

Our Motto

★ Reach for the Stars

Vision Statement

Our vision is to develop an inclusive school, which promotes and achieves excellence, and continues to nurture the values, confidence and skills of pupils, staff and the community, in order to meet the emerging opportunities of the 21st century.

Our vision and values support Articles 2, 12, 15, 19, 24, 27, 28, 29, 31 of the United Nations Convention on the Rights of a Child.

Articles 2/12: We respect the right to be listened to and listen to others.

Articles 19/24: We respect the right to feel safe at school and help others feel safe.

Article 28: We respect the right to learn and let others enjoy their learning.

Articles 15/31: We respect the right to join in and be part of a team.

Article 29: We respect the right to develop our potential and to do it with a growth mindset.

Article 27: We respect the right to look after our own and others property

Our Values

- ★ Striving
- ★ Teamwork
- ★ All Included
- ★ Responsibility
- ★ Success

★ Striving

Our aim is that we are a school that:

- **uses our Growth Mind-set (learning from mistakes and always willing to have a go)**
- **never gives up and always find ways of improving**
- **enjoys challenges and aims high**

★ Teamwork

Our aim is that we are a school that:

- **encourages and supports each other to be the best we can be**
- **learns from each other**
- **listens to and respects each other's ideas**

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★ **All Included**

Our aim is that we are a school that:

- **has high expectations of everyone**
- **encourages everyone to take an active part in learning and life of our school**
- **nurtures and celebrates what makes each and every one of us unique**

★ **Responsibility**

Our aim is that we are a school that:

- **takes ownership of the choices we make**
- **takes ownership/charge of our own learning**
- **looks after each other and our school**

★ **Success**

Our aim is that we are a school that:

- **provides an education that encompasses academic, creative, social, emotional, physical and cultural development.**
- **celebrates our efforts and achievements.**

Equal Opportunities and the Single Equality Scheme

We believe that all those who work in Osmani - children and adults - have the right to be treated fairly and with respect by everyone connected with the school.

We aim for Osmani to be a safe, supportive place, where all children and adults feel valued as individuals, whatever their **ability, age, disability, gender identity, marriage or civil partnership, pregnancy & maternity, race, religion or belief, sex and sexual orientation.**

The school aims to foster the social and personal skills of co-operation, sharing and mutual respect.

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At Osmani we believe that

Positive behaviour leads to a happy and more productive school.

Our behaviour for learning policy is a document which has been developed to create consistent expectations throughout the school.

The aim of the behaviour for learning policy is to equip children with lifelong skills so they understand;

- the behaviours that are acceptable and encouraged in school and in the wider community
- to respect others
- that everyone must be responsible for their own actions

Our positive behaviour policy is underpinned by the Our Rights Respecting Charter

Articles 2/12: We respect the right to be listened to and listen to others.

Articles 19/24: We respect the right to feel safe at school and help others feel safe.

Article 28: We respect the right to learn and let others enjoy their learning.

Articles 15/31: We respect the right to join in and be part of a team.

Article 29: We respect the right to develop our potential and to do it with a growth mindset.

Article 27: We respect the right to look after our own and others property

At Osmani we reinforce our Behaviour for learning policy through positive behaviour management by using:

- **the articles in the Rights Respecting Charter** which are taught explicitly at the beginning of each academic year and used consistently across the school by all adults and children.
- **Adults as Role Models** consistently reinforcing the behaviour policy at all times, through setting high standards for their own behaviour and in their interactions with other staff and children.
- **Growth mindset at Osmani**, adults have high expectations for children's behaviour and ensure they are engaged and participating in all lessons. It is important that we reinforce a positive learning culture and the growth mindset principles.

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- **Praise Language** where adults and children praise effort and achievement and not ability.
- **TAG** which encourages children to play an active part in solving their own conflicts and difficulties. This involves children following the three steps:
T - tell the other child or children what they are doing that the child in question does not like.
A - ask them to stop or suggest something they can do instead
G - if T and A do not work, **g**et an adult's help.
- **Parental Involvement** which gives opportunities for parents and staff to work together in partnership on implementing, monitoring and supporting the behaviour policy and for parents to be aware of the schools rewards system for good behaviour and its system of sanctions for inappropriate behaviour
- **Circle time** which provides children with opportunities to:
 - develop positive attitudes
 - develop a whole school approach for developing positive behaviour
 - give children the opportunity to speak in front of an audience with an equal voice
 - help children learn about themselves and others and begin to express their feelings
 - enable children to suggest and listen and to help with strategies for other children's problems
 - give opportunities for a class to work as a team
- **School Council** where children meet weekly and have the opportunity for any individual or class concerns regarding behaviour to be aired in the knowledge that their concerns will be acted upon.

Whole School Reward System. It is important that we reinforce a positive learning culture which adheres to the principles of AFL therefore we reward children with Star of the Week certificates for their growth mindset learning behaviours including:

- resilience
- taking risks

and positive social and emotional behaviours such as;

- using TAG well
- welcoming and befriending new children
- taking responsibility and using initiative

Children's effort and achievement is celebrated by:

- **Showing another teacher our effort and achievement**
- **Headteacher's Award**
- **Postcards sent home**

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- **Star of the week certificates**
- **Class of the Week certificates** which focus on a particular behaviour that requires improvement
- **Golden Time/Enrichment** which rewards children for their learning behaviours and allows opportunities for children to engage in enrichment activities with children in a different year group.

Sanctions

We believe in dealing with behaviour at the place and time of difficulty as much as possible. It helps us to understand the behaviour and it stops potential escalation.

We all use our Rights Respecting charter as a set of principles. These agreed principles guide our actions so that consistency, coherence and harmonisation are built on. Within that consistency we recognise variation and understand that we need flexibility. All our children are individuals with individual needs.

Disruptive or unacceptable behaviour is dealt with through a series of structured 'levels'. We believe children learn through their mistakes so children are always given opportunities to reflect on their actions and to make amends.

Children with challenging behaviours

We know there are some children who because of their mental health or social, emotional needs, learning needs or speech and language difficulties, cannot follow the usual guidelines for behaviour as the rest of the children in their class. (See Equality Policy). At Osmani these children will be provided with a behaviour support plan and additional support both in the classroom and at playtimes. There will also be involvement from outside agencies such as Side BeSide (in school), CAMHS and the SLS.

Positive Handling

It is acknowledged that in exceptional circumstances, staff may need to take action in situations where the use of reasonable, proportionate and necessary force may be required. Osmani School acknowledges that physical techniques are only a small part of a whole setting approach to behaviour management. Every effort will be made to ensure that all staff in this school have a clear understanding of the positive handling policy and have been appropriately trained.

Use of Physical Handling

No legal definition of reasonable force exists, however, for the purpose of this policy and the implementation of it in Osmani Primary School Positive Handling uses the **minimum** degree of force necessary for the **shortest period of time** to prevent a pupil harming himself, herself, others or property. The scale and nature of any physical intervention must be **proportionate** to both the behaviour of the individual to be controlled, and the nature of the harm they might cause. Staff would be expected to follow the pupil's behaviour Support plan /Risk Assessment in the first instance to manage an incident/challenging behaviour.

If the situation continues to escalate, staff would then be expected to request support from a member of the Leadership team and/or a member of staff who has received

Management of Actual and Potential Aggression Foundation Programme, Including

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Disengagement and Physical Holding Skills. (MAPA)

At Osmani Primary School we constantly strive to create a calm environment that minimises the risk of incidents arising that might require the use of force. In addition to this, pupils who present with persistent challenging behaviour are assigned a SEN TA who will work in partnership with the INCo and Class Teacher in supporting the Behaviour plan targets.

Pupils who have issues relating to sensory dysfunction or other conditions that may result in increased anxiety levels, and therefore an increase in the likelihood of challenging behaviour, may have individualised behaviour support plans to help them to manage this.

Through the PHSE curriculum (Jigsaw programme) pupils learn about feelings and managing conflict, where this is appropriate to their level of development. The ethos further promotes independence, choice and inclusion; pupils are given maximum opportunity for personal growth and emotional wellbeing.

All staff are trained in skills to help them to defuse situations before behaviour becomes challenging and how to **de-escalate** incidents should they arise. Reasonable force will only be used when the risks involved in doing so, are outweighed by the risks involved in not using force.

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