# ST. OSWALD'S CATHOLIC

# PRIMARY SCHOOL

# Behaviour and Relationships Policy

**Date reviewed: November 2026**

**Date of next review: November 2027**

**Approved by Governors: November 2026**

## Introduction

### 1.1 School mission and vision

At St Oswald's, we are committed to creating a supportive and inclusive learning community where every pupil can thrive. Positive relationships between staff, pupils, and parents are at the heart of this commitment, enabling pupils to reach their full potential in a safe, secure, and happy environment.

We recognise that each child progresses through social learning at their own pace. By consistently teaching and promoting self-regulation, we aim to cultivate an environment in which all pupils can learn, grow, and develop in line with the school's mission and vision.

This policy sets out our philosophy, approach, and procedures for managing pupil behaviour. While its primary focus is on behaviour within school, the school reserves the right to take appropriate action beyond the school gates.

The policy is designed to foster positive relationships across the entire school community. Fair and consistent application is the responsibility of all. Every member of the community is expected to maintain high standards of conduct, take responsibility for their behaviour, and encourage others to do the same.

### 1.2 Aims

This policy aims to:

a) Create an environment in which excellent behaviour enables all pupils and adults to feel safe, secure, and respected - and where feeling safe, secure, and respected, in turn, promotes excellent behaviour.

b) Provide a stimulating, purposeful learning space where every pupil can thrive.

c) Promote caring, respectful, and tolerant attitudes, celebrating diversity, effort, and achievement.

d) Encourage self-awareness, independence, and self-regulation, enabling pupils to manage their own behaviour.

e) Develop resilience, helping pupils face challenges, solve problems, and overcome barriers.

f) Recognise that behaviour often signals underlying needs or difficulties, so we can provide appropriate support.

g) Link behaviour and emotional understanding to learning, helping pupils self-regulate and engage fully.

h) Use individualised approaches to behaviour management for pupils with more complex needs.

### 1.3 Statutory Guidance

This policy has been developed in accordance with the Department for Education's *Behaviour in Schools* guidance (2024), *Keeping Children Safe in Education* (2026), *Searching, Screening and Confiscation* guidance, *Restrictive Interventions, Including the Use of Reasonable Force, in Schools* (2026), and the statutory guidance on *Suspension and Permanent Exclusion* (2026).

The policy should be read alongside the school's Safeguarding and Child Protection, SEND, Anti-Bullying and Use of Restrictive Interventions & Reasonable Force policies.

## 2. Key Principles

### 2.1 Curriculum

Engaging pupils in learning is a key priority. A well-planned, cohesive, and ambitious curriculum that sparks curiosity, excitement, and inspiration acts as a preventative measure for behavioural issues.
We employ a wide range of strategies to promote engagement, including collaborative learning, practical hands-on activities, access to high-quality resources (including IT), specialist teaching, and themed learning projects and initiatives throughout the school year.

### 2.2 Environment

A consistent, high-quality learning environment communicates clear expectations, values, and recognition of effort and achievement. This motivates pupils, sustains effort, and fosters pride in learning.
Behaviour expectations are clearly displayed throughout the school, serving as a continual reminder and supporting engagement and self-regulation.

### 2.3 Relationships

Positive relationships are essential for promoting behaviours that support learning. Staff maintain a visible presence around school—between classes, during break and lunchtimes—to ensure pupils use the school grounds respectfully and behave appropriately. This approach also nurtures positive relationships beyond the classroom.
When addressing poor behaviour, staff focus on the behaviour rather than the individual, preserving the relationship while promoting accountability.

### 2.4 Consistency

Consistent adult behaviour leads to consistent pupil behaviour. This is achieved through commitment to the expectations, strategies, and responses outlined in this policy. Consistency is hard-won but easily lost; all staff must ensure it is evident in every interaction regarding behaviour.

At St Oswald's, consistency is modelled through:

- **Language and response:** Staff use agreed codes of conduct and follow a consistent approach when discussing behaviour with pupils (see appendices).
- **Follow-up:** Staff ensure certainty in actions taken. Teachers are responsible for managing behaviour in the first instance and should avoid immediate delegation.
- **Consequences:** Agreed and applied at the classroom level, with established strategies for addressing more complex behaviours.

### 2.5 Motivation

Praise is central to promoting a positive school atmosphere and building strong relationships. Expected behaviours are recognised and reinforced to embed them as "the way we do things" and demonstrate that good behaviour is valued.

Ways in which good behaviour is acknowledged include:

- Verbal praise from staff

- Stickers and other rewards
- Weekly Headteacher's Awards, presented in the Friday Achievement Assembly
- Special responsibilities within class
- Sharing work with the Headteacher or other staff
- House point system for all pupils

For some pupils, additional support may be required to promote self-regulation. This may include individualised behaviour charts or reward systems tailored to specific needs.

**2.6 De-escalation**

Preventing the escalation of inappropriate behaviour is a priority. Gentle reminders and guidance are sufficient for most pupils to adjust their behaviour.

For more challenging behaviours, staff employ strategies to redirect pupils, including:

- Redirection
- Distraction
- Clear instruction
- Refocusing on expected behaviours

Staff remain calm, fair, and consistent in all interventions.

**2.7 Language**

Consistent and simple language is essential in setting boundaries and encouraging self-regulation. Conversations about behaviour should:

- Focus on the behaviour, not the individual
- Follow a consistent approach or script
- Be conducted, in the first instance, by the staff member responsible for the class or group
- Be private, preserving the dignity of the pupil
- Encourage reflection, understanding of consequences, and learning to enable improved behaviour in the future

**2.8 Routines**

At St Oswald's, we explicitly teach the routines and behaviours we expect and practise them regularly. These include:

- Entering and leaving the building or school site
- Walking around school and moving to PE, the dining hall, etc.
- Waiting in line appropriately
- Managing movement within classrooms and learning areas

- Strategies for regaining attention in class or groups

## 3. Roles and Responsibilities

**All staff** are expected to:

- Be welcoming and approachable to all pupils.
- Actively seek and value the voices of children who experience difficulties in regulating their emotions and maintaining safe behaviours.
- Deliberately and consistently recognise and praise pupils demonstrating positive behaviours.
- Know their classes well and develop positive relationships with all pupils.
- Use these relationships to create and maintain a safe, stimulating learning environment that inspires interest and engagement.
- Promote a culture where it is safe to take learning risks and where mistakes are treated as opportunities for growth.
- Work consistently to build mutual respect.
- Demonstrate unconditional care and compassion.
- Model positive behaviour at all times.
- Maintain clear and consistent boundaries; individual approaches may be required for pupils with additional needs, determined in consultation with senior leaders.
- Actively build trust and rapport by listening respectfully and responding thoughtfully.
- Use language that encourages reflection, understanding of consequences, and recognition of support needed when addressing incidents.
- Implement this policy consistently in all aspects of their work.

**Senior leaders** are responsible for:

- Being a visible presence throughout the school.
- Celebrating staff and pupils whose efforts exceed expectations.
- Promoting the use of positive praise and rewards, as outlined in Section 2.5.
- Identifying and addressing staff training needs.
- Analysing behaviour records to identify patterns and evaluate the impact of strategies and interventions.
- Supporting teachers in managing pupils with complex or challenging behaviours.
- Ensuring the policy is applied fairly and does not discriminate on any grounds, including age, disability, gender identity, marriage and civil partnership, race, religion or belief, sex, or sexual orientation.

**All pupils** are expected to:

- Consistently demonstrate school values to support a positive learning environment.
- Take responsibility for their behaviour and actions, contributing positively to school life and the wider community.

**Parents, carers, and guardians** are expected to:

- Help their child understand appropriate behaviour, school values, and expectations.
- Encourage independence and support their child's progress and development, fostering positive self-esteem and pride in effort.
- Build positive relationships with the school and support a safe environment, ensuring their child is ready to learn and enjoy school each day.

**The headteacher** will:

- Monitor the implementation and effectiveness of this policy and report to the Local Governing Committee.
- Establish clear expectations for pupil behaviour.
- Collaborate with staff, governors, and pupils to determine responses, rewards, and sanctions for behaviour.
- Ensure the policy is published and accessible to all staff, parents, and pupils.

**The Local Governing Committee** will:

- Ensure the policy is applied fairly and does not discriminate on any grounds, including age, disability, gender identity, marriage and civil partnership, race, religion or belief, sex, or sexual orientation.
- Support the headteacher, senior leaders, and staff in promoting and implementing the policy.
- Handle complaints regarding the policy in accordance with the school's complaints procedures.

## 4. Approaches when managing behaviour

### 4.1 Outline

This section outlines the steps and actions staff should follow when managing poor or unsafe behaviour. It includes example scripts to ensure a consistent approach, clear use of language, and fair application of both sanctions and rewards, so that pupils understand expectations and feel treated fairly.

Staff are expected to adopt a calm, measured approach when addressing behaviour. Key practices include:

- Addressing the pupil by name and making appropriate eye contact.
- Positioning themselves at the pupil's level where safe to do so.

- Delivering clear, concise messages before allowing the pupil time to reflect and respond to advice or actions linked to any sanctions.
- Allow the child time to express their thoughts and feelings about their needs and wishes.

Staff should remain focused on the primary behaviour and avoid being distracted by secondary behaviours that pupils may use to divert attention.

**4.2 Responses to behaviour**

Adults should seek to take a graduated response to behavioural issues as illustrated below.




| Step or Action | Possible scenarios or behaviours | Adult responses |
|---|---|---|
| **Reminder** | Talking whilst others are talking, swinging on chair, calling out, improper use of equipment, disturbing learning, distracting others etc | De-escalate and address, non-verbal cues, rule reminders, praise those showing correct behaviour. Take further using script, 'I noticed you were…… at St Oswald's we……. describe the positive behaviour required |
| **Warning** | Above behaviours continue | Repeat de-escalation and then take further 'I notice you chose to continue….. Do you remember a time when..( give examples of previous positive behaviour) and this is what we expect from you. I know you can make the right choice to keep yourself /others safe…… |
| **Follow up (recorded on CPOMS)** | Negative behaviour continues | Pupil needs reflection time and sanctions applied 'You have chosen not to follow our rules and values as you have…… At St Oswald's we …. (repeat the expected behaviours) As a consequence you will need to have some reflection time by missing part of your break time or lose privileges. Discussion with SENDCO, SLT, begin to monitor so as to identify any further areas of concern, causes and identify any subsequent actions.<br>Parents notified that behaviour is becoming a cause for concern. Reflection time is then used to reinforce the importance of safe behaviour choices. |
| **Follow up and repair** | Behaviours escalate<br><br>• Offensive language, repeatedly disturbing learning for many<br>• High levels of aggression/emotion | Pupil needs to be withdrawn from class. Teacher to provide learning materials and discuss with SLT regarding further actions and consequences (could be full removal of privileges/social time).<br><br>'I noticed you…… this is unacceptable and is not in line with what we do at St Oswald's. You will now have to learn away from your class.'<br><br>For regular occurrences, discussion with SLT. |

| | | |
|---|---|---|
| | | • Parents informed of withdrawal from class and meeting arranged to discuss causes, alternative strategies<br>• Consider an individual plan<br><br>**Repair** aiming to seek resolution, reflection and learning using restorative questions:<br><br>• What happened (dispassionate, neutral language)<br>• What were you feeling at the time?<br>• How do you feel now?<br>• Who has been affected by your actions?<br>• How do you think they've been affected and how are they feeling?<br>• What should you do to put things right?<br>• How can you/we do things differently in the future?<br>• What support do you need from us to help you make safer choices moving forward? Or What can staff do to help you make safer choices moving forward?<br><br>Agree strategies, goals, and targets for the future and consider an individual plan. |

**Removal from the Classroom**

Where a pupil's behaviour presents a significant disruption to learning or a risk to safety, temporary removal from the classroom may be considered following consultation with senior leaders. Removal will be supervised, for the shortest appropriate period, and pupils will continue to receive suitable education. Parents will be informed where removal is used as a serious disciplinary measure. The reasons for removal, its duration and arrangements for reintegration will be recorded. Reasonable adjustments will be made for pupils with SEND or disabilities.

The focus of our approach is not the severity of the sanction, but the certainty that follow-up occurs and that learning takes place. Some behaviours may require bypassing the initial stages and necessitate immediate intervention and follow-up. These behaviours may include, but are not limited to:

- Causing deliberate physical harm or attempting to harm others
- Deliberate damage to school property
- Use of inappropriate discriminatory language
- Unsafe or reckless behaviour, including inappropriate use of technology
- Attempting to leave, or leaving, the school site

This list is not exhaustive. Any incident considered serious will be followed up appropriately. Decisions regarding **temporary removal from the classroom**, reflection times, and loss of privileges will be made by the class teacher in collaboration with senior leaders. Work set during internal exclusions remains the responsibility of the class teacher and should consist of tasks that the pupil can complete independently.

**4.3 Repeated Misbehaviour**

At St Oswald's, we recognise that certain experiences within school can trigger patterns of behaviour. These triggers may be related to learning, relationships, changes at home, special educational needs, or attachment difficulties and therefore information sharing is crucial.

When behaviours require follow-up, incidents are recorded on our online management system (CPOMS). This allows us to identify patterns, recognise potential triggers, and provide targeted support and interventions for pupils who would benefit from additional guidance. Examples of behaviours recorded include:

- Use of inappropriate or discriminatory language
- Causing deliberate physical harm to another person, such as hitting, throwing or kicking
- Repeated and persistent behaviours that disrupt learning, play, or the entitlement of other pupils

The headteacher and senior leaders regularly analyse this data to inform actions, training, and the development of further strategies to enhance behaviour management across the school.

**4.4 Serious Incidents**

Occasionally, pupils may display behaviour that is extreme or out of character. In such cases, certain incidents may be 'fast-tracked' through our behaviour system to ensure they are addressed promptly by a member of the Senior Leadership Team (SLT). When this occurs, an SLT meeting will be arranged to discuss the incident and determine an appropriate response. However, it is important to note that all staff are empowered to respond to serious behaviours in the first instance.

Examples of behaviours that may be fast-tracked include:

- Violence (causing or intending physical harm to another)
- Defiance that is aggressive in nature
- Persistent taunting, teasing, or behaviour that constitutes or could lead to bullying
- Stealing
- Use of foul or threatening language
- Use of discriminatory language or harassment (behaviour that is unwanted, offensive, and affects the dignity of an individual or group)

To ensure the safety of pupils and staff, the school may implement the following measures:

- The legal right to confiscate inappropriate items, such as mobile phones or objects that could cause physical harm (e.g., pocketknives)
- Statutory powers to discipline pupils for poor behaviour outside of school
- The Headteacher and authorised members of staff may search pupils and their possessions in accordance with the Department for Education's *Searching, Screening and Confiscation* guidance. Searches without consent may only be conducted where permitted by law and must follow the required safeguards, including those relating to the member of staff conducting the search and the

presence of a witness. Electronic devices may only be examined where the relevant legal conditions are met. Searches will be recorded and parents informed where required.

- A legal duty to make provision to tackle all forms of bullying

Every serious incident will be investigated and assessed on an individual basis. The ultimate decisions regarding actions, sanctions, and next steps rest with the headteacher and/or deputy headteacher.

**4.5 Consequences and Sanctions**

Consequences for inappropriate behaviour should:

a) Be directly linked to the behaviour and proportionate to the actions taken.
b) Make clear that unacceptable behaviour impacts others and is taken seriously.
c) Never be applied to entire groups or classes as a blanket punishment for the actions of an individual or small group.
d) Be applied consistently by all staff, ensuring pupils and staff feel supported and secure.
e) Never involve removing a previously earned reward.
f) Avoid actions that could unnecessarily shame or humiliate a pupil.
g) Take into account the specific needs of each pupil when determining appropriate next steps; a “one size fits all” approach is not suitable.
h) Where appropriate, support pupils to reflect on their behaviour and provide opportunities to repair any harm caused. This may include making a sincere apology, replacing or repairing damaged resources, or tidying up any mess caused.

**Safeguarding and Individual Needs**

When considering sanctions, staff will take account of a pupil's age, individual circumstances, SEND, disabilities and any relevant safeguarding concerns. Reasonable adjustments will be made where required. Sanctions will be proportionate, and pupils will not be deprived of essential needs, including access to drinking water, toilet facilities or necessary medical support.

**4.6 Restorative Practice and Learning**

A restorative approach enables reconciliation, conflict resolution, and improvement of future behaviours. This approach is based on the understanding that conflict is a natural part of life, and that it can cause harm to all parties involved, which needs to be addressed. By resolving issues in this way, it is hoped that similar incidents can be prevented in the future.

Restorative conversations should be conducted in a calm and balanced manner, as soon as possible after the behavioural incident and before the two parties meet again. Staff follow a basic script to guide the conversation and subsequent reflection (see appendices).

**4.7 Discrimination Towards Protected Characteristics**

At St Oswald's, any behaviour that is discriminatory or offensive towards the nine protected characteristics is not accepted and is taken seriously, whether intentional or in jest. Such behaviour is not tolerated. The protected characteristics are:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion
- Sex
- Sexual orientation

**4.8 Positive Handling**

At St Oswald's, we recognise that behaviour may communicate underlying emotional, sensory or additional needs. Staff will prioritise prevention, de-escalation and positive relationships to minimise the need for physical intervention.

In exceptional circumstances, staff may use reasonable force where it is necessary and lawful to prevent injury, serious disruption, damage to property or other circumstances permitted by law. Any force used must be reasonable, proportionate and for the shortest time necessary. Physical intervention must never be used as a punishment.

The school will follow the Department for Education's *Restrictive Interventions, Including the Use of Reasonable Force, in Schools* guidance (2026) and the school's *Use of Restrictive Interventions and Reasonable Force Policy.*

All significant incidents involving the use of reasonable force, and all incidents of seclusion, will be recorded and reported in accordance with statutory requirements. Parents will be informed as soon as practicable, subject to any applicable safeguarding exceptions.

Following an incident, the school will consider the wellbeing of the pupil and staff involved, review the circumstances and identify any adjustments or additional support required to reduce the likelihood of recurrence.

After an incident, staff should:

- Work to reduce the risk of re-escalation and maintain calm
- Allow pupils time and space to regulate before reintegration
- Provide emotional support and first aid if required
- Ensure staff involved have time or a short break if necessary

All staff who may use physical restraint as part of their role receive appropriate training, which is regularly refreshed.

**4.9 Inclusion**

All pupils, including those with SEND and/or disabilities, are covered by this policy. Some pupils may require additional or adapted support to fully access educational opportunities.

Pupils with cognitive or physiological difficulties may have impaired emotional regulation, which can be compounded by communication, sensory, or motor challenges. Responses to these difficulties should be planned and supported through the school's SEND provision and in line with our SEND policy.

Where pupils have SEND, disabilities or additional emotional and behavioural needs, the school will consider whether reasonable adjustments or individualised behaviour support plans are required. Staff will work with the SENDCO, parents and relevant professionals to identify underlying needs, provide appropriate support and review the effectiveness of strategies. Behavioural expectations will remain high, while recognising that some pupils require additional support to meet them.

**4.10 Suspensions and Permanent Exclusions**

Only the Headteacher (or acting Headteacher) has the authority to suspend or permanently exclude a pupil.

Suspension is a temporary exclusion for a specified period, up to a maximum of 45 school days in an academic year. Permanent exclusion is a last resort and may be considered in response to a serious breach or persistent breaches of the school's Behaviour and Relationships Policy, where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others.

Suspensions or permanent exclusions may be considered for behaviours including, but not limited to:

- Serious physical violence or threatening behaviour towards pupils or staff.
- Persistent disruptive or aggressive behaviour that significantly affects the learning or safety of others.
- Serious or persistent bullying, including discriminatory or prejudiced behaviour.
- Serious verbal abuse, threats or harassment.
- Possession or use of illegal drugs or offensive weapons.
- Serious deliberate damage to school property.

All decisions will be lawful, reasonable, fair and proportionate, taking account of the pupil's individual circumstances, SEND, disabilities and any relevant safeguarding concerns.

Exclusion will generally be considered after other strategies and interventions have been explored. However, a single serious incident may warrant suspension or permanent exclusion where justified.

Parents will be informed without delay of any suspension or permanent exclusion, including the reasons, duration where applicable, and their rights to make representations or seek a review. The Local Authority, governing body or relevant Trust representatives will be notified in accordance with statutory requirements.

During suspensions, the school will arrange appropriate educational work and, where required, suitable full-time education from the sixth school day.

The school will follow the Department for Education's statutory guidance, *Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England, Including Pupil Movement* (2026).

### 4.11 Behaviour Outside School

The school may respond to inappropriate behaviour outside school where it is reasonable to do so, including behaviour during school visits, when travelling to and from school, or where conduct outside school adversely affects pupils, staff or the school's reputation.

This includes inappropriate online behaviour, bullying or harassment affecting members of the school community. Any action taken will be proportionate and in accordance with the school's safeguarding and behaviour procedures.

### 4.12 Bullying and Child-on-Child Abuse

The school does not tolerate bullying, discrimination, harassment or child-on-child abuse, including online incidents. All concerns will be taken seriously, investigated appropriately and addressed in accordance with the school's Anti-Bullying and Safeguarding and Child Protection policies.

Staff will recognise that behaviour may indicate a safeguarding concern and will report such concerns to the Designated Safeguarding Lead. Support will be provided to pupils affected by incidents, and appropriate action taken to prevent recurrence.

## 5. Monitoring arrangements & Appendix

The headteacher is responsible for monitoring the implementation and effectiveness of this policy. Monitoring ensures that the policy:

- Promotes and secures positive behaviour across the school
- Is applied consistently by all staff
- Supports pupils' learning, wellbeing, and inclusion

The headteacher reports to the Local Governing Committee on policy effectiveness as part of the termly headteacher's report.

Monitoring will include analysis of behaviour incidents, suspensions, permanent exclusions, classroom removals and restrictive interventions. Leaders will consider patterns relating to individual pupils and groups, including those with SEND or disabilities, and use findings to evaluate the effectiveness and fairness of the school's approach.

This policy is formally reviewed annually to ensure it remains relevant, effective, and aligned with statutory guidance and the school's values.

**Appendix 1**

**Behaviour script**

**Reminder**

I noticed you chose to ……..

This is a reminder that we….. (refer to agreed expectations and behaviours)

At St Oswald's we…….. (refer to mission and vision and correct behaviour choices)

I can see you are …… (angry/upset etc), is there anything that you need from me? Space, time to talk?

**Warning**

I notice you chose to continue to ……. (describe behaviour)

At St Oswald's we……(describe positive behaviour choice)

Do you remember when you……(give an example of previous positive behaviour) that is the

behaviour I expect from you. I know you can make the right choice…. Thank you

**Action**

You have chosen not to follow our rules/values

At St Oswald's we…..(describe positive behaviour)

As a consequence, you will need to have some reflection time (time out, loss of privileges etc)

**Repair (restorative questions)**

- Can you tell me what happened?
- How were you feeling at the time?
- How do you feel now?
- Who has been affected by your actions?
- How do you think they've been affected and how are they feeling?
- What should you do to put things right?
- How can you/we do things differently in the future?