



**ST. OSWALD'S CATHOLIC
PRIMARY SCHOOL**

Behaviour Policy

Aims

At St. Oswald's, high expectations of good behaviour and discipline are expected from all pupils at all times. Pupils are encouraged to act with responsibility and care towards one another. At St. Oswald's, we try to give our pupils a good grounding in the widely shared values of tolerance, honesty, respect and an openness for the truth which are essential for the conduct of their individual social life.

Behaviour Policy

At this school we will:

- Care for each other, respecting the feelings, bodies and property of others
- Tell the truth
- Be responsible for all our actions
- Always try our best in everything we do
- Tidy up our mess and be responsible for our own property as well as the materials and equipment we use in class
- Make sure that the school is a happy place.

These rules are a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

We expect every member of the school community to follow the code of conduct.

This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community. We reward good behaviour, as we believe that this will develop an ethos of kindness and co-operation.

Rewards

We praise and reward children for good behaviour, good work or acts of kindness. Effective praise helps the child appreciate how their achievement is helped by their own attitude.

This is done in a variety of ways, and can vary from class to class. Examples are:

- teachers give verbal praise
- teachers give children stickers and other rewards
- children are chosen for a Headteacher's award weekly and this is presented in the Achievement Assembly on Fridays.
- special responsibilities in class and for Y6, within school.
- showing work to Headteacher and other staff
- house point system for all children
- gold cards

The school employs a number of sanctions to enforce the school rules and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

- We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.
- If a child is disruptive in class, the teacher reprimands him or her. If this continues, the child will be given a yellow card. If a child misbehaves repeatedly, the child would be given a second yellow card and therefore a final warning. Should the child continue with their disruptive behaviour, a red card would be issued and the Headteacher would be informed (Parents will also be informed of any red cards issued.)
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.
- If a child or a group of children persistently break our golden rules, then they will miss part or all of their playtime/lunchtime.
- If a child threatens, hurts or bullies another pupil, the member of staff dealing with the incident records the incident and the child is dealt with appropriately. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.
- If a child's behaviour does not improve and continues to include serious acts of anti-social behaviour then an internal exclusion can be given. If unacceptable behaviour continues a fixed-term exclusion can be given or the child can be permanently excluded if their behaviour does not improve. Both these actions are only taken after the school governors have been notified.

The class teacher discusses the school code of conduct with each class. In addition to the school expectations, each class also has its own set of classroom expectations, which are agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class.

All KS2 classes use a yellow and red card system to allow children the chance to correct their behaviour. We believe that a child showing inappropriate behaviour must be given the opportunity to consider their actions and be able to choose to behave appropriately or accept the consequence should they continue to misbehave. The consequence given to the child will vary according to the age of the child and the inappropriate behaviour observed.

Children with SEND

In the case of children identified as having behavioural special needs, the school, acting in partnership with the parents of the child concerned, will draw up an individual action plan. This plan will be designed to deliver improvements in the child's behaviour over a specified period of time. While this may involve a more sensitive interpretation of this policy throughout the duration of the action plan, unacceptable behaviour will not be allowed to remain unacknowledged.

If a child has behavioural problems or is vulnerable, then the sanctions applied to inappropriate behaviour are determined by the needs of the child. All staff are aware of the children who have behavioural problems and how to deal with any inappropriate behaviour. This will be detailed in their plan and all staff will follow.

Bullying

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it can be difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. For guidance on Peer on Peer abuse and sexual violence & harassment, please refer to our Safeguarding Policy.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfE Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children. Please refer to our Positive Handling Policy.

The role of the class teacher and support staff

It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time. The staff in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability. The staff treat each child fairly and enforce the classroom code consistently. The staff treat all children in their class with respect and understanding.

If a child misbehaves repeatedly in class, the staff keep a record of all such incidents. In the first instance, the member of staff deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher deals with it and if necessary seeks help and advice from their Key Stage leader, SENDCo, Deputy Headteacher or Headteacher. The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child, if needed. The class teacher may, for example, discuss the needs of a child with the SENDCo/Educational Psychologist. The class teacher reports to parents about the progress of each child in their class, in line with the whole school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

The role of the Headteacher

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Headteacher keeps records of all reported serious incidents of misbehaviour.

The role of parents

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

We expect parents to support their child's learning, and to co-operate with the school. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher. If these discussions cannot resolve the problem, a formal complaint can be made to the Local Governing Committee. Please refer to our Complaints Policy.

The role of governors

The Local Governing Committee has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines.

The Headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Headteacher about particular disciplinary issues. However, the decision to exclude a pupil is the Headteacher's alone although in certain cases the decision must be reviewed by the Local Governing Committee discipline committee.

Fixed-term and permanent exclusions

Only the Headteacher (or the acting Headteacher) has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed-term periods (including lunch times), for up to a cumulative total of 45 school days in any one school year. The Headteacher may also exclude a pupil permanently. In exceptional circumstances the Headteacher may convert a fixed-term exclusion into a permanent exclusion.

A pupil will only be excluded for serious breaches of the school behaviour policy and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or other people in the school. It will usually only occur where the school has applied a range of strategies to maintain the child in school and exclusion is deemed to be the final step. In exceptional circumstances, a pupil may be excluded for a one-off offence. This might include for example, a serious actual or threatened assault against another pupil or a member of staff, or supplying, possessing or using an illegal drug or carrying an offensive weapon. In all cases, the school will consult the DfES Guidance on Exclusion October 2004: Improving Behaviour and Attendance.

If the Headteacher excludes a pupil, the Headteacher informs the parents immediately; the decision is taken by telephone and by letter the next day, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they have the right to make representations to the Local Governing Committee. The school informs the parents how to make any such representations.

The Headteacher informs the LA and the Local Governing Committee about all exclusions. The Local Governing Committee itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher.

The Local Governing Committee has a discipline committee which is made up of three members.

This committee must meet to consider the Headteacher's decision to exclude and hear any representations by parents or statements from the LA, for:

- any exclusion which will cause the pupil to miss a public exam
- all fixed-term exclusions totalling more than 15 school days in a term, and
- all permanent exclusions
- fixed-term exclusions totalling between 5.5 and 15 days in a term, only when parents wish to make written and/or oral representations
- fixed-term exclusions totalling 5 days or less in a term, only when a parent wishes to make written representations

When the discipline committee meets it must decide whether or not the pupil has done what has been alleged, and if so, whether exclusion was the correct sanction. It will consider the circumstances in which the pupil was excluded, any representations by parents, the LA and the school. For permanent exclusions, fixed-term exclusions totalling more than 5 days in the term (and the pupil is still out of school when it meets), and any exclusion which means the pupil will miss a public exam, the committee must decide whether or not the pupil should be reinstated.

For other fixed-term exclusions:

- totalling 5 days or less in a term, the committee is not required to make a decision, although it can make a judgment as to whether or not the exclusion was justified.
- totalling between 5.5 and 15 days in a term where the pupil has already returned to school, the committee must decide whether or not the exclusion was justified.

The Headteacher must comply with a decision of the discipline committee to reinstate a pupil in school.

Parents only have a right of appeal to the Local Authority Independent Panel if the discipline committee decides not to reinstate a pupil who is permanently excluded. The decision of the independent appeal panel is binding on all parties.

Behaviour outside of School

Unacceptable behaviour outside of school on school business, for example on school trips, will be treated as if it had taken place on the school premises and will be treated in accordance with this policy. Unacceptable behaviour outside school but not on school business will be a matter for the Headteacher's judgment as to whether or not it warrants either fixed-term or permanent exclusion depending on the circumstances of the case and how it impacts on behaviour and discipline among the pupil body as a whole.

Monitoring

Through monitoring and evaluation procedures and review of the School Development Plan, the school will discuss the policy annually and make any necessary changes to ensure all children take responsibility for their behaviour and learning at St Oswald's, and all adults support this approach.

The Headteacher monitors the effectiveness of this policy on a regular basis. The Headteacher also reports to the Local Governing Committee on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records of incidents of misbehaviour. The class teacher records some classroom incidents. The Headteacher records those incidents where a child is sent to them on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors pass details of any incident on to class teachers.

The Headteacher keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded.

It is the responsibility of the Local Governing Committee to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.

Safeguarding

(please see Safeguarding Policies and Health and Safety Policies for further details)

Child Protection

Through their day-to-day contact with pupils and direct work with families, education staff have a crucial role to play in noticing indicators of possible abuse or neglect. Where it appears to a member of staff that a child may have been abused or neglected, the school is required, as part of local child protection procedures, to report their concerns to social services immediately. The Headteacher (and the Deputy Headteacher in The Headteacher's absence) is the Designated Lead responsible for child protection. Mrs Vicky Quinn is the Designated Governor responsible for safeguarding and child protection.

Safe recruitment and selection of staff.

This school is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. All posts are exempt from the Rehabilitation of Offenders Act, therefore all convictions must be declared. Providing false information is an offence. Appointed staff, governors, regular volunteers and trainees have identity, qualification and criminal records bureau checks and have been successfully cleared to work with children.

Inclusion

The policy will be applied to all pupils. We welcome our general responsibilities under the Disability Equality Duty by promoting equal opportunities, eliminating discrimination and improving access to learning for disabled people. In order to comply with the requirements of the DDA 2006 we will make reasonable adjustments to ensure all stakeholders understand and can follow this policy. We will actively seek to remove any barriers to learning and participation that may hinder or exclude individuals or groups of pupils.

Monitoring and review

This policy is monitored by the Headteacher, who reports to governors about the effectiveness of the policy on request.

Reviewed: February 2022

Accepted by Governors: 12th May 2022