

St Oswald's Catholic Primary School



Behaviour Policy

2026-2027

Love Jesus

Love Learning

Love Each Other

"We are a learning community promoting the Gospel values of mutual trust, care and respect"

Behaviour Policy Principles

St Oswald's is committed to creating an environment where kindness, respect and exemplary behaviour are at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, accept responsibility for their behaviour and encourage others to do the same.

As members of our community, we always agree to follow **"The Ozzie's Way."**

We are a nurturing school that firmly believes that children's needs and past experiences will have an impact upon their behaviour. Behaviour is a means of communication.

We recognise that whilst behaviour is often a form of communication, some behaviours may constitute safeguarding concerns. In line with **Keeping Children Safe in Education (KCSIE) 2026**, the school adopts a zero-tolerance approach to child-on-child abuse, sexual harassment, sexual violence, discrimination, prejudice-based incidents, cyberbullying, online abuse, AI-generated harm and deepfake imagery. Such behaviours will never be dismissed as "banter", "just a joke" or "part of growing up" and will always be addressed through both behaviour and safeguarding procedures.

THE OZZIE'S WAY

Hardworking, even if it's tricky.

Always being kind and helping each other.

Positive, "I can" attitude.

Polite manners and good behaviour.

Safe, respectful and responsible online and offline.

You can follow The Ozzie's Way.

Intent of the Behaviour Policy

- To provide a happy, safe, comfortable and caring environment where optimum learning takes place.
- To ensure developing a positive culture for SEMH in primary schools.
- To provide a clear guide for children, staff, parents and carers of expected levels of behaviour.
- To provide a consistent and calm approach.
- All adults take responsibility for behaviour and follow-up personally.
- Adults use consistent language to promote positive behaviour.
- To use restorative approaches instead of punishments.
- To ensure that all staff foster the belief that there are no "bad" pupils, only inappropriate choices.
- To ensure that staff encourage pupils to recognise that they can and should make positive choices.
- Recognise behavioural norms.
- To promote self-esteem and self-discipline.
- To teach appropriate behaviour through positive intervention.
- To ensure that all school staff use a consistent attachment-based approach where relationships are central.
- To ensure that all staff act as secondary caregivers and recognise that children communicate their needs via their behaviour.
- To ensure that every adult in our school is encouraged to look beyond behaviour and be curious about children's needs.
- To ensure that all staff recognise that children need support to keep emotionally regulated and cope in everyday social situations and more challenging interactions.

- To ensure that all children are offered compassion and co-operative learning with a caring, supportive adult.
- No child is ever intentionally shamed and all children are regarded with respect.
- Adults believe in every child's innate goodness and desire to play and learn.
- To ensure that for all behaviour, every child and adult receives calmness, connection, curiosity and co-operation to enable compassionate learning and the building of empathy and esteem for themselves and others.
- To ensure that all forms of bullying, cyberbullying, discrimination, prejudice-based behaviour, sexual harassment and sexual violence are identified, challenged and addressed promptly.
- To promote a culture of inclusion, dignity and respect where every child feels safe, valued and protected.
- To develop pupils' understanding of healthy relationships, consent, personal boundaries and online safety.
- To educate pupils about emerging online risks, including cyberbullying, AI-generated content, manipulated images, deepfakes and image-based abuse.
- To ensure all staff understand that some harmful behaviours may constitute safeguarding concerns.
- To maintain a whole-school safeguarding culture in line with KCSIE 2026.

Key Understanding Shared by All Staff

The Foundation Stones of Social and Emotional Development

- Basic physiological and emotional needs (Maslow's Hierarchy) must be met before a child feels safe enough to relax, play and learn.
- Particularly vulnerable children (e.g. SEND and previously looked after children) may not behave in line with their chronological age and observed behaviour may indicate developmental need.
- If children have no other option, they may move into fight, flight, freeze or flop mode.
- Adult communication with children is key to raising self-esteem.
- Prosocial behaviour and emotional regulation need to be explicitly taught across school.
- All staff need to consistently demonstrate that they care and can be trusted.
- Children are best supported through strong staff and parent connections.
- All children are vulnerable and a distinction is made between vulnerable and particularly vulnerable children.
- All staff need to be well regulated, as raised voices, angry faces and intimidating body language create fear and stress.
- Strategies and skills to manage behaviour take time and effort to learn.
- Small successes need to be celebrated.
- Acknowledging and taking responsibility for actions can only happen when we are calm.
- Children may not be able to read social cues or deal with strong emotions without adult support.
- Our relationships with children involve an unequal distribution of power and responsibility.
- The adult is responsible for connection, atonement, boundaries and navigation.
- Regardless of causal factors, the adult's responsibility is to create an optimal learning environment for every child.
- Building a threat-free, safe environment means children do not carry the burden of keeping themselves physically and emotionally safe.

Additionally, all staff understand that:

- All forms of bullying, discrimination, prejudice-based behaviour, sexual harassment and online abuse are unacceptable.

- Sexual harassment and sexual violence are never acceptable and must never be dismissed as banter.
- Victims will be listened to, believed and supported.
- Technology can be used positively but can also be used to cause harm through cyberbullying, online harassment, deepfakes, manipulated images and AI-generated content.
- Online behaviour may have the same safeguarding implications as behaviour seen face-to-face.
- Every child has the right to feel safe regardless of race, religion, disability, sex, family background or identity.

Implementation

All Staff Must:

- Meet and greet children personally every morning.
- Build relationships and make meaningful connections.
- Never walk past or ignore pupils who are not following The Ozzie's Way.
- Always redirect pupils by referring to The Ozzie's Way.
- Apply the policy consistently.
- Use an attachment-informed approach where relationships are central.
- Act as secondary caregivers.
- Look beyond behaviour and be curious about children's needs.
- Support emotional regulation.
- Offer compassion and co-operative learning.
- Ensure no child is intentionally shamed.
- Ensure calmness, connection, curiosity and co-operation underpin all interactions.

All Staff Will Also:

- Challenge discriminatory language immediately.
- Challenge racism, sexism, faith-based prejudice, homophobia, biphobia, transphobia and disability discrimination.
- Never dismiss harmful behaviour as "banter", "just joking", "attention-seeking" or "boys being boys".
- Take all reports of bullying, cyberbullying, sexual harassment and online abuse seriously.
- Promote safe and respectful use of technology.
- Teach children how to report concerns.
- Refer safeguarding concerns to the DSL.

Staff Will Remain Vigilant Regarding:

- Cyberbullying.
- Social media misuse.
- Online harassment.
- Image-based abuse.
- AI-generated content.
- Deepfakes.
- Manipulated images.
- Online sexual abuse.
- Harmful sexual behaviour.

Respect, Inclusion and Equality

At St Oswald's, our Mission Statement, **Love Jesus, Love Learning, Love Each Other**, underpins all behaviour expectations.

We believe every person is made in the image and likeness of God and should always be treated with dignity and respect.

The school will not tolerate:

- Racism.
- Faith-based prejudice.
- Sexism.
- Homophobia.
- Biphobia.
- Transphobia.
- Disability discrimination.
- Harassment.
- Prejudice-based bullying.

Such incidents will be challenged, recorded and addressed promptly. Where appropriate they will also be treated as safeguarding concerns and referred to the DSL. Children will be taught to value diversity, respect differences and uphold the values of equality, justice, dignity and inclusion.

The Headteacher and Senior Leadership Team Must:

- Be a visible presence around school.
- Celebrate staff and pupils who embody The Ozzie's Way.
- Use Celebrations assemblies.
- Encourage positive praise, phone calls, postcards, certificates and recognition.
- Identify and address staff training needs.
- Review behaviour data and interventions.
- Support staff in managing more complex behaviour needs.

Behaviour for Learning

We recognise that a clear structure of predictable outcomes has the best impact on behaviour.

The Ozzie's Way sets out the expectations, routines and visible consistencies that all pupils and staff follow in order to make school a happy place to be.

- Be Hardworking.
- Be Kind and Helpful.
- Have a Positive Attitude.
- Be Polite and Well Behaved.
- Be Safe.

The Ozzie's Way applies in school, during educational visits, when representing the school and when using digital technologies and online platforms.

The policy is based on the work of Paul Dix and his book *When the Adults Change, Everything Changes*.

Children are praised publicly and reminded privately.

Recognition and Rewards

- Dojo Points.
- Class reward systems.
- Wednesday Worder of the Week.
- Ozzie's Way Champion Award.
- Newsletter recognition.
- School social media recognition (with parental consent).
- Positive notes home.
- Phone calls home.
- Visits to SLT.
- End of year awards.

- Celebration assembly recognition.

Bespoke behaviour plans may be used for children requiring a personalised approach.

Cyberbullying and Online Behaviour

St Oswald's recognises that bullying can take place online as well as face-to-face.

Cyberbullying may include:

- Threatening messages.
- Spreading rumours online.
- Excluding others from digital groups.
- Sharing harmful content.
- Sharing photographs without permission.
- Creating false accounts.
- Impersonating another person.

Cyberbullying will be treated with the same seriousness as face-to-face bullying and may constitute a safeguarding concern.

Artificial Intelligence, Deepfakes and Image-Based Abuse

The school recognises the emerging safeguarding risks associated with artificial intelligence and image manipulation technologies.

The creation, possession or sharing of:

- AI-generated harmful content.
- AI-generated sexual imagery.
- Deepfake images or videos.
- Manipulated photographs.
- Images intended to humiliate or harm others.

may constitute:

- Bullying.
- Child-on-child abuse.
- Sexual harassment.
- Image-based abuse.
- A safeguarding concern.

All such incidents will be investigated and referred to the DSL.

Stepped Boundaries

Step 1: Reminder

"I noticed you chose to..."

Reminder of The Ozzie's Way and opportunity to make a better choice.

Step 2: Warning

Clear reference to behaviour, reminder of expectations and opportunity to improve.

Step 3: Calming Time

Child given space to regulate before restorative discussion.

Step 4: Follow Up, Repair and Restore

1. What happened?
2. What were you feeling at the time?
3. What have you felt since?
4. How did this make people feel?
5. Who has been affected?
6. How can we put things right?
7. How can we do things differently next time?

Additional Questions for Harmful Behaviour

- Was anyone made to feel unsafe?
- Were any actions discriminatory, sexual or harmful?

- Has anything similar happened online?
- What support is needed to repair relationships?

Sanctions

Sanctions should:

1. Make clear that unacceptable behaviour affects others.
2. Never punish a whole group for individual actions.
3. Be consistently applied.
4. Be proportionate.
5. Address behaviour and not the child.

Child-on-Child Sexual Harassment and Sexual Violence

St Oswald's adopts a zero-tolerance approach.

Examples include:

- Sexual comments.
- Sexual jokes.
- Sexual name-calling.
- Unwanted touching.
- Online sexual harassment.
- Sharing sexual images.
- Sexual intimidation.

All reports will:

- Be taken seriously.
- Be recorded.
- Be investigated.
- Be risk assessed where appropriate.
- Involve safeguarding staff.

Victims will always be supported.

No report will ever be dismissed as harmless banter or part of growing up.

Language Around Behaviour

Staff will use calm, factual and professional language.

Behaviour will be discussed objectively and never personally.

Behaviour involving bullying, discrimination, cyberbullying, sexual harassment or safeguarding concerns must be recorded using clear, professional language.

Behaviour Pathway

1. Reminder
2. Warning
3. Calming Time
4. Follow Up / Reparative Conversation

Where appropriate:

1. SLT involvement.
2. Parent phone call.
3. Parent meeting.
4. DSL involvement.
5. Seclusion.
6. Exclusion.

Extreme Behaviours

Some children exhibit behaviours linked to trauma, attachment difficulties or family circumstances.

Bespoke Positive Handling Plans may be implemented.

Physical restraint will only be used as a last resort where there is risk of harm.

Serious incidents will be recorded.

Incidents involving:

- Sexual harassment.
- Sexual violence.
- Cyberbullying.
- Deepfakes.
- AI-generated harmful content.
- Discriminatory incidents.

may also be managed through safeguarding procedures.

Physical Attacks on Adults

Incidents of violence towards staff are taken seriously.

Staff may use reasonable force in accordance with the school's Physical Intervention Policy.

All incidents must be reported and recorded.

Whilst such incidents are unacceptable, we continue to view behaviour through a nurturing, relational and compassionate lens.

Permanent Exclusion or Managed Transfer

Permanent exclusion remains a last resort.

The school will endeavour to work with families and external agencies to identify the most appropriate provision for a child.

The best interests of the child will remain central to decision making.

Recording and Monitoring

The school will record and review:

- Serious behaviour incidents.
- Bullying incidents.
- Racist incidents.
- Discriminatory incidents.
- Sexual harassment incidents.
- Sexual violence incidents.
- Cyberbullying incidents.
- AI/deepfake incidents.
- Safeguarding concerns.

These will be monitored by SLT and the DSL.

Impact

As a result of this policy:

- Children experience a happy, safe and caring environment.
- Learning flourishes.
- Positive SEMH is promoted.
- Behaviour expectations are understood.
- Consistency is visible across the school.
- Relationships are central.
- Restorative approaches are embedded.
- Self-esteem and self-discipline are promoted.

- Emotional regulation is supported.
- Children feel safe, respected and included.
- Bullying, discrimination and harassment are challenged.
- Cyberbullying and online abuse are addressed effectively.
- Pupils learn safe and responsible technology use.
- KCSIE 2026 safeguarding expectations are fully embedded.

In line with **Keeping Children Safe in Education 2026**, St Oswald's Catholic Primary School recognises that bullying, cyberbullying, discrimination, prejudice-based incidents, child-on-child abuse, sexual harassment, sexual violence, online abuse, AI-generated harm and deepfake imagery may constitute safeguarding concerns. The school adopts a zero-tolerance approach to these behaviours and is committed to ensuring every child feels safe, valued, respected and able to flourish through our mission of **Love Jesus, Love Learning and Love Each Other**.



ST. OSWALD'S
CATHOLIC PRIMARY SCHOOL