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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.

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.
- 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;

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- 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 through using TAG.

Tell the other child or children what they are doing that the child in question does not like.

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 schools 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 is 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

Every week from Y1 to Y6, adults in the class choose one child as 'Star of the Week'; a child who has exhibited one of the growth mindset or learning behaviours. The 'Star of the Week' is announced at Assembly on Wednesday 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 put on the Galaxy of Stars Board. 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

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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.

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.'

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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.

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Level 1—4 for All staff

Classes have a Behaviour Folder. Each child has a section and an individual record of behaviour sheet filling '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
- ★ Only SLT members can give level 4s and this is recorded on Scholarpack

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.

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. Level 4 behaviour should be sent to the 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

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 (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.

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.'

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

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

Level	Behaviours	Teacher actions	Sanction
1	Hurt people by accident Destroy equipment by accident Squabbling, pushing in, teasing, annoying people, spoiling other's games, 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, Coming inside or upstairs during playtimes and lunchtimes Play-fighting (where no one is hurt) Unintentionally damaging school property, Damaging others work, scribbling on own or other's work	Examples of things to do or say are; Re-focus child - gently remind what they need to do Quiet word Offer of support – "Are you okay, do you need anything" Cue name – "Maaria – all okay?" Nip in the bud: "Ibrahim, you're talking and we are working quietly in this lesson." 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.'	If a child still does not correct their behaviour after being refocused , their name should go up the 'staged behaviour plan' at Level 1. These do not need to be recorded except in exceptional circumstances.
2	If a child does not change their behaviour after reaching level 1, they move to Level 2.	As above and Emotion coaching: Step 1: identify the feeling; 'You're very cross because you wanted to go in the ipad group.' Step 2: Empathise: 'I would feel upset if this had happened to me.' Set limits: 'However at our school we all need to take turns and share our items.' When the child is calm Step 3 Next time what could you do, work together to discuss strategies.	If a child still does not correct their behaviour after being refocused , their name should go up the 'staged behaviour plan' to Level 2. If the child doesn't respond- give them 5-10 minutes at the time-out table to calm. They are expected to complete their work CT logs on Scholarpack.
Level	Behaviours	Teacher actions	Sanction
3	If the child continues not to manage their behaviour, (after reaching L2) they must be sent to their foster class.	As above including Emotion coaching	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.

			<p>Children must know why they are sent and work must be given for them to complete.</p> <p>Class teachers must log this on Scholarpack</p> <p>If a child receives a Level 3, this is logged on scholarpack and the CT informs the parents at home time. 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</p>
3 Playground	<p>Level 3 playground A child can go straight in at Level 3 if they: deliberately cause or escalate an incident by provoking, teasing, 'winding up' another child and <u>this escalates to a Level 4 incident.</u> They deliberately cause or escalate an incident that could have been resolved by using TAG</p>	<p>SLT members will use Restorative Justice strategy (outlined on Think it Through' sheets) to unravel the incident and to give a sanction where necessary.</p>	<p>Only SLT give Level 3 playground behaviour sanctions. Logged on Scholarpack and email or text sent home.</p> <p>Natural consequences</p> <p>If a child has upset another child, time out could involve them writing an apology letter.</p>
Level	Behaviours	Teacher actions	Sanction
4	<p>If the child continues not to manage their behaviour, (after reaching L3) they will receive a Level 4.</p> <p>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.</p> <ul style="list-style-type: none"> ● 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, ● swearing in any language 	<p>SLT members will use Restorative Justice strategy (outlined on Think it Through' sheets) to unravel the incident and to give a sanction where necessary.</p>	<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> <p>It is expected that enough information will have been communicated for the member of the SLT to be able to deal with the incident.</p> <p>All level 4 incidents will be notified to parents by an email or text sent home. HOPS will speak with parents at the end of the day.</p> <p>Children miss their lunchtime or following lunchtime and sit outside Remi's office.</p> <p>The member of the SLT dealing with the incident may meet with the parents.</p>

	<ul style="list-style-type: none"> insulting or being rude to adults threatening behaviour Wilful disobedience Leaving the classroom without permission 		<p>- If three Level 4 letters are given to a child in one term, this will normally result in parent meeting with Headteacher. As a result, children will need to spend one day completing their school work outside the Headteacher's office.</p> <p>Level 4s are recorded on Scholarpack in the conduct tab by the SLT member</p>
	<p>Suspension Children can be suspended 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 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. 	<p>Suspension of children should not be seen as a punishment but as a last resort when all other strategies and sanctions have failed.</p>

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 in longer than and 10 minutes at 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.

On going behaviour issues

<p>Step 1.</p>	<p>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.</p>
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	<p>This contact should be recorded on Scholarpack and the HOP notified.</p> <p>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.</p>
Step 2 .	<p>•If there is no improvement in behaviour within the 2 weeks after the parent meeting, the Class teacher and HOP meet parents again.</p> <p>A target card listing 3 desired behaviours (discussed with the INCo, prior to the meeting.) will be written and monitored on a weekly basis.</p> <p>The child's behaviour will then be monitored over the next 6 school weeks and a review date set.</p> <p>At the end of this period the parents should be contacted by the class teacher to inform them of the progress made</p> <p>This contact should be recorded on Scholarpack</p>
Step 3	<p>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.</p> <p>A behaviour support plan with clear targets for improvement will be written and monitored on a weekly basis.</p> <p>If INCo and Parents believe external support is necessary e.g. BASS team, a referral will be made after this meeting.</p> <p>A review date of 6 weeks will be set.</p> <p>At the end of this period the parents will be contacted to inform them of the progress made.</p> <p>This contact should be recorded on Scholarpack</p>

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: <ul style="list-style-type: none"> · 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	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
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

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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 they adult 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

7. Banned items –

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 2023

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 2023

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.
- ★ **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 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.

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.

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












Level	Behaviours	Teacher actions	Sanction
1	Hurt people by accident Destroy equipment by accident Squabbling, pushing in, teasing, annoying people, spoiling other’s games, 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, Coming inside or upstairs during playtimes and lunchtimes Play-fighting (where no one is hurt) Unintentionally damaging school property, Damaging others work, scribbling on own or other’s work	Examples of things to do or say are; Re-focus child - gently remind what they need to do Quiet word Offer of support – “Are you okay, do you need anything” Cue name – “Maaria – all okay?” Nip in the bud: “Ibrahim, you’re talking and we are working quietly in this lesson.” 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.”	If a child still does not correct their behaviour after being refocused , their name should go up the ‘staged behaviour plan’ at Level 1. These do not need to be recorded except in exceptional circumstances.
2	If a child does not change their behaviour after reaching level 1, they move to Level 2.	As above and Emotion coaching: Step 1: identify the feeling; ‘You’re very cross because you wanted to go in the ipad group.’ Step 2: Empathise: ‘I would feel upset if this had happened to me.’ Set limits: ‘However at our school we all need to take turns and share our items.’ When the child is calm Step 3 Next time what could you do, work together to discuss strategies.	If a child still does not correct their behaviour after being refocused , their name should go up the ‘staged behaviour plan’ to Level 2. If the child doesn’t respond- give them 5-10 minutes at the time-out table to calm. They are expected to complete their work CT logs on Scholarpack.
Level	Behaviours	Teacher actions	Sanction
3	If the child continues not to manage their behaviour, (after reaching L2) they must be sent to their foster class.	As above including Emotion coaching	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

			<p>accompanied by another child or adult.</p> <p>Children must know why they are sent and work must be given for them to complete.</p> <p>Class teachers must log this on Scholarpack. If a child receives a Level 3, this is logged on scholarpack and the CT informs the parents at home time. 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</p>
3 Play-ground	<p>Level 3 playground A child can go straight in at Level 3 if they: deliberately cause or escalate an incident by provoking, teasing, 'winding up' another child and <u>this escalates to a Level 4 incident.</u> They deliberately cause or escalate an incident that could have been resolved by using TAG</p>	<p>SLT members will use Restorative Justice strategy (outlined on Think it Through' sheets) to unravel the incident and to give a sanction where necessary.</p>	<p>Only SLT give Level 3 behaviour sanctions. Logged on Scholarpack and email or text sent home. Natural consequences</p> <p>If a child has upset another child, time out could involve them writing an apology letter.</p>
Level	Behaviours	Teacher actions	Sanction
4	<p>If the child continues not to manage their behaviour, (after reaching L3) they will receive a Level 4.</p> <p>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.</p> <ul style="list-style-type: none"> 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, 	<p>SLT members will use Restorative Justice strategy (outlined on Think it Through' sheets) to unravel the incident and to give a sanction where necessary.</p>	<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> <p>It is expected that enough information will have been communicated for the member of the SLT to be able to deal with the incident.</p> <p>All level 4 incidents will be notified to parents by a text or letter and SLT will speak to parents at the end of the day.</p> <p>Children miss their lunchtime or following lunchtime and sit outside Remi's office.</p>

	<ul style="list-style-type: none"> ● swearing in any language ● insulting or being rude to adults ● threatening behaviour ● Wilful disobedience ● Leaving the classroom without permission 		<p>The member of the SLT dealing with the incident may meet with the parents.</p> <p>- If three Level 4 letters are given to a child in one term, this will normally result in parent meeting with Headteacher. As a result, children will need to spend one day completing their school work outside the Headteacher's office.</p>
	<p>Suspension Children can be suspended from school on a temporary or excluded on a 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 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. 	<p>Suspension of children should not be seen as a punishment but as a last resort when all other strategies and sanctions have failed.</p>






Appendix 2 Class Behaviour plan

Osmani School Class Behaviour Plan

Incident	Sanction
<p>There is zero tolerance and you will receive a level 4 if you</p> <p>Use discriminatory language. </p> <p>Hurt people on purpose. </p> <p>Fight</p> <p>Are rude to adults</p> <p>Leave the classroom or lesson without permission.</p>	<p>LEVEL 4</p> <p>You will stay in at lunchtime on the day or following day.</p> <p>We send a letter to home and explain what you did. </p> <p>If this is your 3rd letter, we ask you and your parents to meet with Remi, the Headteacher, in school to discuss the incidents.</p> <p>You will have to spend a day doing your schoolwork outside the Headteacher's office.</p>
<p>You will receive a Level 1 if you;</p> <p>Say or do mean things to the other children, including squabbling, arguing, pushing in, teasing, annoying people, spoiling other's games. </p> <p>Come inside or upstairs at lunchtime or playtime without permission. </p>	<p>Level 3</p> <ul style="list-style-type: none"> You are moved to another class to do your work until the end of the lesson. If you don't finish the work, you will have to do it in your lunchtime. If the incident occurs in the playground, you lose 15 minutes of your lunchtime. We tell your parents about this.  If you receive three Level 3s, your teacher and Head of Phase will meet with you and your parents. This is logged on your conduct tab. You are expected to change your behaviour and follow the Rights.
<p>Hurt people or destroy things by accident when you are angry. </p> <p>If you repeat the behaviours you will go up the levels</p>	<p>Level 2</p> <ul style="list-style-type: none"> You will be moved to a time out table for up to ten minutes. You are expected to complete your work. This is logged on your conduct tab. You are expected to change your behaviour and follow the Rights. <p>Level 1</p> <ul style="list-style-type: none"> Your name will be put on Level 1 on the class behaviour plan. You are expected to change your behaviour and follow the Rights.
<p>Warning level If you...</p> <p>Ignore the silent signals</p> <p>Chat when the teacher is teaching</p> <p>Distract others from their work</p> <p>Waste your learning time</p> <p>Shout out or call out answers</p> <p>Don't wait your turn</p> <p>If you repeat the behaviours you will go up the levels</p>	<p>Adults will tell you that this is a warning and ...</p> <p>Eye-Contact  Make eye contact with you</p> <p>Remind you about Our Rights </p> <p>Say your name a lot </p> <p>Say well done to children next to you </p> <p>Say well done when you do the right thing</p>

Appendix 3 Playground behaviour plan

Osmani School Playground Behaviour Plan

Incident	Sanction
<p>There are zero tolerance behaviours and you will receive a level 4 if you,</p> <ul style="list-style-type: none"> use discriminatory language. hurt people on purpose. fight are rude to adults  	<p>LEVEL 4</p> <p>You are brought inside to SLT. You will stay in at lunchtime on the day or following day. We send a letter to home and explain what you did.</p> <p>If this is your 3rd letter, we ask you and your parents to meet with Remi, the Headteacher, in school to discuss the incidents.</p> <p>You will have to spend a day doing your schoolwork outside the Headteacher's office.</p> 
<p>You will receive a Level 3 straight away if you deliberately damage school property</p> <p>deliberately cause or escalate an incident by provoking, teasing, 'winding up' another child and this escalates to a Level 4 Incident.</p>	<p>Level 3</p> <ul style="list-style-type: none"> You will be brought in from the playground and speak to SLT. You lose 15 minutes of your lunchtime. We tell your parents about this. If you receive three Level 3s, your teacher and Head of Phase will meet with you and your parents. This is logged on your conduct tab. You are expected to change your behaviour and follow the Rights. 
<p>If you repeat the behaviours you will go up to Level 3</p>	<p>Level 2</p> <ul style="list-style-type: none"> You will be brought inside to SLT and lose some of your lunch or playtime This is logged on your conduct tab. You are expected to change your behaviour and follow the Rights.
<p>If you repeat the behaviours you will go to level 2</p> <p>Level 1</p> <p>Say or do mean things to the other children, including</p> <ul style="list-style-type: none"> squabbling, arguing, pushing in, teasing, annoying people, spoiling other's games.  <p>Hurt people or destroy things by accident when you are angry.</p> <p>Come inside or upstairs at lunchtime or playtime without permission.</p>	<p>Level 1</p> <ul style="list-style-type: none"> Your name will be put on a post it and handed to your teacher at the end of lunchtime. Your name is put on Level 1 on the class behaviour plan. You are expected to change your behaviour and follow the Rights.
<p>Warning level</p> <p>If you...</p> <ul style="list-style-type: none"> Ignore the whistle Ignore adults' instructions don't answer when adults greet you pretend you can't hear the adult refuse to answer a question walk away whilst an adult is still talking to you physical gestures ~ shrug shoulders, roll eyes, tut use an aggressive tone of voice or body language over talk or talk to your friends when adults are trying to talk to you <p>If you repeat the behaviours you will go up the levels.</p>	<p>Adults will give you a chance to redress (change) your behaviour and try again.</p> <p>If you are rude to an adult, the adult will say- "I find it rude when you roll your eyes/turn your back/ignore me/shout at me. Would you like to try that again?"</p> <p>If you try but don't get it quite right, the adult will tell you how to say it politely and you can try again.</p> <p>However, if you continue to be rude, and don't correct your behaviour, you go to Level 1. The adult will ask you to try again</p> <p>If the rudeness continues, you will go inside and be spoken to by a member of SLT and be given a Level 4.</p>

Appendix 4

Think it Through sheets

Name	Class	Date
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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?


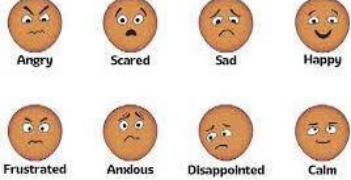



What do you need to do now to make things right?

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

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