's approach.



- May not be able to explain reasons for their actions.

### **Prevention of Bullying:**

At St Oswald's we take any form of bullying seriously. We have very clear measures to prevent bullying which include creating and maintaining an ethos of good behaviour where pupils treat one another and school staff with respect because they know that this is the right way to behave. Values of respect for staff and other pupils, an understanding of the value of education, and a clear understanding of how our actions affect others permeate the whole school environment and are reinforced by staff and older pupils who set a good example to the whole school.

Any concerns about bullying are investigated thoroughly and parents are notified of any incidents of bullying.

### **Behaviour outside the school gates:**

An investigation and if necessary sanctions will be applied where behaviour has been deemed inappropriate when:

- Taking part in any school organised or school related activity
- Travelling to or from school
- Wearing the school uniform
- In some other way that identifies the pupil as being from the school.

The teacher may also discipline for misbehaviour at any time, whether or not the conditions above apply, that:

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

Parents will always be notified when an incident has been reported.

### **Confiscation of inappropriate items:**

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

1. The general power to discipline enables staff to confiscate, retain or dispose of pupils property as punishment. Staff are protected against liability for damage to or loss of, any confiscated items provided they have acted lawfully and reasonably. The following items are not allowed in school and may be confiscated: mobile phones, matches, lighters, cap guns, fireworks, sparklers, anything that might cause harm to a person.
2. Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:
  - Knives or 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 cause personal injury to , or damage to the property of, any person (including the pupil)

Weapons and knives and extreme or child pornography must be handed to the police. Parents will be informed. Other items will be returned to the pupils parents.

### **Power to use reasonable force:**

In our school we do not have a 'No Contact' policy as there is a real risk that such a policy might place a member of staff in breach of their duty of care towards a pupil, or prevent them from taking action to prevent a pupil causing harm.

School staff have a legal power to use reasonable force. Force is usually used to either control or restrain but NEVER as a punishment. Staff have been trained in Positive Handling.

Reasonable force can be used:

- To prevent pupils from hurting themselves or others, from damaging property or from causing disorder.
- In a school, force is used for two main purposes- to control pupils or restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.
- The following list is not exhaustive but provides some examples of situations where reasonable force can be used; to remove disruptive pupils from the classroom where they have refused to follow an instruction to do so; prevent a pupil behaving in a way that disrupts a school event or a school trip or visit; prevent a pupil leaving the classroom where allowing them to leave would risk their safety or lead to behaviour that disrupts the behaviour of others; prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; restrain a pupil at risk of harming themselves through physical outbursts.

And finally ...

This policy will be reviewed on a regular basis. The policy is written and carried out in the context of our Mission Statement and our very clear intention to provide a caring learning environment for ALL our children.

B Wood

Headteacher

January 2019