



**OSBALDWICK PRIMARY SCHOOL
BEHAVIOUR POLICY**

**OSBALDWICK PRIMARY SCHOOL
BEHAVIOUR POLICY 2016**

Policy Date:
Review Date:



OSBALDWICK PRIMARY SCHOOL BEHAVIOUR POLICY

Our school values

Our school's mission statement of team work and excellence with the values of honesty, trust and care influences staff in the decision making process of behaviour management within our school.

Expectations

Our school operates positive behaviour management highlighting the strengths and successes that pupils demonstrate in their behaviour. Staff use opportunities to reinforce good behaviour modelled by pupils which gives clarity to all and motivates pupils.

Good behaviour is expected at all times by all pupils. It is important for staff to recognise and praise good behaviour to define and maintain our high standards. e.g. praising good lining up, sitting appropriately in assembly.

We expect pupils to:

- treat each other with kindness and respect.
- line up quietly and smartly
- move sensibly around school
- listen respectfully to adults and peers
- follow adult instruction
- work and play co-operatively
- respect school and each other's property
- follow steps to debugging (see prevention)

Behaviour management is a collective responsibility of all staff within school. E.g. See it – sort it. Volunteers within school have a responsibility to follow our behaviour policy and refer incidents to a member of staff.

All parents and carers are expected to agree to and sign the home school agreement when entering school. There is no legal requirement for parents to sign this. It is the responsibility of the office team to ensure this procedure is followed.



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Rewards

Star of the week

Teachers nominate and present a certificate to one pupil from their own class each week for hard work, acts of kindness or for reasons at the teacher's discretion.

Head Teacher's Golden Box

Staff can nominate pupils to receive a certificate for reasons including: best work or exceptional achievement.

Class Rewards

Teachers may operate their own reward system in their classroom. Whilst the school no longer has team points these class rewards are an incentive personalised to each class.

Lunchtime Golden Table

Midday supervisors choose one child each day to eat lunch on the golden table alongside a nominated member of staff. There is a 'special' golden table on each site every Friday.

Sanctions

A stepped approach is used throughout school.

In class minimal behaviour issues are dealt with by:

- a warning
- timeout within the classroom - child has a sand timer (visual for pupil)
- missing break time (the next available)

Serious Behaviour

In incidents of serious behaviour such as:

- Verbal abuse
- Physical violence
- Bullying

Pupils are sent to either 'The Endeavour Room' for investigation (if the incident has the potential to impact upon learning time) or directly to a member of senior leadership should the incident need immediate consequences.



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More Serious Offence

In cases where there is persistent repetition of unacceptable behaviour or one significant incident all of the following will be implemented. This should be recorded on the school's 'Serious Incident Sheet'.

- a) Liaison with parents/carers.
- b) A plan is developed with the child and parent(s) with the goal to modify the pupil's inappropriate behaviour. This will be reviewed regularly with the parents. The pupil concerned is involved at all stages. This may involve liaison with other agencies.
- c) If there is no improvement this may lead to exclusion or the possibility of alternative educational provision.
- d) Exclusion
Exclusion may be a rare occurrence but should the circumstances arise the procedures for exclusion are in a separate policy.

Prevention

Debugging

Pupils are taught the following procedures to empower themselves to resolve issues within school:

1. Ignore them
2. Walk away
3. Talk friendly
4. Talk firmly
5. Get adult help

Wave 1 teaching

Teachers have a responsibility to meet the needs of all pupils and adapt their approach to the needs of the pupils. Teachers must differentiate work appropriately and provide support and resources to engage all pupils in all areas of the curriculum.

Social and emotional Intervention

In some cases pupils may be unable to access teaching and learning for a variety of social and emotional reasons. We have a duty of care to support children within school, whilst maintaining our high standards of behaviour. Both sites operate an 'Endeavour Room' managed by trained teaching assistants and our pastoral team.



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Support and guidance for pupils is available throughout the day, including break times. Children can be referred to the Endeavour Room by members of staff. This could be following a specific incident or in relation to an on-going need. Appropriate support and intervention will be tailored to the child's need which will result minimal time possible away from class. Children missing break times, due to poor behaviour, will spend it in the Endeavour Room, giving them the opportunity to reflect upon and resolve their poor behaviour.

Similarly children can use the self-referral system to access the Endeavour Room at break times or with the permission of their class teacher.

The Endeavour Room will also provide a 'checking in' facility for identified children throughout the day. This will give the opportunity to monitor and assess social and emotional wellbeing and provide early intervention.

Group (time limited) intervention are delivered to identified children to support friendships and social skills.

Anti- Bullying Procedures

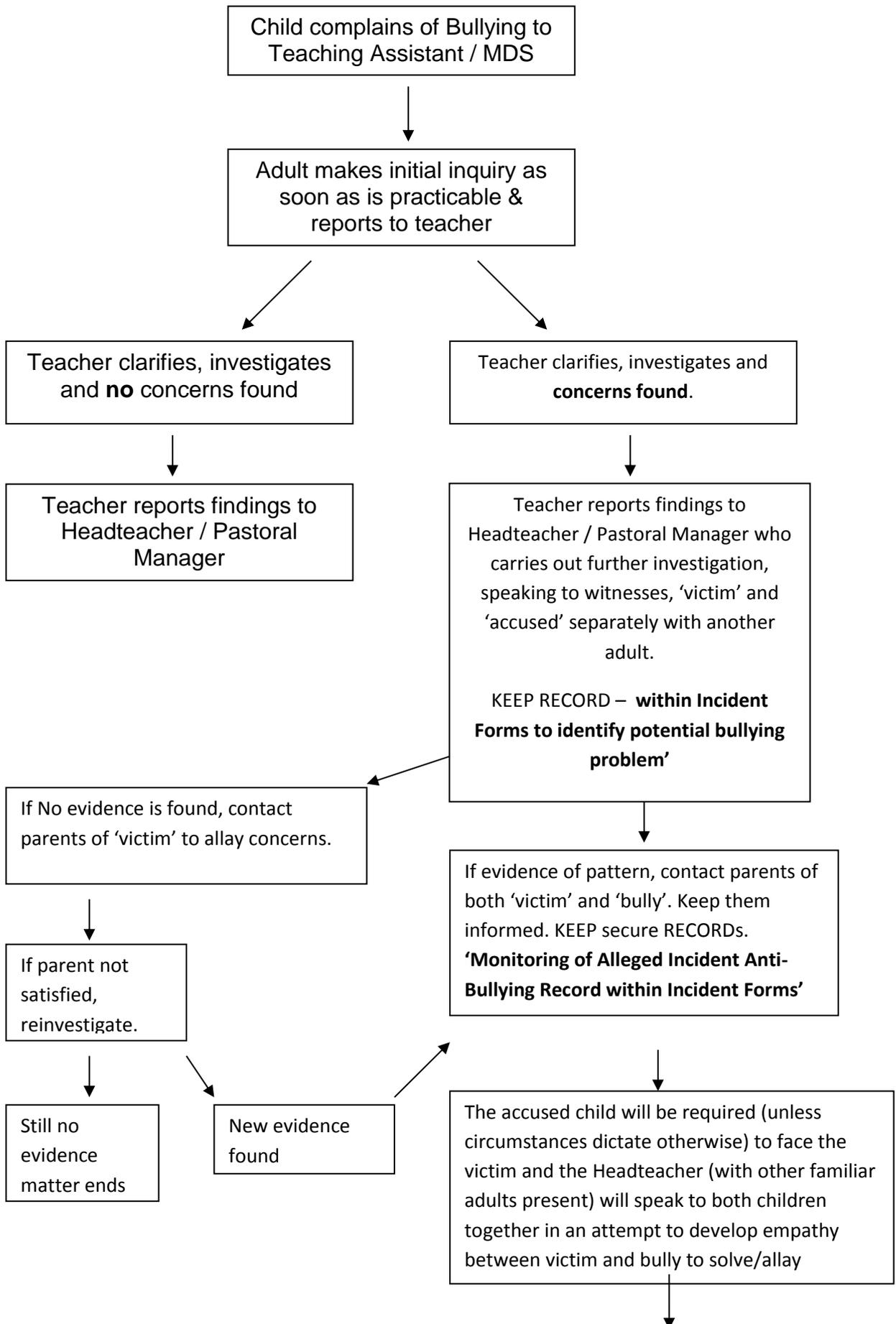
School takes pupils' safety and wellbeing very seriously.

Children are encouraged at an early age to confide in teachers if they have any concerns, including those relating to the behaviour of others towards them. The reasons for bullying may be varied and include racial or sexual harassment, harassment due to disability or any other 'perceived difference'. Whatever the reason, the Governors, Staff and School will not tolerate such behaviour.

In the event of a pattern of apparent inappropriate behaviour developing this will be reported to the Head Teacher at the earliest possible opportunity. The following procedures will then operate:



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Sanctions will be engaged from No.6 (qv. sanction section) onwards dependent upon the seriousness of the incidents. The name(s) of the bully/ies will be recorded in the **incident forms**. Parents will be informed and next steps made clear to all

Monitoring of the situation will be made clear to all, and all staff and involved parents informed. A log shall be kept.

If incidents continue with the same victim or another:
The parents of both victim and bully will be invited by letter to discuss the matter and consequent decisions recorded, including second recording of the name of the bully in the Behaviour Incident Book and a Behaviour Support Programme initiated. This will be explained to the pupil and parent concerned and reviewed fortnightly.

Failure to improve

Issue Pre- Exclusion Form

Continued failure to improve will result in a fixed-term exclusion and Governors informed. Parents will be informed of their right under Exclusion Procedures of their right to make representation to the Discipline Committee of the Governing Body

Signed: J.Lewis	Chair of Governors
Signed: L.J.Barringer	Head teacher
Dated	10/ 2016
Date of review	10/2017