



Osmaston Primary School

Behaviour Management Policy

1 School vision statement

At Osmaston Primary School pupils are supported and nurtured in order to develop their aspirations for their future as learners and as positive contributors to society. We expect every pupil to put learning first, work hard and be nice to themselves and others in order to achieve the highest academic standards. We offer a safe and enjoyable learning environment where excellence is promoted.

2 Scope of this policy

Although in general this policy covers behaviour within the school building and grounds, it is important to note that legally, teachers have the power to discipline pupils for misbehaving outside the school premises “to such an extent as is reasonable”. This can relate to any bullying incidents occurring anywhere off the school premises, such as on public transport, outside the local shops, or in a town or village centre. In practice, the scope of this policy in relation to behaviour outside of the school premises would relate to any incident where the child is in recognisable school uniform and is most likely to be when they are either on their way from or to home before/after the school day.

Foundation Stage (FS) pupils - Whilst the principles of this policy apply throughout the school, there are some differences in expectations and use of acknowledgements, rewards and consequences for FS pupils. These can be found in more detail in the FS policy.

3 Aims and Objectives

Our key purpose is to ensure the well being and success of all our pupils. The aim of this policy is to ensure that staff, pupils and parents are clear about the behaviour expectations that we have for our pupils and how we will support those pupils who struggle with these.

4 Our Learning community

In order to ensure success for all, we have in place a range of interventions to support pupils, develop positive relationships and refocus on learning. At Osmaston Primary School, we encourage pupils to make good learning and good behaviour choices throughout the school day and make it clear that poor learning choices have consequences for learning and achievement. High expectations of staff and pupils make positive contributions to learning across the school. Relentless routines will be applied in classes and throughout school to make expectations clear to learners.

5 School Rules

All pupils will be taught the importance of complying with the school rules which are as follows: BE NICE, WORK HARD

BE NICE MEANS:

- Show respect and tolerance to self and others
- Show gratitude and community support
- Be kind
- Be polite
- Be helpful

WORK HARD MEANS

- Listen when someone else is talking
- Follow the instructions of adults in the school
- Do your best
- Complete your homework
- Follow all classroom routines to maximise learning time
- Keep in mind your future aspirations

In addition to the school rules there may be rules related to a particular subject or area of the school which are primarily designed for safety. Rules related to a specific area of the school will be displayed in that area.

The school promotes an ethos of consistency, structure and routine and within this regular behaviour walks are carried out by learning mentors and the senior leadership team to offer support where needed.

The school rules and acknowledgements/consequences will be displayed within each classroom and throughout the school.

6 Absolute Consistencies

There are five consistencies that all staff will uphold in the school. At Osmaston Primary School adults:

- a. Model positive behaviours.
- b. Actively greet all learners as they enter the learning area.
- c. Will not shout.
- d. Will calmly and slowly deal with disruptive learners by ensuring they are stepped through sanction steps giving 'take up time' , every time
- e. Follow up every time, personally and engage in reflective dialogue with pupils

7 Role of SLT and Learning Mentors to support behaviour

The Learning Mentors will be available throughout the day to support staff and to ensure that pupil behaviour reflects our positive learning community. The designated lead for behaviour within the school is Mrs R Tunney – assistant head teacher. Mrs Tunney, together with the head teacher will regularly monitor behaviour within the school, including incidences of bullying, reporting this to governors and taking strategic action where necessary.

8 Acknowledgements and Rewards

Pupils making good learning and behaviour choices will be acknowledged/rewarded through the school's structured acknowledgement and reward system and these will be differentiated appropriately. Although certificates, positive notes home and material rewards will be available, there will be an emphasis on encouraging intrinsic motivation to learn as this will be beneficial to the child in the long term.

9 Consequences and Sanctions

Consequences and sanctions at Osmaston Primary School have a learning focus, build relationships and encourage pupils to take responsibility. Restorative approaches are encouraged and supported. All pupils must be given 'take up time' in between steps.

It is not possible to leap steps or accelerate steps for repeated low-level disruption. Secondary behaviours will generally be tactically ignored at the time they are displayed but will be discussed with the pupil when they are once again calm and rational. Pupils who have to be repeatedly reminded about their poor behaviour will be referred to a senior leader via the weekly pastoral meeting. Senior leaders will decide on an appropriate consequence or sanction which may be individualised to best meet the needs of that particular pupil. Sanctions may include being put on report, receiving a lunch or after school detention or being asked to clean up an area of the school (for example when a pupil persistently drops litter). Parents will be informed if this should occur. (see Appendix for sanction steps)

The school day will be divided into four sessions for the purposes of consequences and sanctions and each child will be given the opportunity to 'start afresh' at the start of each session.

Session one – from entry onto the school premises until the end of break time.

Session two – from the start of lessons after break until the end of lunch time.

Session three – lunch break.

Session four – from the start of afternoon lessons until leaving the school premises.

If the ongoing behaviour of a pupil is causing concern the pastoral team and/or senior leader it is referred to will also consider whether referral to an outside agency is required or an Individual Behaviour Plan (IBP) is needed. When an IBP is put in place this will be fully discussed with staff, pupils and parents. A decision may also be made to place the pupil on report at class teacher, phase leader or senior leader level. Pupils on report will report daily for a fixed period of time to their allocated member of staff.

10 Fixed Term and Permanent Exclusions

We will endeavour to avoid exclusion from the school wherever possible. A decision to exclude a pupil for a fixed period is taken only in response to very serious breaches of the school's rules or where the behaviour of the child means that it is not safe for them or for staff for them to remain in the school at that time. The head teacher, or the most senior member of staff in their absence, will take the decision to exclude a pupil and will also decide upon the length of the exclusion and whether it is to be fixed term or permanent.

A decision to exclude a pupil permanently is a serious one and will only be taken where the basic facts have been clearly established on the balance of probabilities and taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the pupil and will normally be used as a last resort.

There will, however, be exceptional circumstances where, in the judgement of the head teacher, it is appropriate to permanently exclude a pupil for a first or 'one-off' offence.

Depending on the type of exclusion, in most cases, parents have the right to make representations to the governing body. In all cases of permanent exclusion, parents have the additional right to appeal to an independent appeal panel. In all cases where a child has accrued 15 or more days of exclusion then a formal meeting will be held with the child, parent/carers and a panel of governors.

The school has a duty to provide suitable full-time education for the excluded pupil from the sixth school day of any fixed period of exclusion of more than five consecutive school days.

Further guidance and resources to support parents whose child has been excluded can be found here: <https://schoolexclusionproject.com/>

11 Use of Reasonable Force

All school staff have the authority of the head teacher and therefore legal power to use reasonable force to prevent pupils injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom.

Whilst the school will provide additional training to staff in the use of restraint techniques from time to time, it is recognised that this is not a requirement prior to the use of restraint and should not stop a member of staff restraining a pupil where not to do so would put the pupil or others in danger. All incidents of restraint will be fully recorded and parents will be informed.

Further information regarding DFE guidance on the use of reasonable force can be found on the following link:

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

12 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 or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Within the school we actively promote a climate of respect and empathy for others and this is our main defence against bullying. In addition, all staff proactively gather intelligence about possible issues between pupils so that these can be dealt with before any potential bullying issue can develop. Our pupils are taught within the curriculum about how to prevent bullying, why it is wrong and what to do if you are being bullied or know someone else that is.

Any child who feels that they are being bullied is encouraged to report this to a member of staff and will usually be directed to the Pastoral Lead – Mrs R Tunney or a Learning Mentor. If necessary parents and third party agencies (including the police) will be asked to become involved.



Parents are also encouraged to come and talk with a member of staff if they have concerns. All cases will be dealt with on an individual and sensitive basis taking into account the best interests of all involved.

13 Searching pupils and confiscating items

School staff can search pupils with their consent for any item.

If staff suspect that a pupil has a banned item or item that may pose a risk they may ask to search the pupil without their consent with the approval of the head teacher. Staff conducting a search must be the same sex as the pupil being searched and there must be a witness.

There is a limited exception to this rule. Staff can carry out a search of a pupil of the opposite sex to them and without a witness present, but only where they reasonably believe that there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

Associated resources and references

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

<https://www.gov.uk/government/publications/school-exclusion>

<https://www.gov.uk/government/publications/keeping-children-safe-in-education-2>

<https://www.gov.uk/government/publications/send-code-of-practice>

<https://www.gov.uk/government/publications/good-behaviour-in-schools-checklist-for-teachers>