

St Oswald's CE Primary School, York

Learning for all, caring for each other, preparing for the future

Let us encourage one another – Hebrews 10.25

Positive Behaviour Policy

Last Review Date: October 2026

Next Review Date: October 2027

Suggested Frequency of Review: every 2 years

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1. Aims

Our Positive Behaviour Policy is set in the context of our Vision & Values Statement. It is our aim that St Oswald's will be a place where:

- Everyone is valued and all relationships are based on trust, respect, equality and celebration of diversity
- Everyone has opportunities to develop, achieve and contribute in different ways to be the best they can be
- Everyone is encouraged to take responsibility for themselves, for each other and for our world
- Everything we do contributes to children's personal, spiritual, moral and cultural development
- Children are happy and confident and play a valued role in their local community

These aims are summarised in our school vision:

Learning for all, caring for each other, preparing for the future

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It also reflects our core values, derived from our Christian foundation as a Church of England school, of Respect, Compassion, Friendship, Trust, Justice and Service.

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

2. Legislation, statutory requirements and guidance

This policy is based on legislation and guidance from the Department for Education (DfE) on:

- [Behaviour in schools: advice for headteachers and school staff](#)
- [Preventing and tackling bullying: advice for headteachers, staff and governing bodies](#)
- [Searching, screening and confiscation: advice for schools](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education \(KCSIE\)](#)

- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)
- [Restrictive interventions, including the use of reasonable force, in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property

3. Definitions

Misbehaviour is defined as:

- Treating others in a disrespectful manner
- Behaving in an unsafe way
- Choosing not to do (or be) your best

At St Oswald's, we recognise that often behaviour is communication and there will always be a consideration of this. Through well-built relationships, teachers will be able to distinguish a child who is struggling or a child who is showing behaviour that is 'below the line'

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of child-on-child abuse, including but may not be limited to:
 - Bullying
 - Abuse in intimate personal relationships between children
 - Physical abuse
 - Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
 - Sexual harassment, meaning unwanted conduct of a sexual nature, such as sexual comments, physical behaviour, and online sexual harassment
 - Causing someone to engage in sexual activity without consent
 - Upskirting
 - Initiation/hazing type violence and rituals
 - Consensual and non-consensual making or sharing of nudes and semi-nudes, including those generated using AI
- Misogyny/misandry
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited/banned items. These are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- E-cigarettes or vapes
- Fireworks
- Pornographic images (including deepfakes)

Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. Bullying

At St Oswald's we define bullying as any behaviour by an individual or group which:

- Is repeated over time
- Is intended to deliberately cause pain to another individual or group either physically or emotionally.
- May involve an imbalance of power between the perpetrator and the victim, with the perpetrators having control over the relationship which makes it difficult for those they bully to defend themselves.

Bullying can take many forms, including:

- Physical (e.g. pushing, kicking, hitting etc.)
- Verbal (e.g. persistent name-calling or teasing, spreading rumours)
- Emotional (e.g. using sarcasm, ridicule, or the continual ignoring or excluding of individuals to cause distress)
- Racial or homophobic (e.g. taunts, graffiti, gestures)
- Sexual (e.g. inappropriate or offensive comments or unwanted physical contact)
- Online (e.g. via text messages, use of AI and cyberbullying)

Bullying can be motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. We recognise that certain individuals may be particularly vulnerable to bullying.

All incidents of bullying will be investigated by a member of the senior leadership team.

Isolated incidents of falling out, name-calling or physical aggression between pupils are **not** considered to be bullying.

[For further information, please refer to the school's anti-bullying policy which is available on the school website.](#)

5. Roles and responsibilities

5.1 The governing board

The governing board is responsible for:

- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation
- Ensuring appropriate systems for filtering and monitoring, and cyber security are in place on school devices and networks - [further information can be found in the school's 'Online Safety' policy](#)
- Ensuring online safety is a running and interrelated theme while devising and implementing the school's approach to safeguarding and related policies and procedures, including understanding safety considerations and legal responsibilities where the school uses generative AI - [further information can be found in the school's 'Online Safety' policy](#)

5.2 The headteacher

The headteacher is responsible for:

- Reviewing this policy in conjunction with the governing board
- Routinely engaging with pupils, parents/carers and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary

5.3 Staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently and fairly
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils, including providing additional support to meet the school's behaviour expectations where a pupil has SEND
- Recognising hidden stressors for vulnerable pupils, such as young carers or looked-after children, to ensure empathetic and supportive responses to their behaviour

- Being alert to new and emerging online harms, including risks associated with AI, misogynistic or misandrist content, and financially motivated sexual extortion (sometimes called 'sextortion')
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Using de-escalation techniques and positive behaviour management strategies to try to minimise and prevent the need for restrictive interventions
- Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

The pastoral team will support staff in responding to serious incidents via a radio system.

5.4 Parents and carers

Parents and carers should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy, having trust in the school's management of behaviour
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Celebrate their child's successes
- Discuss any behavioural concerns with the class teacher promptly in a respectful, working manner
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school, maintaining a relationship of trust and respect with the staff working alongside.
- Take part in the life of the school and its culture
- In cases where physical restraint may be necessary, sign a risk assessment to agree to the safe handling

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues in a respectful manner with mutual trust upheld.

5.5 Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- Use consistent language and portray behaviour in line with the school rules 'be respectful, be safe, be your best'.
- Use consistent language and portray behaviour in line with travelling around school 'calmly, safely, single file.'
- Use consistent language and recognise behaviour that is 'above the line' or 'below the line'

- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards (both extrinsic and intrinsic) they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- The pastoral support that is available to them to help them meet the behaviour standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

6. Responding to behaviour

6.1 School rules and expectations

We have 3 simple **School Rules** that can be applied to any situation, and reflect our positive approach to behaviour management:

Our School Rules



Be respectful

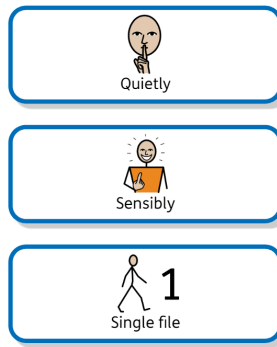
Be safe

Be your best

These rules reinforce our school values and ethos and help children to maximise their learning, care for one another and prepare for the next stage of education and on into adulthood. The school community supports and encourages each other to behave well.

In addition to our school rules, the **Silent Stop** will be used when children are required to stop what they are doing and listen to an adult. The adult will put up a hand without speaking and wait for children to silently return the action.

To ensure safety of all and minimum disruption during learning time, we have a simple **Code of Conduct for moving around the school site**:



Our approach to behaviour is underpinned by restorative practice. When things go wrong, we support pupils to understand the impact of their behaviour, take responsibility and, where appropriate, repair any harm caused. Staff will use restorative conversations and other appropriate strategies to help pupils reflect, rebuild relationships and make positive choices. We recognise that behaviour is a form of communication and will seek to understand the reasons behind behaviour alongside maintaining clear and consistent expectations. Our aim is to help pupils learn from incidents and make a fresh start.

6.2 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- Create and maintain a stimulating, calming environment that encourages pupils to be engaged
- Display the behaviour expectations within their classroom
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement
- Use restorative approaches following incidents of dysregulation or challenging behaviour, helping pupils to reflect on what happened, understand the impact of their behaviour and repair relationships where appropriate
- Give pupils opportunities to make amends, rebuild relationships and make a positive choice following an incident
- Ensure that, following an incident, pupils are supported to make a fresh start and return positively to their learning

6.3 Rewarding Positive Behaviour

All staff endeavour to develop positive relationships with all pupils. They will use the following strategies to promote positive behaviour:

- Praise positive behaviour.

- Support the child to recognise their emotions/reactions using the Zones of Regulation Toolkit.
- Encourage a sense of responsibility through encouraging children to look after themselves, each other and the environment.
- Support the child to make amends/restore relationships according to the circumstances and their stage of development, eg help rebuild a model.
- Have clear, consistent boundaries and explain these to the child in a way that they understand.
- Be a good role model by showing respect to others, the children, parents and carers and staff.
- Acknowledge the child's feelings and talk to them about how they are feeling.
- Approach, quieten and calm a difficult situation, always getting down to the child level.
- Explain clearly and in a language appropriate to the child's level of understanding what it is that is unacceptable.
- Wherever possible use positive language, eg "please can you walk" rather than "don't run".

We also reward good behaviour / attitude / effort using:

- **'Oswalds':** These certificates are presented by teachers in Friday Celebration Worship.
- **Values certificates:** These certificates are presented by teachers in Friday Celebration Worship, and pupils who are recognised for displaying our values place a leaf on The Caring Tree.
- **Each phase has an age-appropriate system for rewarding good behaviour in class at the end of each week. This may include Golden Time or raffle ticket rewards.**

6.5 Mobile phones

As a school, we are committed to promoting our school as smartphone free. We ask parents to delay giving their child a smartphone for the duration of primary school and beyond. We understand the importance of being able to contact your child as they become more independent, walking to and from school. A basic brick phone, without internet access, can allow you to contact them via text or calling.

We believe that by joining together, along with other schools in York, we can reduce the pressure on parents to buy smartphones for their children. At St Oswald's, smart phones were phased out of school in September 2026.

Where pupils do bring a mobile device into school, children are not permitted to use them during the school day. Mobile devices must be switched off and handed in to the class teacher as children enter the school. They can then be collected at the end of the day. Any breach of the acceptable use agreement by a pupil will result in the confiscation of the phone and a parent/carer may trigger disciplinary action in line with the school behaviour policy, which may result in the confiscation of their device

[For further information, including the acceptable user agreement, visit our online safety policy.](#)

6.5 Responding to misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them (referred to as below the line), staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques, including the use of pre-arranged scripts and phrases, can be used to help prevent further behaviour issues arising, including situations where staff may need to use a restrictive intervention.

A pupil whose behaviour is disrupting their own or others' learning, or risks safety, will be given an appropriate sanction according to their age and/or specific needs. In most cases, the following sanctions will be used:

Classroom consequences

EYFS:

- Step 1: Reinforce good behaviour around the inappropriate behaviour
- Step 2: Verbal/non-verbal reminder, for example, a frown, talking to the child or resolving
- Step 3: Talk through using zones of regulation or reminder of rules
- Step 4: Use zones space/quiet areas for thinking time
- Step 5: Consequence - moved from space to support with making the right choices

KS1

- Step 1: Non-verbal warning
- Step 2: Verbal reminder
- Step 3: Warning of consequence (link to zones of regulation – identify zone where pupil is)
- Step 4: Consequence – moved from space to support with making the right choices
- Step 5: Continued poor behaviour results in a visit to a member of SLT

KS2

- Step 1: Verbal reminder to reinforce expectations
- Step 2: Warning of consequence if still not adhering to school rules
- Step 3: Consequence – eg. move to a different space where they can show they are being safe and respectful
- Step 4: Reflect on behaviour during next privilege time
- Step 5: Continued poor behaviour results in a visit to a member of SLT

Repetitive behaviour

Where a pupil demonstrates repeated or persistent behaviours that are causing concern, the school will consider whether additional strategies or support are required. This may include an individual behaviour or support plan, increased adult support, targeted interventions, adaptations to the environment or routines, and other reasonable adjustments based on the pupil's individual needs.

The school will work with the pupil and, where appropriate, parents/carers and relevant professionals to understand the underlying reasons for the behaviour and identify strategies that support the pupil to regulate, engage positively and remain safe.

Where behaviour presents an ongoing risk to the safety of the pupil or others, it may sometimes be necessary to adapt or temporarily restrict access to particular activities or experiences. This may include aspects of the school day, clubs, educational visits or wider school experiences. Any such decision will be proportionate, based on an assessment of risk and the individual circumstances of the pupil, and will be reviewed regularly with the aim of enabling the pupil to access these opportunities safely.

Unsafe behaviour

In the event of serious behaviour that can be a risk to themselves, children or staff, a radio will be used to contact the pastoral team for additional support.

Lunch time sanctions

- Step 1: Verbal warning
- Step 2: In the event of repeated poor behaviour, a member of the teaching team will be contacted to support the child with their behaviour and appropriate consequences will be put in place by the member of staff.

A member of the lunchtime-support team will inform the class teacher of any pupil who has had sanctions applied at lunch time. In the event of serious behaviour that can be a risk to themselves, children or staff, a radio will be used to contact the pastoral team for additional support.

Significant concerns

Where there are serious concerns about a child's behaviour, the pastoral team will be called to support the child with their behaviour and to regulate their emotions. The pastoral team will support through de-escalation strategies and reinforce positive expectations. On occasion, this may result in the headteacher/pastoral member/class teacher notifying parents/carers. Radio systems are used within school where the pastoral team can be called for support in cases of serious concern.

Where a pattern of persistent poor behaviour is observed, an individual risk assessment will be implemented in collaboration with parents/carers.

In the event of a serious breach of behaviour expectations (e.g. persistent or intentional swearing, fighting, violence towards others), the pastoral team will be called via the radio to support. The child will be removed from provision and an internal suspension may take place if behaviour is severe.

Personal circumstances of the pupil will be taken into account when choosing sanctions. Where appropriate, staff will liaise with our pastoral team to help determine an appropriate sanction. Decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness. This is often referred to as 'flexible consistency'.

7. Child-on-child abuse

We recognise that children are capable of abusing other children. Abuse will never be tolerated or passed off as “banter”, “just having a laugh”, “part of growing up”, or “boys being boys”, as this can lead to a culture of unacceptable behaviours, misogyny, and an unsafe environment for pupils.

All child-on-child abuse is unacceptable and will be taken seriously.

Most cases of pupils hurting other pupils will be dealt with under this policy.

Where allegations raise safeguarding concerns, this will be managed under our safeguarding policy. [Our safeguarding policy contains further information on how we prevent and manage incidents of child-on-child abuse.](#)

8. Restrictive interventions including use of reasonable force

Our approach to restrictive interventions follows the [DfE’s latest guidance on restrictive interventions](#).

Restrictive interventions are used to prevent, restrict, or subdue movement of the body or part of the body of a pupil. It describes both physical and non-physical actions aimed to restrain pupils in different ways.

Our staff understand that any form of force or restraint carries a risk of physical and psychological harm, so we always avoid using these measures where possible.

8.1 Reasonable force

Reasonable force covers a broad range of actions used by staff that involve a degree of physical contact to restrain pupils, using no more force than is needed for the least amount of time, the application of which will depend on the circumstances.

The school does not have a ‘no contact’ policy and will not grant any requests by parents or staff not to use reasonable force and/or other restrictive interventions.

All members of staff have a legal power to use reasonable force in certain situations, to prevent a pupil from:

- Hurting themselves or others
- Committing a criminal offence
- Damaging property
- Causing disorder among pupils, in or out of lessons

Reasonable force must:

- Always be used as a last resort
- Be used in a way that maintains the safety and dignity of all concerned
- **Never** be used as a form of punishment
- **Never** involve restraining a pupil in a way that affects their airway, breathing or circulation, for example by covering their nose and/or mouth or applying pressure to their neck or abdomen
- **Never** be used if the pupil is on the ground. If a pupil is unintentionally held on the ground, staff should release their hold or move into a safer alternative or standing position as quickly as possible

Staff who are likely to need to use reasonable force and/or other restrictive interventions are adequately trained in its safe and lawful use and in preventative strategies.

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Although restrictive intervention is a last resort at St Oswald's, where we have growing concerns where this may take place, risk assessments will be signed by parents/carers. This does not mean that reasonable force will only be used on those with risk assessments but is a safety measure in the instance of it needing to be used. Restrictive intervention will always be a last resort whether a risk assessment is in place or not.

[Please see our restrictive intervention policy for more information](#)

8.2 Seclusion

Seclusion is a non-disciplinary intervention that keeps a pupil confined to a place away from others and prevents them from leaving, for the safety of that pupil and/or others. This could be through physical obstruction or by making the pupil believe that they will be punished if they leave. For example, putting a pupil into a 'holding' room until they calm down is a form of seclusion.

We only use seclusion as a safety measure when a pupil is experiencing high levels of emotional or behavioural dysregulation. Seclusion is not used as a threat or punishment. Seclusion is not a disciplinary response to deliberate or wilful misbehaviour. Please see our behaviour policy for information on our response to misbehaviour.

During seclusion:

- The pupil will be secluded in a safe place that does not feel threatening or intimidating to them for example an inclusion base or pastoral room
- The pupil will be supervised at all times, by at least 1 member of staff. As soon as the immediate risk of harm has reduced, the pupil will be allowed to leave.

Any incident involving the use of seclusion will be recorded and reported in accordance with the procedures set out in our restrictive intervention policy.

[Please see our restrictive intervention policy for more information](#)

8.3 Recording and reporting requirements

Staff have a legal duty to record and report all:

- Significant incidents involving force
- Seclusion incidents
- Restraint incidents

All records will be kept on our safeguarding system.

[Please see our restrictive intervention policy for more information](#)

9 Serious Sanctions

We will work closely with families to support individual pupils who are identified as having specific behavioural or social and emotional difficulties. In some cases, a pupil may benefit from being placed on the school Special Educational Needs (SEN) register or a bespoke behaviour plan. In such cases, the involvement of the school SENDCO/Educational Psychologist/CYC Learning Hub will be sought.

In extreme cases, exclusion will be used in accordance with the school / Local Authority (LA) exclusion guidance.

9.1 Internal Suspension (Removal from classroom)

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time. Removal from the classroom, often referred to as internal suspension, is a serious disciplinary measure and distinct from seclusion, which is strictly non-disciplinary (see section 8.2 for more detail on seclusion and its use).

Pupils who have been removed will continue to receive education under the supervision of a member of SLT. This education will be meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption
- Enable disruptive pupils to be taken to a place where education can be continued in a managed environment
- Allow the pupil to regain calm in a safe space

Pupils who have been removed from the classroom are supervised by a member of SLT, and will be removed for a maximum of 2 hours.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Pupils should be reintegrated into the classroom as soon as it is appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents/carers will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class and will be personalised to the child, in liaison with the pastoral team, phase leaders and class teachers.

Staff will record all incidents of removal from the classroom in the behaviour log, along with details of the incident that led to the removal, and any protected characteristics of the pupil on our online safeguarding system.

9.2 - Suspension and permanent exclusion

The headteacher 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.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

[Please refer to our exclusions policy for more information](#)

10 Responding to misbehaviour from pupils with SEND

10.1 Recognising the impact of SEND on behaviour

St Oswald's recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND). Pupils with SEND may react to distressing or confusing situations by displaying behaviours which may be harmful to themselves and others. Pupils who have difficulty communicating verbally might show their needs and discomfort through their actions. Pupils with SEND may struggle to distinguish real content from AI-generated content or understand the consequences of online interactions.

The school will consider how a whole-school approach meets the needs of all pupils in the school, including pupils with SEND, so that everyone can feel they belong in the school community and high expectations are maintained for all pupils.

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made by the school on a case-by-case basis, often referred to as flexible consistency.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))

If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan will be secured and the school will co-operate with the local authority and other bodies.

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support, including behaviour support plans where appropriate, to prevent these from occurring.

We will utilise staff who know individual pupils with SEND well, to:

- Help identify and manage risk, such as trigger points when challenging behaviour is more likely to occur
- Develop proactive strategies to reduce the likelihood of restrictive interventions being used
- We will also work with the pupil, their parents/carers and other professionals to develop prevention and de-escalation strategies.

- Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.
- Develop a strategy to anticipate and remove triggers for misbehaviour on a case-by-case basis. Strategies may include:
 - Use of movement breaks
 - Use of sensory circuits
 - Personalised curriculum offer
 - Removal of demand
 - Access to inclusion bases
 - Access to sensory provision
 - Use of outdoor learning
 - Use of staff rotation
 - Uniform adjustment
 - Regular training and CPD opportunities for staff

10.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will consider whether:

- The pupil was unable to understand the rule or instruction
- The pupil was unable to act differently at the time as a result of their SEND
- The pupil was likely to behave aggressively due to their particular SEND

If the answer to any of these is 'yes', it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess whether it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

10.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENDCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

10.4 Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

[Further information can be found within our SEND policies and documentation.](#)

11 Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help the pupil to understand how to improve their behaviour and meet the expectations of the school.

Restorative Practice

Strong, positive relationships between staff and pupils are at the core of all we do at St Oswald's. Therefore, we work together to restore relationships following instances of dysregulation with a focus on repairing harm rather than punishments. The end of a restorative session marks a fresh start for every child.

1	 How do you feel now?
2	 How did you feel when...?
3	 What can we do to make it right?
4	 How can I help you?

12 Searching and confiscation

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

12.1 Confiscation

Any prohibited items (listed in section 3) found in a pupil's possession as a result of a search will be confiscated.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents/carers and collected from the school office.

12.2 Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search and/or can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and make sure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed (in which case the member of staff will ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed).

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. “I will ask you to turn out your pockets and remove your scarf”
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil’s co-operation

If the pupil refuses to agree to a search the member of staff will consider why this is. Reasons might include that they:

- Are in possession of a prohibited item
- Do not understand the instruction
- Are unaware of what a search may involve
- Have had a previous distressing experience of being searched

If a pupil continues to refuse to co-operate, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact a member of SLT, to try to determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desk or locker.

'Outer clothing' includes:

- Any item of clothing that isn't worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes or boots

12.3 Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including:

- Desks
- Bags
- Drawers
- Pegs/cloakroom areas

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

12.4 Reporting

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents/carers as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

12.5 Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

[Further information, including guidance on strip searches, can be found within our restrictive interventions policy.](#)

13 Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

14 Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

This includes harmful content created, altered or shared using artificial intelligence (AI), including nudes and semi-nudes.

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

[Further information regarding online use can be found in our online safety policy.](#)

15 Suspected criminal behaviour, including sexual harassment and sexual violence

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police only by gathering enough information to establish the facts of the case.

When establishing the facts, initial investigations will be fully documented and the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the DSL/headteacher or DDSL/Deputy headteacher will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be in line with our child protection and safeguarding policy.

[Please refer to our child protection and safeguarding policy for more information](#)

16 Prevent and Radicalisation

The school is committed to protecting pupils from the risk of radicalisation and being drawn into terrorism. In accordance with the Prevent Duty, staff remain alert to changes in behaviour, attitudes or circumstances that may indicate that a pupil is vulnerable to extremist influences.

Concerns relating to radicalisation or extremism will be treated as safeguarding concerns and reported in accordance with the school's Safeguarding and Child Protection Policy. Where appropriate, the school will make a referral through the Prevent/Channel process and work with relevant external agencies.

The school recognises that behaviour, including changes in behaviour, may be an indicator that a child is experiencing vulnerability or being exposed to harmful influences. Staff will respond proportionately and in accordance with the school's safeguarding procedures.

Prevent awareness and the promotion of respect, tolerance, equality and understanding are supported through the school's curriculum, relationships and behaviour expectations.

Further information is included in our [Child Protection and Safeguarding Policy](#).

17. Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been a deliberate act to deceive or cause harm to the person subject of the allegation, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or

malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

[Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.](#)

18 Pupil transition

18.1 Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process by class teacher to familiarise them with the behaviour policy and the wider school culture.

18.2 Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information relating to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

19 Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training and updates on:

- The safe and lawful use of reasonable force and/or other restrictive interventions
- The needs of the pupils at the school
- How SEND, mental health needs and personal circumstances can impact behaviour
- Trauma-informed practice and behaviour management
- Risks associated with use of generative AI
- Identifying and challenging extreme online misogynistic or misandrist content
- Behaviour management will also form part of continuing professional development.

20 Monitoring arrangements

20.1 Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom

- Attendance, permanent exclusions and suspensions
- Use of alternative provisions
- Incidents involving restrictive intervention, including the use of reasonable force
- Incidents of searching, screening and confiscation
- Perceptions and experiences of the school behaviour culture for staff, pupils, governors and other stakeholders (via anonymous surveys)

The data will be analysed every term by the governing body via the headteacher's report.

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle them.

20.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and senior leaders annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data.

At each review, the policy will be approved by the governing board.

21 Related policies

This behaviour policy is linked to the following policies:

- Restrictive interventions policy
- Exclusions policy
- Child protection and safeguarding policy
- Online safety policy

[All policies can be found on our school website.](#)