



## Osmaston Primary School Behaviour Guidelines

### Absolute Consistencies in Adult Behaviour

At Osmaston Primary School adults:

1. Model positive behaviours.
2. Meet and greet at the door. Our school rules 'Work hard, be nice' are displayed and taught.
3. Will not shout at learners.
4. Will calmly and slowly deal with disruptive learners by ensuring they are stepped through sanction giving 'take up time', every time.
5. Will follow up every time, personally and engage in reflective dialogue with learners.

**Supporting learners to refocus on learning:** Sanctions at Osmaston have a learning focus, build relationships and show learners how to take responsibility. 'Catch up learning' may take place if a pupil has missed lessons/work. Restorative approaches are encouraged and supported. All learners should be given the opportunity to settle and get on task. Always use the least intervention required to support the learner to make the right choices.

### Sanction steps

**Step 1.** Reminders – remind of the expectations, repeat as necessary, deescalate and redirect to keep things at this stage

**Step 2.** Caution – a clear verbal caution, delivered privately where possible, make the learner aware of their behaviour and the consequences if they continue

**Step 3.** Last chance – speak to the learner discretely, offer positive choice, remind of previous good behaviour

**Step 4.** Time out. This may be in the room or in another room with work (TA to escort). If in partner class minimum of 15 minutes. Receiving teacher to decide if pupil needs longer to refocus. A short restorative conversation should take place afterwards. The pupil's class teacher to log the incident on CPOMs.

**Step 5.** Refer to on-call learning mentor. This is applied if the learner refuses to comply with time out or there is a serious breach that may result in a fixed term exclusion. The classroom teacher remains responsible for the child's learning, even if they are removed and should log the incident on CPOMs.

**Senior Leader Sanctions:** Learning mentors will monitor all behaviours recorded on CPOMs as well as lunchtime books and 'on call' records and discuss pupils of concern at their weekly pastoral team meeting. Pupils causing sufficient concern will have an individual behaviour plan tailored for them which is likely to include referral to a member of SLT. SLT may decide to place pupils 'on report' at class teacher, phase leader or senior leader level or to use other sanctions/methods of support as individually applicable. Pupils on report will report daily to their allocated member of staff for a fixed period of time. Learning mentors may also seek SLT support or a FTE in the case of a serious incident.

**Routines:** Relentless routines will be applied in classes and throughout school to make expectations clear and consistent to learners.

**Acknowledgements:** Every class will display an acknowledgement board. The names of children following the school rules or learning behaviour specified by the teacher will be written on this board during the day. Acknowledgement boards to be refreshed on a daily basis.

**Rewards:** Learners behaving well are those who perform to above expected standards. Messages and phone calls home have the most lasting impact. Positive contributions will be routinely encouraged, reinforced and celebrated. Remember it is not just what you give but the way you give it that counts. School rewards: Hot Chocolate Friday, Marvellous Me Badges, Positive Notes home (aim for 15-20 badges/notes per class every week), certificates in assembly for achievement in reading, writing, maths.