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Osmani Primary School

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.

Our Rights

- ★ **Article 19:** We have the right to be safe.
- ★ **Article 28:**We have the right to quality education.
- ★ **Article 12:**We have the right to give our opinion and listen to others.
- ★ **Article 15/31:**We have the right to join in and be part of a team.
- ★ **Article 29:**We have the right to develop our personalities, talents and abilities.
-

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**
-

★ **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.

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

This policy is inline with the "Behaviour in Schools: Advice for Headteachers and School Staff" (September 2022).

1. Purpose:

Osmani is an inclusive school and we believe that every child has the right to learn and enjoy their learning, feel safe and to be part of all school activities. (Our Rights Respecting Charter)

Our Behaviour Policy ensures there is consistency throughout the school and children are aware of how to behave appropriately in different situations.

We encourage Osmani School staff and children to be resilient life-long learners through the promotion of the growth mindset principles.

All staff are committed to creating a safe learning environment with high structure and nurture that fosters connection, inclusion, respect and value for all members of the school community.

Children are expected to speak respectfully to others, be considerate to peers and adults, respect property, work hard and follow instructions. Pupils are taught that they have a duty to follow the school behaviour policy and uphold our Rights Charter, and to contribute to the school culture.

As an inclusive school, staff understand that children with SEMH needs will require additional support to ensure they are regulated, feel safe and are ready for learning.

2. Creating and maintaining high standards of behaviour

We create and maintain high standards of behaviour consistently throughout the school by;

Our Rights Charter

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

- **Article 19:** We have the right to be safe.
- **Article 28:**We have the right to quality education.
- **Article 12:**We have the right to give our opinion and listen to others.
- **Article 15/31:**We have the right to join in and be part of a team.
- **Article 29:**We have the right to develop our personalities, talents and abilities.

- Staff explicitly teach this 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 inappropriate behaviour. Parents and children will be sent a copy of the Rights Respecting Charter and are expected to learn it.

Behaviour management for learning strategies

- These include Silent Signals. These ensure excellent learning behaviours. Children should follow the 'Give me Five' to ready themselves for learning. (see Appendix 1)

Adults' interactions with children

Adults will take responsibility for all children's behaviour regardless of whether the children are members of their class. It is everyone's responsibility to challenge children where these expectations are not met, but equally to comment positively when they are.

Adults will :

- Speak in a calm quiet voice;

- Respect the child's personal space;
- Maintain eye contact;
- Speak with the child in a non public place, when appropriate;
- Ask the child what they think/believe happened;
- Listen to the child without interrupting when appropriate;
- Speak at child's eye level when appropriate, bend down or sit down as and when appropriate.

Consistent routines

Staff must ensure routines are in place and consistently followed for:

- Start and end of the day, including wet days
- Transition times
- Lining up incl. assemblies
- Getting changed for PE
- Moving around the school
- Break and Lunchtimes including wet lunchtimes

Praise Language

Adults 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)

TAG

Children are encouraged to play an active part in solving their own conflicts and difficulties trough 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 staff 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 (through Jigsaw PHSE scheme)

Circle time will

- 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

We work with parents to ensure they are aware of the school's rewards system for good behaviour and its system of sanctions for inappropriate behaviour.

If a child has behaved inappropriately we approach privately or phone them before the end of the day to inform them of their child's sanction. If we do need to tell parents bad news it should be done without an audience. Public praise and private criticism are a useful reminder.

3. School systems

Whole School Reward System

Every year, each child will receive recognition of their hard work, effort and achievement through a postcard home and a Star of the Week certificate.
As an inclusive school, we celebrate all children's achievements and ensure children with particular needs are fairly represented in Headteacher's Awards and at Prize Giving ceremonies.
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
- ♦ 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

Star of the Week

Star of the Week Process (Reception to Year 6) Each week, teachers select one child from their class to be the *Star of the Week*. This recognition is given to a child who has demonstrated a growth mindset or shown positive learning behaviours. The 'Star of the Week' is announced during the Wednesday

assembly. The chosen child receives a certificate during the Celebration Assembly and has their name added to the 'Galaxy of Stars' board.

In Reception, this process takes place within the Reception classrooms.

All 'Star of the Week' awards should be recorded in the *Geek Book* to help ensure the recognition is distributed fairly across the class over time.

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
- 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.

Postcards Home

Postcards are sent home each week to celebrate children who demonstrate excellent learning in different subjects. The focus subject changes weekly.

EYFS

In the EYFS adults model, support and provide opportunities for children to develop their social and emotional skills. We help them to express their emotions through a range of structured activities and in their play. On a daily basis we support the development of sharing and encourage children to work together and include others in their play.

Children in the EY help to write their own charter based on Our Rights. With support and modelling they understand how to 'be gentle' 'use kind hands' 'take turns' and how to keep one another safe.
Staff consistently refer children to the Rights charter to remind them of what they need to do to follow agreed behaviours.

EY staff understand the importance of children learning to modify their behaviours in a large group setting. Staff model waiting, sharing and taking turns so children learn to accept the needs of others and tolerate delay when their own needs are not immediately met.

To support children with their decisions, staff model positive language consistently, rather than highlighting the negative.

We use language such as;

- Good walking
- Good sitting
- Use gentle hands
- Walking feet.

Visual lanyards are used for children with Speech and Language delays or children who are new to English, so they can follow the routines and understand the expected behaviour.

Challenging behaviour.

We believe that 'Thinking of a child as 'behaving badly' disposes you to think of punishment. Thinking of a child as struggling to handle something difficult encourages you to help them through their distress.'

For the majority of children in EYFS, conflict between children can be used as a learning opportunity and staff will verbally guide children through the conflict resolution (Think it Through sheet) with visual prompts. Staff encourage children to express their feelings, to reflect on the incident and to understand the feelings of others. All at age appropriate levels.

If a child becomes highly dysregulated, an adult will take them to a quieter space in the classroom for 'Time in' to calm down and have some thinking time. Once calm, the child will be asked to participate in a discussion and cooperate to resolve the difficulty.

In all situations of conflict, a member of staff will thoroughly investigate to try to establish the original cause and support those involved to a resolution.

In all cases where a child has been hurt, both sets of parents will be informed.

Serious incidents are reported to the Head of Phase or another member of the SLT, who will speak with parents.

For a few children with specifically identified behavioural needs, it may be beneficial to motivate and support them by using a reward system. This will only be introduced by the class teacher in consultation with parents/carers and the INCO. This will follow the objectives from the PSED section in Development Matters. EY adults will work with the child on a 1:1 basis if necessary to help the child develop their social skills, e.g. waiting, taking turns and sharing.

If there are still concerns regarding the child's behaviour after the 6 week monitoring period or a limited improvement is made, an internal Team Around the Child meeting will be held again between the teacher, child, parent and INCo and any other professionals involved.

If INCo and Parents believe external support is necessary e.g. BASS team, a referral will be made after this meeting.

EY behaviour issues are logged on the MIS system, but no sanctions or letters are given. Parents are informed verbally when they collect their child.

Sanctions for Y1-Y6

Statement of principle

Any behaviour that falls below the school's expectation for behaviour will require intervention. All our children are individuals with individual needs and will require different levels of support to change their behaviour.
'Thinking of a child as 'behaving badly' disposes you to think of punishment. Thinking of a child as struggling to handle something difficult encourages you to help them through their distress.'
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.

Sanctions in the classroom

The Rights Respecting Charter in the classroom

For consistency across the school, the Rights Respecting Charter should also be referred to when sanctioning children.

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 not recorded
- ★ Level 3s must be recorded by teachers on the MIS
- ★ Only SLT members can give level 4s and this is recorded on the MIS

TAs play a vital role in spotting early signs of bullying and disruptive behaviour. It is not TAs responsibility to give out Levels or punishment. It is their duty to report incidents and difficulties to the relevant teachers so that matters can be dealt with quickly.

Play Leaders

During lunchtime, thePlay Leaders are in loco parentis under the direction of the Head Teacher. During this time they have responsibility for behaviour management and Play Leaders are therefore required to take responsibility for discipline. Play Leaders may, after warnings,issue a child with a Level 3. Level 4 behaviour should be sent to the member of the SLT on lunch duty.

- ♦ This is recorded in the MIS.

The school 'Levels' procedure

The 'Levels' procedure begins where possible, when a child has been given support or reminders about how to act appropriately and they are unable to correct their behaviour.
We ensure at all times that children are given the opportunity to make amends and redeem themselves. Staff use strategies such as Emotion Coaching, distraction, re-focusing, positive praise of appropriate behaviour, to support children to make amends and redeem themselves.

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 a 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 themselves or to others.

The school 'Levels' procedure

Overview of Sanctions- 'Thinking of a child as 'behaving badly' disposes you to think of punishment. Thinking of a child as struggling to handle something difficult encourages you to help them through their distress.'

See Appendices

Completing work and being kept at 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.

Teachers may choose to keep children in to complete work but the class teacher must supervise this. Children must not be kept for longer than 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.

Ongoing behaviour issues

Step 1.	Where a class teacher has a concern about a child (one off incident or a general concern), they should contact the child's parent to inform them of the concern and discuss what is happening in school. This contact should be recorded on Scholarpack and the HOP notified. Where the teacher feels additional Pastoral Support or action is required to support a child, they should email a Pastoral Care referral form to the INCo.
Step 2 .	•If there is no improvement in behaviour within the 2 weeks after the parent meeting, the Class teacher and HOP meet parents again. A target card listing 3 desired behaviours (discussed with the INCo, prior to the meeting.) will be written and monitored on a weekly basis. The child's behaviour will then be monitored over the next 6 school weeks and a **review date set**. At the end of this period the parents should be contacted by the class teacher to inform them of the progress made This contact should be recorded on Scholarpack
Step 3	If there are still concerns regarding the child's behaviour after the 6 week monitoring period or a limited improvement is made, an internal Team Around the Child meeting will be held between the teacher, child, parent and INCo and any other professionals involved.

	A behaviour support plan with clear targets for improvement will be written and monitored on a weekly basis. If INCo and Parents believe external support is necessary e.g. BASS team, a referral will be made after this meeting. A **review date of 6 weeks** will be set. At the end of this period the parents will be contacted to inform them of the progress made. This contact should be recorded on Scholarpack

In addition, every half term, the INCo will review the conduct entries on Scholarpack and any children who appear to be causing concern e.g. three level 3s, will have their parents contacted by the HOP and Classteacher.

4. Bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence

Prejudice-based and discriminatory, including: · Racial · Faith-based · Gendered (sexist) · Homophobic/biphobic · Transphobic · Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching **Sexual violence** means rape, assault by penetration, or sexual assault (intentional sexual touching). **Sexual harassment** means unwanted conduct of a sexual nature – such as sexual comments, sexual jokes or taunting, physical behaviour like interfering with clothes, or online harassment such as sexting.
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

For Parents/Carers And Staff

Recognising the signs

Someone who is being bullied may

- be frightened of walking to or from school

- insist on being driven to school
- change the route to school
- be unwilling to go to school
- regularly have books or clothes damaged
- have possessions 'go missing'
- continually 'lose' money
- begin doing badly in schoolwork
- have unexplained bruises, scratches, cuts
- ask for money or begin stealing money
- become withdrawn or start stammering
- have noticeable and prolonged changes in mood
- become distressed
- become bad-tempered
- refuse to say what is wrong
- lose appetite, or start overeating
- cry himself/herself to sleep or have nightmares
- attempt or threaten to harm him/herself

Pupils must be encouraged to report bullying in schools.

All members of staff at the school must be alert to the signs of bullying and act promptly and firmly against it in accordance with school policy.

GUIDANCE and ADVICE

For pupils

These ideas as to what you can do have been suggested by pupils

If you are being bullied

- tell someone you trust
- remember you are not the one with the problem!
- if you can, ignore the bully

- if you can, do not show you are upset
- if possible, avoid being alone in the places bullying happens
- be assertive, if you can
- walk away quickly and confidently, even if you do not feel that way inside
- your safety is more important than your possessions. If you are in danger,
- don't hold on to them
- if you are different in some way, be proud of who you are.
- Staff will educate children about appropriate behaviour between boys and girls and help them to understand what is acceptable.
- Children will be taught to be assertive in a non-threatening manner and understand that they have a right to say no.
- Children will also be encourage to use TAG to sort out problems before they escalate. **(Tell, Ask, Get help)**

Friends

- listen and talk it through
- try to be sensitive
- try not to leave them on their own
- persuade the person being bullied to talk to an adult

Bystanders

- even if you don't take part in bullying but see it and walk away, you are ignoring your responsibilities
- get help
- give sympathy to the person being bullied

For Staff

All members of staff, teaching and non-teaching, should deal with any incident of suspected or observed bullying by

- No member of the school community should ignore bullying, either of a child or an adult. Even if adults do not perceive what has happened as bullying, if the victim feels bullied they must treat it as such and take the appropriate action.
- talking to the pupil and giving reassurance

- taking action appropriate at the time
- Ensuring that it is raised at phase meetings and the SLT link informed of both what has happened and what has been done to resolve the situation.
- Completing the appropriate bullying incident form- see appendix .The form must then be passed onto headteacher and phase link

  Ensuring it is logged on the conduct tab of the school's MIS -Scholarpack .
- reporting the incident to a member of SLT or Headteacher

The member of SLT or Headteacher will

- arrange for support and reassurance for the pupil
- interview the person responsible for the bullying
- contact parents/carers when necessary
- take any appropriate disciplinary action
- if necessary, refer the matter to the Head
- work with pupils, parents/carers and other teachers to support those involved and prevent the bullying

Ensuring the meeting with parents is logged on the conduct tab of the school's MIS -Scholarpack .

For Parents/Carers

Any of the behaviour above may indicate other problems. But, if you become aware of and are concerned by any of this behaviour, and think your child is being bullied

- encourage him/her to talk about the problem
- reassure him/her of your support
- try to listen calmly and not overreact
- attempt to find out when and where the bullying takes place. Is there a pattern?
- contact the Headteacher or any member of the Senior Leadership team to discuss the problem
- work with the Headteacher or any member of the Senior Leadership team to support your child within or outside school
- if the bullying takes place outside school, report the matter to the police

5. Child on child sexual violence and sexual harassment and sexism

Schools should respond to all reports and concerns of child on child sexual violence and sexual harassment, including those that have happened outside of the school premises, and or online. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face.

Addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future. **These types of behaviours must be reported to the Headteacher or Deputy immediately and logged on CPOMS.**

The designated safeguarding lead will use the AIM Checklists to inform and support professional decision making and as to whether this will need a referral to another agency.

Harmful sexual behaviour

Where there are reports of sexual violence and sexual harassment, the school will follow the safeguarding procedures. The reports are likely to be complex and require difficult professional decisions to be made, often quickly and under pressure. Local authority children's social care and the police will be important partners where a crime might have been committed. Referrals to the police will often be a natural progression of making a referral to local authority children's social care. The designated safeguarding lead (or a deputy) should lead the school response.

6 . Pupil support

Children with Social, Emotional, Mental Health difficulties (SEMH)

Pupils who are identified as particularly vulnerable will need specific approaches tailored to their individual needs and experiences, strengths and difficulties. These will need to be planned in conjunction with parents/carers and school professionals and external professionals. Information will be shared sensitively. (See Equality Policy).

At Osmani these children will be provided with additional support both in the classroom and at playtimes.

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.

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 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 eHA 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

Children with EHCPS

We will make all the necessary arrangements and adaptations for children with EHCPS as outlined in their EHC plan. This includes being aware of triggers and reducing these, sensory and calming activities, a space to calm when we notice the beginnings of dysregulation, using visuals when the child is transitioning, trained SLT members using de-escalating strategies (bringing that stress down, getting rid of the threats, dealing with the feelings and emotions, positive handling if necessary). However, if a child remains dysregulated and is a danger to themselves and others, including staff and children, the Headteacher will consider asking parents to collect the child and take them home.

7.Banned items

Pupils are not allowed mobile phones in the school.

We follow the guidance as set out in Searching, Screening and Confiscation - GOV.UK

In doing this we prioritise safeguarding and ensure we have a duty of care to all pupils in the school. This means that we balance:

The need to safeguard all pupils by confiscating harmful, illegal, or disruptive items

The safeguarding needs and wellbeing of pupils suspected of possessing these items.

See also -Child Protection and Safeguarding Policy 2024

8. Behaviour outside of school

Inappropriate behaviour outside of school, whether this is online or face to face, can have repercussions for the orderly running of the school and at times may pose a threat to other pupils. Where this becomes known to a member of staff, they must immediately inform the Head of Phase. The HOP will liaise with the parents of the pupils involved and sanctions may be given depending on the nature of the incident. Addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.

9. Staff induction, development and support

All newly appointed staff are inducted through a programme of structured support and guidance as appropriate to their role to enable them to:

- integrate successfully into the school
- develop their knowledge and skills in order to facilitate job satisfaction, motivation and quality of learning experience for all pupils;
- be informed of school procedures and educational developments;
- fulfil their job description successfully;

On arrival at the school, they receive an introductory overview with the Headteacher and then bespoke training with the Deputy (Behaviour and Inclusion).

Where staff have children with particular needs they may receive training from external agencies including BASS (Behaviour and Welfare Support) or Phoenix Outreach Service.

Staff are regularly updated through staff Inset days in September, and weekly whole school phase meetings and admin meetings.

10. Pupil transition- see Transition policy

11 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.

12 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.

Appendix 1: Quick Guide to the Behaviour Policy

Our Rights Respecting Charter

OUR RIGHTS

- ★ **Article 19:** We have the right to be safe.
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- ★ **Article 15/31:**We have the right to join in and be part of a team.
- ★ **Article 29:**We have the right to develop our personalities, talents and abilities.

Our Purpose

5. Purpose:

Osmani is an inclusive school and we believe that every child has the right to learn and enjoy their learning, feel safe and to be part of all school activities. (Our Rights Respecting Charter)

Our Behaviour Policy ensures there is consistency throughout the school and children are aware of how to behave appropriately in different situations.

We encourage Osmani School staff and children to be resilient life-long learners through the promotion of the growth mindset principles.

All staff are committed to creating a safe learning environment with high structure and nurture that fosters connection, inclusion, respect and value for all members of the school community.

Children are expected to speak respectfully to others, be considerate to peers and adults, respect property, work hard and follow instructions. Pupils are taught that they have a duty to follow the school behaviour policy and uphold the school rules, and to contribute to the school culture.

As an inclusive school, staff understand that children with SEMH needs will require additional support to ensure they are regulated, feel safe and are ready for learning.

We reinforce the Behaviour policy through

- Whole School Rights Respecting charter
- The consistent use of our Behaviour for Learning strategies
- Adults interact positively with children
- Consistent routines
- TAG- teaching children to resolve difficulties with their peers
- Growth mindset - creating resilient life long learners
- Praise for achievements and effort not abilities
- Star of the Week Awards for effort and achievement
- Staged behaviour plan -so children understand expected and appropriate behaviour and are aware of the consequences for inappropriate behaviour.
- Support for children with Social, emotional and mental health difficulties.

Appendix 2: Sanction Levels

Overview of Sanctions- 'Thinking of a child as 'behaving badly' disposes you to think of punishment. Thinking of a child as struggling to handle something difficult encourages you to help them through their distress.'

Children should always be given the opportunity to redress their behaviour and come off the staged behaviour plan.

Children are told clearly which article from the Rights Respecting Charter they are not following.

CLASSROOM Sanction Levels

Children should always be given the opportunity to redress their behaviour and come off the staged behaviour plan.

	Behaviours: Low-Level (Reminder / Re-teaching Expected Routines)	Teacher actions	Sanction
Level 1	***Usually corrected with non-verbal cues, proximity, or short verbal reminders.*** • Whispering/talking when they should be listening • Fidgeting with pens/resources • Daydreaming/lack of focus during demonstration • Copying silly behaviour for attention • Taking a while to get started on work • Leaning back on chairs (one-off or occasional) • Not lining up silently first time • Needing reminders to use kind words • Low-level calling out • Not instantly responding to silent signal	**USE RIGHTS RESPECTING LANGUAGE and T.A.G** Examples of things to do or say are; **Re-focus child** - gently remind what they need to do, e.g you need to **respect your right** to quality education by……. **Quiet word** **Offer of support** – "Are you okay, do you need anything" **Cue name** – "Maaria – all okay?" **Non-verbal cues-** stern look **Nip in the bud:** "Ibrahim, you're talking and we are working quietly in this lesson. You need to **respect other children's right** to quality education by……. **Wondering question:** 'Nikolas, I'm wondering if sitting too close to xxx is making it difficult for you to concentrate on your work. Come and sit here where I can help you."	**The child's name goes on the board as level 1. If the child modifies their behaviour, their name can be removed from the board at the end of the session.** **However, if the child still does not correct their behaviour after being refocused**, their name should go up the 'staged behaviour plan' at Level 2.
Level 2	**Behaviours: Moderate (Repetition / Disruption of Learning / Boundary-Pushing)**	**Teacher actions**	**Sanction**

	If a child does not change their behaviour after reaching level 1, they move to Level 2. *The adult gives clear direction; the child knowingly chooses not to follow once reminded.* ● Repeated calling out during teaching input ● Frequently out of seat / wandering around ● Talking back or sulking when corrected ● Not using lining-up order / pretending not to know it ● Leaning back on chairs after reminders ● Not attempting work after modelling → mistakes through inattention ● Taking resources from teacher desk / recycling box without permission ● Constantly ignoring the silent signal ● Not treating school equipment with respect (careless use) ● Toys/playing cards (Confiscate and send to office)	**As above and** **USE RIGHTS RESPECTING LANGUAGE and T.A.G** **Clear directive:** e.g you need to **respect your right** to be safe by not leaning back on the chair. Please sit up in your chair. Encourage children to come off level 2 by giving them clear instructions on how to come off level 2 e.g. if you stop leaning back on your chair, you will come off level 2. Short reflection time or move seating. If a child is dysregulated, they can have **5mins of emotion coaching** before rejoining the session.	**The child's name goes on the board as level 2. If the child modifies their behaviour, their name comes off the board. If a child still does not correct their behaviour after being refocused**, their name should go up the 'staged behaviour plan' to Level 3.
Level 3	**Behaviours: Serious (Safety, Defiance, Emotional Impact, Disrespect)**	**Teacher actions**	**Sanction**

	If the child continues not to manage their behaviour, (after reaching L2) they must be sent to their foster class. *The learning environment or social/emotional safety is affected.* ● Excluding others deliberately ● Whispering unkind comments to others ● Screaming, shouting, or throwing themselves onto floor in frustration ● Going on teacher's computer / confidential materials ● Deliberately distracting others from learning ● Arguing with other children ● Careless handling of school property e.g. breaking pencils in frustration, doodling on school property	**As above including:** **USE RIGHTS RESPECTING LANGUAGE and T.A.G** Removal from class to reflection space E.g as you have not respected your right and the rights of other children in the class to be safe, you now need to **….(foster class until the remainder of the session)** Restorative conversation before returning Parent informed if repeated Logged on behaviour system	**If a child still does not correct their behaviour after being refocused**, their name should go up the staged behaviour plan to Level 3. Once this happens, the child is sent to the foster class 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. **(COMPLETE THINK IT THROUGH SHEET AND BRING DOWN TO THE OFFICE)** **CT log in MIS.** **A L3 letter** must be sent home via email. **Child misses one lunchtime play** **Class teachers speak to parents at the end of the school day.** **If a child receives 3 levels 3's in a term, the CT should arrange a meeting with the parents- see section On going behaviour issues**
Level 4	**Behaviours: High Severity (Risk, Harm, Bullying, Serious Defiance)**	**Teacher actions**	**Sanction**

	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** There is **'Zero Tolerance'** for the behaviours listed below and pupils will immediately receive a level 4. ● Deliberate physical harm/Violent behaviour; kicking, hitting, punching, fighting, biting, slapping, deliberately injuring another person ● Bullying (repeated targeted unkindness/exclusion/threats) ● Racist language or behaviour ● Homophobic language or behaviour, ● Sexist language or behaviour, ● Anti-disability language or behaviour, ● Swearing in any language ● Insulting or being rude to adults ● Threatening behaviour including throwing objects ● Wilful disobedience/Deliberate refusal to follow instructions ("No." / walking away) ● Leaving the classroom without permission ● Destruction of school property ● Stealing or tampering with confidential or personal belongings ● Rough physical play inside the classroom	*Requires Senior Leader involvement, parent meeting and formal sanctions* **USE RIGHTS RESPECTING LANGUAGE and T.A.G** SLT intervention Behaviour incident form completed Parent/carer informed same day	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 gives out Level 4s** **(COMPLETE THINK IT THROUGH SHEET AND BRING DOWN TO THE OFFICE)** It is expected that enough information will have been communicated for the member of the SLT to be able to deal with the incident. **A L4 letter** must be sent home via email. **The child misses a week's lunchtime play.** The member of the SLT dealing with the incident may meet with the parents. **- If three Level 4 letters are given to a child in one term, this will normally result in a parent meeting with Headteacher and a one-day internal suspension.** Level 4s are recorded on MIS by the SLT member
	Suspension/Exclusion Children can be removed from school on a temporary**(Suspension)** or permanent **(Exclusion)** basis on the following criteria:	-Their behaviour significantly affects the ability of the teacher to provide education for the rest of the class. ● They persistently do not adhere to Our Rights. ● Their behaviour puts the safety of themselves or others at risk. ● 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. ● They are involved in Cyber- bullying e.g. texts, messaging, emails, social networking sites, etc.	Suspension of children should not be seen as a punishment but as a last resort when all other strategies and sanctions have failed.

CORRIDORS AND STAIRS Sanction Levels

Children should always be given the opportunity to redress their behaviour and come off the staged behaviour plan.

Level 1	Behaviours: Low-Level (Movement & Transitions)	Teacher actions	Sanction
	Usually corrected with non-verbal cues, proximity, or short verbal reminders. ● Talking quietly when expected to be silent ● Whispering while walking in line ● Forgetting to stay in correct line order ● Moving slightly too fast/energetically or slowly ● Not facing forward on stairs ● Not walking in a line	**USE RIGHTS RESPECTING LANGUAGE and T.A.G** Gentle reminder + modelling the expected behaviour e.g you need to **respect your right** to be safe by……..	**The child's name goes on the board as level 1. If the child modifies their behaviour, their name can be removed from the board at the end of the session.** **However, if the child still does not correct their behaviour after being refocused**, their name should go up the 'staged behaviour plan' at Level 2.
Level 2	**Behaviours: Moderate (Repeated Disruption / Failure to Respond)**	**Teacher actions**	**Sanction**
	If a child does not change their behaviour after reaching level 1, they move to Level 2. ● Ignoring silent signal during transitions ● Repeat chatting after reminders ● Deliberately walking out of line to join friends ● Going to toilet / water fountain instead of lining up ● Cutting the line or pushing in corridors ● Group clustering/blocking the corridor ● Walking on the wrong side of the stairs ● Toys/playing cards (Confiscate and send to office)	**As above and** **USE RIGHTS RESPECTING LANGUAGE and T.A.G** Stand with adult for reset Re-practise expectations together	**The child's name goes on the board as level 2. If the child modifies their behaviour, their name comes off the board. If a child still does not correct their behaviour after being refocused**, their name should go up the 'staged behaviour plan' to Level 3.
Level 3	**Behaviours: Serious (Disrespect / Unsafe Movement / Impact on Others)**	**Teacher actions**	**Sanction**

	• Pushing, bumping or knocking others • Shouting in corridors affecting other learning spaces • Ignoring the silent signal repeatedly and delaying class movement • Refusing to line up properly even after naming expectations • Running along the corridor and stairs	**USE RIGHTS RESPECTING LANGUAGE** Removal to walk separately Reflection conversation Parent informed if pattern continues	**If a child still does not correct their behaviour after being refocused**, their name should go up the staged behaviour plan to Level 3. Once this happens, the child is sent to the foster class 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. **(COMPLETE THINK IT THROUGH SHEET AND BRING DOWN TO THE OFFICE)** **CT log on MIS.** **A L3 letter** must be sent home via email. **Child misses one lunchtime play** **Class teachers speak to parents at the end of the school day.** **If a child receives 3 levels 3's in a term, the CT should arrange a meeting with the parents- see section On going behaviour issues**
Level 4	**Behaviours: High Severity (Safety Risk / Harm / Aggression)**	**Teacher actions**	**Sanction**

	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** There is **'Zero Tolerance'** for the behaviours listed below and pupils will immediately receive a level 4. ● Deliberate physical harm/Violent behaviour; kicking, hitting, punching, fighting, biting, slapping, deliberately injuring another person ● Bullying (repeated targeted unkindness/exclusion/threats) ● Racist language or behaviour ● Homophobic language or behaviour, ● Sexist language or behaviour, ● Anti-disability language or behaviour, ● Swearing in any language ● Insulting or being rude to adults ● Jumping down stairs or dangerously walking up and down the stairs (e.g using the slope) ● Aggressive confrontational behaviour ● Swearing at children or staff ● Tampering with fire doors, alarms, exits ● Behaviour that causes danger of falling or injury on stairs ● Arguing or talking back to adults managing transition	*Requires Senior Leader involvement, parent meeting and formal sanctions* **USE RIGHTS RESPECTING LANGUAGE and T.A.G** Senior Leader intervention Incident form + parent/carer meeting Safety plan or behaviour support plan as needed	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 gives out Level 4s.** **(COMPLETE THINK IT THROUGH SHEET AND BRING DOWN TO THE OFFICE)** It is expected that enough information will have been communicated for the member of the SLT to be able to deal with the incident. **A L4 letter** must be sent home via email. **The child misses a week's lunchtime play.** The member of the SLT dealing with the incident may meet with the parents. **- If three Level 4 letters are given to a child in one term, this will normally result in a parent meeting with Headteacher and a one-day internal suspension.** Level 4s are recorded on MIS by the SLT member
	Suspension/Exclusion Children can be removed from school on a temporary**(Suspension)** or permanent **(Exclusion)** basis on the following criteria:	-Their behaviour significantly affects the ability of the teacher to provide education for the rest of the class. ● They persistently do not adhere to Our Rights. ● Their behaviour puts the safety of themselves or others at risk. ● 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. ● They are involved in Cyber- bullying e.g. texts, messaging, emails, social networking sites, etc.	Suspension of children should not be seen as a punishment but as a last resort when all other strategies and sanctions have failed.

LUNCH HALL Sanction Levels

Children should always be given the opportunity to redress their behaviour and come off the staged behaviour plan.

Level 1	Behaviours: Low-Level (Routine Reminders / Calm Correction)	Teacher actions	Sanction
	These behaviours are usually corrected with a prompt, modelling, praise reinforcement. ● Talking in line whilst waiting to be served. ● Talking too loudly across tables ● Copying silly behaviour (noises / laughing for attention) ● Dropping crumbs / small mess accidentally ● Struggling to sit still at one table (mild table hopping) ● Not noticing or forgetting to use manners unless reminded	**USE RIGHTS RESPECTING LANGUAGE and T.A.G** Non-verbal cue, praise someone near them, gentle reminder, time-limited direction ("Finish your meal with your group, thank you.") e.g you need to **respect your right** to be safe by……..	**If a child still does not correct their behaviour after being refocused**, their name should go up the 'staged behaviour plan' at Level 1.
Level 2	**Behaviours:Moderate (Repetition / Disruption / Defiance)**	**Teacher actions**	**Sanction**
	These behaviours disrupt the dining environment and require firmer adult direction. ● Queue-jumping or pushing in the line ● Talking back or sulking when reminded ● Refusing to sit near certain children / creating exclusive groups ● Walking around the hall to talk to friends instead of eating ● *Carelessly* leaving a mess behind after being reminded ● Encouraging others to be silly or break rules (but not harmful) ● Taking extra food from trolley without permission ● Throwing food under the table to avoid eating it ● Toys/playing cards (Confiscate and send to office) ● Not stopping when the silent signal is shown ● Walking out of the hall with food in mouth or in pocket	**USE RIGHTS RESPECTING LANGUAGE and T.A.G** Clear firm directive ("I have asked you once. Now you will stay seated here.") "Repair and reset" → child tidies table/floor Recorded as repeated incident if seen daily	**If a child still does not correct their behaviour after being refocused**, their name should go up the 'staged behaviour plan' to Level 3.

Level 3	Behaviours: Serious (Impact on Safety, Respect, or Well-Being)	Teacher actions	Sanction
	Requires playleader/Senior MMS involvement and restorative follow-up. ● Deliberately making a mess (e.g., flicking food, tipping water) ● Daring or encouraging others to *create a mess* or disrupt the hall ● Refusing to follow adult instruction directly and intentionally ● Continuing to shout / disrupt after multiple regulated prompts ● Persistent exclusion of others ("You can't sit with us.") ● Mocking, unkind comments, or teasing across tables ● Leaving spills or breakages and refusing to take responsibility ● Repeated ignoring of silent signal affecting whole hall	**USE RIGHTS RESPECTING LANGUAGE and T.A.G** Move seat / reflection table Restorative conversation before the next lunch Parents informed if repeated Logged	**If a child still does not correct their behaviour after being refocused**, their name should go up the staged behaviour plan to Level 3. **The playerleader sends the child to SLT on duty**. **(COMPLETE THINK IT THROUGH SHEET AND BRING DOWN TO THE OFFICE)** **Child misses one lunchtime play** **SLT log in MIS** **A L3 letter** must be sent home via email. **If a child receives 3 levels 3's in a term, the CT should arrange a meeting with the parents- see section On going behaviour issues**
Level 4	**Behaviours: High Severity (Safety / Harm / Aggression / Clear Intent)**	**Teacher actions**	**Sanction**

	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** There is **'Zero Tolerance'** for the behaviours listed below and pupils will immediately receive a level 4. ● Deliberate physical harm/Violent behaviour; kicking, hitting, punching, fighting, biting, slapping, deliberately injuring another person ● Bullying (repeated targeted unkindness/exclusion/threats) ● Racist language or behaviour ● Homophobic language or behaviour, ● Sexist language or behaviour, ● Anti-disability language or behaviour, ● Swearing in any language ● Insulting or being rude to adults ● Throwing food **at** others or in a way that may cause harm ● Aggressive behaviour (shoving chairs, hitting, pushing in anger) ● Verbal aggression or swearing at peers or adults ● Deliberate intimidation or bullying in the hall ● Repeated defiance that disrupts the entire eating environment ● Damage to hall property or equipment ● Wilful disobedience	**USE RIGHTS RESPECTING LANGUAGE and T.A.G** *Immediate removal from hall* *Senior leader intervention* *Restorative work + agreed follow-up plan* *Parent/carer informed the same day*	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 gives out Level 4s.** **(COMPLETE THINK IT THROUGH SHEET AND BRING DOWN TO THE OFFICE)** It is expected that enough information will have been communicated for the member of the SLT to be able to deal with the incident. **A L4 letter** must be sent home via email. **The child misses a week's lunchtime play.** The member of the SLT dealing with the incident may meet with the parents. **- If three Level 4 letters are given to a child in one term, this will normally result in a parent meeting with Headteacher and a one-day internal suspension.** Level 4s are recorded on MIS by the SLT member
	Suspension/Exclusion Children can be removed from school on a temporary**(Suspension)** or permanent **(Exclusion)** basis on the following criteria:	-Their behaviour significantly affects the ability of the teacher to provide education for the rest of the class. ● They persistently do not adhere to Our Rights. ● Their behaviour puts the safety of themselves or others at risk. ● 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. ● They are involved in Cyber- bullying e.g. texts, messaging, emails, social networking sites, etc.	Suspension of children should not be seen as a punishment but as a last resort when all other strategies and sanctions have failed.

PLAYGROUND Sanction Levels

Children should always be given the opportunity to redress their behaviour and come off the staged behaviour plan.

Level 1	Behaviours: Low-Level (Routine Play / Management)	Teacher actions	Sanction
	• Running when whistle has been blown • Minor disagreements about turn-taking • Forgetting line order • Using loud voices / excitable play • Playful chasing leading to reminders to slow down • Playing in the wrong area (first time)	**USE RIGHTS RESPECTING LANGUAGE AND T.A.G** Quick correction + positive direction ("Freeze on first whistle. Let's try again.")	**If the child still does not correct their behaviour after being refocused**, their name should go up the 'staged behaviour plan' at Level 2.
Level 2	**Behaviours:Moderate (Repeated / Disruptive / Boundary-Pushing)**	**Teacher actions**	**Sanction**
	• Ignoring the first whistle consistently • Going to toilets/water fountain instead of lining up • Pushing into the line • Toys/playing cards (Confiscate and send to office) • Not following play zone expectations after reminders • Running in and out of the building repeatedly • Repeatedly excluding others from games	**USE RIGHTS RESPECTING LANGUAGE and T.A.G** Stand with adult for reflection time (2–5 min) Reset and rejoin	**If a child still does not correct their behaviour after being refocused**, their name should go up the 'staged behaviour plan' to Level 3.
Level 3	**Behaviours: Serious (Emotional Impact / Unsafe Choices / Disrespect)**	**Teacher actions**	**Sanction**
	• Hurting others physically (hitting, pushing, kicking) • Rough play that continues after being told to stop • Teasing, name-calling, or intentional unkind language • Congregating along the gym corridor and Reception area. • Going into the toilet without a toilet pass **(KS2 Girls toilet)** • Repeatedly ignoring both whistles and delaying lining up • Play that risks serious injury (jumping on others, piling on) • Obstructing fire exits. • Continuing talking/playing for a few seconds after the whistle • Not informing the Playleader of injury but waiting till the end of playtime when whistle is blown.	**USE RIGHTS RESPECTING LANGUAGE AND T.A.G** Remove from game/area Restorative conversation before next playtime Inform class teacher Behaviour note logged; parents informed if repeated	**If a child still does not correct their behaviour after being refocused**, their name should go up the staged behaviour plan to Level 3. **(COMPLETE THINK IT THROUGH SHEET AND BRING DOWN TO THE OFFICE)** If behaviour happened during **AM** playtime: **CT log in MIS** **The playerleader sends the child to SLT on duty**. If behaviour happened during **PM** playtime: **SLT log in MIS**

			Child misses one lunchtime play **A L3 letter** must be sent home via email. **If a child receives 3 levels 3's in a term, the CT should arrange a meeting with the parents- see section On going behaviour issues**
Level 4	**Behaviours: High Severity (Violence / Bullying / Serious Defiance)**	**Teacher actions**	**Sanction**
	Level 4 are also given for Zero tolerance behaviours There is **'Zero Tolerance'** for the behaviours listed below and pupils will immediately receive a level 4. ● Deliberate physical harm/Violent behaviour; kicking, hitting, punching, fighting, biting, slapping, deliberately injuring another person ● Racist language or behaviour Homophobic language or behaviour ● Sexist language or behaviour, ● Anti-disability language or behaviour,Bullying (repeated exclusion, threats, intimidation) ● Swearing in any language at another child or adult ● Deliberately trying to/damaging playground equipment ● Spitting/spitting water at others ● Intentionally splashing others with puddles/water bottles ● Shoving tissues down the sink, toilet bowl, scrunching and throwing to the walls/ceiling. ● Graffiti ● Aggressive tone or challenging adult authority/Wilful disobedience ● Talking back to adults ("I don't have to / I don't care" tone)	**USE RIGHTS RESPECTING LANGUAGE AND T.A.G** *Immediate removal from hall* *Senior leader intervention* *Refer to SLT*	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 gives out Level 4s.** **(COMPLETE THINK IT THROUGH SHEET AND BRING DOWN TO THE OFFICE)** It is expected that enough information will have been communicated for the member of the SLT to be able to deal with the incident. **A L4 letter** must be sent home via email. **The child misses a week's lunchtime play.** The member of the SLT dealing with the incident may meet with the parents. **- If three Level 4 letters are given to a child in one term, this will normally result in a parent meeting with Headteacher and a one-day internal suspension.** Level 4s are recorded on MIS by the SLT member
	Suspension/Exclusion Children can be removed from school on a temporary**(Suspension)** or permanent **(Exclusion)** basis on the following criteria:	-Their behaviour significantly affects the ability of the teacher to provide education for the rest of the class. ● They persistently do not adhere to Our Rights. ● Their behaviour puts the safety of themselves or others at risk. ● 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. ● They are involved in Cyber-bullying e.g. texts, messaging, emails, social networking sites, etc.	Suspension of children should not be seen as a punishment but as a last resort when all other strategies and sanctions have failed.

Appendix 3

Think it Through sheets

Name	Class	Date

_____

Our Rights

Article 19: We have the right to be safe.
Article 28: We have the right to quality education.
Article 12: We have the right to give our opinion and listen to others.
Article 15/31: We have the right to join in and be part of a team.
Article 29: We have the right to develop our personalities, talents and abilities.

Answer in full sentences

What happened? (Where and when and who was there?)

_____
_____
_____
_____
_____
_____

Which of our rights did you not demonstrate?

_____
_____
_____

What were you thinking and feeling at the time?

_____
_____
_____
_____

What do you think the other person was feeling at the time?

_____
_____
_____

What have you thought about since the incident happened?

_____

_____

_____

_____

_____

Who do you think was affected by your actions?

_____

_____

_____

How were you and they affected?

_____

_____

_____

What do you need to do now to make things right?

_____

_____

_____

_____

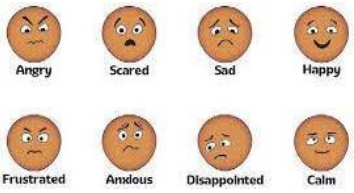
_____

Further action (e.g. an apology letter)

Sanction: Level given _____

Signed_____(Member of Staff)

Think it Through sheets for younger children and those 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?**