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Osmani Primary School

Reach For The Stars

Behaviour Statement

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.
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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.**

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- **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.

Philosophy

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)

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.

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.

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.

How we promote the Behaviour Policy

Our Rights Charter

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- 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. A

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.

Consistent routines

Staff must ensure routines are in place and consistently followed for all aspects of the school day.:

Praise Language

Adults praise effort and achievement and not ability.
The language we use tells the children what we believe and what we value.

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 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 behaviour system.

If a child has behaved inappropriately, we inform parents privately- either in person or via a phone call- before the end of the day to communicate any sanctions that have been applied. It is important that such conversations take place discreetly, without an audience. A helpful principle to follow is: public praise, private correction.

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.
Children are rewarded for their learning behaviours including and for displaying social and emotional behaviours
Children's effort and achievement is celebrated by:

- Showing another teacher our effort and achievement

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- Headteacher's Award
- Postcard home
- Star of the week certificates
- Class of the Week certificates

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.

Challenging behaviour in EY.

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.

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.

Sanctions for Y1-Y6

The school 'Levels' procedure; Levels 1-4

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 redress their behaviours. 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 (partner class during Covid 19) 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 themselves or to others.
Levels 4s are given by SLT for zero tolerance behaviour; violent threats and violent behaviour, discriminatory language and behaviour, swearing in any language, insulting or being rude to adults
threatening behaviour, wilful disobedience, leaving the classroom without permission.

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.

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Use of Restrictive Intervention

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