



Osborne
Co-operative Academy Trust



Behaviour/Relationship Policy

Thameside Primary School

Last reviewed: October 2022

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Osborne Co-operative Academy Trust is a multi-academy trust (MAT) incorporated around the principles and values of the international co-operative movement. These are Equality, Equity, Democracy, Self-help, Self-Responsibility and Solidarity, along with the ethical values of openness, honesty, social responsibility and caring for others. These values and principles underpin all our actions.

Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be good behaviour, unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanction
- We integrate **Attachment Aware** and **Trauma Responsive** Interventions into our everyday practice.
- We will not discriminate how we **relate** to the pupils in our care as we believe each pupil is worthy of our **time, energy** and **patience**. However, we will differentiate, according to need.

The Trauma Responsive approach (The US Approach) aims to:

- Create a community of self-discipline and of acceptance, where we all take responsibility for our actions.
- Promote the highest standards of behaviour amongst all members of the community.
- Celebrate successes and good behaviour, and where behaviour is inappropriate, to challenge that behaviour positively through the restorative approach and language. This will ensure that the community accepts responsibility for mistakes and failures.
- Encourage positive relationships. Where a relationship has broken down, the restorative approach will be used to repair and rebuild the relationship. This should be applied in a positive manner where previous incidences are not referred to and should focus on the way forward.
- Help the growth of tolerance, empathy and consideration in members of the school community.
- Ensure the safety and well-being of all members of the community and the environment in and out of class (including transitioning around the school).
- Be fully inclusive.
- All members of the school community have the responsibility to treat others as they wish to be treated.
- We will prioritise maintaining positive relationships with our pupils whatever other demands are going on, engaging in quality moments.
- We will be curious about why pupils do what they do, wondering aloud so that our pupils have the opportunity to be curious too and start to make links between states, sensations and feelings.
- We will not problem solve or reassure pupils before first really communicating that we have heard what they are trying to tell us about their internal thoughts and feelings.

Definitions

Good behaviour

- Having **mutual respect** and **consideration** at all times for all members of the school community and property, offering friendship, being polite, sharing, tolerances of differences in appearance, race ability, religion and gender, treating others as you would want to be treated.

- **Co-operating** with others, participating in class activities, being obedient and conforming to acceptable norms as defined by the school and the school community.
- **Self-discipline** – setting, with guidance, high personal goals/standards of work and behaviour. Being able to listen. Showing awareness of right and wrong and an ability to use self-control when necessary. Realising that how you behave affects others.

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Bullying

Bullying is deliberate harassment or an aggressive act, repeated, often over a period of time, which causes hurt to someone else. The hurt can be either physical or psychological and can be inflicted by one child or a group. It can also be electronically or on-line through cyber-bullying. It is usually difficult for those being bullied to defend themselves.

Some individuals may feel they are being bullied, even when there is no intention from others to cause them distress. Such perceptions of bullying should nevertheless be taken seriously as a reflection of the child's vulnerability. It is not bullying when two children of approximately the same age or strength have the occasional fight or quarrel.

Bullying, either physical or verbal, will not be tolerated at Thameside Primary School. It is everyone's responsibility to prevent it happening and, with this in mind, guidelines have been laid down as part of the school's Anti-Bullying Policy.

Roles and responsibilities

The local governing body is responsible for monitoring this behaviour policy's effectiveness and holding the Headteacher to account for its implementation.

The Headteacher is responsible for reviewing and approving this behaviour policy.

The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Explain we have rules to keep us safe and help us to learn
- Providing a personalised approach to the specific behavioural needs of particular pupils (Consistent Management Plans for identified children)
- The senior leadership team will support staff in responding to serious behaviour incidents.

This is in line with the relevant Teachers' Standards. **Teachers** must always act in a professional manner and will:

- Create **strong** and **positive** relationships with the children.
 - Use the restorative approach to rebuild and repair relationships that have been damaged.
- Use the Attachment Aware and Trauma Responsive Interventions into our everyday practice.
- Treat all members of the school community with respect, equality and understanding.
 - Praise, encourage and reward pupils wherever possible.
 - Encourage appropriate behaviour rather than rely on sanctions.
 - Apply sanctions and rewards equally and with consistency.
 - Make sure that all pupils enter and leave the classroom in an orderly and respectful manner.
 - Use the BROMCOM behaviour log and reports to encourage improvements in behaviour.
 - Seek further help and guidance when required from other teachers, year leads, the Inclusion Manager, the behaviour team, the Deputy Head or the Head Teacher. This is to be regarded as an appropriate strategy rather than an admission of failure.
 - Liaise, through the SENCo, with external agencies concerned with behaviour.

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Sign and follow the Home-School Agreement (Appendix A)

Pupil code of conduct

We implement the cooperative values of self-help, democracy, equity, equality, self-responsibility and solidarity. These should be reflected in pupils' behaviour.

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Children show integrity by being honest
- Children are expected to learn to resolve conflict peacefully
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times (school colours, no jewellery, make up or nail varnish)
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

We asked the children what is meant by Good Learning Behaviour

Listening and putting effort in	Look at the teacher when speaking	Have a growth mindset	Never give up on your work, even if you have tried loads of times
Be creative and positive	Concentrate on your work	Don't talk to your partner unless you need help	Don't talk when the teacher is talking

We asked the children what is meant by 'good behaviour':

Listen and be friendly	Treat others with respect	Using manners makes everyone feel welcome and happy	Be nice and be kind to the teachers and other children
Line up sensibly and silently	Indoor voices	Keep your hands to yourself	Stay in your seat
Follow the rules of expectations	Play with people	Sit on your chair properly	Sit quietly in assembly

A Positive Approach

We involve children in identifying and recording acceptable rules for the well-being of the whole school community. The children were involved in the development of the values of the school. At all times we expect adults and children to be kind, polite and respect each other; to take responsibility and care for the building and equipment; to co-operate with each other and discuss issues of joint concern.

In situations where conflict arises, then children will be supported with a system where both parties are heard and then the situation is resolved. The language that pupils need will be modeled by staff so that there is a mutual respect at all times.

Staff believe that:-

- behaviour can change and that every child can be successful.
- praising and a system of rewards are more likely to change behaviour than blaming and punishing. Using a positive system of rewards will increase childrens' self-esteem and thus help them to achieve more
- celebrating success helps children to achieve more.
- being aware of each child's needs and their individual circumstances helps us to act in the fairest way. We always consider the safety of other children and minimize disruption while helping children acquire self-discipline.
- reinforcing good behaviour helps our children feel good about themselves.

Staff at Thameside Primary School recognise that often unacceptable behaviour is linked to low self-esteem. Children with low self-esteem may find it difficult to learn and feel helpless when things happen that are unexpected.

Self-esteem is developed through relationship. All staff at Thameside Primary School believe that children's self-esteem will be enhanced by meeting legitimate needs and not reinforcing inappropriate behaviours. The following strategies are designed to modify the behaviours.

Rewards and Praises

Class Dojo are used in conjunction with Team points and are used in the classroom as a means of rewarding good behaviour/good work/showing the co-operative values. Each week there are two

Class Dojo Champions, one boy and one girl, who will be awarded a certificate. Other certificates can be awarded for achievements in and out of school. Children receive stickers when they are sent to the Headteacher or Deputy Headteacher(s) with an excellent piece of work, for exemplary behaviour or for going above and beyond. Children who receive these stickers will also take part in Hot Chocolate with the Head and are awarded a prize.

All classes will use a displayed reward system to encourage good behaviour and work based on the Team point system. Team points will be totalled weekly, announced in assembly and the 'Team Championship Cup' awarded. The winning team each term will be awarded a 'Champions Treat' that will take place in school. Classes will also set a target of how many points they want to achieve for the half term and if this target is met, the whole class will take part in a chosen reward on the last day of the half term.

The Midday Assistants also encourage good behaviour through the distribution of Class Dojo Team points.

Assembly

Friday's whole school assembly is a Star of the Week and Class Attendance Assembly. Staff are required to complete a star for their chosen child and bring this to the assembly where they will explain the reasons why that child has been chosen for the award. The child's name will then be in the school's newsletter that is sent home to parents.

Attendance

We work proactively to encourage good attendance for all pupils and staff.

The winning class in upper KS2, lower KS2 and KS1 will get to spin the wheel, which has four different prizes on and the whole class is then awarded that reward.

Behaviour Support and Sanctions

Staff members are required to maintain good order among the pupils and to safeguard their health and safety, both when the pupils are authorised to be on the school premises and also when they are engaged in authorised activities elsewhere. Furthermore, teachers have a duty to act 'in loco parentis', that is, in the manner of caring and reasonable parents.

The school operates a policy of using a positive approach to managing pupils' behaviour. In general, good behaviour is highlighted and praised and all children are encouraged to take a responsible attitude towards the way they behave in school. The school's Golden Rules are known by the children and should be displayed in all classrooms:

Ready, Respectful, Safe.

This operates in line with the school's policy which includes the use of rewards and behaviour stages. It is vital that the policy is always followed consistently by all staff.

All classes are now using the Zones of Regulation and have displays up to support the children in self-regulation. All the different ways that the children feel and states of alertness that they experience are categorised into four different coloured zones. Children who are well-regulated are able to be in the appropriate zone at the appropriate time. This is a strand of the US Approach that we are using in the school.

Each class teacher is responsible for the well-being of his or her class. Teachers must not leave a class group unattended. In the case of groups working outside the classroom area it is expected that careful explanation would be offered to them as to how they will be expected to behave and that any children who appear unable to accept any limitations upon their behaviour shall have the privilege withdrawn.

Part of the school's procedures is to keep full and accurate behaviour records in order that children may be supported if necessary. Calm Down Reflection sheets must be completed if a child has Stage 3 of

the Expected Behaviour. In more serious or re-occurring incidences (if a child does not improve their behaviour after a warning), a restorative conversation will take place. Incidences such as these are logged on BROMCOM; this will take place as soon as possible, at a suitable time, to prevent impact on children's learning. If an incident takes place between two or more pupils, the incident will be inclusive of all during a restorative session and where appropriate all parents should be contacted before the end of that working day. If an incident takes place at lunch or break, a member of staff will make the class teacher aware using BROMCOM.

If a pupil is finding it difficult to behave appropriately, the school draws on a wide variety of supportive strategies. Staff must adhere to the Expected Behaviour Stages to manage poor behaviour choices. In serious cases, pupils may be placed in the Inclusion Room, face a short-term placement at an alternative provision. In extreme cases, pupils may be subjected to fixed term exclusion.

Parents and carers are asked to be involved in supporting and monitoring their child's behaviour. Parents/carers are notified of all serious incidents and the resulting consequence for their child. In extreme cases, pupils may be subjected to fixed term exclusion.

If necessary, Restraint Forms (which can be found in the 'forms' pigeon holes), must be completed on the day of the incident, being sure to take note of any witnesses of the incident as well as any injuries incurred by the child/staff member. If a staff member because of a child's poor behaviour choices has incurred an injury, an accident form must also be completed. These can be found in the main school office. If 'restraint' has been necessary, the Deputy Headteacher (Pastoral) must be informed and details of the incident shared with parents.

Please ensure that you read the Behaviour for Learning and Conduct Policy and the school's Behaviour Protocol carefully for more details and complete a SIMs entry for any incident for which a record should be kept and placed "on file".

The Trauma Responsive strategies

We will use the 4Rs and ensure we are mindful of the order needed: Regulate, Relate, Reason, Repair, as well as acknowledging the need to circle back through the stages if our pupil's stress levels and state indicate they are not yet or are not ready for a particular stage.

Rebuild and Repair At each stage, staff need to take time to repair relationships with the pupils, to try to avoid escalation of behaviour. Staff will not refer to previous incidents but try to focus on positive behaviour and the way forward. The restorative approach will be used when necessary to help resolve conflict. At each stage, children will be praised for improving their behaviour.

The restorative approach will be used at all stages; It is part of the language of teachers and pupils. It encourages children to take responsibility. There will be a focus on rights and British values. It focuses on building positive relationships, learning from mistakes and is fully inclusive. It is based on idea that we all have the right to feel safe at all times and that this includes staff as well as pupils.

At all stages, sanctions are non-judgemental and the approach must centre on the behaviour, not the child. In incidences of low-level disruption (such as speaking out of turn) an informal restorative conversation should take place. Although we are an inclusive school, we recognise that a child may sometimes need to be removed from a classroom to calm down. In these incidences, the behaviour team will be called for and the child will come back to class once they have calmed down. After these incidences a restorative conversation will take place between the pupil and the teacher.

Font	Paragraph			Styles	
ACTIONS	ACTIONS	ACTIONS	ACTION	ACTIONS	ACTIONS
<ul style="list-style-type: none"> • Demonstrating the Co-operative Values. • Following the school rules of Ready, Respectful, Safe. • Being honest • Respecting the rights of others to learn and to teach. • Trying your best during lessons. • Working with effort to achieve targets. • Coming to school every day, on time. • Bringing the correct equipment to school (PE kit etc). • Wearing the correct uniform. • Speaking to others politely in a way that you would like others to speak to you. • Behaving calmly and sensibly even when things seem difficult or aren't going the way that you would like them to. • Behaving calmly and sensibly even there are no adults watching you. 	<ul style="list-style-type: none"> • Interrupting the lesson. • Not on task and wasting time. • Talking in assembly. • Talking while the teacher is talking. • Distracting other children. • Making irritating noises, gestures or actions. • Unsafe movement around the school classroom. • Dropping litter/ food. • Not allowing children to join in games. • Interfering with another person's property. • Continuing to play after the bell has gone. • Not lining up appropriately. • Being in the school building at break/ lunch time without permission. • Play fighting. • Not following instructions. • Deliberately not completing a task set. • Minor deliberate damage to another child's or school property. • Disrespectful comments about another child or adult. • Antisocial behaviour such as spitting • Misuse of classroom equipment. 	<ul style="list-style-type: none"> • Persistent Stage 1 actions 	<ul style="list-style-type: none"> • Persistent Stage 2 behaviour. OR • Instant 3 • Refusal to follow instructions (after a warning). • Stealing • Malicious poking, pushing or prodding • Swearing in a non-aggressive way. • Spreading hurtful rumours about another child. • Lying • Disrespectful language to another child or adult. • Verbal threats of violence. • Deliberately targeting another child. • Inappropriate physical behaviour. • Making fun of another child/ deliberately winding someone up • Misuse of classroom equipment e.g dangerous use of scissors. • Throwing or flicking objects in the classroom. • Misuse of toilets or wash areas. • Leaving the learning environment without permission. • Verbal abuse. • Physical violence. • Significant deliberate damage to another child's or school property. • Racist or minority group remarks or behaviour. • Inappropriate touching. • Spitting at another person. • Aggressively swearing at another person. 	<ul style="list-style-type: none"> • Persistent Stage 3 actions. 	<ul style="list-style-type: none"> • Persistent Stage 4 behaviour. OR • Instant 5 • Physical violence resulting in actual physical harm. • Leaving the school premises without permission. • Vandalism. • Throwing furniture. • Deliberately throwing stones or other objects at another person or property. • Actions which affect the health, safety, welfare or learning of members of the school community.
REWARDS AND ACKNOWLEDGEMENTS	CONSEQUENCES & SUPPORT	CONSEQUENCES & SUPPORT	CONSEQUENCES & SUPPORT	CONSEQUENCES & SUPPORT	CONSEQUENCES & SUPPORT
<ul style="list-style-type: none"> • Verbal praise. • House points/ dojos. • Praise cards. • Stickers • Positive email to parents/ carers. • Written comment on work. • Attendance at Hot Chocolate Friday. • Star put up in Celebration Assembly. • Display of work. • Attendance certificate. • Being in the newsletter. • Learning new things and achieving targets. • Praise at home. 	<p>1. VERBAL WARNING</p> <ul style="list-style-type: none"> • Non-verbal warning. • A quiet word. • Reminder of the rule. • Redirection. • Moving to another work area (in own classroom). 	<p>2. VERBAL WARNING</p> <ul style="list-style-type: none"> • Non-verbal warning. • A quiet word. • Reminder of the rule. • Redirection. • Moving to another work area (in own classroom). • 1:1 dialogue with teacher. • Informal dialogue with parent. • Teacher informed. 	<p>3. TIME OUT</p> <p>OR</p> <p>Instant 3</p> <ul style="list-style-type: none"> • Isolation in the Bridge or with SLT (radio used to get assistance if needed). • Teacher informed. • Incident form/ reflection sheet completed (recorded on SIMs). • Email to parent • Stage 3 and over to be reported to Pastoral Support Team. 	<ul style="list-style-type: none"> • Meeting to discuss pupil's actions and how best to support pupil's needs. • Time out/ isolation in the Bridge or with SLT. • PSP in place – reviewed and updated regularly. • Regular meetings with parents. • Loss of privileges e.g. clubs etc. • Behaviour chart/ home school contact book. • Loss of break/ lunchtime. 	<ul style="list-style-type: none"> • Parent informed. • Formal meeting with SLT/ Pastoral manager to discuss how best to support pupil's needs. • Lunchtime exclusion. • Internal exclusion. • Fixed term exclusion. • Permanent exclusion.

When a pupil reaches Stage 3, staff and pupils complete a 'reflection sheet' (See Appendix B).

The record of behaviour incidents can be used to inform discussions with child and parent during Termly Learning Conferences and to help set behaviour targets where these are necessary. They are also used to analyse behaviour incidents by the Senior Leadership Team.

Parents may be invited into school to discuss their child's behaviour at any appropriate time and these discussions may involve the class teacher, phase leader, SENCO, pastoral manager or the Head/Deputy head teacher.

Any behaviour plans will be agreed with the pastoral manager, child and class teacher and parents will be informed.

When it is considered that all strategies have been exhausted

Advice is sought from SEN Co-ordinator and senior staff for details of possible behaviour programmes in the classroom, or for break times .i.e. report cards, pastoral support plans. These are monitored and reviewed regularly. If these programmes fail, the advice of the head must be sought and the school will contact outside agencies.

Suspension

The suspension of a child will be considered if his/her behaviour results in a threat or actual physical violence towards another person, or seriously undermines the overall discipline of the school. It is recognised that there could be a single incident that results in the fixed term suspension of a child. However, it is more likely that the suspension will be as a result of a more long term problem and so it is imperative that all staff involved with the child keep detailed records of any attempts to help the child improve his/her behaviour. This must include correspondence with parents and outside agencies and any behaviour programmes that were tried.

When considering a fixed term suspension, the person/s responsible for this decision (the Headteacher) must consider the following, the decision:

- must not be purely punitive but must give the child involved the opportunity to consider his/her actions. It must allow the teacher/class/ school time to address the situation with the rest of the children involved, so that discipline can be restored.
- must take into account the age of the child involved and the physical size of the child involved.
- must take into consideration the harm caused physically to another child or adult or to the premises.
- must also take into consideration the amount of support that has been provided for the child in helping them to improve their behaviour.

Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the head of school will discipline the pupil in accordance with this policy. Please refer to our safeguarding policy for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

The head of school will also consider the pastoral needs of staff accused of misconduct.

Behaviour management

Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil code of conduct or their own classroom rules
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement
 - Use Class Dojo

Physical restraint (refer to Positive Handling Policy)

In some circumstances, after de-escalation strategies have been implemented and failed, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded in the restraint log and reported to parents

Confiscation

Any prohibited items (listed in the early part of this policy) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

Training

Our staff are provided with training on managing behaviour and behaviour expectations, as part of their induction process.

Behaviour management will also form part of continuing professional development.

Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and local governing board every year. At each review, the policy will be approved by the local governing body.

Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- Anti-bullying Policy
- Positive Handling Policy

Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

[Behaviour and discipline in schools](#)
[Searching, screening and confiscation at school](#)

[The Equality Act 2010](#)

[Use of reasonable force in schools](#)

[Supporting pupils with medical conditions at school](#)

[Special educational needs and disability \(SEND\) code of practice.](#)

In addition, this policy is based on:

Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy

[DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online.

This policy complies with our funding agreement and articles of association.

Statement of Expectations for Positive Behaviour for Learning

Osborne Co-operative Academy Trust is a multi-academy trust (MAT) incorporated around the principles and values of the International Co-operative Movement. These are Equality, Equity, Democracy, Self-help, Self-Responsibility and Solidarity, along with the ethical values of openness, honesty, social responsibility and caring for others. These values and principles underpin all our actions.

The aim of this statement is to promote responsible and respectful behaviour reflecting the Co-operative values. All Osborne Co-operative Academy Trust Schools will develop their Positive Behaviour Policy and embed the following principles.

We will:

- Work in partnership with Parents/Carers and other stakeholders to build positive relationships providing a shared ownership that is effective and strengthens the Osborne Co-operative Academy Trust;
- Develop an inclusive culture based on trust and mutual respect where differences are acknowledged and celebrated and individuality is valued;
- Create an environment to support the development of resilient students, providing excellent learning opportunities to enable children to become positive, responsible and increasingly independent members of their Academy and the wider community;
- Secure an environment in which students develop and achieve their full potential; intellectually, emotionally, socially, physically and spiritually;
- Foster a culture of consistency where staff are skilled, confident and committed to challenge students to take ownership of their behaviour for learning, self-responsibility and the impact that their behaviour has on others;
- Work together to provide equity and ensure equality for all students irrespective of need by using the breadth of expertise across the Trust; and
- Continually develop student aspirations and their participation in society to enable them to become active citizens and achieve economic well-being.

To achieve success it is recognised and accepted by all stakeholders that our students are led by example. All adults and students will model the co-operative and ethical values and understand and take responsibility for their own behaviour and the impact it has on others and in the wider community.

The legal framework:

Teachers' Powers

- This power also applies to all paid staff with responsibility for pupils, such as teaching assistants (unless the Head Teacher says otherwise)

- Teachers have statutory authority to discipline students whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (section 90 and 91 of the Education and Inspections Act 2006)
- Teachers can discipline students at any time the student is in school or elsewhere under the charge of a teacher, including educational visits
- Teachers have power to discipline students for misbehaviour which occurs in school and, in some circumstances, outside of school. In certain circumstances this will include students out of school uniform outside of school hours
- Teachers have the power to impose detention outside of school hours
- Teachers can confiscate pupils' property
- Teachers can discipline pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a student misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose punishment on that student
- To be lawful, the punishment (including detentions) must satisfy the following three conditions:
 1. The decision to punish a student must be made by a paid member of school staff or a member of staff authorised by the Headteacher;
 2. The decision to punish the student and the punishment itself must be made on the school premises or while the student is under the charge of the member of staff; and
 3. It must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all circumstances.
- All school staff members have a legal power to use reasonable force to prevent pupils committing a criminal offence, injuring themselves or others or damaging property, and to maintain good order and discipline. Section 93 of the Education and Inspections Act 2006 enables school staff to use reasonable force to prevent a pupil from:
 - a. Committing a criminal offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil); or
 - b. Causing personal injury or damage to property; or
 - c. Prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

Appendix A Home-School Agreement

Appendix B Reflection Sheet









Thameside Primary

Home-School Agreement

Pupil's Name:








Date:

Pupils – I will do my best to:

-  Work hard and listen carefully to instructions.
-  Come to school regularly and on time.
-  Keep the school rules and behave well.
-  Be polite and helpful to other children and adults.
-  Do my homework regularly and bring it back to school on time.
-  Wear the school uniform and follow the dress code.

Signed (pupil):

Parents – To help my child at school, I will do my best to:

-  Make sure that my child arrives in school on time and is collected on time.
-  Make sure that my child attends school regularly and inform the school of the reason for any absence.
-  Support the school in maintaining good behaviour and discipline.
-  Support my child with homework and other home learning opportunities and listen to my child read.
-  Attend parents and open evenings for parents.
-  Ensure that my child wears the school colours and follows the school dress code.
-  Let the school know if there are any problems that may affect my child's ability to learn.

Signed (parents/carer):

www.thamesideprimaryschool.com
Tel. 01375 372188
Email office.tps@stcleres.coop



Calm Down Reflection



Name: _____

Date: _____

What happened?

I felt...



sad



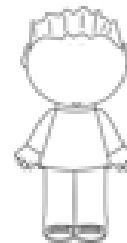
angry



scared



confused



other

Next time a better choice will be...

Incident form

Child's name:

Lesson:

Time:

Date:

Reasons for Time out (please circle)

Assault-pupil

Disruption

Insolence

Assault - adult

Disruptive behaviour

Racist incident

Bullying

Equipment

Theft

Damage property

Fighting

Verbal abuse pupil

Defiance

Inadequate work

Verbal abuse teacher

Details/description of incident:

Consequence please tick:

Time out in partner class

Discuss with SLT

BIB referral

Parent contacted

Reported by: _____ Signature: _____

Any further details or actions: