



## **Osaldwick 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.

## **Rewards**

Traffic Light system throughout school – see attached sheet as section is defined

Wow (Gold)

Good (Green)

Wobbly (Amber)

Unacceptable (Red)

- are the codes used in each class. Pupils can be moved on a sliding scale. Teachers are to give immediate reward (at a convenient time) for pupils going to wow.

## **Star of the week**

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

## **Headteacher's golden box**

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

## **Golden tickets**

Golden tickets are given out by any member of staff for positive behaviour to pupils. Names go into a box which are drawn out in the weekly merit assembly.

## **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 sandtimer (visual for pupil)
- missing breaktime (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.

### 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.

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 well being and provide early intervention.

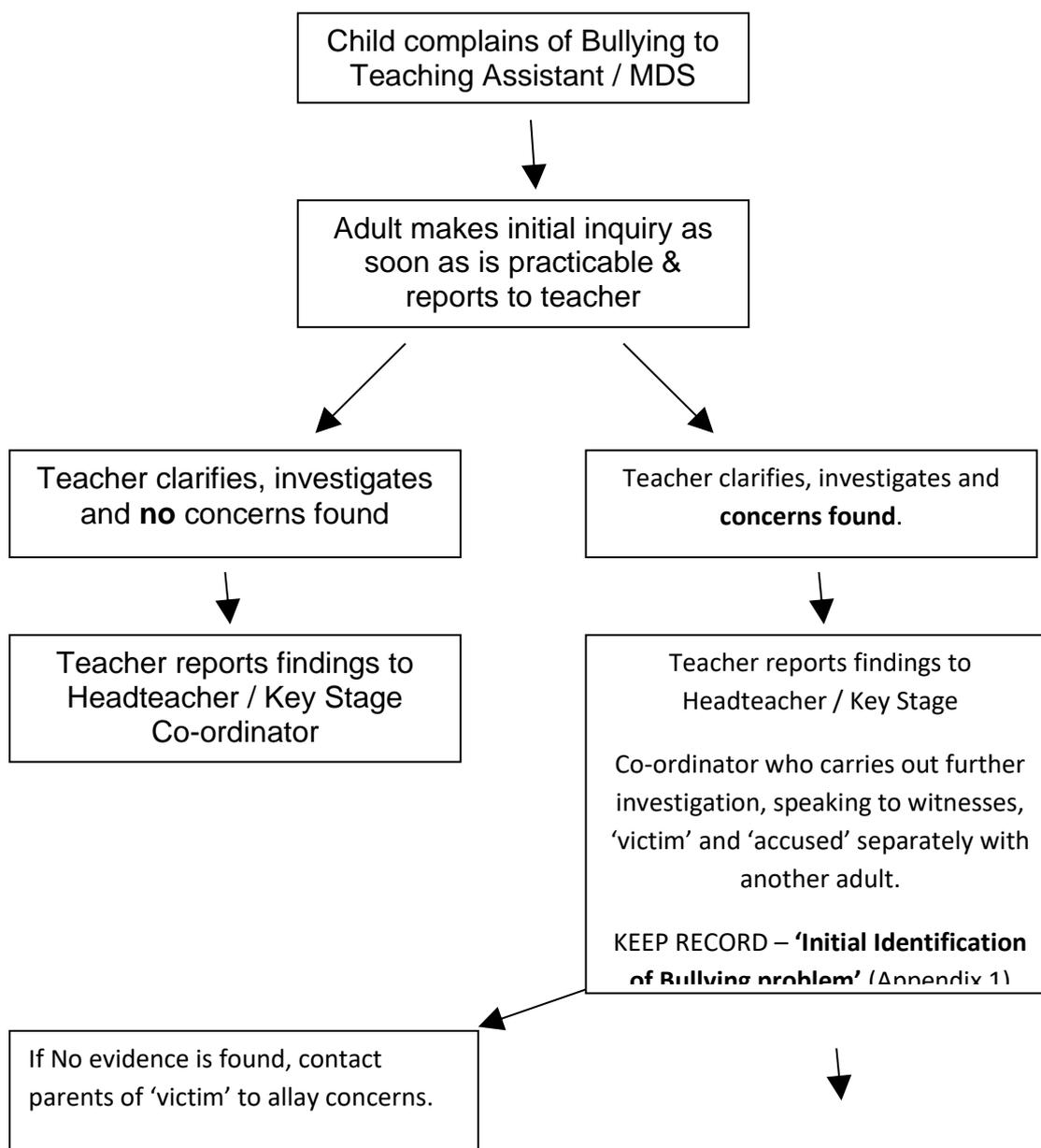
Group (time limited) intervention are delivered to identified children to support friendships and social skills.

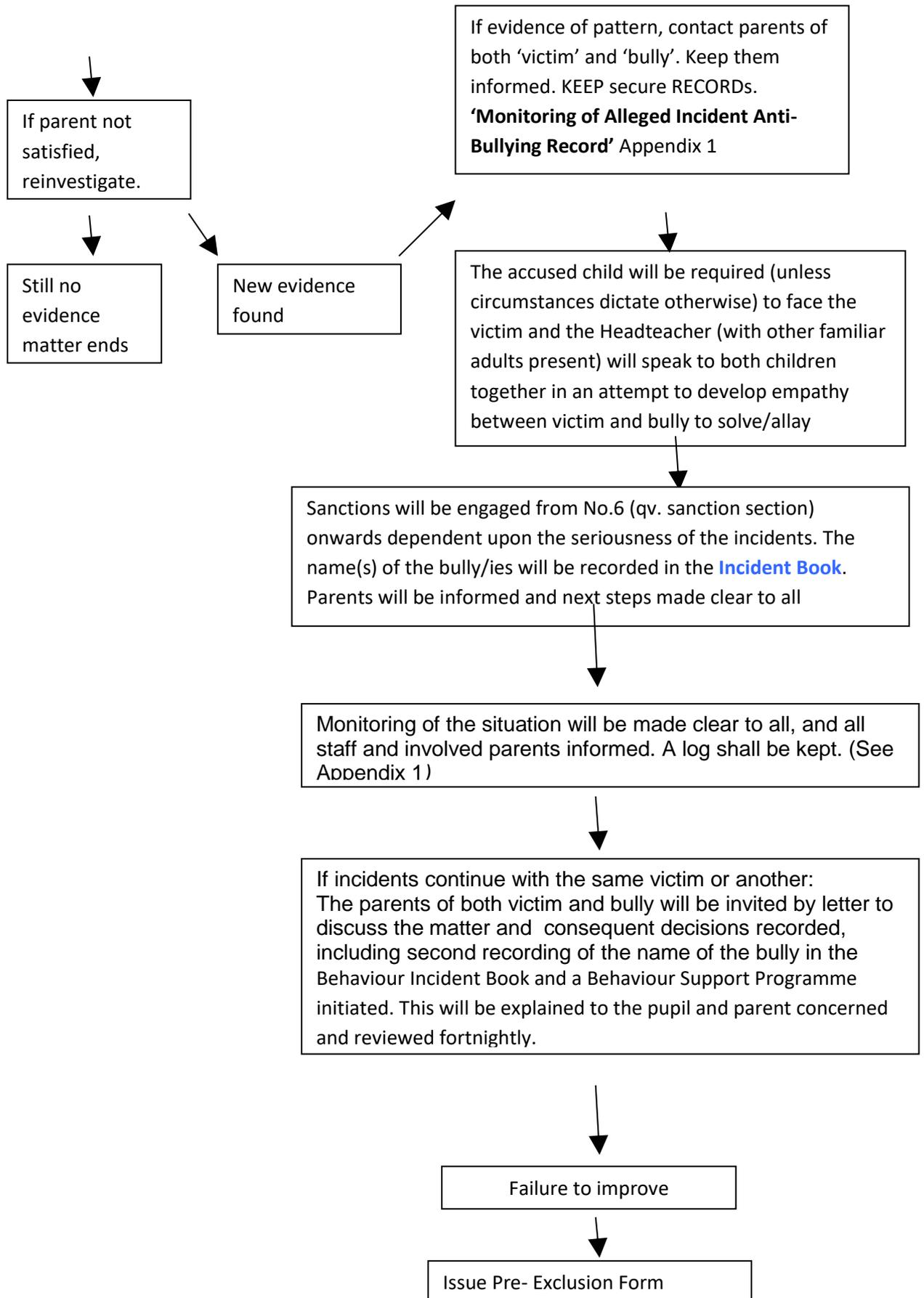
## Anti- Bullying Procedures

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 Headteacher at the earliest possible opportunity. The following procedures will then operate:*







**Continued failure to improve will result in a fixed-term exclusion and Governors informed.** Parents will be informed of their right under Exclusion Procedures (Appendix 3) of their right to make representation to the Discipline Committee of the Governing Body

<b>Signed:</b>	<b>Chair of Governors</b>
<b>Signed:</b>	<b>Head teacher</b>
<b>Dated 27th November 2019</b>	
<b>Date of review</b>	<b>September 2021</b>