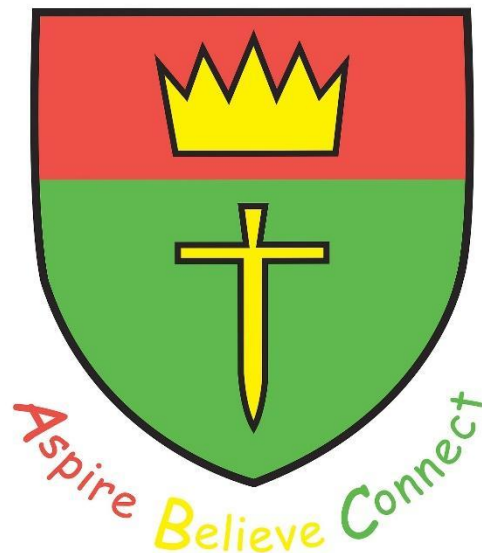


St Oswald's Church of England Primary School



Behaviour Management Policy



St Oswald's CE VA Primary School

Behaviour Management Policy:

Principles and Implementation

Agreed by governors: March 2026

Implementation date: March 2026

Review date: March 2027

Vision, Ethos and Values

St Oswald's Ethos and Values Statement

God has a plan

Love

Aspire Believe Connect

Growth Wisdom Strength Trust Peace Friendship

The graphic consists of a central banner with a yellow-to-blue gradient. The banner contains the text 'God has a plan' flanked by two compass icons. Below the banner is a pink-to-purple gradient bar with the word 'Love' and two red hearts. Underneath are three colored boxes: 'Aspire' (red with a person icon), 'Believe' (yellow with a cross icon), and 'Connect' (green with a dove icon). At the bottom are six smaller boxes: 'Growth' (tree icon), 'Wisdom' (owl icon), 'Strength' (person with weights icon), 'Trust' (two people icon), 'Peace' (peace symbol icon), and 'Friendship' (handshake icon).

Our Vision, Ethos, and Values

At St Oswald's, our foundational belief is that "God has a plan" for every child. Our overarching core value is **Love**, which guides our approach to behaviour and

relationships. We encourage our pupils to **Aspire, Believe, and Connect**, fostering an environment rooted in **Growth, Wisdom, Strength, Trust, Peace, and Friendship**.

We ask that all of our stakeholders support us with our three main rules of **READY...RESPECTFUL...SAFE!**

In line with Jesus' teachings on forgiveness, we believe in fresh starts and restorative practices. This policy outlines our consistent, whole-school approach to recognising excellent behaviour and addressing unacceptable conduct.

1. Whole School Reward System

Excellent behaviour is recognised, celebrated, and rewarded. The attention we give to positive behaviour is just as significant as the attention given to unacceptable behaviour.

- **'Ozzie Stars' Initiative:** Children are rewarded across the school for excellent behaviour using Ozzie Stars. Certificates are awarded each time a multiple of ten Ozzie Stars is achieved. These are printed to encourage pride and are celebrated in our weekly Praise and Celebration Worship.
- **Class Fund:** For each multiple of ten Ozzie Stars a child receives, £1 is contributed towards the class fund to buy resources chosen by the pupils and the class teacher.
- **Impeccable Transitions:** Excellent behaviour whilst lining up outside and around the corridors is specifically rewarded with Ozzie Stars.
- **Star of the Week:** During our Friday morning Praise and Celebration Worship, one child from each class is awarded a certificate for specific achievements (e.g., attitude, effort, learning, or behaviour). These children are congratulated and allowed to choose from a selection of prizes.

2. Addressing Unacceptable Behaviour

While we focus heavily on positive reinforcement, certain behaviours are strictly unacceptable at St Oswald's. These include:

- Shouting
- Inappropriate language or verbal abuse
- Disrespectful behaviour
- Bullying of any form
- Inappropriate physical contact
- Homophobia and transgender insults
- Racism
- Aggressive behaviour

We maintain a consistent approach across the school to uphold our standards. We empower our staff with a repertoire of approaches to prevent and manage inappropriate behaviour effectively.

3. The Warning System and Self-Regulation

To ensure clarity and fairness, we operate a structured Warning System. Because we believe in forgiveness, **warnings are not carried over from one session to another**; every session offers a fresh start. (*Note: If children receive warnings for misbehaviour while lining up outside, the warning will carry into the session they are entering*).

Whole School Warning System (Reception, KS1, and KS2)

1. **First Warning:** The child is given a clear warning and told exactly what they need to do to improve their behaviour.
2. **Second Warning:** If disruption continues, a second warning is given. The child is informed that further misbehaviour will result in a 'time out'. Staff may use their professional judgement here to offer a conversation with a 1:1 worker, Emotional Support Assistant, Support Assistant, or Senior Staff. This empowers the pupil to take responsibility and resolve issues in a safe environment away from the classroom.
3. **Third Warning (Time Out):** The child will miss their playtime or ten minutes of their lunchtime to serve a 'time out'. They will reflect with a Leadership Team member on what they would do differently and how they will grow from their mistakes.
4. **Immediate Time Out:** If the behaviour persists in the same session, the child is issued an immediate 'time out' (e.g., ten minutes) supervised by an adult other than the class teacher (normally the Headteacher, Deputy Headteacher, or KS2 Lead).
5. **Removal from Lesson:** If a child returns from this 'time out' and continues to disrupt learning, they will be removed for the remainder of that lesson.

Instant Time Outs: Any inappropriate physical contact or use of offensive language will result in an *instant* Time Out, bypassing the warning steps.

Self-Regulation Cards

- **'Cool Down' Cards:** Available to all pupils. These allow a child to leave the classroom for five minutes to self-regulate or take a sensory break. This is encouraged and viewed positively.

4. Time Out Room Procedures

The Time Out Room is supervised every playtime and lunchtime by a member of the Leadership Team or support staff. It provides a quiet space for reflection.

- **Trigger:** Triggered by three warnings in a session, inappropriate physical contact, or offensive language.
- **Tracking:** A behaviour log is kept. If a child accesses the room more than **5 times** in a half-term, parents will be informed by letter.
- **Escalation:** If a child accesses the room **10 times** in a half-term, the Leadership Team will meet with the parents. The child will normally be placed on 'Behaviour Tracking' (see Section 6).

A set reflection procedure is in place regarding what had led to the time out and what the child would do differently in the future. This is accompanied by widget pictorial representations to support all children with this.

5. Lunchtimes

Lunchtimes are structured to encourage positive play, social skills, and good manners.

- **Supervision:** Children are escorted to the yard and supervised by lunchtime supervisors who follow a strict timetable and set of non-negotiables. A member of the Teaching Team also supports yard games.
- **Activities:** Play Leaders lead yard games and manage equipment. Supervisors lead daily scheduled yard activities.
- **Dining Hall:** Children are encouraged to demonstrate independence and good manners. Supervisors reward children with a sticker for a 'clean plate'.
- **Rewards:** Each class who have behaved well across the week are nominated by the lunchtime supervisors and a class from KS1 and from KS2 are awarded the lunchtime supervisors award.
- **Consequences:** Repeated incidents can lead to a lunchtime suspension, utilised strictly as a last resort following extensive discussions between parents and the Headteacher.

6. Monitoring, Interventions, and Support

Behaviour Logs and Tracking

Significant incidents are logged by staff onto our online behaviour management system (**CPOMS**), detailing the incident and follow-up actions.

Lead Behaviour Professional: Helen Smith (Executive Headteacher).

- If a teacher has concerns, they log them on **CPOMS** and share them with Helen Smith and Key Stage Leaders (Jade Sharrock and Andrew Richardson) to determine interventions.
- **Behaviour Tracking:** For children requiring regular Time Outs (>10 per half-term), formal tracking is implemented. Teachers summarise the child's behaviour

every session, Senior Leaders sign the log, and a copy is sent to parents daily. External agencies may be involved at this stage.

Social, Emotional, and Mental Health (SEMH) Support

- **SEMH 1:1 Sessions:** Jayne Dixon (Inclusion Manager) run targeted, 10-minute weekly sessions for identified children to build self-esteem, manage home/social issues, and develop coping strategies.
- **Emotional Resilience Team:** We work closely with the South Tyneside Emotional Resilience Team, who provide bespoke programs for children at risk of permanent exclusion.

7. Extreme Circumstances

Physical Restraint

In extreme cases, a child may need to be restrained if they are highly defiant or pose a danger to themselves or others.

- This is only performed by **Team Teach trained staff** (currently Helen Smith, Jade Sharrock, Andrew Richardson, and Jayne Dixon).
- A Physical Restraint Incident Report must be completed and added to CPOMs, and parents must be informed immediately.

8. Internal Suspension

An Internal Suspension is a serious sanction used as a preventative measure to avoid a formal external suspension. It provides a child with a safe, highly structured space to de-escalate, reflect on their choices, and continue their learning away from their peers.

Grounds for Internal Suspension

This sanction is only authorised by the Executive Headteacher or a Senior Leader. It is used when a child's behaviour constitutes a severe breach of our rules, or when the standard warning system has been exhausted. Triggers include:

- **Persistent Defiance:** Continual refusal to follow instructions, rendering classroom-based interventions ineffective.
- **Extreme Disruption:** Behaviour that completely halts teaching and learning.
- **Serious Incidents:** Unprovoked physical aggression towards staff or peers, or the use of highly offensive, discriminatory, or abusive language.

Restorative Reintegration

In line with our Christian values of forgiveness and growth, every session ends with the opportunity for a fresh start.

Before the child returns to their regular classroom, a Restorative Conversation takes place between the child, the supervising leader, and the class teacher. This conversation focuses on accountability, understanding the impact of their actions, and agreeing on positive steps forward. Once completed, the child is warmly welcomed back into their class.

9. Suspension

Suspension is always a final resort. A child will only be formally excluded for the requisite number of days when all elements of this behaviour policy have been exhausted.

If the child continues to behave in a way which means they are not **READY** for learning, **RESPECTFUL** to others or **SAFE** further suspensions will occur which could result in a permanent exclusion for the school.

Our behaviour policy aligns strictly with the Department for Education's (DfE) statutory guidance. While we always want to lead with our ethos of love, forgiveness, and growth at St Oswald's, the legal framework surrounding suspensions exists to protect the rights of the child, the parents, and the school.

In the UK, what we often call an "external suspension" (formerly a fixed-term exclusion) is governed by strict legal expectations.

Here is a breakdown of the key legal expectations your policy needs to incorporate or align with:

The Authority to Suspend

- **Sole Authority:** Only the Executive Headteacher (or the acting headteacher in their absence) has the legal authority to suspend a pupil from the school.
- **Standard of Proof:** Decisions to suspend are based on the "balance of probabilities." This means the headteacher must establish that it is *more likely than not* that the pupil did what they are accused of. It is not the criminal standard of "beyond reasonable doubt."
- **Lawful and Proportionate:** The decision must be lawful, rational, reasonable, fair, and proportionate.

The Absolute Ban on "Unofficial" Suspensions

- **No "Cooling Off" Periods:** It is illegal to send a child home to "cool off" or to informally ask parents to collect their child due to behaviour without formally recording it as a suspension.

- Any time a child is sent home for behavioral reasons, even for a short period (e.g., half a day), it must be formally recorded and reported as a suspension.

Safeguarding, SEND, and The Equality Act 2010

- **Reasonable Adjustments:** Under the Equality Act 2010, we do not discriminate against pupils. As a school we will consider whether a pupil's Special Educational Needs and Disabilities (SEND) contributed to the behaviour, and whether *reasonable adjustments* were made before reaching the decision to suspend.
- **EHCPs:** For children with an Education, Health and Care Plan (EHCP) or a Looked After Child (LAC), the headteacher, as far as possible, will avoid suspending them. The school will engage proactively with the SENCo, parents, and the Local Authority to review the child's support before resorting to suspension.
- It is unlawful to suspend a child simply because the school feels it cannot meet their SEND needs.

Statutory Notification Procedures

- **Immediate Notification:** Parents must be notified immediately (ideally by phone) when a suspension is issued.
- **Written Confirmation:** This must be followed up without delay by a formal letter. Legally, this letter must include:
 - The reason for the suspension.
 - The duration (number of school days).
 - Information about the parents' right to make representations to the governing board (and how to do so).
 - A warning that parents are legally responsible for ensuring their child is not present in a public place during school hours for the first 5 days of a suspension.

Provision of Education

- **Days 1 to 5:** The school has a legal duty to take reasonable steps to set and mark work for pupils during the first five school days of a suspension.
- **Day 6 Onwards:** For any suspension longer than five consecutive school days, the school is legally required to arrange suitable full-time, off-site alternative education starting from the sixth day.

Reintegration Strategy

- Following a suspension, a reintegration meeting will be held with the pupil and parents to discuss how to successfully transition the child back into school life and avoid future suspensions.

The following link is guidance for parents/carers linked to school behaviour and exclusion:

<https://www.gov.uk/government/publications/school-exclusions-guide-for-parents/a-guide-for-parents-on-school-behaviour-and-exclusion>

(Note: This Policy must be read in conjunction with the St Oswald's Anti-Bullying Policy.)