



St Oswald's Catholic Primary School

Behaviour policy

Written by: Mr N Owens and the St Oswald's Staff Team

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Live, love and learn like Jesus

Intent

At St Oswald's Catholic Primary School, we believe that every person is created in the image and likeness of God and possesses inherent dignity, worth and potential. Guided by our mission to **'Live, Love and Learn like Jesus,'** we strive to create a community where Gospel values shape our relationships, actions and choices. We recognise that behaviour is not simply about following rules. Instead, it is about learning to take responsibility, showing respect for others, repairing relationships when mistakes are made and growing into the person God calls us to be.

This Behaviour Policy seeks to ensure that all members of our school community live like Jesus through their words and actions. We expect pupils, staff and families to work together to create a safe, caring and respectful environment in which everyone can flourish. Through a consistent, calm and positive approach to behaviour, rooted in reconciliation, forgiveness and mutual respect, we aim to support every child to learn from their experiences, make positive choices and achieve their full potential.

As we aspire to live by Jesus' example, we will focus on five Gospel values:

- Kindness
- Trust
- Forgiveness
- Respect
- Joy

All staff and pupils at St Oswald's should experience the following:

- They should be treated kindly by others.
- They should feel the security of being trusted by all.
- They should be forgiven when they make a mistake.
- They should feel respected.
- They should experience joy in their lives – they should be happy.

To enable all pupils and staff to experience what we intend for them, we all have responsibilities:

- If we wish to be treated kindly by others, we have the responsibility to treat others kindly.
- If we wish to feel trusted, then we must trust in others and live honestly.
- If we wish to be forgiven when we make mistakes, we must be willing to forgive others for their errors.

- If we wish to feel respected, we must respect others.
- If we wish to experience joy, we must share joy with others.

Pupils are expected to take responsibility for their behaviour, demonstrate the Gospel Values in their daily lives and actively participate in restorative conversations when things go wrong.

When all staff and pupils accept these responsibilities and practise them consistently, the behaviour in our school community will be positive. Staff and pupils will feel loved, they will be happy and they will learn effectively.

The Role of Parents and Carers

Parents and carers play a vital role in supporting high standards of behaviour. The school expects parents to support the principles of this policy, work in partnership with staff and engage positively when concerns arise. Together we can ensure that pupils receive consistent messages about behaviour, responsibility and respect.

Implementation

At St Oswald's Catholic Primary School, we will foster the belief that there are no 'bad' pupils, but instead, pupils who sometimes make poor choices. We will encourage pupils to recognise that they can and should make positive choices. Furthermore, we will promote self-esteem and self-discipline. Appropriate behaviours will be taught through positive, respectful intervention.

Expectations for staff

- Take time to welcome pupils at the start of the day
- Be at the door of their teaching rooms at the beginning and end of each lesson
- Always act when you witness pupils who are failing to meet expectations
- Always redirect pupils **respectfully and privately** by referring to our school's Gospel Values or SMART learning behaviours.
- Deliberately and persistently catch pupils doing the right thing and **praise them in front of others**, celebrating the value or SMART behaviour they are displaying
- Know your class well and develop positive relationships with all pupils
- Relentlessly work to build mutual respect
- Remain calm
- Demonstrate unconditional care and compassion
- Take responsibility for behaviour and follow-up personally
- Use consistent language to promote positive behaviour

Expectations for the Headteacher and members of the SLT

- Be a visible presence around the school
- Regularly celebrate staff and pupils whose efforts go above and beyond expectations
- Encourage use of positive praise, phone calls home, Class Dojo messages and stickers
- Ensure staff training needs are identified and targeted
- Support teachers in managing pupils with more complex or challenging behaviours

Rewards for positive behaviour

1. **Class recognition boards** – staff will add pupil's names to a class board when they demonstrate our school's Gospel Values above and beyond expectations. Other pupils will be encouraged to nominate their peers to be added to the board. Once a pupil has been added to the recognition board for all five of our school values they will have a post-card sent home. For achieving this, they will be invited to a half-termly celebration with Mr Owens.
2. **Dojo points** – pupils will be given Dojo points, which will be specifically linked to each of our school's Gospel Values or one of the school's SMART learning focusses. These Dojo points will be seen by the pupil's parents so that this success can be celebrated at home. Furthermore, Dojo points will contribute to the half-termly **House Points Competition**. The winning house will receive a reward experience.
3. **Visit to the Headteacher** – where a pupil has demonstrated exceptional behaviour, or they have shown exceptional progress in managing their behaviour, they will be invited to visit the Headteacher for congratulations.
4. **Home contact** – the Class Dojo messaging service will be used to communicate instances of exceptional behaviour with parents at home. Phone calls home will also be made to celebrate exceptional behaviour or significant improvements in behaviour.
5. **Stickers** – stickers that signify each of our school's Gospel Values will be used as a visible recognition that a pupil has shown good behaviour.
6. **Other weekly awards** – each week, during the celebration assembly, a pupil from each class will be judged as the '**SMARTest**' and one pupil will be selected for the **Values Award** for demonstrating our school values.

Dealing with negative behaviour in classrooms

All staff will ensure that they are **assertive** with their expectations:

Be in control
Be clear
Be decisive with clear conviction
Be direct
Be polite and fair

De-Escalation

De-escalation of inappropriate pupil behaviour by staff avoids low-level behaviours escalating and becoming more serious. When pupils are behaving in a way that is not appropriate staff should use a range of strategies to support that that pupil to get back on track without giving attention to the negative behaviour. The Teaching Assistant will play a key role in implementing these strategies.

De-Escalation techniques that might be used include the following:

- Use of proximity
- Praise of positive behaviour nearby
- Use of humour – the light touch
- General reminder of expectations for all
- Facial expressions
- Use of distraction task
- Use of space
- Changes to the environment
- Change of face

If a range of strategies have been implemented and have not had the required impact, staff should get alongside the pupil and deliver a “script”. Each teacher will adapt the script below so that they are comfortable with their delivery.

The Script

1. Direct Reminder (after a general reminder to the whole group)

Using a gentle approach, at the pupil’s level and making eye contact, deliver the message. Ensure that you start with the pupil’s name:

- I have noticed that you have chosen to...
- This is a reminder that we all have a responsibility to... (School Value or SMART)
- You now have the chance to make a better choice.
- Thank you.

"I have noticed that you are choosing to chat when you have been asked to listen. This is a reminder that we all have the responsibility to respect one another so we must listen when we are asked to. You now have the chance to make a better choice. Thank you."

2. Warning

Being consistent with the delivery from the reminder, deliver the warning:

- I have noticed that you have continued to..., and this is second time I have spoken to you.
- You need to speak to me for 2 minutes at the end of the lesson.
- If you choose to continue to..., you leave me no choice but to give you reflection time during break/lunch/break tomorrow.
- Do you remember when (previous example of positive behaviour)? This is the behaviour I expect from you. Think carefully, because I know you can make good choices.
- Thank you for listening and understanding.

"I have noticed that you have continued to chat when you have been asked to listen. You need to speak to me for 2 minutes at the end of the lesson. If you continue to choose to chat, I will have no choice but to give you reflection time during break/lunch/break tomorrow. Do you remember how well you listened in English this morning? This is the behaviour I expect from you. Thank you for listening and understanding."

If the behaviour continues, the pupil will be sanctioned with a period of reflection time, which will occur at the next break for their free time. If they do not respond positively to this, then they will be asked to have calming time. Calming time may also be given immediately if a pupil's behaviour choice goes beyond what could be corrected through a reminder and a warning. Asking a pupil to leave the classroom will be seen as a last resort.

3. Calming/reflection time

Using an assertive, calm approach, at the pupil's level and making eye contact, deliver the message. Ensure that you start with the pupil's name:

- I noticed that you chose to ...
- You need to go to a designated area of the classroom/wait outside the classroom (depending on nature of behaviour)

When in calming time, the pupil will sit on a red chair. When they feel calm enough to deal with the situation in a respectful manner, they will move onto a green chair to signal they are ready to rejoin their lesson. After a period of calming time, an adult will help a pupil to return to their classroom and their learning. The restorative meeting will happen at break/lunchtime/break the next day with the class teacher. The DHT or HT will attend the meeting where it is deemed necessary.

If after a period of calming time, the pupil will not conform to the expectations for their behaviour, they will be sent to a different classroom or the DHT/HT to complete their work.

Any work missed whilst in calming time must be completed in the pupil's own time, either in school or at home. The opportunity to complete the work in school will always be given first. Alternatively, if parental contact is made, they may choose for their pupil to complete the work at home.

4. Restorative meeting

- 1) Ask the pupil what happened and why they made the choice to behave like that.
- 2) Ask the pupil who they think was affected by their behaviour.
- 3) Ask them what they could have done differently, what would they do to avoid the same situation happening again
- 5) Agree targets and strategies with the pupil for the future.
- 6) Ask the pupil if they have anything they want to say.
- 7) Agree an acceptable sanction with the pupil. (See appendix

An apology is only of value if it is meant. Forcing a pupil to apologise is not going to change the situation. (See Appendix C – How to say sorry and seek forgiveness)

Learning book

Where a pupil requires multiple restorative meetings, or where a pupil's behaviour warrants the inclusion of the DHT or HT, it may be decided to give them a learning book. The book will be part of subsequent restorative meetings and will replace discussions with the class teacher or another adult in school.

In any future restorative meetings, the pupil will be expected to reflect on their choices in writing and record what they have learned about their behaviour. This will be viewed as a positive record of how they have learned from their mistakes.

If a child is required to use their learning book on 3 or more occasions, the book will begin to be shared with the pupil's parents on each subsequent occasion. Parents will be expected to sign the book to show that they have discussed their child's behaviour choices, and the learning that came from them.

Once a pupil's behaviour improves to a good standard, recognising that we can all make mistakes, the use of this book will cease.

Consequences

If the behaviour continues and escalates, it is not ignored. Staff will reference it and re-assure the rest of the group that it will be dealt with. When pupils have been given the support and opportunities to make the right choices, but do not modify their behaviour, staff will use the agreed consequences. (See Appendix E)

Behaviour pathway:

- 
- . Reminder in class
 - . Warning in class with 2-minute follow-up
 - . Calming/reflection time
 - . Follow-up/restorative conversation
-

- . Sent to DHT/HT
- . Parents phoned
- . Parents called to school
- . Internal suspension
- . External suspension
- . Permanent exclusion

The teaching staff will make the decision, using their professional judgement, whether a pupil needs to continue the pathway by crossing the dotted line. This judgement will be based upon the seriousness of the negative behaviour, the response of the pupil in the restorative conversation, as well as the frequency of the negative behaviour. In most instances, pupils will return to step 1 after reaching step 4.

Where behaviour choices go beyond something that needs to be simply corrected, staff will use their professional judgement to choose which stage of the pathway to implement. This will mean a jump to step 3 or step 5.

Managing behaviour on the playground

Lunchtime behaviour pathway:

- 
- . Reminder on the playground where the pupil is playing
 - . Warning – pupil to be taken away from their activity
 - . Time out in the reflection space
 - . Follow-up/restorative conversation before returning to play
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- . Behaviour communicated with class teacher
 - . Sent to DHT/HT

Most behaviours on the playground will be dealt with using steps 1-4 of the pathway. Where the behaviour shown is more serious, the member of staff will escalate the response to step 5 or 6. Where support is needed, a red/yellow card will be sent into school, which will be responded to by the DHT or HT. In their absence, it will be responded to by a class teacher.

The Script

1. Reminder

Using a gentle approach, at the pupil's level and making eye contact, deliver the message. Ensure that you start with the pupil's name:

- I have noticed that you have chosen to...
- This is a reminder that we all have a responsibility to... (School Value or SMART)
- You now have the chance to make a better choice.
- Thank you.

"I have noticed that you are choosing to push other pupils. This is a reminder that we all have the responsibility to be kind to one another. You now have the chance to make a better choice. Thank you."

2. Warning

Being consistent with the delivery from the reminder, deliver the warning:

- I have noticed that you have continued to push other pupils, and this is second time I have spoken to you.
- If you choose to continue to..., you leave me no choice but to give you time out in the reflection space
- Do you remember when (previous example of positive behaviour)? This is the behaviour I expect from you. Think carefully, because I know you can make good choices.
- Thank you for listening and understanding.

"I have noticed that you have continued to push pupils when you have been asked to be kind. If you continue to choose to push, I will have no choice but to give you time out in the reflection space. Do you remember how well you behaved yesterday? This is the behaviour I expect from you. Thank you for listening and understanding."

If the behaviour continues, the pupil will be sanctioned with a period of time out. If they do not respond positively to this, then they should move to step 5 of the behaviour pathway.

3. Calming/reflection time

Using an assertive, calm approach, at the pupil's level and making eye contact, deliver the message. Ensure that you start with the pupil's name:

- I noticed that you chose to ignore the chances I have given you to change your behaviour.
- You need to go to the reflection area for 5/10 minutes (the member of staff will decide how long depending on the age of the pupil and the behaviour demonstrated)
- After a period of reflection, the member of staff should have a restorative chat with the pupil.

4. Restorative chat before returning to play

- Ask the pupil what happened and why they made the choice to behave like that.
- Ask the pupil who they think was affected by their behaviour.
- Ask them what they could have done differently, what would they do to avoid the same situation happening again
- Ask the pupil if they have anything they want to say.

An apology is only of value if it is meant. Forcing a pupil to apologise is not going to change the situation. (See Appendix C – How to say sorry and seek forgiveness)

5. Class teacher involvement

The member of staff who has dealt with steps 1-4 will make a professional decision whether the behaviour needs to be communicated with the class teacher at the end of lunchtime.

After reflecting on what has been shared, the class teacher will make the professional judgement whether the negative behaviour should be recorded on CPOMs. The class teacher may also choose to refer the pupil to the DHT/HT – **step 6**.

If a pupil is sent to the DHT or HT by the class teacher, the incident will be recorded on CPOMs by the teacher.

6. Involvement of DHT/HT

If the DHT or HT becomes involved in a situation at lunchtime, they will take responsibility for the behaviour. Decisions about the response will be made in-line with the general behaviour pathway. The DHT or HT will record the behaviour on CPOMs if they feel it is necessary.

Showing empathy for our pupils

Where appropriate, staff should take account of any contributing factors that are identified after a behaviour incident has occurred. For example, if the pupil has suffered bereavement, experienced abuse or neglect, has mental health needs, has been subject to bullying, has needs including SEND (including any not previously identified), has been subject to criminal exploitation, or is experiencing significant challenges at home.

Safeguarding

Some incidents of behaviour may be linked to wider safeguarding concerns. Staff will consider whether a pupil's behaviour indicates that they may be suffering harm, exploitation, abuse, neglect, mental health difficulties or other vulnerabilities. Where appropriate, concerns will be recorded and managed in accordance with the school's Safeguarding and Child Protection Policy.

This policy should be read alongside the Safeguarding and Child Protection Policy, Anti-Bullying Policy and Physical Intervention Policy.

Pupils with SEND

It is important that we maintain high expectations for the behaviour of all our pupils, including those with SEND.

We understand that for some pupils following our behaviour expectations might be difficult due to their own level of development. In this case, these pupils will have bespoke positive behaviour plans, which will include rewards to reinforce positive behaviour. These plans will also include details of the support the pupils will receive in helping them to manage their own behaviour. This support will aim to enable the pupils to be treated in-line with the whole-school behaviour policy.

When considering sanctions for these pupils, their personal circumstances will be considered. Pupils with SEND will be supported through the restorative process with a focus on helping them to learn how to manage their own behaviour.

Child-on-Child Abuse

Any behaviour that may constitute child-on-child abuse, sexual harassment, sexual violence, harmful sexual behaviour, coercive behaviour or discriminatory behaviour will be treated as both a behaviour and safeguarding concern and will be managed in accordance with the school's safeguarding procedures. The school will not tolerate discrimination, prejudice or harassment related

to race, religion, disability, sex, sexual orientation, gender reassignment or any other protected characteristic.

Pupil Transition and Behaviour Support

At St Oswald's Catholic Primary School, we believe that every child is created in the image and likeness of God and deserves the opportunity to flourish. In living our mission, we provide additional support for pupils who may experience difficulties with behaviour, wellbeing or relationships, working closely with families and external professionals where appropriate.

Where needed, pupils may receive **pastoral mentoring** from a trusted adult to help them develop positive relationships, emotional regulation and confidence. Some pupils may also have an individual **Positive Behaviour Support Plan**, identifying agreed strategies, targets and support to help them succeed.

The school may utilise the **Early Help** process where behaviour concerns are linked to wider family or wellbeing needs, ensuring that support is provided at the earliest opportunity. For pupils with **SEND**, reasonable adjustments and personalised support will be implemented to help them meet behaviour expectations and fully participate in school life.

Where specialist advice is required, the school may seek support from external agencies, including Educational Psychologists, health professionals and other inclusion services. As part of our commitment to inclusion, we work closely with the **Chorley Inclusion Support Service (CISS)**, who provide advice, assessment and practical strategies to support pupils, families and staff.

Additional support may also be provided during key transition periods, including entry to school, movement between classes, transition to secondary school, or following a period of absence or suspension. Through careful planning and partnership with families, we aim to ensure every pupil feels safe, valued and ready to succeed.

Use of Physical Intervention and Reasonable Force

At St Oswald's Catholic Primary School, we are committed to safeguarding the dignity, wellbeing and safety of every member of our community. Consistent with our Catholic ethos, staff will always seek to prevent incidents through positive relationships, effective behaviour support, de-escalation strategies and restorative approaches.

There may, however, be exceptional circumstances where physical intervention or the use of reasonable force is necessary to prevent a pupil from causing harm to themselves or others, committing a criminal offence, causing serious disruption, or damaging property. Any intervention will be lawful, reasonable, proportionate and carried out for the shortest time necessary to reduce the risk of harm.

Although all members of staff have a legal power to use reasonable force where circumstances require it, the school maintains a team of staff who have received specialist TeamTeach training and who will be involved wherever it is practical and safe to do so. These staff currently include:

- Mr N Owens (Headteacher)
- Miss A Grainger
- Mrs Sarah Hodge
- Miss Z Tissington (HLTA)
- Miss L Fairhurst (Pastoral Support Manager)

The school's approach to physical intervention is guided by the principles of prevention, proportionality, dignity and safeguarding. All incidents involving physical intervention will be managed, recorded, reported and reviewed in accordance with the school's Physical Intervention Policy, which should be read alongside this Behaviour Policy. The Physical Intervention Policy provides full details of the school's procedures relating to restrictive interventions, reasonable force, staff responsibilities, recording requirements, parental communication and post-incident support.

Suspension and permanent exclusion

All pupils at St Oswald's are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment. The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

Reintegration Following Suspension

Following any suspension, a reintegration meeting will be held with parents, the pupil and an appropriate member of staff. The purpose of the meeting will be to restore relationships, identify support strategies, review any additional needs and enable a successful return to school.

Recording on CPOMs

The teaching staff will make the professional judgement whether the negative behaviour should be recorded on CPOMs. If a pupil is sent to the DHT or HT, or the intervention of the DHT or HT is required, the class teacher will be responsible for recording the incident.

Mobile Phones and Smart Devices

The school recognises that some parents wish their child to carry a mobile phone for personal safety when travelling to and from school. However, mobile phones and smart devices must not disrupt the learning environment or compromise the safety and wellbeing of pupils.

Pupils who bring a mobile phone to school must ensure that:

- Parents are aware that the phone is being brought to school.
- The phone is switched off before entering the school grounds.
- The phone is handed to the class teacher at the beginning of the school day.
- The phone is stored securely in the school office during the school day.
- The phone is collected from the class teacher at the end of the school day.

Mobile phones, smart watches and other smart devices must not be used during the school day unless specific permission has been granted by a member of staff. Pupils must not use such devices to:

- Make phone calls or video calls.
- Send messages.
- Access social media.
- Play games.
- Take photographs or record videos.

Bringing a mobile phone to school is a privilege which may be withdrawn. Any pupil who fails to follow these expectations will have their device confiscated. Confiscated devices must be collected by a parent or carer. The school accepts no responsibility for devices that are lost, stolen or damaged. Full details can be found in the school's Pupil Mobile Phone Policy.

Suspected criminal behaviour

Where behaviour may constitute a criminal offence, the Headteacher will consider whether the police or other agencies should be informed, taking account of safeguarding obligations and the best interests of the child.

Monitoring and Evaluation of Behaviour

Behaviour data will be analysed regularly by senior leaders and governors. This review will consider patterns relating to year groups, pupils with SEND, disadvantaged pupils, attendance, suspensions and protected characteristics. Findings from this analysis will inform future staff training, intervention strategies and policy development.

Governance

Governors will monitor the effectiveness of this policy, challenge leaders regarding behaviour outcomes and ensure that the school fulfils its statutory responsibilities. Regular reports on behaviour trends, incidents, suspensions and the impact of behaviour support strategies will be shared with governors as part of their monitoring role

Appendices

Appendix A - Gospel Value explanations

Kindness

It is our responsibility to show compassion and consideration to ourselves and to others around us. As we love like Jesus, we understand that kindness can be shown in many forms. We must be kind to each other by considering how our actions and words might affect others. We will choose our words and actions carefully with the aim of sharing kindness.

Trust

Trust allows us to feel safe and happy. At St Oswald's we are trusted to obey Jesus' commandment to, 'Love one another'. By trusting one another to do this, we can live with confidence in our school community, knowing that we are valued by all. Trust requires us to be honest in our words and in our actions. It also requires us to allow others to learn from their mistakes, giving them the support they need to make amends. We are trusted in school to work hard to be the best versions of ourselves that we can.

Forgiveness

We recognise that we all make mistakes, and making mistakes is acceptable at St Oswald's Catholic Primary School. It is part of how we learn. Learning how to forgive those around us, as well as ourselves, is a way for us to grow. Forgiveness is making a decision to free ourselves from the negative feelings of resentment towards somebody else, and it helps us and them to heal.

Respect

We show respect by taking responsibility for our own actions, showing love for others and treating them as we would want them to treat us. We are all created by God as a unique and special person, who is loved and has the right to be respected as a unique pupil of God. We must also show respect for the gift that is our education. We must work hard to achieve our best.

Joy

Joy is a source of happiness that we can enjoy by letting our own light shine. It is a powerful source of energy that is within us all. We all have the responsibility to find the joy in our lives by being thankful to God, remembering that thankful people are happy. We will accept the responsibility of sharing our joy with others as a sign of our love for them.

Appendix B – SMART learning behaviours

When celebrating a pupil's achievements, teachers and other adults in school will focus on the process that led to the outcome. This will ensure the pupils recognise that it is through a positive attitude to learning that they achieve. This praise will focus upon the pupil's ***self-belief, motivation, ambition, resilience and teamwork***. The pupils will aim to be **SMART** as they work. **SMART** awards will be given out during lessons and in response to pupil outcomes.



Appendix C - How to apologise and seek forgiveness

1	Say what you are sorry for.	"I am sorry for..."
2	Say why it was wrong.	"It was wrong because..."
3	Accept full responsibility .	"I accept full responsibility for what I did/said."
4	Ask how to make amends.	"How can I make this better?"
5	Learn from your mistake	"I understand that... and in the future I will..."
6	Ask for forgiveness	"Will you please accept my apology?"
7	Thank them	"Thank you for listening to me and for forgiving me."

This framework will scaffold the reflections recorded in a pupil's behaviour book. In addition, they will record what they have learned from their mistake to create a positive outcome for them to move forwards with.

Appendix D - behaviour in school			
Behaviour group 1	Behaviour group 2	Behaviour group 3	Behaviour group 4
The behaviour shown by the pupils shows that they are not fulfilling their responsibilities as a member of our school community: • We have the responsibility to treat others kindly. • We must trust in others and live honestly. • We must be willing to forgive others for their errors. • We must respect others. • We must share joy with others.	• Being verbally aggressive towards others • Being physically aggressive (isolated event) • Damaging school property or the property of others • Using bad language directly towards others • Failing to respond positively to a restorative meeting.	• Bullying of any form • Significant physical aggression towards other pupils • Causing significant disruption to the education of other pupils • Causing impact to the wellbeing of other pupils • Failure to respond to behaviour expectations in a timely fashion <i>Any form of peer on peer abuse or racial/discriminatory behaviour will be assessed by the HT/DHT to determine its severity. Racial/discriminatory behaviour and peer on peer abuse will fall into behaviour group 3 or 4.</i>	• Continued instances of bullying after intervention. • Serious verbal abuse towards staff • Serious physical abuse of another pupil • Intimidating or threatening behaviour towards a member of staff. • Persistently causing impact to the wellbeing of other pupils • Causing emotional distress to other pupils through significant threatening behaviour • Physical abuse of staff • Significant, intentional damage to school property or the property of others • Deliberate behaviour choices that mean the pupil or other pupils cannot be safeguarded.
Action	Actions	Actions	Actions
Staff will follow steps 1-4 of the behaviour pathway.	Pupil will be sent to DHT or HT (Step 5 of the behavior pathway) Steps 6 and 7 will be taken at the discretion of the DHT/HT if the behaviour is persistent. Where step 7 is reached, clear expectations for the pupil's behaviour will be agreed with the parents. A plan of support will also be created to help the pupil behave within these expectations. .	Step 6 or 7 of the behaviour pathway at the discretion of the HT or DHT.	Step 8 or 9 of the behaviour pathway Step 8 – up to 2 day internal suspension Step 9 – up to 5 days external suspension
In addition to the actions above, all staff have the responsibility to choose an appropriate sanction for a pupil's behaviour if they feel it is necessary. The sanction will be chosen and agreed with the pupil from the list in Appendix F below.			

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Appendix E – acceptable forms of sanction

These are the acceptable forms of sanction that will be used at St Oswald's Catholic Primary School:

- Completion of unfinished work in their own free time
- Completion of additional work in their own free time
- Loss of privilege – such as sitting with their friends during lunchtime
- School-based community service – such as picking up litter, tidying the classroom or organising resources for a staff member. (If a pupil is to miss their free time at morning break or lunch they will be kept busy doing something positive to help the school community).

Suspension and permanent exclusion

- Internal suspension (pupil accesses their normal school day in isolation from their peers)
- External suspension (pupil is directed to learn from home for a fixed period of time)
- Exclusion (pupil is permanently removed from the school and must continue their education elsewhere)

In certain circumstances, where a pupil's behaviour during the free time of lunchtime becomes unmanageable and there is significant risk to the wellbeing of other pupils and/or staff, the school may choose to suspend a pupil from the lunchtime period of the school day.

Appendix F - The power to discipline beyond the school gate

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives head teachers a specific statutory power to regulate pupils' behaviour in these circumstances, "to such extent as is reasonable."

The school will respond to any inappropriate behaviour which occurs anywhere off the school premises (including online) and which is witnessed by a staff member or reported to the school; such reports should be made to the headteacher or other senior member of staff, who will apply appropriate sanctions, in relation to the general principles laid down in the behaviour policy. In all of circumstances the head teacher will consider whether it is appropriate to notify the police of the actions taken against a pupil. If the behaviour is criminal or poses a serious threat to a member of the public, the police should always be informed. In addition, school staff should consider whether the misbehaviour may be linked to the pupil suffering, or being likely to suffer, significant harm. In this case the school staff will follow the school's safeguarding policy.

Online Behaviour Outside of School

The school may apply sanctions where behaviour online outside school has caused, or is likely to cause:

- disruption to learning;
- harm to another pupil or member of staff;
- bullying;
- safeguarding concerns; or
- damage to the reputation of the school.

Such incidents will be investigated and responded to in line with both this Behaviour Policy and the school's Safeguarding and Child Protection Policy.

Appendix G – A reflection on leading behaviour for all adults that work in our school

As a companion and guide for young people,
You will need to avoid the need to please,
The need to be liked and to be popular
Among the young people that you lead.

Loving kindness means choosing life
Even when that choice makes an adult unpopular.
A leader who needs to be liked
Is a leader who has already lost authority.

As a leader and guide you must be clear
About rules, making them reasonable and consistent
About options, making them clear and balanced
And about consequences that must always be followed through.

True authority is rooted in genuine care,
Expressed in honest affection and self-sacrifice.
Young people will respect your authority,
When you use consistent reason and kindness.

Young people break rules because they are thoughtless,
Or because they are testing your limits.
The first demands that you remind,
The second that you reprimand.

Each challenge to these limits
Is also a challenge to your maturity as an adult.
The heart-felt struggle with poor behaviour
Transforms the one who disciplines from a policeman
Into a disciple of loving kindness in the life of young people.

(The Salesian School of Life – Don Bosco Publications)