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Reach For The Stars

Behaviour Policy

Our Motto

Reach For The Stars

Our 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**

★ 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**
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★ 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**
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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.

This policy supports the school in addressing all of the UN Convention on the Rights of the Child.

Philosophy

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 inclusive learning culture, adhere to the Rights Respecting Charter and promote the growth mindset principles.

Our Rights Respecting Charter

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.

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- ★ 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

How we reinforce the Behaviour Policy

Rights Respecting Charter

This will be taught explicitly at the beginning of each academic year. All classrooms, communal areas, playgrounds will display a copy of the School Rights Respecting Charter. All classes will have their own Rights Respecting Charter based on the school's charter. All adults will use the Rights Respecting Charter, both when praising a child and when dealing with unacceptable behaviour. Parents and children will be sent a copy of the Rights Respecting Charter and are expected to learn it.

The consistent use of our Behaviour management for learning strategies which include Silent Signals. These ensure excellent learning behaviours. Children should follow the 'Give me Five' to ready themselves for learning.

Adults as Role Models

- All adults in the school must reinforce the behaviour policy at all times, through setting high standards for their own behaviour and in their interactions with other staff and children.
- All adults must take responsibility for the behaviour of all children, regardless of whether the children are members of their own class or group.
- All adults must treat all children fairly, and with respect
- All staff must act as role models of good behaviour and adhere to the articles of the Rights respecting charter, this includes not having conversations with pupils when walking their class around the school, and ensuring their class enters and exits the assembly hall in silence.

Praise Language

As adults we need to think about the praise language we use in the classroom. We need to praise effort and achievement and not ability.

The language we use tells the children what we believe and what we value.

Instead of praising ability 'You're so clever' we use language that praises achievement and effort

- ◆ Well done - you're learning to...
- ◆ Good - it's making you think - that's how your brain is growing!

(see AFL Handbook for more information)

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TAG

Children are encouraged to play an active part in solving their own conflicts and difficulties through using TAG.

- 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, get an adult's help.

This is actively taught as part of the establishment curriculum and TAG posters are displayed throughout the school. All members of the school community are expected to promote the use of TAG. Adults should model using TAG when appropriate. The language needed for children to share their concerns is actively taught across the curriculum.

Circle time

Circle time will be timetabled across the school and all classes will be taking part in the same themes from PSHE (Jigsaw).

The purpose of circle time is to:

- provide opportunities in the classroom 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.

Rights Respecting Ambassadors

The Rights Respecting Ambassadors will meet weekly. This is an opportunity for any individual or class concerns regarding behaviour to be aired in the knowledge that their concerns will be acted upon.

Parental Involvement

Working with parents

Parents can and should be our greatest allies. We need to keep them informed about their children. If they only hear bad news they will avoid us.

If we do need to tell parents bad news it should be done without an audience. Public praise and private criticism is a useful reminder.

Parents can be contacted by phone, letter or personally at the beginning and end of each day.

The purpose of parental involvement is:

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- for parents and staff to work together in partnership on implementing, monitoring and supporting the behaviour policy
- for parents to be aware of the schools rewards system for good behaviour and its system of sanctions for inappropriate behaviour

Parents will be involved with the behaviour policy through;

- The Parents' guide to the School behaviour policy (see appendix) which is handed out at the HOP meeting with Parents in September.
- Regular consultations with parents. At the start and end of each school day teachers may consult with individual parents and parents can approach teachers about concerns they have regarding behaviour. If we do need to tell parents that their child has behaved inappropriately it should be done in private.
- Parents meetings each term will have a section with reference to behaviour. This will be an information and discussion session at meetings for new parents.
- Governors meeting. The revised behaviour policy will be reviewed annually at Governors meetings.
- Parent Governors and Governors who are parents of the school will be encouraged to visit the school to observe pupil behaviour at different times of the school day including playtimes and lunchtimes.

Whole School Reward System

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 inclusive learning culture, adhere to the Rights Respecting Charter and promote the growth mindset principles.

As children work in randomly chosen talk partners each week, table points are unnecessary.

Instead, children are rewarded for their learning behaviours including:

- resilience
- taking risks
- ◆ collaboration
- ◆ effort
- ◆ learning from mistakes
- ◆ never giving up
- ◆ 'growing our brains'
- ◆ 'deeper thinking'
- ◆ 'making connections'
- ◆ asking questions

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- ◆ improving their skills
- ◆ being effective/good/most improved talk partners

and social and emotional behaviours such as;

- using TAG well
- welcoming and befriending new children
- helping friends to sort out their issues
- team work
- supporting others in class and in the playground
- being a good role model
- positively representing Osmani
- 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
- Star of the week certificates
- Class of the Week certificates
- Golden Time/Enrichment

Star of the Week

Every week from Reception to Y6, adults in the class choose one child as 'Star of the Week'; a child who has exhibited one of the growth mindset learning behaviours.

The 'Star of the Week' is announced at Assembly on Tuesday and the child sits on the 'Star of the Week' cushion for the following week.

The child is given a certificate at the Celebration assembly and a star is put on the Galaxy of Stars Board. (Tuesday Assembly 2017-18)

When a child receives a star of the week certificate it should be recorded in the 'Geek Book' so that an even spread across the class can be ensured.

Class of the Week certificate

Each week there will be a focus on a particular behaviour that requires improvement. This is linked to our Rights Respecting articles and is a whole school focus will be identified through discussion at SMT meetings and school council meetings and fed back to classes through phase meetings.

The areas of focus may include:

- Moving around the school quietly
- Lining up for dinner
- Using manners
- using TAG well
- welcoming and befriending new children
- helping friends to sort out their issues
- team work

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- supporting other's behaviour in the playground
- being a good role model
- taking responsibility and using initiative

Classes may be nominated by MMS, SLT, Senior and Deputy MMS, Dinner Ladies, office staff. Class of the week will be announced at Tuesday's SMT and the class will receive their certificate at the Wednesday celebration assembly.

Golden Time/Enrichment

Golden Time takes place each week for 30 -40 minutes in Y1-Y6.

It must be allocated a slot on the timetable.

Golden time activities should be special and only available during golden time.

Each class should have a special Golden Time box with special arts and crafts and games inside. (These can be ordered from the class budget.)

Possibilities are:

- Quiet games such as chess, draughts, cards, scrabble etc.
- Special felt tips and paper
- Arts and crafts
- Dressing up items and puppets
- Special comics
- Cutting out and sticking packs
- Sports activities with TA
- Cake decoration

In the week before Golden time, children may lose minutes off their Golden time. They should always have the opportunity to earn the minutes back on the day they have lost them. At the start of Golden Time a timer should be used to time minutes deducted from children. All children who are entitled to the full time may leave the carpet and choose items from the box. As children have paid back the time they owe, they are allowed to go and choose.

In all phases (where possible) activities are organised across the 4 classes. Children who consistently keep all their Golden Time should be given first choice when selecting the activity they want to participate in.

All of Golden Time is taken away, if a child receives a Level 4 letter during the week

Phase Managers and Head of Phase must be informed if a child loses their Golden Time more than once in a half term.

EYFS

In the EYFS a range of behaviour management strategies and positive rewards are used in order to promote and encourage positive behaviour. Stickers and stamps are used as an immediate reward for demonstration of good learning behaviour or effort.

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Time out is given, if required due to inappropriate behaviour. Children sit on the carpet for 5 minutes to think about their actions and behaviour.

For serious behaviour children are supported to draw out a pictorial 'Think Through' sheet. They are then referred to the HOP.

Sanctions

Statement of principle

We believe in dealing with behaviour at the place and time of difficulty as much as possible.

This stops referral and potential escalation. It also helps us to understand 'causes' close at hand and uses teamwork to address difficulties.

This means that we all use the 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.

Sanctions in the classroom

- ***The Rights Respecting Charter in the classroom***

For consistency across the school, the Rights Respecting Charter should also be used in the classroom and needs to be taught and referred to across the school. The Rights Respecting Charter must be clearly displayed for all visiting staff and children to see and the consequences of the children breaking them should also be made very clear so that other staff can see and implement the Rights Respecting Charter and expectations. All classes will have their own Rights Respecting Charter based on the school's charter.

- ***Level 1—4 for All staff***

Classes have a Behaviour Folder. Each child has a section and an individual record of behaviour sheet filing 'Think it Through' sheets and signed Level 4 letters.

- ★ Level 1 is not recorded
- ★ Level 2 is recorded on Scholarpack
- ★ Level 3s must be recorded by teachers on Scholarpack (conduct tab)
- ★ Only SLT members can give level 4s and this is recorded on Scholarpack (Conduct tab)

TAs play a vital role in spotting early signs of bullying and disruptive behaviour. They provide invaluable back up help in dealing with disruptive behaviour from pupils. It is not their responsibility to give out Levels or punishment. Their input is needed and consultation takes place with teachers. It is their duty to report incidents and difficulties to the relevant teachers so that matters can be dealt with quickly.

Mid-day Supervisors

During lunchtime, the midday supervisors are in loco parentis under the direction of the Head Teacher. During this time they have responsibility for behaviour management and the Senior Supervisors are therefore required to take responsibility for discipline. Supervisors may, after warnings, take children to the Senior MMS (Asma). Level 4 behaviour should be sent to the

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member of the SLT on lunch duty. The Senior Mid-day supervisor in consultation with the SLT on duty should ensure the class teacher is informed.

- ◆ This is recorded on Scholarpack (Conduct tab)

In order to develop a greater understanding of the children they work with, MMs will be allocated to their wet lunch class 3 times a half term on a Thursday 1-1.30pm. MMs will be involved in 1:1 or small group reading or assisting children with handwriting and spelling,

The school 'Levels' procedure

The 'Levels' procedure begins where possible, when a child has been given a chance to correct their behaviour and has CHOSEN not to do so.

We ensure at all times, that children are given the opportunities to make amends and redeem themselves. (Some children's behaviour may mean that they come straight in at a level higher than 1.)

The levels have been created so no child misses out on their learning. When a child reaches a level three, they are sent to a foster class for a session with work to complete.

Only in extreme cases where a child is of danger to others should the child be sent to the office during class time.

Children who have received a Level 4 will return to class after seeing the HOP, unless they are of danger to others.

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The school 'Levels' procedure

	Examples of types of behaviour	Action by the adult
Level 1	<p>These behaviours involve not adhering to the following Articles: Articles 19/24: We respect the right to feel safe at school and help others feel safe. - squabbling, pushing in, teasing, annoying people, spoiling other's games, Article 28: We respect the right to learn and let others enjoy their learning. distracting other children from work, chatting and being off task, interrupting the teacher, ignoring an adult's instructions, making noises at inappropriate times, avoiding starting work, not being ready to start work, wandering round the class, coming inside or upstairs during playtimes and lunchtimes ,play-fighting (where no one is hurt) Article 27: We respect the right to look after our own and others property damaging school property, damaging their own class or other class's play equipment, damaging others work, scribbling on own or other's work, not using equipment appropriately</p>	<p>Examples of things to do or say are;</p> <ul style="list-style-type: none"> ◆ 'do listen' ◆ 'stop' ◆ 'this is a warning' <p>If a child still does not correct their behaviour after the warning, their name should be written on the board or name is given to senior or deputy MMS by the Playleaders and they should be told they are at level one.</p> <p>These do not need to be recorded except in exceptional circumstances.</p> <ul style="list-style-type: none"> ◆ Any child reaching Level 1 must lose 5 minutes of their golden time. ◆ This must be relayed to the CT by Senior or deputy MMS ◆ They can however, earn it back through improving their behaviour over the rest of the day.

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<p>Level2 – If a child does not improve their behaviour after reaching level 1, they move to Level 2.</p>		<ul style="list-style-type: none"> ◆ Because this involves a ‘Think it through sheet’ Level 2 should be recorded on Scholarpack by the teacher. However if the child progresses to Level 3 , only record the Level 3 ◆ Child is moved to the time out area and told this behaviour is unacceptable. ◆ Child is reported to the MMs supervisor or deputy supervisor. ◆ Child is given a standard form- ‘Think through sheet’ or work to complete. Time out should be for a maximum of 10-15 minutes. ◆ If a child has upset another child, time out could involve them writing an apology letter. ◆ If a child is placed in the time out table for only a few minutes, then a timer may be used and no work is necessary. This is only appropriate for up to five minutes.
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		<p>Children should always be given the opportunity to bring their level back to Level 1.</p> <ul style="list-style-type: none">◆ Any child reaching Level 2 should lose 10 minutes of their golden time. They can however, earn it back through improving their behaviour over the rest of the day.
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<p>Level 3 – If the child continues not to manage their behaviour, (after reaching L2) they must be sent to their foster class or sent inside at lunch and play times by Senior or deputy MMs.</p>	<p>A child can go straight in at Level 3 if they: They deliberately cause or escalate an incident by provoking, teasing, ‘winding up’ another child and this escalates to a Level 4 incident.</p> <p>They deliberately cause or escalate an incident that could have been resolved by using TAG</p>	<ul style="list-style-type: none"> ◆ This behaviour is unacceptable. Here is the work I want completed’ ◆ Child must be sent with a message to the receiving teacher and must be accompanied by another child or adult. ◆ Children must know why they are sent and work must be given for them to complete. ◆ Teachers who do not immediately have time to send work with the child should send a slip to explain their attendance and then send work to follow as quickly as possible. (see appendix) ◆ Child stays out of class for the rest of the session. When session is finished, the receiving teacher signs the work and sends it back with the child to the teacher. ◆ If the work has not been completed, the receiving teacher sends a note so that the class teacher can collect their child and ensure they
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		<p>finish the work during lunch or break.</p> <ul style="list-style-type: none"> ◆ If the child is sent in at breaktime, they can complete a think through sheet. ◆ If a child has upset another child, time out could involve them writing an apology letter. ◆ A letter should be sent home with the child every time they are sent from the classroom. (see appendix 5) ◆ Teacher record Level 3s on Scholarpack- Conduct tab <p>If a child receives 3 levels 3's in a term, the class teacher should arrange a meeting with the parents. The Head of Phase or SENCo should also attend the meeting. Any child reaching Level 3 must lose 15 minutes of their Golden Time. They can however, earn it back through improving their behaviour over the rest of the day.</p>
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<p>Level 4 – If the child continues not to manage their behaviour, (after reaching L3) they will receive a Level 4. Level 4 are also given for Zero tolerance behaviours</p>	<p>Zero tolerance There is 'Zero Tolerance' for the behaviours listed below and pupils will immediately receive a level 4. These behaviours involve not adhering to the following Articles: Articles 19/24: We respect the right to feel safe at school and help others feel safe. Violent behaviour; kicking, hitting, punching, fighting, biting, slapping, deliberately injuring another person Articles 19/24: We respect the right to feel safe at school and help others feel safe.</p> <ul style="list-style-type: none"> ◆ Racist language or behaviour ◆ Homophobic language or behaviour, ◆ Sexist language or behaviour, ◆ Anti-disability language or behaviour, <p>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.</p> <ul style="list-style-type: none"> ◆ swearing in any language 	<p>All children receiving Level 4s must be taken to see their HoP immediately or an SLT member if the HoP is not available. Only SLT give out Level 4s</p> <ul style="list-style-type: none"> ◆ It is expected that enough information will have been communicated for the member of the SLT to be able to deal with the incident. ◆ All level 4 incidents will be notified to parents by a letter given to the child at the end of the day or a letter posted to the home address. ◆ The member of the SLT dealing with the incident may meet with the parents. ◆ When a child has received three Level 4 letters, in a term they will be seen and dealt with by the Head Teacher after consultation. ◆ If three Level 4 letters are given to a child in one term, this will normally result in one-day exclusion.
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	<ul style="list-style-type: none"> ◆ insulting or being rude to adults ◆ threatening behaviour <p>Articles 2/12: We respect the right to be listened to and listen to others.</p> <ul style="list-style-type: none"> ● Wilful disobedience ● Leaving the classroom without permission 	<ul style="list-style-type: none"> ◆ Level 4s are recorded on Scholarpack in the conduct tab by the SLT member
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<p>Exclusion Children can be excluded from school on a temporary or permanent basis on the following criteria:</p>	<p>-Their behaviour significantly affects the ability of the teacher to provide education for the rest of the class.</p> <ul style="list-style-type: none"> • They persistently do not adhere to the Rights Respecting Charter. <p>Their behaviour puts the safety of themselves or others at risk.</p> <ul style="list-style-type: none"> • They are violent to members of staff. • They are repeatedly racist, sexist or homophobic. • They are aggressive and or swear at any member of staff. <ul style="list-style-type: none"> o They are involved in Cyber- bullying e.g. texts, messaging, emails, social networking sites, etc. 	<p>Exclusion of children should not be seen as a punishment but as a last resort when all other strategies and sanctions have failed.</p>
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Completing work and being kept in lunch time.

This may be undertaken on rare occasions but is to be used as a last resort.

The Head of Phase needs to be informed who the children are and why they are being kept in.

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- ◆ Teachers may choose to keep children in to complete work but the class teacher must supervise this. Children must not be kept in longer than and 10 minutes at lunchtime. They must not miss their dinner slot in the dinner hall.
- ◆ Children may on no account be left unsupervised in a room by themselves.

9. Children Beyond

There are some children who because of their social, emotional behaviour needs or 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 additional support both in the classroom and at playtimes.

The behaviour files and Scholarpack will be used to track these children's behaviour and any patterns established.

Although we understand the needs of these children we will also ensure that any systems put in place to support them will also take into account the safety of other children in their class and the adults working with them.

The Inclusion Coordinator (INCo) will support the teacher, TA and parents in drawing up behaviour support plan that the child can understand and work towards. This may involve support from either the pastoral team or external agencies. In school TAC (Team around the child) meetings will be used to ensure consistency from adults working with the child and support for those adults working with the child.

If appropriate, the INCo will run a separate circle time at the same time as class circle times so that children beyond can participate without disrupting other children.

We also recognise that parents can become exhausted by constant complaints about a child's behaviour. We will arrange to meet them privately rather than in the playground and evidence

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from the behaviour file and Scholarpack will be used to explain the school's concerns. A range of systems can then be established to keep the parent informed of any improvements or deterioration in behaviour. These can include:

- Magic Moments books where at least one positive behaviour a day is recorded
- Target sheets
- Weekly phone call home
- Email contact

We will remember at all times to tell the parents when the child is doing well in addition to when their behaviour is not so good.

Support will be offered to the families and referrals to appropriate agencies will be made. These include, the Behaviour Support Team, Educational Psychology Service and Child and Adolescent Mental Health Service.

The school will also offer the parents the opportunity to engage in parenting classes either with the school setting or through other agencies.

Referrals will usually be made by completing a CAF with the parents, child, class teacher, Inclusion Coordinator and any other adult working regularly with the child.

We recognise that it is discriminatory to exclude children from school visits because of their SEN or Social, Emotional or Mental Health and when planning any visits will ensure that these children are carefully considered. Reasonable adjustments will be made to ensure access to the trip wherever possible:

These will include:

- Paying for an additional TA to support the child during the course of the visit
- Asking parents to accompany the child
- Arranging emergency procedures for removing the child from the school visit if necessary, for example, taxi back to school, mobile phone on

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Monitoring of policy

This policy will be monitored through e.g. planning, book scrutiny, lesson observations, moderation meetings, drop in by the SLT, learning walks, focus groups, end of unit assessments as well as keeping abreast of national policy changes. Each term the Inco will create a report from Scholarpack of all Level 2, 3 and 4 incidents. This is shared with HoPS. Any individuals or classes will be discussed at SLT and where necessary, individuals and classes will be referred to Pastoral care team or external agencies for support.

Evaluation of policy

This policy will be evaluated through termly or annual reports by the post holder to the Headteacher and Governing Body. This evaluation will also inform school priorities.

Signed on behalf of the Governing Body:

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Appendix 1: Quick Guide to the Behaviour Policy

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

These are the Rights and Responsibilities that underpin Osmani Primary School's Behaviour Policy.

At Osmani we believe that

Positive behaviour leads to a happy and more productive school.

Our behaviour 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

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We reinforce the Behaviour policy through

- **Whole School Rights Respecting charter**
- **The consistent use of our Behaviour management for learning strategies** which include Silent Signals. These ensure excellent learning behaviours. Children should follow the 'Give me Five' to ready themselves for learning.
- **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.
- **Praise Language where** adults and children praise effort and achievement and not ability.

We do not use explicit rewards, rather children are rewarded through praise language for their learning behaviours, some of which include

- resilience
- taking risks
- ◆ collaboration
- ◆ learning from mistakes and growing our brains'
- ◆ never giving up and putting in the effort
- ◆ 'making connections'
- ◆ Asking high level questions
- ◆ being effective/good/most improved talk partners

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Class of the Week' certificates are given to classes who follow Rights Respecting charter and who make a whole class effort to improve their behaviour. Individual children will be rewarded for their learning behaviour through a weekly 'Star of the Week' certificates, and celebration postcards

The class teacher will keep detailed records of any child who is not able to follow the articles in the charter **some children with SEND are beyond the behaviour policy and have their own behaviour support plan.**

Overview of Sanctions

Warning: Child is told clearly which article from the Rights Respecting Charter they are not following

Level 1: Child's name is written on the board and 5 minutes lost from Golden Time. They have the rest of the day to earn back their Golden Time

Level 2: Child sent to Time Out Table with work or 'Think it Through sheet. 10 minutes taken from Golden Time. After agreed time out child returns to Rest of class. They have the rest of the day to earn back their Golden Time.
If they progress no further, **record as Level 2 on Scholarpack**

Level 3: Child is unable to modify the behaviour.
Child sent to Foster Class with slip and either work or 'Think it Through Sheet.'
Child remains in Foster class for rest of that lesson
Letter sent home.

Level 3 in playground; for provoking others or using threatening behaviour.
Teacher records in Scholarpack

Level 4: Child is unable to modify behaviour despite being sent to their Foster Class. Only SLT issue Level 4s. Parents informed through a level 4 letter sent home. Record in Scholar Pack. 3 Level 4s in 1 term will usually result in a 1 day exclusion. Child can go straight to Level 4 for

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any behaviour that is zero tolerance including: discriminatory language, swearing, violent behaviour, vandalism, wilful disobedience.

Appendix 2

Think through sheet

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

Name

Class

Date:

Time

Answer in full sentences

Which Article did you not follow?

What happened?

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How could you have resolved this before it became a problem?

How do you think the other person is feeling?

_____ because _____

What do you need to now?

What would you do differently next time?

Further action (e.g. an apology letter)

Sanction: Level given _____

Signed

(Member of Staff)

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Appendix 3

Think Through for younger children and children with SEND

What happened	How did you feel	How did _____ feel
If I had done the right thing		
What could have happened?	How would you have felt?	How would _____ have felt?

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