

# St Oswald's Catholic Primary School



## Behaviour Policy

The Local Governing Committee of St Oswald's Catholic Primary School adopted this Policy

Autumn 2023 and it will be reviewed Autumn 2024

## **Rationale**

We all have a right to a safe, orderly, positive environment in which learning and teaching can be carried out effectively. Our aim is to teach children to hold themselves to the highest standards of exemplary behaviour. For us this means that pupils are always respectful, responsible and ready to learn. The purpose of this policy is to ensure that children experience a consistent and clear response from all the adults and other children in school so that everyone understands that inappropriate behaviour is not tolerated.

## **Aims**

- encourage responsible behaviour and raise children's self-esteem
- provide a framework, which allows us to teach the behaviours we expect from children and what they can expect in return
- encourage the children to have a sense of pride and ownership in their school
- promote a view of community and personal accountability which will equip the child well for the responsibilities of adult citizenship
- prevent bullying, racism and anti-social behaviour.

## **Guidelines**

1. Our Behaviour policy is designed to recognise, promote and celebrate the fact that our children behave appropriately and make good choices.
2. We work closely with parents to support our Behaviour Policy and we will share it with them.
3. Behaviour is learned, just as Maths and English are. The St Oswald's Way is taught as part of the Curriculum so that children know and understand what good behaviour looks like and is expected at our school.
4. Staff are involved in formulating policy and are trained to implement it.
5. Our Behaviour Policy does not refer to "punishment" or "sanction". Instead, children understand that there is always a consequence to their behaviour. We use restorative practices.
6. When physical intervention is required to ensure a safe environment, staff use the appropriate techniques to secure a calm and safe outcome.
7. Staff have a legal power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action." Use of Reasonable Force DfE circular 03/12
8. Each class will have a copy of the pocket principles, Fantastic Listening and Walking, STEPS and SHAPE displayed in class.
9. Staff will work to ensure that pupils at risk receive specialist support when necessary.

## **Three Pocket Principles**

At St Oswald's we have three simple principles that underpin our behaviour policy.

These are –

- Be Respectful
- Be Responsible
- Be Ready to Learn

These 'pocket principles' are designed to be easy to understand for all children, parents and stakeholders.

## **The Fantastics**

We also follow the principles of Fantastic Walking and Fantastic Listening.

Fantastic Walking is:

Face forward

Stand up straight

Arms behind our backs

Not talking

This encourages children to have pride in themselves as they walk around school. It discourages running and bumping into each other.

Fantastic Listening is:

Face forward, hands together

Always sit up straight

Never interrupt

Track the speaker

## **STEPS**

Steps teaches children how to be polite. Someone who is polite has good manners and behaves in a way that is not rude to others.

Steps to politeness:

Sir and Miss

Thank you

Excuse me

Please

Smile

## **Teach Like a Champion Techniques**

At St Oswald's, our intention is to manage behaviour by building school culture – making school a place where pupils work hard, model strong character, are polite and attentive, and strive to do their best.

We want to ensure that the whole school community engages and fulfils their potential.

We will step in to address distractions at an early stage, fixing it non-invasively, without breaking the thread of instruction.

We will use the following techniques so that we know when to step in to fix behaviour, without anyone else recognizing a potential issue:

Technique	Description
Narrate the Positive	Describe the positive actions that students are making e.g. 'I can see Ben has put his pen down and is ready to listen' 'I can see Bella is ready to do Fantastic walking'
Be Seen Looking	Scan the room in a highly visible manner. Ensure all students know that you are looking.
Least Invasive Intervention	Use non-verbal signals to correct slips in behaviour. Keep your hands free where possible to enable least invasive hand signalling.
Perch	Stand in a position in the room where you can see all of the students easily.
Means of Participation	Be clear about the way to participate in the lesson e.g. 'With a hand up, who has a good answer?'; 'Working in silence, I want you to begin the task.'
Brighten Lines	Give clear instructions and time limit, check that students understand the instructions, then give a clear signal to begin work. E.g. 'Everybody ready to start in 3,2,1... Go'

## Recognition

We will recognise acceptable behaviour in the following ways:

- with smiles
- with words
- with addition to the Recognition Board
- with stickers and stamps
- with weekly certificates, postcards home and Gold Book
- with attendance awards

The staff at St Oswald's Catholic Primary School make the following commitments to our pupils:

- We will aim to give more positive comments to negative ones (on a ratio of at least 3:1)
- We will adopt a firm but nurturing approach to behaviour management
- We will recognise children doing the right thing and show our approval promptly.
- We are aware that different children prefer to receive praise in different ways and adapt the ways we give praise to meet these needs. (We acknowledge that some children with low self esteem find it hard to accept 'inflated praise' and adapt our approach to accommodate this)

## Response to low-level behaviours

When dealing with low-level negative behaviours, adults will 'pick up their own tab' by following the below strategies. Children will not be sent to another member of staff in order for behaviours to be sanctioned. Children will not be stood outside classrooms, offices etc to rectify behaviours. Once a negative low-level behaviour has been stopped and the below steps taken, the adult should demonstrate forgiveness and the ability to move forward from the situation. While certain low-level behaviour may need to be recorded on Arbor at the discretion of the involved adult, they do not need to be directly reported to the class teacher /

member of the senior leadership team etc.

The adults in our school will endeavour to be:

- Forgiving
- Unshockable
- Persistent
- Relentless
- Calm

Low level negative behaviour should not be allowed to further disrupt learning / activities. The **30 second intervention** recognises the behaviour and gives the child the opportunity to correct it.

30 second intervention (script)

1. "I notice you are ...
2. "It was the rule about ... that you have broken."
3. "Do you remember last week when you ... (insert example of positive behaviour)
4. "That is who I need to see today. Thank you for listening."

Adult will move on and will not allow for engagement.

### **House Points**

At St Oswald's we have a house points system to reward effort and behaviour.

Children receive points for making positive choices about their behaviour which are linked to our three pocket principles of respectfulness, responsibility and readiness to learn and in addition resilience and being a role model. Children will mostly receive one house point at a time but can be given up to three points in exceptional circumstances. House point winners will have a non-uniform day each half term.

### **Restorative Practice**

Every adult in our school is important and has the ability to deal with behavioural incidents. If an incident takes place in the playground, this will normally be responded to by support staff who all use the same strategies as teaching staff. This allows an intervention to take place immediately and may involve a restorative conversation. It will not usually then be revisited by the class teacher or management team unless further action is required.

Teachers will deal with almost all behaviours which take place during lessons. In order to minimise loss of teaching and learning time, the management team may become involved in a variety of ways, e.g. releasing the class teacher to have a restorative meeting with a child.

### **Restorative Meetings/Conversations**

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

### **Restorative Questions**

1. What happened?
2. What were you feeling/thinking at the time?
3. How did this make other people feel?
4. Who has been affected and how?

5. What should we do to put things right?
6. If this happened again, how could you do things differently

These restorative questions will be used to support restorative meetings and/or conversations. For KS2 children, up to 5 questions will be used. For KS1 and EYFS, the teacher may decide it would be more appropriate to start with two and build on these as the child develops in maturity.

## **Consequences**

At St Oswald's, we encourage positive behaviour. Our behaviour management approach is based upon building strong relationships between adults and children. The use of positive reinforcement strategies will always be our default approach.

However, if a child is not responding to these strategies, there needs to be clear, consistent consequences chosen by the adult dealing with a specific incident. For children with behaviour as an additional need, examples of these will be detailed on a personalised Behaviour Plan. Consequences implemented can be '2 minutes owed', 'Pay it Back time' or, in more serious circumstances, parental phone calls home. They are designed to encourage the child to make 'good' choices and understand that their actions have consequences. For example, not completing work in class due to choices made regarding behaviour that is not reflective of our school values results in lost learning time which then needs to be paidback.

- '2 minutes owed'- a reflective time where the child and class teacher privately discuss their actions and how it has impacted on others. This will be at the start of playtime or lunchtime. The purpose of this is to enable the adult to remind the child of our school values and to encourage positive behaviour in future.
- 'Pay it Back time'- is an appropriate action linked to the incident and value which has not been shown. For example, if a child has not completed class work due to failure to respond to positive strategies, work may be sent home. Another example would be if there has been vandalism in the playground we may ask the child or children involved to help repair the damage.
- Parental involvement- We feel it is important for parents to be aware of repeated and/or more serious incidents. We will communicate this through a phone call, or an informal or formal meeting.

## **Child on Child Abuse**

All staff are aware that safeguarding issues can manifest themselves via child on child abuse. This is most likely to include, but may not be limited to:

- Bullying (including cyberbullying);
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- Sexual violence and sexual harassment;
- Sexting (also known as youth produced sexual imagery); and
- Initiation/hazing type violence and rituals.

Any incidents of abuse by children or young people should be taken as seriously as abuse perpetrated by an adult, and reported to the designated safeguarding lead or other nominated designated safeguarding staff immediately.

## **Challenging Behaviour**

Occasionally children will show more challenging behaviour and will not follow the St Oswald's Way. This

could disrupt the learning of others on a number of occasions, showing disrespect to adults and other children, hurting other children verbally or physically, or disengaging from learning for a prolonged period. Teachers should inform the Key Stage Leader as soon as they become concerned that the child is not responding to their high expectations. Consequences could be:

- Removal from class for a short period of time
- Support in the Ark
- Reminder of expectations by both the class teacher and a member of SLT
- Loss of breaktime and lunchtime (or part thereof)

If the child continues with this challenging behaviour, parents will be called into school for a meeting with the class teacher and member of SLT. At this meeting it will be made clear that the behaviour is unacceptable and that if it continues the child may be at risk of a Fixed Term suspension. An individualised behaviour plan will be discussed and expectations will be clarified, including support from parents. Actions implemented at this stage may be:

- Behaviour contract
- Team around the child meeting including SENCo
- Referral to external support
- Structured timetable for Lunchtimes
- Daily contact with parents

### **Inappropriate Behaviours**

Inappropriate behaviours are those which are deemed to be unacceptable to others. Although not an exhaustive list these behaviours may include: disobedience, biting, spitting, hitting and kicking, foul language and swearing, making unkind remarks, damaging property, answering back, rudeness or aggression to others, stealing, racist comments, forming gangs, bullying and bringing onto school premises prohibited items as outlined in the January 2018 document 'Searching, screening and confiscation'.

Prohibited items are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen Items
- Cigarettes
- Lighters
- E Cigarettes
- Fireworks
- Pornographic images
- Any article that a member of staff 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)

Mobile phones are prohibited in classes. We do recognise that phones can be used as a safety measure for children, in year 5 and 6, who walk to and from school. Therefore, Year 5 and 6 children who walk to and from school can give their mobile phone to the class teacher for safe keeping during the school day.

## **Physical Intervention**

De-escalation strategies to ensure calm and safe outcomes will be used wherever possible. On occasion, the intervention of trained staff to prevent violence and injury is required. It may require the use of physical intervention as part of a reasonable response to threats of violence. Children may as a consequence be held in a variety of prescribed ways to ensure a calm and safe outcome to these challenging situations.

Physical intervention can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

Staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

We may use reasonable force to:

remove disruptive children 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 the pupil 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; and

restrain a pupil at risk of harming themselves through physical outbursts.

## **Suspension/Exclusion**

Suspension and/or exclusion is a last resort at St Oswald's. The decision to suspend or exclude a child from our school can only be made by the Headteacher. Should unacceptable behaviour warrant the need to consider either suspension or exclusion then the Headteacher will follow the most recent DFE guidance.

When establishing the facts in relation to a suspension or an exclusion the Headteacher will apply the civil standard of proof, ie. 'on the balance of probabilities' it is more likely than not that the fact is true, rather than the criminal standard of 'beyond reasonable doubt.'

A decision to exclude a pupil permanently will only be taken in response to a serious breach, or persistent breaches, of the school's behaviour policy and in conjunction with the Trust.

## **Recording behaviour incidents**

Behaviour incidents are to be recorded on Arbor, using the behaviour module. Teachers will log incidents as appropriate.

**Date of current policy:** September 2023

**Date of Next Review:** September 2024