Osmotherley Primary School
Behaviour for Learning Policy and Procedures

July 2022   Agreed: Review Term: June 2024

Introduction

This policy should be read alongside the home- school agreement and other relevant policies – Health and Safety, Anti-bullying, Inclusion and SEN Policies.

Osmotherley School has a number of school rules, but the primary aim of the behaviour policy is not a system to enforce rules but a means of promoting good relationships and the adoption of a key set of values, enabling people to work together with the common purpose of helping everyone to learn. This policy has been produced following collaboration with the whole school community with the aim of allowing everyone to work together in an effective and considerate way, and it provides guidance about how to achieve this vision through the use of consistent agreed strategies.

Osmotherley School believes that every member of the school community should feel happy, valued and respected and that each person should follow our agreed set of rules which are underpinned by the core values of: respect, resilience, empathy and reflection.

Aims and expectations

The Governing Body and staff of the school believe that good behaviour is fundamental to success in the classroom for both pupils and teachers.

Good behaviour results from a well-planned and delivered curriculum that stimulates pupils to learn, ask questions, debate and challenge themselves. Behaviour for learning is behaviour which encourages learning to take place. Good behaviour needs to be taught, modelled and rewarded.

Poor or unacceptable behaviour needs to be sanctioned. We want our school to be a happy and relaxed place where we can all work and play together in a caring environment. We believe that all pupils have the right to feel valued and safe at school in order to enjoy their days at Osmotherley.

We expect all members of our school community to be role models of good behaviour when on school premises.

We believe in the importance of clear and consistent classroom routines which are adhered to, creating a culture of rewards for success.

Fundamental principles

The fundamental principles which underpin the behaviour policy are:

- Unconditional positive regard for all pupils
- A focus on choice: we refer to good choices (which lead to good consequences) and choices which are not good (which lead to negative consequences).

The main reasons for using a language of choice are:

- self-management of behaviour and reflection on behaviour choices made i.e. there are always different behavioural options
- any poor behaviour is a result of the choices made rather than negative expectations associated with 'labelling' of a child
- Recognising, acknowledging and rewarding pupils for their positive choices and use of our values and behaviour.
- Consistency in behaviour management based on our whole school structure where all staff are expected and empowered to effectively manage behaviour.
- Adopting a positive and assertive approach, where clear boundaries are set and enforced consistently, fairly, calmly and firmly.
- The use of key values to underpin our choices, actions and on how we reflect on negative choices.

Encouraging good behaviour and high self-esteem

We encourage good behaviour by:

- Good classroom management including well-defined routines.
- Being calm, fair, firm, clear, consistent, positive and understanding.
- Praising good behaviour as it occurs.
- Explaining and role modelling the behaviour we want to see.
- Encouraging the children to use and reflect on our school rules.
- Teaching children to use values of respect, resilience, empathy and reflection when making decisions on how to act and behave.
- Encouraging pupils to be responsible for their own behaviour and goals.
- Letting parents know about their children's good behaviour.
- Rewarding individuals and groups of pupils for behaving well in the classroom and through assemblies.
- Using 'Circle Time' activities as appropriate.
- Explaining reasons for any sanctions.
- Encouraging pupils to be proud of their school.

Unacceptable behaviour includes:

- Ignoring reasonable instructions.
- Answering back, rudeness or aggression.
- Making unkind/ derogatory remarks.
- Damaging property.
- Biting, spitting, hitting and kicking.
- Swearing.
- Racist comments.
- Bullying (refer to Anti-bullying policy).
- Stealing

Osmotherley School Rules

The Osmotherley School rules are displayed in all classrooms, are explained to pupils and are consistent throughout the school. All staff reward pupils who keep these rules – using positive praise, house points and certificates. We explore what this means for each class at the beginning of each term.

The Osmotherley School Rules are: -

- We are kind and helpful.
- We listen carefully.
- We show respect in our words and actions.
- We use calming down strategies.
- We always have a go.

Rights and Responsibilities

Every adult and child of our school has rights and responsibilities:

Everybody

All members of the school community have the right to:

- feel secure and safe
- feel happy and be treated with kindness and understanding
- be treated fairly and consistently
- be listened to (at an appropriate time)
- be treated with respect and politeness.
- be treated with empathy

Each member of our school community also has their own specific responsibilities to ensure that the rights of everybody are maintained.

Pupils

It is the responsibility of pupils to make good choices at all times with all adults and pupils in school. Children are expected to make good choices by following our Osmotherley School Rules:

- be kind and helpful – we avoid hurting other people's feelings
- listen carefully – we avoid interrupting
- be gentle – we show respect in our words and actions
- use calming down strategies – we avoid shouting and we reflect on our behaviour
- always have a go – we avoid wasting our own or other people's time

Parents

We expect parents to

- be aware that the school has rules and to support them.
- support the school's decision when applying consequences;
- contact the class teacher with any concerns about behaviour.
- support the teaching of our core values of respect, resilience, empathy and reflection within our pupils.

Lunchtime Supervisors

During lunchtimes, midday supervisors are a very important part of our school team; they will follow same codes of conduct as teachers. They, with rest of school community, will also be involved in the rewards system.

Leaders of specialist clubs (within school and after school)

We expect adults involved in specialist clubs to hold children in high regard and treat them positivity and with high expectations. They will follow the same code of conduct and can reward children in the same way as teaching staff.

Teachers

It is the responsibility of teachers to have high expectations of pupils in terms of the choices they make, their behaviour and relationships. Teachers must consistently apply our whole school systems of behaviour management:

- praising children – recognising, acknowledging and rewarding individuals and/or groups, making the praise explicit according to our values and/or school rules;
- implementing our traffic light system, applying our scripts and making consequences of poor choices explicit; treating pupils fairly and with respect and understanding, listening to children and promoting a language of choice;
- managing pupil's behaviour effectively and apply this policy with their own class and other children around the school;
- adapt approach to behaviour to recognise the needs of some children with particular behavioural or emotional needs;
- being a positive role model by actively demonstrating the school's core values of respect, empathy, resilience and reflection;
- keeping records associated with our behaviour management;
- seeking help and support from senior colleagues, having followed our policy consistently;
- liaising with external agencies to support and guide the behaviour and emotional needs of pupils;
- liaising and reporting to parents information about a child's behaviour, emotional needs and/or well-being at school.

Other staff

It is the responsibility of all other staff, to support teachers to achieve their objectives, above.

Head Teacher

It is the responsibility of the Head Teacher to:

- ensure the consistent implementation of this policy through the school;
- ensure the health, safety and well-being of all staff and pupils in the school;
- report to governors on the effectiveness of this policy and the handling of behaviour;
- maintain a record of incidents of poor behaviour;
- provide a framework for consistent behaviour monitoring in school.
- issue fixed-term and/or permanent exclusions to individual pupils.

Governors

The governing body has the responsibility of setting down this policy and establishing overall aims on standards of discipline and behaviour, and of reviewing the effectiveness of this policy. The governors support the Head Teacher in implementing this policy.

The Head Teacher has day-to-day responsibility to implement the school behaviour and discipline policy, but must take any advice from governors when making decisions about matters of behaviour.

Supporting pupils with SEND:

Expectations for managing behaviour of pupils with SEND

For pupils with SEND, their behaviour is often a form of communication and the meaning behind this communication might not always be clear. Children who are showing negative behaviours might not be doing this on purpose and might find it difficult to communicate their needs or feelings in a calmer or clearer way. It might be because they are feeling anxious and are seeking reassurance. It is important that for these pupils, we look at their behaviour as part of them and something that we can help them understand and manage.

All adults, who will be teaching a group of pupils, are personally responsible for knowing a child's individual needs before teaching them. They should ensure they have accessed the child's class action plans or individual behaviour plans and use suggestions on these to ensure that they understand what works and what doesn't work for that child. For example: If a child has ADHD and possibly has difficulty keeping calm and focussing, putting on red as they are not focussing is not appropriate as that is that child's need. There would have to be other steps/approaches in place for that child that should be followed. Behaviour scripts and systems can be adapted to suit the needs of individual pupils. If a child does not respond to policy systems, evaluate why and what would work better for that child. Their individual plan and adapted expectations for behaviour should be on their learning plan. A children's triggers for negative behaviour need to be on the individual behaviour plan so everyone can be aware of these.

Teachers who are preparing their classes to be covered by someone else must ensure that class action plans and individual behaviour plans and adapted approaches are communicated to covering

teachers so the approach to managing their behaviour is more consistent. Teachers will need to be particularly aware when leaving a child with attachment needs or have previously suffered trauma.

Behaviours that children with SEND that might exhibit to try and communicate with you: -

- Work avoidance- this might be because they have not understood instructions or require reassurance that they are doing the right thing.

- focussing their attention on the adults- following and asking repeated questions- this might be for more reassurance that they doing the right thing or that they are liked.

- calling out- this might be so they feel noticed and to also feel reassured

Actions for teaching a child with SEND/ potential SEND who is showing challenging behaviours:

- Look at previous notes, files and plans for that child to see what has worked before

- Evaluate when negative behaviour is happening and why. Identify any key triggers

- Seek advice from SENCO/HT

- Speak to child- What works for them?

- Evaluate how much of current behaviour system is working for them.

- Research behaviour management strategies that suit that child's needs

- Adapt approach to behaviour and record on child's learning plan

- Share approach to behaviour with family and any other adults involved in caring for and teaching that child (after school club, specialist teachers, supply teachers, support staff)

- Adapt behaviour script for that child if needed

- Review approach for behaviour- is the new approach working for the child?

Suggested strategies for supporting children in managing their behaviour:

- Talk to the children about when you notice negative behaviour is happening.

- Use conversations to help identify key triggers

- Ensure learning plans with triggers and actions are discussed with children

- Use visual timetables so children are aware of what is happening in school day. Include any change of teacher on the timetable so children are prepared.

- Pre-warn children of changes to timings, routines, teachers or other adults. Repeat the warning closer to the time so fully aware. (If the teacher will be teaching the child regularly arrange an introduction/ some transition work so the child is more familiar with the adult and anxiety is reduced)

Conclusion

A positive approach to discipline is more effective than a negative, confrontational one. Warm, friendly relationships amongst all members of the school community are the best incentive to good social behaviour. Boundaries should be set early and kept consistent. Once these are established, positive discipline should be the expectation and generously rewarded with praise.

Is the policy working?

With all of the above reward systems we need to constantly evaluate:

Is this policy manageable to implement ensuring consistency across the whole school?

Are the procedures and strategies having an impact on individuals/classes where pupils are taking responsibility for their own behaviour?

Are pupils developing the behaviours for learning?

Does the policy ensure the involvement of all adults, pupils and parents thus developing a safe and emotionally literate environment?

Do routines and approaches to behaviour need to be adapted to suit particular needs of children (including children with SEND)?

Do children actively use the core school values of respect, resilience, empathy and reflection to make positive choices rather than just use them to reflect on behaviours after negative choices?

Procedures

Whole School Structure & Systems

Osmotherley School has a clear framework outlining the way we all treat pupils, speak to them and the structure of rewards and consequences. Refer to behaviour rewards and sanctions hierarchy (appendix 1).

Osmotherley Primary School follows a core set of four values that include: respect, empathy, resilience and reflection. The understanding of these values is taught to the children through the PSHE curriculum, assemblies and circle times and it is threaded through the whole curriculum so that children develop a deeper understanding as they move up through the school.

Recognising, Acknowledging and Praising Behaviour

Traffic Light System and Osmotherley University

In each classroom there is a traffic light display (green, amber, red and silver and gold) with a name card for all the pupils in the class. All pupils' names begin the day on the green traffic light which signifies that they are following the school rules and displaying appropriate behaviour. The name cards can be moved up to silver (or gold) to reward behaviour that goes beyond (or way beyond) expectations. The name cards can be moved down to amber for inappropriate behaviour or to red for more serious negative behaviour (see appendix 1 for examples).

Pupils who remain on the green traffic light (or move down to the amber traffic light for a maximum of 3 times in a week) earn a place at the Osmotherley University on Friday afternoons at 2.45pm. At the Osmotherley University, pupils are invited to take part in sessions including life-skills and enrichment activities.

Every child from Reception to Year 6 belongs to one of our four house teams: Ash, Beech, Rowan and Sycamore. Siblings are placed in the same team.

House points are awarded to children linked to the class traffic light system. They will receive a daily house point by staying on the green traffic light all day. House points for individual pupils are recorded on class charts and in reading record books.

Additional house points are also issued to children who are moved onto the silver traffic light (+2 house point) and the gold traffic light (+5), for going 'above and beyond' what is normally expected of them at school. House points can be given by any member of staff.

House points are recorded on class charts and every week, the house points from each house are counted. The house team with the most house points gets 4 points, the next highest will get three points, the house team with second lowest amount of house points will get 2 points and the house team with the lowest amount of house points will get one point. The chart is displayed in the hall and he totals for each house are announced at the celebration assembly. At the end of each half term, the winning team is rewarded with anon-school uniform day.

Other Rewards

Daily

Tidy Up Tiger

Every day one child from the Acorns class is awarded with the Tidy Up Tiger, a soft toy which is given to the child to take home and return the following day.

The head teacher also gives special Head Teacher stickers to pupils for exceptional achievements of for displaying the school values.

Strategies to motivate good behaviour

Teachers can: Do this by:

Develop good relationships

- Value every child in the class equally
- Show interest, make time
- Catch them making good choices
- Pupils can show other staff members good work
- Making children feel welcome (saying good morning, checking on them throughout the day etc.)
- Give time to talk through problems and investigate incidents
- Involve pupils in helping each other
- Playground friends/buddies
- Talk partners
- Peer assessment

Conflict resolution

- Show respect and expect respect to be shown
- Using and modelling the core value of respect
- Being polite
- Insisting on good manners
- Value their efforts
- Listen, be fair and be seen to be fair
- Be consistent and do what you say (follow through)

Act in a calm manner and use positive language

- Model empathy and respect
- Take pupils away from stressful situations (use of calming down strategies)
- Anticipate and prevent problems
- Greet every pupil (when they come in, taking the register and saying goodbye)
- Use positive instructions
- Use descriptive and genuine praise
- Use individual, quiet, close talk when a pupil needs redirecting
- Avoid using a raised voice
- Compliment pupils

We reward pupils for…

Positive classroom and playground behaviours pupils can demonstrate:

The way they treat others:

- Wait for another to stop speaking before they do
- Take turns and wait patiently for their turn
- Sharing
- Being kind with words and actions
- Look after their own and others belongings
- Being polite
- Being honest
- Treating other people kindly and with respect
- Being aware of their feelings by using the value of empathy

Academic achievements

- Staying on task and persevering
- Showing resilience
- Making clear progress from start points

Pupil behaviours

Lining up, moving around the school and entering the classroom in a calm and orderly way

Settling straight away

Managing feelings e.g. anger by using calming down strategies

Respecting and looking after our school equipment, playground and buildings

Following the school/classroom/playground rules

Listening to instructions

Following instructions

Using appropriate levels of sound and language when speaking to others

Using and demonstrating the core school values of: respect, empathy, resilience and reflection.

Classroom Management & Traffic Light System

Classroom behaviour is managed through the use of the traffic light system

(see Scripts for further details)

- Each child starts the day on the green traffic light, they receive a house point for remaining on green all day.
- If a child goes 'above and beyond' expectations they can move to the silver, or gold traffic light, where they will add an extra one or two house points star to their house team chart.
- If a child makes an inappropriate choice they move to the amber traffic light. A child may positively change their behaviour to return to green. At the start of each session the name card returns to green. If a child continues to make inappropriate choices they move to the red traffic light.
- If a child reaches red traffic light:
- child spends up to 15 minutes at a 'Time-Out' space in class, to reflect on and change their behaviour
- the child loses their house point for the day.
- no child should be sent to the corridor, any shared area, any other class or any other adult
- a **'Red Think Sheet'** must be completed by the child and sanctioning adult
- The incident must be recorded on the pupil notes on Target Tracker (HT)
- The class teacher informs the parents of the aggressor by Red Parent Letter.
- The class teacher informs the parents of any victim(s).
- Child misses up to 15 minutes of morning break or lunch break. The class teacher uses their discretion to apply this consequence in multiples of 5 minutes. The child is supervised by the class teacher (if the class teacher is on duty, the child accompanies them and stands by them in the playground).
- after the sanction has been completed, the child returns to the green traffic light for the next session. It is important that children know each session is a fresh start.
- Some behaviours result in being moved directly onto Amber or Red depending on the severity and whether they were purposeful actions.

Levels of behaviour and connected actions are demonstrated on the Behaviour rewards and sanctions diagram (appendix 1)

If a child receives **5 Red Think Sheets** over the period of half a term:

- It is the responsibility of the class teacher to arrange to see parent(s) to discuss concerns about the child's behaviour.
- The class teacher completes and issues a **Class Behaviour Monitoring Chart** for an initial 1 week period. This can be extended at class teacher's discretion if a longer period is considered necessary to support and change negative behaviours.
- The class teacher reviews Behaviour Monitoring Chart daily and at end of the week, where class teacher contacts parent and praises or explains next step. This can then be escalated up with the child visiting the Head teacher if negative behaviour is more severe and prolonged.
- Children can also be placed on Class Behaviour Monitoring Charts if they are consistently showing low-level disruptive behaviour and need personalised targets to focus on and reduce these behaviours. These should still be shared with parents/ carers in a meeting focussed on reasons behind behaviour.

Lunchtime Management

Pupils are expected to behave appropriately at all times during the school day, including lunchtimes when they are expected to still follow school rules and demonstrate the core values of respect, resilience, empathy and reflection .

It is our expectation at Osmotherley Primary School that all pupils show respect and polite table manners when eating their lunch.

Our school rules are displayed clearly in the dining hall as a reminder.

Pupils are expected to behave appropriately at all times during the school day.

MSAs are to apply the same system as other school staff when dealing with inappropriate behaviours (time out, referring to the scripts and reminding pupils of the School Rules).

Playground benches or under the gazebo can be used as an area for time out, if necessary.

The MSA is to take responsibility for recording pupil's behaviours that require sanctions and keeping teachers informed, using **a Red Think Sheet** (the class teacher will record on the pupil notes on Target Tracker. The class teacher will then make a decision whether or not to contact the pupil's parents. If parents are called, any conversations had or letters sent (Red Behaviour Parent Letter or Support Note) need to be recorded as a pastoral note on Target Tracker.

After school and Specialist clubs

The same expectations for behaviour and attitudes are to be in place in for during after-school or specialist clubs. Children are still expected to show school values and follow school rules. They can earn house points for making positive choices but can also be placed on red if continuing to make wrong choices. Leaders of clubs must give children time to complete think sheets and communicate the incident to parents/carers.

Strategies for resolving conflict

3 Steps

Conflict resolution is a child- lead activity where they will work collaboratively to sort through minor issues and disagreements. Time needs to be given by class teachers for children to work through steps of conflict resolution. Class teachers to loosely observe these sessions to ensure children are positively dealing with issues and listening calmly to each other.

- The others listen with no interruptions

- They are encouraged to maintain eye-contact

- Each child has a turn to say:

1. What the other(s) has/have done to upset them

2. How they feel about it

3. How they would like them to behave in the future

- No one is allowed to interrupt or argue. They go on taking turns until everyone is finished.

- If an adult is there, they are to be referee, not as part of the discussion. He/she encourages that turns are taken, that the children stick to the three steps, that they listen to each other and maintain eye-contact.

- If the children cannot resolve the conflict after a reasonable time, then the adult can make a judgement and take appropriate actions.

- These strategies are to be taught through class Circle Time, but are regularly modelled and revised with pupils.

Repeated Concerns, Further Consequences & Support

- **Class Behaviour Monitoring Chart**
- Operate from day after meeting with parent plus one full week.
- Class teacher telephones parent to confirm successful completion of the Class Behaviour Chart monitoring period or explain referral to Inclusion Team.
- Class teacher signs-off Class Behaviour Chart and keeps a record.
- Head teacher to be made aware of children placed on chart and reasons behind this
- This chart can be escalated up if deemed necessary or is having slow impact so children have to report to Head teacher. This can be then further escalated up to being a **Head Teacher Behaviour Record of Concern**.

After completion of a **Class Behaviour Chart**, if a class teacher feels that there has not been a significant improvement in a child's behaviour then they complete a **Record of Behaviour Concern** for referral to the Head Teacher. The Head Teacher will consider the Record of Concern and Class Behaviour Chart and may:

- Adjust targets and extend the Class Behaviour Monitoring Chart for a further week
- Speak to class teachers to adjust support for behaviour (see support for SEND pupils)
- Refer for mentoring if children require emotional support.

- Escalate intervention and issue a **Head Teacher Behaviour Report**
- Seek further advice, support and intervention from other agencies.

Head Teacher Behaviour Report

The Head Teacher may issue a Head Teacher Behaviour Report for any child to improve their attitudes and/or behaviour. Any child on a Head Teacher Behaviour Report reports daily or twice daily (morning and afternoon) to the Head Teacher. The Head Teacher monitors and evaluates the impact of the Head Teacher Behaviour Report at the end of a week and may meet parents to review.

Support Plans – Emotional & Behavioural needs

It is the responsibility of the HT/SENDCo to establish and monitor the impact of any Support Plan for emotional and behavioural needs.

Serious Misbehaviour and Red Cards

Serious misbehaviour at Osmotherley School is defined as any wilful act that results in physical or emotional hurt to any adult or child. The supervising adult must first ensure that all pupils are safe and may evacuate the classroom, if necessary. Two sensible/reliable pupils are sent to the HT room with a **Red Card** and a brief note explaining the incident. Refer to Red Think Sheets for more details.

If the Head Teacher is out of school, the red card is taken to the teacher who has been left in charge. This teacher will contact the Head Teacher if possible or take responsibility for dealing with the matter.

If a child shows serious misbehaviour:

The child has cooling down/thinking time to reflect on the incident and complete a **Red Think Sheet**.

The supervising adult (including class teacher) initially investigates the issue, noting responses from the victim and perpetrator, recording pupil's responses on a **Triangulation Sheet.**

If the issues are unclear, further investigation into the issue is needed, e.g. checking for accuracy, including triangulating with others.

The supervising adult consults with the Class Teacher if deemed necessary the HT agrees time and date for the class teacher, or if necessary, the HT to meet parents and agree sanctions for pupil

- Exclusion from class (half-day periods)
- Exclusion from breaks (morning and lunch for number of days)
- Fixed-Term exclusion (Head teacher)
- Permanent exclusion (Head teacher)

The class teacher telephones parents, explains issue, sanctions and sends a **Red Behaviour Parent** Letter home.

The class teacher contacts victim's parents by telephone, explaining issue, actions and consequences and, if necessary, implements a programme of support.

The class teacher meets pupil and drafts Behaviour Report and, if appropriate, a Support Plan.

If necessary, the class teacher meets the injured party and implements a programme of support.

Restraint

In extreme circumstances where a child is a danger to themselves or others, restraint procedures will be implemented for the health and safety of others, other pupils and staff. This is always a last resort when all other strategies have been exhausted. Any actions taken would be in line with government guidelines on the restraint of pupils.

EYFS

Children in Reception are reminded of the School Rules at all times, discussion is used to encourage good choices and positive behaviour. The children are placed in house teams with the rest of the school and receive house points. Praise and behaviour reminders will be structured around the school core values of respect, empathy, resilience and reflection. These will be focussed on half termly so children develop a clear understanding of what these are and what behaviours show the use of these values.

Recording of incidents

Incidents are recorded by the member of staff dealing with the issue. All incidents are recorded in the **incident book** (all staff) and on CPOMs (HT). Incidents may be recorded for the following reasons:

- A child is regularly involved in incidents (more than twice) and the teacher wants to keep a record to help build up a picture of behaviour patterns.

- Despite all efforts by the teacher to promote a fair and just outcome, the child remains dissatisfied or unable to take responsibility. A record in this event provides clarity should the situation be raised again.

- A teacher believed that there has been a sudden change in a child's behaviour and wishes to gather evidence with a view to seeking additional support for the child.

- The incident is serious and requires a Red Card.

 - The child is on a behaviour report.

Bullying and Racism

Bullying of any kind, including racist bullying will be treated as a serious misbehaviour. See Anti-Bullying policy for more detail.

Scripts –

Assertive Discipline and the Language of Choice Script

Step 1: Statement of reality (tell them what you see)

Script 1 *'Sam, you're tapping your pencil'*

Never ask a child why they are doing what they are doing. It's confrontational, you don't need to know why – they just need to know that you've noticed it.

After hearing your statement of reality, many children will quickly change their behaviour without any sanction or need to move further down the script. Remember you need to give them take-up time to make the positive change rather than causing further confrontation.   Praise them when they positively change their behaviour, acknowledging the positive change:

'Thanks Sam for putting your pencil down.'

Should a child not change their behaviour after a reasonable amount of take-up time,

Step 2. Tell them the behaviour you want to see,

Script 2 *'I need you to (e.g put your pencil down) '*, ending with *'a thank-you Sam'*

Be assertive and avoid starting or ending your expectation with please. Use I need you to and a thank you instead. This carries an expectation that they will do as you have asked them to. Remember to use these scripts with a firm, calm voice. Acknowledge the positive change in behaviour with a thank you, or gesture. Should a child not change behaviour you need to use the language of choice script,

Step 3. Statement of choice

This gives the child the responsibility for the consequences that you will carry out (and you must deliver the consequences or the child will learn that you do not follow through consistently). Avoid the threat of sending them to someone else – you empower yourself.

Script 3: *'Sam, if you choose to continue to tap your pencil, then you'll force me to move you to Amber/Red. It's your choice.'*

 Continue to be assertive rather than aggressive. Remain calm, showing no sense of agitation or lack of control. If the child chooses to do the right thing, then you must praise them for making the right choice. This means that the child learns that it's good to do the right thing and that you are pleased that they have made the right choice. Every child likes to be praised and acknowledged on the inside, even if they might not show it on the outside.

'Well done, Sam, you made the right choice.'

 Ignore all secondary behaviour – stomping around, back-chat, grumbling – the most important thing is that they have made the right choice

Should the child choose not to do as you have asked, then you follow through with the consequences you started. Don't cave in to protests or remove/reduce the consequence – when you are consistent, the scripts will work.

Step 4: Reinforce and depersonalise. You can also repeatedly refer to whole school expectations (School Rules) which reminds of the values, which never change.

Script 4: 'Sam, at Osmotherley School, we are kind and helpful.'

This implies that the school has a system and that our expectations are fair and consistent rather than personal 'against' them.   Positive Behaviour Scripts Actively recognise, praise and thank children for making good choices especially linked to their learning and how they treat each other. Recognise the values they are demonstrating.

'Well done Sam for showing the value of empathy by noticing Abby was upset and seeing if she needed company or help.' 'Thank you Sarah for showing the value of respect by asking the lunchtime supervisor how they were today and if they needed help to clean the table.'

Encourage children to recognise the positive use of school values, e.g. 'I can see a child/children in this class who is/are doing reflection on their work by admitting mistakes they have made and working out where else they need to work hard to make progress. Who can see someone showing this core value?'

Preventative Measures

Classroom Layout and Organisation

Organised for easy movement without children bumping into each other.

A designated calm area for time out and reflection.

Clear sight lines for both children and adults.

Well thought out seating plans – changed on a regular basis.

Clearly labelled and accessible resources.

Display

- Class Rules discussed explicitly with pupils, clearly displayed and taught.
- School values constantly referred to and displayed.
- Reward & consequence systems (traffic light chart) clearly displayed and consistently used. House point chart clearly displayed and looked after by the class.
- Easy to find and labelled worry box.
- Clearly understood routines and expectations.
- Clear stop and gaining attention signals (claps to repeat)

Leaving the class or school without permission

It is essential that pupils under no circumstances leave the room without the permission of the teacher.

Pupils must know that if they leave the room without permission serious consequences will follow.

Some pupils have developed a method of coping with difficulties, which includes simply walking away wherever they happen to be. We cannot be seen to condone this.

The ethos of every class must be that all pupils belong, are valued and will be included, even though for some pupils at some times this may be difficult.

Teachers have a duty of care for all pupils, and are 'in loco parentis'.

Procedure in case of pupil leaving the room

The teacher should not leave the classroom in pursuit of a child except in exceptional circumstance – imminent danger to self or others, for example.

If a teaching assistant is present in the class, she should be asked to attempt to retrieve the child.

If this is not immediately possible, a **Red Card** and short message must be sent to the school office (HT) explaining the situation.

The teacher's responsibility is, in these circumstances, with the class; responsibility for the missing child passing to other staff.

Other staff: office staff will immediately inform the Head Teacher or the most senior teacher available if a child is missing.

One or two staff members (office staff, teaching assistant) will search the building;

If the child is found, the Head Teacher or most senior teacher available will talk to the child and coax him/her back to class;

A meeting between teacher and parents will be arranged to discuss the cause of the behaviour and how to prevent repetition in the future.

Leaving the school site without permission

There are occasions when pupils leave the school premises in response to something that has happened in the classroom or elsewhere on the premises.

Such behaviour is always to be treated very seriously.

It is essential that our response should not exacerbate an already difficult situation. A measured, calm response is required.

Procedure in case of pupil leaving the site

Staff will immediately inform the office (Red Card/ walkie-talkie) who will inform the Head Teacher or the most senior teacher available if a child is missing.

One or two teachers or support staff (HT, office staff, teaching assistants) will search the building; If the child is found, the Head Teacher or most senior teacher available will talk to the child;

If it is necessary to leave the building a maximum of two adults should normally be involved and a mobile phone should be taken;

NEVER chase or follow – high risk of serious injury to child and liability

If the child is missing for more than five minutes, parents will be informed in case the child is outside the school premises and at considerable risk; the police will be informed;

Once the child is found, a meeting between Head Teacher and parents will be arranged to discuss the cause of the behaviour and how to prevent repetition in the future and a suitable sanction for the behaviour.

Kerry's Way Award chosen by children for a pupil showing the values of kindness, determination and spirit

Certificates for house points earned - Bronze (50), Silver (100), Gold (150), Platinum (250)

Team treat awarded for team with the most house points each half term

Maths Monkey, Writing Wolf awarded for effort or attainment in maths and writing sessions

House point awarded for moving to the gold traffic light for making excellent choices and being an excellent role model

House point given for moving to the silver traffic light for making great choices and being a role model

House point for staying on green by making good choices: following instructions, completing work, joining in, good manners, respectful to others, helping others. All pupils making these choices can take part in the 'Osmotherley University' on Friday afternoons.

Low level disruptive behaviour.
Talking, pen tapping, turning around, not listening, not working, not sharing, snatching, running, shouting out, moving around the classroom inappropriately

Not stopping low level negative behaviour. Teasing to upset others on purpose, not showing school values, rude to adults, rude to children, name calling, not including others on purpose

Not stopping negative behaviour. And already on amber. Racist, sexist, homophobic comments. Purposefully hurting children. Bullying behaviour. Swearing with intent.

Repeated 'red' incidents (more than 4). Sustained negative behaviour at playtimes

Continued bullying behaviour, stealing, continued disruptive behaviour in class

Verbal warning. Position moved in class. Conflict resolution

Amber traffic light. Opportunity to sit at reflection table

Red traffic light Think Sheet. Loss of playtime 5 minute intervals

Internal exclusion

External exclusion if behaviour has not improved

Years 1 &2 Red Behaviour Think Sheet

Child's Name:	Class:	Date:

Draw or write what you did?	Next time I will ...

How I feel now ...			How will I feel if I do this?		
sad	happy	angry	sad	happy	angry
☹	☺	😐	☹	☺	😐

Years 1 & 2 Red Behaviour Think Sheet

Staff Involved:

Adult's Summary of incident:

Location (tick):

	Classroom		Shared space		Playground		Toilets		Off-site

Role of child & others involved (tick and names):

	Aggressor		Target		Participant		Witness		Bystander

Behaviour type (tick):

Classroom Management – Red Letter to Parents	
	Disrespectful 1 - not following instructions from adult, rude to adult
	Disruptive 1 - stopped others from learning, walked out of room
	Emotional 1 low – unkind words toward child, leaving out of group
	Emotional 2 medium – bad language, swearing at child, family cussing, dishonesty/shifting blame
	Physical 1 low – hurting through repeated snatching, pushing
	Physical 2 medium – hurting through spitting, trip, mark/pain to body, throwing objects
Serious Misbehaviour – Red Serious Behaviour Letter to Parents	
	Physical 3 high – hurting an adult, punch/kick/wilful or repeated hurt to child
	Emotional 3 high – bullying, threats, racist comments, swearing directed at adult, lying
	Disruptive 2 – wilful or repeated disruptive behaviour
	Disrespectful 2 – repeated refusal
	Stealing/Theft/Damage
	Leaving school site

Parent Informed

Parents informed of incident Yes / No (please delete)
Parents views:

Pupil feedback:

Pupil's views

Years 3, 4, 5 & 6 Red Behaviour Think Sheet

Staff Involved:

Adult's Summary of incident:

Location (tick):

	Classroom		Shared space		Playground		Toilets		Off-site

Role of child & others involved (tick and names):

	Aggressor		Target		Participant		Witness		Bystander

Behaviour type (tick):

Classroom Management – Red Letter to Parents	
	Disrespectful 1 - not following instructions from adult, rude to adult
	Disruptive 1 - stopped others from learning, walked out of room
	Emotional 1 low – unkind words toward child, leaving out of group
	Emotional 2 medium – bad language, swearing at child, family cussing, dishonesty/shifting blame
	Physical 1 low – hurting through repeated snatching, pushing
	Physical 2 medium – hurting through spitting, trip, mark/pain to body, throwing objects
Serious Misbehaviour – Red Serious Behaviour Letter to Parents	
	Physical 3 high – hurting an adult, punch/kick/wilful or repeated hurt to child
	Emotional 3 high – bullying, threats, racist comments, swearing directed at adult, lying
	Disruptive 2 – wilful or repeated disruptive behaviour
	Disrespectful 2 – repeated refusal
	Stealing/Theft/Damage
	Leaving school site

Parent Informed

Parents informed of incident Yes / No (please delete)
Parents views:

Pupil feedback:

Pupil's views

Red Behaviour Parent Letter

Child's Name _____   Date _____

Dear Parent/Carer,

I am sorry to inform you that your child has behaved poorly in school today. They made choices which have broken our Golden Rules. Your child has:

	used unkind words towards another child
	stopped other children from learning
	not followed instructions
	used bad language, which may have included swearing or offending another child
	walked out of the room
	hurt another child
	thrown things in class or broken things
	been rude to an adult

Further information (if relevant)

As a result of their poor choices and behaviour your child missed part of their break or lunch time at school today.   If there are more incidents this week I will be arranging to meet you. We know that all families support the school and want the best for their children. Please discuss their behaviour at home. You may also wish to sanction them at home.

Please contact me if you wish to discuss this further.

Thank you for your support.

Yours sincerely

Class Teacher

Support Note

Child's Name _____   Date _____

Dear Parent/Carer,

I am sorry to inform you that your child has been hurt or upset as a result of another child's inappropriate behaviour today. The other child's family have been notified of their child's behaviour and the child has received consequences, including missing break or lunch play.

The other child:

	used unkind words towards your child
	used bad language including swear words towards your child
	was rude about your family
	left your child out of a group or play
	hurt your child
	threw things at your child

Further information (if relevant)

I will continue to monitor the situation and support your child through discussion and checking in with them over the next week. If the other child continues with their poor behaviour, I will apply further sanctions, meet their parents and talk to senior staff.

Please contact me if you wish to discuss this further.

Yours sincerely

Class Teacher

Behaviour Issues Identification Sheet

1. Child completes sheet, independently or with adult support.

2. Teacher and child discuss responses. Teacher clarifies answers.

3. Teacher, parent and child discuss. Identify and prioritise key issues. Teacher takes key issues and writes up to 3 associated targets (for Class Behaviour Chart)

Child's Name:		Class:	Date:
Teacher:			
In the classroom			
Lessons are	okay	too hard	boring
In class	I stay in my seat	I walk around	I disturb others
On the carpet	I listen	I call out	I distract others
Using resources	I have the things I need	I take things from other children	I throw or flick things
School property	I look after things	I break things sometimes	I take things that aren't mine
School is	a happy place for me	okay	an unhappy place for me
Getting on with other children			
When I'm with other children	I call them names or swear at them	they call me names or swear at me	I join in name calling with others
If I choose to behave poorly	I'm the one who starts it	I copy or follow others	I laugh when others are naughty
Think about the words you use	I say unkind words	others say unkind words to me	I don't get involved in horrible words
Think about the things you do	I hurt other children when I'm angry	other children hurt me	I walk away when things get cross
Working with adults			
When other adults help me	I prefer working in class	I prefer working out of class	I don't like any extra help
I follow instructions from adults	all the time	most of the time	I ignore adults
Adults	listen carefully to me	listen to me sometimes	never listen to me
I am treated	fairly by all adults	fairly by some adults	unfairly by adults
I accept consequences for my poor choices	straight away	with some fussing and complaining	with lots of fuss

Class Behaviour Monitoring Chart

Name:		Class:		Starts:		Ends:			Insert or draw picture

My targets. I am going to improve:

1.

2.

3.

My achievements. Morning break or 15mins of Lunch Break are LOST until at least 1 ☺ and no ☹:   Report to Class Teacher

	Lesson 1	Lesson 2	See CT (initials)	Break	Lesson 3	See CT (initials)	Lunch	Lesson 4 & 5	See CT (initials)	Achievements:
Monday										Fully - excellent ☺
Tuesday										Partially - okay 😐
Wednesday										Not enough ☹
Thursday										Earned break/lunch ☑
Friday										Lost break/lunch ☒

Teacher report to parent at end of week. Date & Initials: Teacher update:

After school/ specialist clubs Monitoring Chart

Name:		Class:		Starts:		Ends:			Insert or draw picture

My targets. I am going to improve:

1.

2.

3.

My achievements. Morning break or 15mins of Lunch Break are LOST until at least 1 ☺ and no ☹:   Report to Class Teacher

	Lesson 1	Lesson 2	See CT (initials)	Break	Lesson 3	See CT (initials)	Lunch	Lesson 4 & 5	See CT (initials)	Achievements:
Monday										Fully - excellent ☺
Tuesday										Partially - okay 😐
Wednesday										Not enough ☹
Thursday										Earned break/lunch ☑
Friday										Lost break/lunch ☒

Teacher report to parent at end of week. Date & Initials: Teacher update:

Record of Behaviour Concern

Name:	Class:	Date:

Brief description of difficulties:	What support is already in place? (Attach Issues Identification Sheet and Behaviour Chart(s)
	What progress has been made?
	Views of pupil/parents?
	Next steps (SENDCo), Date & sign:

Head Teacher Behaviour Report

Name:	Class:	Starts:	Ends:	Insert or draw picture

My targets. I am going to improve:

1.

2.

3.

My achievements. Morning or Lunch Breaks are LOST until at least 1 ☺ and no ☹:   Report to: Mr Dunmall or Mrs Haines

	Lesson 1	Lesson 2	See HT/DHT (initials)	Break	Lesson 3	See HT/DHT (initials)	Lunch	Lesson 4 & 5	See HT/DHT (initials)	Achievements:
Monday										Fully - excellent ☺
Tuesday										Partially - okay 😐
Wednesday										Not enough ☹
Thursday										Earned break/lunch ☑
Friday										Lost **all** break/lunch ☒

HT/DHT report to parent at end of week. Date & Initials: HT/DHT update Inclusion Team and Class Teacher. Date & Initials

Triangulation Sheet

Children Involved (names):	
Staff involved:	Date:

Child 1 (name)	Child 2 (name)

Outcomes

Whole School Procedures

Behaviour issue → **Script 1 - Tell them what you see.** → **Thank for making right choice / Reinforce positive**

Repeated issue → **Script 2 - I need you to ... Thank-you.**

On-going issues → **Script 3 - If you choose to ... ... you force me ...**

Up to 15mins Time-Out in class / Red Think Sheet / 5-15mins miss break or lunch → **SPTO Record, CT / Red Letter, CT / (Support Letter), CT** → **Start fresh next session**

Lose star for the day

Check: 5 Red Letters in a half term, CT

Meet Parent, CT / Behaviour Issues Sheet, CT + Pupil

Miss break (CT), or Miss 15mins lunch (CT or DHT)

Class Behaviour Monitoring Chart, → **Daily review, CT** → **Review end of week, CT** → **Contact parent, CT** → **Record of Behaviour** → **Inclusion Team**

Reinforce positive, CT to parent and child

Inclusion Team → **Support Plan, SENDCo** → **Referral beyond school,**

Inclusion Team → **Behaviour Report,** → **Session review, (HT. DHT.** → **Review end of week, HT/DHT**

Miss break and/or lunch (HT/DHT); Seclude; Exclude

Reinforce positive, HT/DHT to parent and