

SCHOOL PROSPECTUS



Believe to Achieve

2016 - 2017

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Welcome to Osborne

Inclusive, welcome all

Dear Parents and Carers,

May I extend a warm welcome to you and your child as they begin their learning journey with Osborne Primary School, which is now judged to be a good school with outstanding leadership and management (May 2014.)

This prospectus is aimed to give you a flavour of our caring school and a reference point for vital information in order to ease your family's transition into the Osborne family.

We pride ourselves upon discovering every child's unique strengths and abilities, in order to challenge and assist them in achieving their personal potential, whilst also developing an enthusiasm for learning through a fun, stimulating curriculum. This commitment enables all children to become successful learners, confident individuals, responsible citizens, effective contributors and creative thinkers whilst at Osborne and in their future.

All decisions made at Osborne have to meet one criterion;

Is it in the best interest of the child / children?

So, it was pleasing to see Ofsted report in May 2014:

"The children are at the heart of everything this school does."

With this knowledge, a good partnership between home and school can be nurtured which is essential in the development of each child.

Therefore, we look forward to meeting you and please contact the school with any queries.

Michelle Gay
Head Teacher



A Letter from the Governors

www.osborne-pri.bham.sch.uk
enquiry@osborne-pri.bham.sch.uk

On behalf of the Staff and Governors, I would like to take this opportunity to extend a warm welcome to Osborne School. It is the aim of everyone at Osborne to work in partnership with families and carers to create a happy and safe learning environment for your child.

We trust that the school prospectus contains all the information you might need, but please do not hesitate to contact us if you need any further help, guidance or support.

*Mrs Rona Gorton
Chair of Governors*

At Osborne, we strive to enable all our children to achieve their full potential and be happy, successful, independent and confident lifelong learners, equipped for life in a multicultural society as responsible individuals.

We aim to:

- Support each child to develop a personal vision for their future following our school values of respect, fairness, self-control, forgiveness, persistence and courage.
- Ensure each child enjoys varied, exciting learning experiences within a well-planned, broad and balanced curriculum.
- Provide a stimulating, challenging, interactive work environment conducive to learning.
- Promote an ethos that values democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs.
- Maintain high expectations of behaviour.
- Support children to keep themselves safe.
- Develop self-esteem and social skills, enabling them to form positive relationships within school and the wider community.
- Involve children, parents, governors and the local community as active partners in school life.

Safeguarding Children

Governor Statement:

The appropriate safeguarding of children is an essential element of the work of the governing body. It is a pre-requisite to the effective development and well being of the children who attend Osborne Primary School, and should be seen as an underlying principle in all that we do.

In order to safeguard our children, governors are also committed to:

- Regular review of all practice
- Appropriate induction and supervision
- Regular and appropriate training
- Sustaining the professional ethos which is open and supportive of staff, which puts children's safety and protection at its core
- Ensuring that parents are aware of the school's commitment to this work

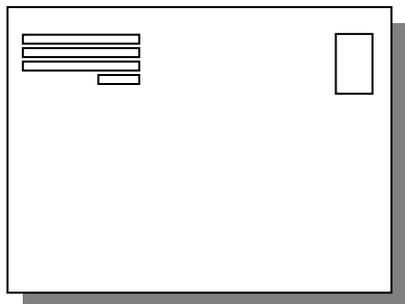
Statement to parents

In the interest of safeguarding children there may be occasions when the school has to consult other agencies without a parent's prior knowledge. The school's first concern is the child's welfare and the school has a duty to act to protect the child at all times. Such consultation may result in a formal referral which could prompt visits from Social Care and Health and/or the Police.

We fully understand that this can be a very distressing set of circumstances, but we can only assure you that we follow the procedures laid down by the Birmingham Safeguarding

Board; a copy of which is available in school; as is a copy of our own Safeguarding Policy (updated in January 2016.)

School Contacts



Osborne Primary School
Station Road
Erdington
Birmingham
B23 6UB



Our telephone number is:

Main Office: **0121 464 3346**

Farzana Wahid (Parent Support Adviser):

07860920185



Our email address is:

enquiry@osborne-pri.bham.sch.uk

The school website is:

osborneprimaryschool.co.uk

Under reconstitution in May 2015 the Governing Body consists of:

Chair of Governors: **Rona Gorton** (Co-opted)
Governors: **Becki Overton** (Local Authority)
Meryl Graham (Co-opted)
Marlene Guscoth (Co-opted)
Louise Holland (Parent)
Simon Davies (Parent)
Sonia Griffiths (Teacher)
Michelle Gay (Head Teacher)

The School

All classes are situated in our main building on Station Road close to the centre of Erdington. Up until July 2016, school used an additional building on Osborne Road (2 minutes walk) but due to the expansion of the school, to become two form entry, the Osborne Road buildings will not be accessible. They are to be refurbished plus some new building, with the proposed opening in September 2017. The whole school will then be relocated to Osborne Road.

Osborne is a Community Primary School run by the City of Birmingham Education Department. We are an oversubscribed school, with our admission limit equalling **30 children per year group from Y1 - Y6 and 60 children in reception from September 2016.**

Some remodelling of the current Station Road will be undertaken during the first three weeks of the 2016 summer holidays to provide extra teaching space for the additional Reception class plus new, modern toilets.

The Staff - from September 2016

Head Teacher: Michelle Gay	
Assistant Head Teachers: Mr R Faris and Miss Clare Harris	
Inclusion Leader (Special Educational Needs/Disabilities Leader): Mrs S Griffiths	
Class Teachers: Miss L Axford Miss H Briginshaw - Y4 Mrs J Davenport - Y6 Mrs E Davis Miss S Dolan - Y5 Mr J Heathershaw - Y2 Mrs A Hills - YRH (Reception) Miss K Morris - Y3 Miss H Salt - YRS (Reception) Miss L Tredaway - Y1	Teaching Assistants: Mrs M Arkinsall - YR Mrs J Ashen - YRH Mrs P Bonner - Y4 Mrs E Cox Mrs A England - Y1 Miss Jenkinson - Y1 Mrs T Lakin - Y5 Mrs L Mallen - Y2 Mrs J Smythe - Y6 Miss S Whiteshaw - YRS Mrs K Woodcock - Y3
School Business Manager - Jane Taylor Office Manager: Sharon French Clerical Assistant: Chris Barnes Learning Mentor: Steph Kelsall Parent Support Adviser: Farzana Wahid Site buildings Manager: Barry Allen	

School Timetable and Attendance

School Hours

Children are supervised in the playground from **8:45**. **No child**, of any age, should be playing on the gym equipment.

Classes enter the school building with their teacher at **8:55**.

Learning begins promptly in class at **9:00**.

School End Time:

Key Stage 1 and YR (4-7 years old): **3:25** - children to be collected from the playground

Key Stage 2 (7-11 years old): **3:30** - children to be collected from the front of the school.

Punctuality is essential to ensure the children do not miss any part of the vital **learning** process, as this can delay their understanding and cause them distress. Therefore, parents **MUST** ensure their children arrive and are collected at the correct time. Parents are required to give a reason for their lateness which is recorded on the slips and monitored. From September 2016, it is likely that any patterns of children being collected late after school could incur a charge of £15 per 15 minutes (as this is the cost to cover two members of staff time.)

Attendance

Inform school by letter, telephone or in person, explaining the reason for your child's absence by 10.00am on the first morning of absence. School will rigorously follow up any cases of unexplained or frequent absence, **including home visits**.

We firmly believe that we cannot educate children effectively unless they are in school on a regular basis. Therefore, the children earn attendance tokens which can be used to purchase various prizes/privileges.

We aim for our children to achieve a target figure above 97% attendance during the year. Under new laws, authorisation **CANNOT** be given for any holiday absence during term time and this year, several parents have been fined for taking holidays during term time and for regular poor attendance. Poor attendance is considered to be any figure below 90% (19 school days, 4 weeks, 100 lessons lost from a school year.) Y6 children must be in school when statutory testing takes place in May.

A copy of the school's attendance policy is contained within the prospectus and is available on the website.

Break Time:

Key Stage 1 (5-7 years old): 10.30 to 10.50

Key Stage 2 (7-11 years old): 11.10 to 11.30

Lunch Time:

Key Stage 1 and YR (4-7 years old): 12.00 to 1.10

Key Stage 2 (7-11 years old): 12:30 to 1:30

Uniform

Governors have approved an acceptable dress code demonstrating that school is a special and important place not to be confused with sporting or leisure activities. The uniform choices consist of:

White, blue or grey shirts / blouses (**named**)

Blue, black or grey school trousers / skirts / pinafores (**named**)

Dark blue jumpers (**named**)

Sensible (low heeled) shoes (**named**)

Jumpers, cardigans, polo shirts, t-shirts, fleece jackets, shower-proof fleece jackets and heavy duty school bags embroidered with the school logo are available from Tesco online (<http://www.tesco.com/direct/ues/>) and School Trends online (<http://www.tesco.com/direct/ues/>.)

Please ensure all uniform is named so we can instantly return items to the correct child. We **CANNOT** spend time searching for unnamed uniform or the children's education will suffer, as a consequence!

It is vital for safety and hygiene reasons that children have the following suitable **named** clothing for P.E. which is kept in a **named** drawstring bag in school during the week:

T-shirt and shorts

Pumps for indoor use

Trainers for outdoor use

A (**named**) swimming one piece costume / trunks or close fitting shorts (not knee length) will be needed in Years 3 to 6.

Jewellery

For health and safety reasons the children are **NOT** permitted to wear any jewellery apart from a watch and stud earrings which must be removed during swimming or PE lessons. If your child wears jewellery as part of religious traditions, they may be asked to remove it or place tape over the item, if it may be hazardous.

Lost Property

If an article has been misplaced or lost, staff will ask children to look for it as they should be encouraged to be responsible for looking after their own property; parent/carers can also ask to check the cloakroom, classroom, playground and hall. **After two weeks**, lost property which is **NOT** claimed will be **thrown away**, as the school lacks storage space.

The Curriculum

We follow the National Curriculum guidelines and teach the core subjects of: English (Literacy), Mathematics (Numeracy), Science, Computing and Religious Education

Religious Education (RE)

RE is offered to all children and there are daily acts of collective worship that follow set social, cultural, emotional or moral themes. Although assemblies are predominantly Christian other faiths and cultures are frequently included.

Our R.E. curriculum follows National Curriculum guidelines and meets the requirements of the Birmingham Agreed Syllabus. Parents have the right to withdraw their children from assemblies or RE lessons but should discuss the arrangements with the Head Teacher.

In order to offer a broad, balanced, and stimulating education we teach the skills of all subjects through a central theme suggested by the children. They are then assessed and subsequently challenged to achieve their greatest potential across the whole curriculum which includes the following subjects/areas:

Art; British Values; Design & Technology; Geography; History; Music; Physical Education; Modern Foreign Language (in KS2 only) plus P.H.S.E. (Personal, Health and Social Education) including Safeguarding (how to keep themselves safe.)

A termly curriculum overview can be found on the school website for each year group, so parents are aware of the themes being taught.

Special Educational Needs/Disabilities (SEND)

Teachers are aware that each child is an individual with differing abilities and diverse rates of development. If a teacher is concerned about the progress of any child they will consult the parent and Inclusion Leader in order to identify a programme of support, within school, enabling each child to achieve their learning potential. Initially, all extra support will be from within the school or via identified agencies, with parental consent. However, an Education Health and Care Plan will be set up for those with the most severe needs. Both forms of support will be reviewed at regular intervals with parents.

The school has been working in partnership with Achievement for All, holding Structured Conversations with parents of SEN children, for half an hour twice a year. This is to ensure an effective partnership between home and school supporting a child's development and improved progress.

Safe Use of the Internet

We are keen for all children to develop their computing skills as they are an essential element of twenty first century life plus, a crucial tool for securing employment. The children will be taught how to access appropriate information from the internet via online safety rules and all visited sites will be monitored by a Senior Leader (as set out in the Online Safety Policy which is available on the website.) Filtering systems are in place, reviewed and improved constantly to restrict access to unsuitable sites. Parents will be

informed of any inappropriate conduct or access made by children and support is offered to parents on how to keep their children safe whilst online, via letters, websites and workshops.

Transition between classes and schools

Secondary School

During July, Year 5 children receive the Secondary transfer request forms and although this may be a difficult process for parents, each of the secondary schools will send out literature and have open evenings to enable the correct selection for each child. We are happy to offer and secure support for any parents experiencing difficulties in this selection process.

Also during July, the Year 6 children will experience an Induction day at their allocated Secondary School.

New Classes for September

All the pupils of Osborne school, including the new Reception children, will spend at least three sessions with their teacher and teaching assistant for the next school year, aiming to ensure a smooth transition.

Pastoral Care

At Osborne, the development of the whole child is essential, not just their curriculum abilities. So your child's safety, happiness and emotional and social developments are of equal importance.

Great emphasis is placed on promoting good relationships, independence, confidence, school values (respect, fairness, self-control, perseverance, courage and forgiveness), self-control, personal and collective responsibility plus an awareness of environmental issues. Therefore, each class has a full time teacher and teaching assistant and the children are well supported by an Inclusion Leader, Learning Mentor, and two Assistant Heads who are both non-class based.

Occasionally, families experience difficult circumstances eg a bereavement, financial issues, break up of a partnership and these issues will affect your children's capacity to learn. Therefore, we would ask you to let us know of any difficulties so we can offer support to your child via the Learning Mentor and the family through our own Parent Support Adviser or the Inclusion Leader.

We also feel it is important to care for and support all our families, especially parents. Over the last year, these groups have been set up, at the parent's request and are well attended: Crochet, Well Being, ASD/ADHD, Art & Craft plus raising school funds. Please contact Farzana for details of either an existing group or an idea for a new group.

Assessment

Every lesson will contain a learning objective and challenging success criteria so your child knows what they are learning and how well they have learnt. Their work will be marked;

- in green to show they have achieved the success criteria and
- a small but significant area highlighted in pink to identify an improvement prompt which may refer to an inappropriate strategy being used or to challenge the child to attempt a more difficult task.

Staff then use these daily assessments to plan appropriate learning activities for children of all abilities in the next lesson and gauge each child's immediate and termly progress.

This year, the assessment procedures have changed:

Y6 and Y2 children will be required to undertake Statutory Assessment Tests (SAT's) in reading, writing, spelling and grammar plus maths in May. The results are shared with the children, included on their report and the school's performance can be seen on the school website.)

Y1 children have to undertake a phonics assessment (plus any of the Y2 children that did not reach the expected standard in Y1) in June

Reception, Y2 and Y6 end of year assessment results are also reported to the Department for Education as a further measure of the education the school is providing.

Educational Visits

We believe that children should be familiar with as wide a variety of stimuli as possible to engage them in their learning and future life experiences eg trips to the theatre, art galleries, museums, places of worship etc. Therefore, our curriculum themes are linked, nearly always, to a place worthy of a visit.

Attendance at educational visits during curriculum time is **statutory** and all children participate.

Signed consent slips (for visits outside of Birmingham) are to be returned **before the day of the trip** or children will not be allowed to leave the school site. Not attending the visit will seriously harm the children's learning because the curriculum is specifically planned around these trips.

Contributions

The school allocates a percentage of the budget to subsidising educational visits (including some from the Pupil Premium Funding for disadvantaged children) but it would be impossible to pay for all the invaluable experiences we identify. Therefore, on occasions parents will be asked to make a voluntary contribution towards costs such as transport, insurance, fees, board or lodging. Where sufficient contributions are not forthcoming, the activity may have to be cancelled.

The Extended Hours Curriculum

After School Clubs

There are a variety of clubs that we actively encourage children to attend throughout the year. The school has engaged a highly successful Sports Coach whose clubs now have a waiting list because they are so popular. All we ask is that parents sign a consent form, pay

a minimal fee and inform us of who will pick the child up. Parents are asked to collect children promptly at the end of these sessions. Also, we are part of Kingsbury Sports Partnership which enables many children to engage in competitive sports.



Instrumental Tuition

Through the National Curriculum, all children have access to some form of instrumental tuition, i.e. Guitar in Y4.

The school will loan instruments but we ask that parents take the responsibility for their maintenance and repair in the event of a breakage. If your child shows a particular musical talent, you will receive a letter giving you further information about future costs and arrangements.



Breakfast Club

Breakfast Club is open from 8am and parents can leave their children, once they are 5 years old, at school under the supervision of the Sports Coach.

School subsidises Breakfast Club which includes the following;

- Breakfast of any choice and a drink for each child
- Participation in daily sporting activities by a trained coach
- Drink for a parent if you choose to stay.

Current payments of **£2.50** are made for each day the child attends the club or a discounted price of **£10** if payments are made for a whole week. This price has stayed the same for the last 5 years.

Holiday Clubs

School works with an independent provider of holiday club activities (using the same Sports Coach as during school hours). These are available during all the school holiday breaks with the following exceptions;

- Summer holiday club is only during the first three weeks

- No club available over the Christmas holiday

There are a variety of activities on offer and these are varied during the year. Application forms which will detail the activities available, the dates and times available and the charges to be applied are available from the school office.

Home Learning

The Home Learning Policy was reviewed after consultation with children, parents, staff and governors and is an essential tool in our teaching and learning process, which aims to challenge expectations and raise standards. It is also an integral part of the positive, learning partnership between the child, family and school. Home learning will consist of a:

1. Project Learning Task

Each class receives a research project with specific criteria based upon the curriculum theme of that term. Each child will then be encouraged to apply their curriculum skills to this independent project following their personal interests within the curriculum theme and preferred medium for their presentation. At the end of the half term, the children will then present their project task to children in a different class.

2. Weekly Learning Task Sheet

Each child will receive a weekly, home learning task sheet on a specific day of the week including with guidelines to parents and children on how each task should be successfully completed.

As reading is the vital key to learning, we ask all our parents to spend some time reading WITH and TO their children in order to:

Explain new vocabulary

Talk about the pictures

Discuss the characters or events in the story

Enjoy the reading experience.



We encourage parents to support their children in completing home learning activities independently or with support as it further improves the children's learning capacity.

Parent/School Partnership

A good partnership between home and school is vital to ensure your child learns to their full potential. This collaboration begins the moment your child is awarded a place at



Osborne and our task is to discover from you and your child about all the valuable skills and experiences they have encountered, so we can develop their learning further.

We want your child to be happy, feel safe and achieve at Osborne School. Please feel free to approach us with any concerns you may experience. No problem is too small or too difficult. You could talk to the:

Class teacher before 8:45, as they receive your child on the playground or after school;

Parent Support Adviser - Farzana Wahid

Inclusion Leader - Mrs Griffiths

Assistant Head Key stage 1 (4 - 7 years old) - Mr Faris

Assistant Head Key stage 2 (7 - 11 years old) - Miss Harris

Head Teacher - Michelle Gay

Reports

We believe school reports present the information in a manner that is more easily understood by children and parents, so that you have a clear picture of your child's many strengths and the next steps (targets) they need to undertake in order to further improve their learning.

GOOPS (Guardians of Osborne Primary School)

The parents have formed a group that now leads on raising funds which in the past has helped us to buy the school minibus, extra library books, curtains, school signs, playground equipment and book bags. The main fundraising event is usually held in November (Christmas Fair) to raise funds to buy larger items e.g. Tyre Park, audio-visual equipment for the hall, Parent Shelter, maintain the mini bus and subsidise school trips. Current funds are being raised to provide the new school building with new and exciting resources. New members are always welcome - please ask at the school office if you would like to help in any way or have any suggestions for different fund raising events.

Learning Consultations

Termly consultations are arranged so you, the teacher and teaching assistant can discuss your child's progress; agree targets for future learning which you can support at home and to celebrate the recording of their learning journey in their books. If parents cannot attend one of these evenings then class teachers will arrange an alternative time, as these meetings are vital to celebrate and develop the child's full potential.

Communication

A newsletter is regularly sent home to inform you of dates, future events and to share activities that your children have enjoyed participating in. If events are particular to just one class eg class assembly then an extra letter is sent home only to those families.

Contact Information

If you change telephone numbers (particularly mobiles) address, or e-mail address you **MUST** inform the school office immediately so we can contact you in an emergency (for example taking your child to hospital or collecting your child when sick) and also send text

messages via our communication system called GroupCall. Not providing school with these details, can be seen as a sign of neglecting your parental responsibilities.

Medical conditions policy

This policy exists for children with acute medical needs (such as peanut or fish allergies, epilepsy, asthma or diabetes) to ensure that, in terms of both physical and mental health they are;

- properly supported so they can play a full and active role in school life, remain healthy and achieve their academic potential.
- effectively supported in consultation with health and social care professionals, their parents and the pupils themselves.

Please let the school know of your child's specific care needs so the appropriate support can be given.

Medicines

If you feel your child is well enough to return to school but they still require **prescribed** medication, we are very happy for you to call into school and administer the dose personally or if circumstances prevent this, then you can sign and fill in a form stating the specific medicine, dose and time required. The Teaching Assistant working with your child will then administer the specified dose at the stated time.

Publicity

Occasionally, children appear in the local papers as we celebrate our achievements with the local community. Most families are thrilled to see their child's photograph in a newspaper but occasionally we know it can present difficulties with religious beliefs or safeguarding issues. Therefore, we ask parents to sign a document annually stating their preferences re publicity, enabling us to consult the document and carry out the parents expressed preferences.

Local Visits

Similarly, parents are asked to complete an annual permission slip for any visits made by the children in Birmingham, as these can be frequent and we do not want to pester you or waste paper.

Consultation

For the parent/school partnership to be successful it is vital to frequently acquire your opinions and act upon them. In the past two years, as a result of parental consultations we have altered assembly times so children leave school punctually; reviewed and improved the school dinner menu which now includes halal meat; Breakfast Club is now open from 8am and the School Motto, School Values, Home School Agreement and Home Learning Policy have all been reviewed and updated. All suggestions are gratefully received at any time.

School Meals



Children may have a school meal cooked on the premises or bring a packed lunch. ALL children in Reception, Year 1 and Year 2 classes are entitled to a Free School Meal (Universal Infant Free School Meal - UIFSM.)

The school office can give confidential advice on whether a child is entitled to have free school meals and how to apply. It is very important that all parents register their qualification for free school meals as the school receives an extra £1300 of Pupil Premium Funding for each of these pupils. This can be registered even if you want to provide a packed lunch so that school and your child benefits from the Pupil Premium Funding.

Children who pay for their meals are asked to bring the money into school on **Monday** morning for the whole week, in a named, sealed envelope. If you wish to monthly or termly this must be done in advance not arrears.

Cheques can no longer be accepted and the school has no facility to accept card payments.

The current price is £2.05 per day.

Special Dietary Requirements

If your child has specific medical or religious needs please inform the class teacher and school office, in writing, so the kitchen staff can then meet your child's requirements.

Healthy Diet

The Senior Catering Officer has to balance the school menu each week in order to ensure that the children eating school meals are receiving adequate amounts of vegetables, carbohydrate, protein, fats etc and limit the amount of restricted foods such as processed meats.

Therefore, we ask parents providing lunches to not include chocolate or sweets as part of their child's packed lunch.

Tuck Shop



Healthy snacks are on sale every day for both Key Stage 1 (4-7 years old) and Key Stage 2 (7-11 years old.)

Currently; KS1 are charged 30p per day for toast and a drink to be paid on Mondays (in a **named**, sealed envelope) for the week, costing £1.50. Children may bring their own drink and every child in KS1 will receive a free piece of fruit provided by the Local Authority.

KS2 are requested to bring their own tuck money in and look after it until morning break when they can purchase from a range of healthy snacks in order to increase their independence.

Money

Dinner money, KS1 juice/toast money and trip money should always be sent into school in a **named, sealed envelope provided by school at the start of each half term**, clearly marked with the child's name and class. This envelope should then be placed in the security box located outside their classroom, by your child to encourage independence.

Ofsted Report

The school was most recently inspected in May 2014 where the school was judged as a good school with outstanding leadership and management.

Strengths included:

- The head teacher, supported by senior and other managers has driven through dramatic improvements in teaching and learning since the previous inspection. As a result, teaching and learning are consistently good or better.
- Support staff make a valuable contribution to pupil's learning.
- Staff have risen well to the high expectations the school leadership has of them. They in turn, have high expectations of the children.
- Behaviour is good.
- Pupils feel safe in school and feel valued and listened to.
- Children are justifiably proud of their achievements.
- Pupils enjoy learning.
- Attendance has improved significantly.
- The school promotes equality of opportunity well by ensuring that every pupil has the option to join in everything on offer. It works hard to eliminate all forms of stereotyping and discrimination.
- The school is vigilant in helping pupils and, where necessary, their families, to help pupils to learn well.

A full copy of the documents can be found at www.ofsted.gov.uk or on the school website.

Osborne School - Holiday Dates

	School Closes	School Opens
	2016	
Autumn Term	(Teacher training day Monday 5 th and Tuesday 6 th September)	Wednesday 7 th September
Half term	Friday 21 st October (Teacher day Mon 31st Oct)	Tuesday 1 st November
Christmas	Friday 16 th December	
	2017	
Spring Term	(Teacher day Tuesday 3 rd Jan)	Wednesday 4 th January

Half Term	Friday 17 th February	Monday 27 th February
Easter	Friday 7 th April	Monday 24 ^h April
Mayday	Monday 1 st May	Tuesday 2 nd May
Half Term	Thursday 25 th May (Teacher training Friday 26 th May)	Monday 5 th June
Summer Holidays	Tuesday 25 th July	

We hope that you have found this prospectus useful. However, if you have any further questions we will be happy to help you, so please do ask.

We look forward to working together in partnership with you to enable our children to achieve their full potential and enjoy their learning journey.

Osborne Anti-Bullying Policy

Osborne Primary School is committed to providing a caring, friendly and safe environment where pupils feel able to talk openly and honestly within a relaxed and secure atmosphere. We aim to make everyone feel safe, comfortable and welcome.

Everyone in the Osborne community is expected to uphold our values of;

Respect, self-control, courage, fairness, perseverance and forgiveness

Also to have regard for our anti-bullying oath;

I will not bully others.

I will not stand by while others are bullied.

I will report and deal with bullying wherever I see it because I have the power of one.

Equal Opportunities

It is the policy of Osborne Primary School to treat everyone equally and fairly regardless of gender, trans, race, ethnicity, culture, religion, sexual orientation, appearance, physical or mental disability.

"Everyone is an insider, there are no outsiders, whatever their beliefs, whatever their colour, gender or sexuality." Desmond Tutu - 2014

Definition of bullying

Bullying is "Behaviour by an individual or a group, usually repeated over time that intentionally hurts another individual either physically or emotionally". (DfE "Preventing and Tackling Bullying", March 2014)

Forms of bullying

It can take a number of forms both physical and non-physical, either in combination or in isolation. Any bullying, whether physical or non-physical; may result in lasting psychological damage to the individual.

Bullying can include: name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours. This includes the same inappropriate and harmful behaviours expressed via digital devices (cyberbullying) such as the sending of inappropriate messages by phone, text, Instant Messenger, through websites and social media sites and apps, and sending offensive or degrading images by mobile phone or via the internet.

Bullying can happen to anyone. This policy covers all types of bullying including:

- Bullying related to race, religion or culture.
- Bullying related to SEND (Special Educational Needs or Disability).
- Bullying related to appearance or physical/mental health conditions.
- Bullying related to sexual orientation (homophobic bullying).
- Bullying of young carers, children in care or otherwise related to home circumstances.
- Sexist, sexual and transphobic bullying.
- Bullying via technology - "cyberbullying"

Bullying is different from unacceptable behaviour because:

- It is deliberately hurtful behaviour aimed directly at an individual or group and it is repeated over a period of time.
- It is difficult for those being bullied to defend themselves physically or verbally. Bullying is unprovoked behaviour which intimidates or causes fear.
- It may have been occurring over a period of time and is usually carried out deliberately when no witnesses / support are around.

Osborne Primary School WILL NOT tolerate bullying.

Bullying will be taken seriously and dealt with quickly and promptly.

Dealing with Bullying Behaviour

Pupils

- All pupils who are the victim of an inappropriate behaviour should use TAST first
 - T - Tell them to stop, as you do not like it.
 - A - Ask if it was an accident or/and an explanation
 - S - Say sorry and solve the problem
 - T - Tell an adult if it does not stop or there was not a good enough explanation.
- Anyone who knows or believes that bullying is occurring must tell a teacher or another adult.

- By telling, you are helping to make the school a better place.
- All pupils will be given class time for open discussion to talk through difficulties and worries.
- All pupils can request to see the Learning Mentor for more private discussion and support.

Teaching and Non Teaching Staff:

- All staff will encourage children to talk openly. Staff will listen to children's concerns without prejudice
- Any report of bullying behaviour will be acted upon promptly.
- Staff will intervene if bullying behaviour is observed.
- Staff will report all bullying to the class teacher and record on Progresso (School's information System.)
- In serious cases or if bullying behaviour is repeated, the Assistant Head or Head teacher will be informed and parents of those concerned will be informed.
- All staff have a role to play in creating a climate which does not sustain bullying. Staff treat each other and pupils with consideration and respect.
- Strategies will be employed to:
 - Change the bully's behaviour
 - Support the victim and pupils concerned
 - Engage and gain the support of parents.
- Where the bullying takes place outside of the school site then the school will ensure that the concern is investigated and that appropriate action is taken in accordance with the schools behaviour and discipline policy.
- If necessary and appropriate, the police or other local services will be consulted

Parents

- If you hear about bullying, or suspect bullying, please inform the school and talk to the appropriate teacher.
- Take bullying seriously - do not agree to keep it secret.
- Support your child by being prepared to work together with the school in carrying out agreed strategies.
- Encourage your child to use the TAST system and be assertive rather than aggressive (retaliation or revenge should **NEVER** be recommended) in countering bullying behaviour.
- A child who has friends is less likely to be bullied. Parents have a role to play in helping their children to develop friendships.
- All families have a role to play in creating a climate which does not sustain bullying.

Supporting Adults

Staff and parents who have been bullied or affected by bullying will be supported by:

- Offering an immediate opportunity to discuss the concern with a senior member of staff/head teacher
- Being advised to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience as appropriate.

- Where the bullying takes place outside of the school site then the school will ensure that the concern is investigated and that appropriate action is taken in accordance with the schools behaviour and discipline policy
- Reassuring and offering appropriate support
- Working with the wider community and local/national organisations (via Work Life Support) to provide further or specialist advice and guidance

Anti-bullying Initiatives and Strategies

- The school ethos encourages a caring environment. Children are encouraged to speak out about bullying behaviour.
- The school praises and rewards appropriate behaviour regularly (see behaviour policy) and through P.H.S.E. (PATHS scheme) which reinforces good conduct and anti-bullying policies.
- All children understand the need to follow the school rules and values and are aware of the sanctions for inappropriate behaviour including bullying
- Assemblies, peer support, the school council, discussion periods and circle time using the PATHS scheme, offer opportunities to develop self-confidence, self-esteem and resilience and all curriculum areas encourage teamwork and group activities to build co-operation.
- Playground games and activities are organised by lunchtime staff.
- Children are encouraged to resolve conflict situations with support from a teacher, specially trained peers (Buddy Scheme), friends and family.
- All staff including teaching staff, support staff (including administration and lunchtime support staff) and pastoral staff receive behaviour and anti-bullying training to identify all forms of bullying and follow the school policy and procedures (including recording and reporting incidents.)
- We regularly update and evaluate our training and approaches to take into account the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour. (see Online Safety Policy)
- Parents and children regularly receive questionnaires to gain their views on the extent and nature of bullying.
- School is involved in focused activities during Anti-bullying Week every November.

Responsibilities

It is the responsibility of:

- School Governors to take a lead role in monitoring and reviewing this policy.
- Governors, the Head teacher, Senior Leaders, Teaching and Non-Teaching staff to be aware of this policy and implement it accordingly.
- The Head teacher to communicate the policy to the school community and to ensure that disciplinary measures are applied fairly, consistently and reasonably.
- Staff to support and uphold the policy
- Parents/carers to support their children and work in partnership with the school

- Pupils to abide by the policy.

The named Governor with lead responsibility for this policy is: _____

The named member of staff with lead responsibility for this policy is: Mrs S Griffiths

Monitoring & review, policy into practice

This policy will be monitored and reviewed annually alongside the Behaviour Policy

The Head teacher will report on a regular basis to the governing body on incidents of bullying and outcomes. The school will ensure that they regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied. Any issues identified will be incorporated into the school's action plan.

Supporting Organisations and Guidance

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Beat Bullying: www.beatbullying.org
- Childline: www.childline.org.uk
- DfE: "Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies", and "Supporting children and young people who are bullied: advice for schools" March 2014: <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- DfE: "No health without mental health": <https://www.gov.uk/government/publications/no-health-without-mental-health-a-cross-government-outcomes-strategy>
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net

Cyberbullying

- Childnet International: www.childnet.com
- Digizen: www.digizen.org
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk

LGBT

- EACH: www.eachaction.org.uk
- Pace: www.pacehealth.org.uk
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk
- Educate and celebrate: educateandcelebrate.org

SEND

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- DfE: SEND code of practice: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Racism and Hate

- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Show Racism the Red Card: www.srtrc.org/educational

Osborne Attendance Policy

1. Rationale
 - 1.1 Osborne Primary School Attendance Policy is based on Guidelines set out by Birmingham LA.
 - 1.2 Whilst the legal responsibility for regular school attendance rests with Parents; Governors and Staff at Osborne share responsibility for encouraging good attendance and improving poor attendance.
 - 1.3 Children are expected to be at school, on time, every day, unless the reason for the absence is unavoidable. Permitting absence from school without a good reason is an offence by the parent.
 - 1.4 Any problems with regular attendance are sorted out between the school, the parents and the child.
2. Aims
 - To maximise the attendance of all children.
 - To provide an environment which encourages regular attendance and makes attendance and punctuality a priority for all those associated with the school.
 - To monitor and support children whose attendance is a cause for concern and work in partnership with parents/carers to resolve any difficulties.
 - To implement an effective system of rewards and sanctions.
 - To promote effective partnerships with other services and agencies.
 - To recognise the needs of the individual pupil when planning reintegration following significant periods of absence.
3. Targets
 - 3.1 Osborne School is required by law to agree annual attendance targets. The school's attendance target for 2016/ 2017 is 97%.
4. Roles and Responsibilities
 - **Governors**

- To set and monitor progress towards annual targets for attendance.
 - To evaluate the effectiveness of the Attendance Policy.
 - To decide not to authorise requested periods of absence.
- **Head Teacher/Assistant Head Teacher**
 - To ensure that effective systems are in place to accurately record individual pupil, group and whole school attendance patterns.
 - To monitor individual pupil, group and whole school attendance and punctuality.
 - To make a judgement whether an absence that has not been requested is authorised or unauthorised.
 - To work in partnership with key agencies if attendance and/or punctuality is an issue.
 - To provide Governors with information to enable them to evaluate the success of policy and practice.
 - To write to parents/carers regarding their child's attendance, at least termly, and more often for those whose attendance is causing concern.
 - To arrange meetings with parents/carers to discuss support and set targets for those experiencing attendance difficulties.
 - To implement rewards fairly and consistently
- **Class Teacher**
 - To complete the register accurately twice daily at the designated time.
 - To promote good attendance and punctuality and to include these themes in the curriculum
 - When requested, to organise work to be sent home for children in their class who are expected to be absent for an extended period through sickness.
- **Office Staff**
 - To prepare, manage and co-ordinate the use of Attendance in Progresso
 - To prepare relevant attendance reports, when requested
 - To contact parents/carers on the first day of their child's absence to establish the reason.
 - To ensure that a satisfactory reason for every absence has been established for each child at the end of each week, preparing letters on behalf of the Assistant Head Teacher where a satisfactory reason has not been established.
 - To prepare and post out attendance letters each term.
 - To follow the guidelines of the Spotlight programme and if necessary take legal proceedings against parents who fail to send their child to school regularly.

5. Strategies for Improvement

- 5.1 We follow the Local Authority's 'Wise Up' approach towards school attendance. This campaign aims to raise awareness of what level constitutes 'good' attendance and demonstrates the impact on attainment of varying levels of absence. The following benchmarks are used termly to update parents/carers and children about their attendance.

GOLD	97% or higher	Excellent Attendance
SILVER	96% - 97%	Good Attendance
BRONZE	95% - 96%	Take Care
RED	90% - 95%	Be Alert
WISE UP!	Less than 90%	Immediate Action Required

Children achieving Bronze, Silver or Gold Level are awarded badges termly, with parents/carers of Gold Level children being invited to the Awards Assembly.

- 5.2 Class attendance is announced in assembly and published in the newsletter.
- 5.3 Work is undertaken in all classes, emphasising the importance of regular school attendance.
- 5.4 A clear policy regarding holidays during term time has been established.
- 5.5 First day absence calls are made by office staff, via GroupCall to establish reasons for absence.

6. Reasons for Absence

- 6.1 Every half day absence from school has to be classified by the school as either AUTHORISED or UNAUTHORISED.

- 6.2 The authority has listed the following as authorised absence - temporarily educated in another establishment, court appearances, bereavement, exclusion for medical or behavioural reasons, illness or medical treatment, day of religious observance.

6.3 Unexpected Absence:

Parents/carers are asked to contact the school on the first day of absence to provide the reason for the absence and where possible on each subsequent day of absence. Where office staff are not made aware of the reason for a child's absence they will contact parents/carers by Groupcall text message on the first day of absence plus home visits by the Attendance Officer if no response can be gained from a parent.

6.4 Appointments:

Routine or non-urgent medical appointments should be made outside of school hours. If it is necessary to make an unavoidable appointment during the school day, an appointment card or letter must be provided in order for a child's absence to be authorised.

6.5 Holidays During Term Time:

Holidays during term time are no longer authorised.

6.6 Informing the School:

When an absence is known about in advance parents/carers should contact the school as soon as possible.

7. Punctuality
 - 7.1 Pupils arriving after 8.55 am must report to the School Office to be signed in and will be given a slip, recording the reason for lateness.
 - 7.2 Pupils arriving after 9.30 am will be recorded as an unauthorised absence unless a satisfactory reason, with accompanying proof, is provided - eg hospital appointment, verified by a letter.

8. Administration
 - 8.1 The School uses Progresso to submit registers online.

 - 8.2 Registers are a legal document and teachers are required by to take an attendance register at the beginning of both the morning and afternoon sessions. Registers are submitted to the School Office after the closure of the registration period.

 - 8.3 Registers must be completed carefully and accurately, as they provide a record of a pupil's attendance. Failure to complete a register accurately leaves the school vulnerable to complaint from parents or carers and constitutes a risk if an emergency evacuation has to take place.

9. Monitoring and Evaluation
 - 9.1 Attendance data will be collected regularly by the Assistant Head Teacher and Attendance Officer (Mrs French) to establish patterns of irregular attendance. This will include children with: incomplete weeks; Monday and Friday absences; lateness; periods of extended absence; periods of unauthorised absence and all children with attendance below 90%.
 - 9.2 The Head Teacher, Assistant Head Teacher and Attendance Officer will discuss the impact of the School's Attendance Policy and the strategies used to promote good attendance annually and will recommend an attendance target to the Governors, who will set an annual target of attendance and unauthorised absence and review this annually.

10. Review
 - 10.1 This policy will be reviewed according to the School Policy Review Plan except:
 - where Government or LA changes necessitate an earlier review
 - where a request has come from the Governors or Head Teacher

BEHAVIOUR POLICY

At Osborne, we seek to create an atmosphere of mutual respect for all pupils and adults. To promote, encourage and maintain positive behaviour, self-discipline and courtesy at all times, so that everyone feels valued and can achieve their best in a calm and safe environment.

We are a caring school and after consultation with the community, we have prioritised the following six values on which our rules and expectations are based:

respect, fairness, self-control, forgiveness, persistence and courage.

We aim to

- Encourage children to have high expectations of their own behaviour
- Emphasise that everyone has rights and responsibilities and to encourage children to take responsibility for their actions
- Encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour
- Foster positive caring attitudes towards everyone where achievements at all levels are acknowledged and valued
- Have a consistent approach to behaviour throughout the school
- Make boundaries of acceptable behaviour clear and ensure safety
- Raise awareness about appropriate and outstanding behaviour and promote it through positive reinforcement.

It is important that all adults working in school accept responsibility for behaviour throughout the school and act appropriately when misbehaviour is noticed.

Progresso

At Osborne we operate a management information system called Progresso which allows us to record both negative and positive behaviours and their consequences or rewards. This means we have a fair and consistent record which can be shared with children and/or parents/carers at any time.

Monitoring of this system means patterns in behaviour can be quickly detected and appropriate rewards or sanctions given, as well as allowing school to identify when extra support needs to be put in place for a child, in order to prevent any escalation of inappropriate behaviours and promote positive behaviours. (See Appendix C for a list of positive and negative behaviours on Progresso)

Promoting Positive Behaviour

School operates a Behaviour Intervention Strategy which aims to prevent misbehaviour before it happens. In order to maintain a safe and secure environment, Osborne has three school rules based on our six school values. (See Appendix C) The rules and values are displayed prominently around the school. The rules are all phrased in a positive manner in order to reinforce their purpose of promoting good behaviour; rather than conforming to rules.

Through this behaviour policy we aim to identify and promote outstanding standards of behaviour.

The School does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place we act immediately to prevent further occurrences. While it is very difficult to totally eradicate bullying, we do everything in our power to ensure that children attend school free from fear. (See Anti Bullying policy)

We treat all children fairly and apply this behaviour policy in a consistent and fair manner.

Our Rewards System

Praise is an excellent motivator and we feel it should be given frequently for all forms of positive behaviour. We have a variety of rewards systems in place to promote and maintain positive behaviour in class and around school.

Our rewards are given within a carefully structured system, including:-

Class rewards

Awards Assembly

Positive behaviours recorded on Progresso

Monthly certificate posted home if a child receives a specific number of positive rewards in a calendar month

Team Points

Pulse Points

Special Awards

No warnings treat

(See Appendix A)

Consequences/Intervention Strategies

All children are aware of the school rules and the consequences of breaking them. Our discipline system seeks to ensure that all incidents of misbehaviour are dealt with in a positive, firm and consistent manner.

All adults employed by the school are aware of our sanctions and apply them in the same way. (See Appendix B)

- All adults operate a warnings system into which is built the opportunity for children to reflect on their behaviour and to discuss it.
- For children whose behaviour is persistent, a report book system may be operated. Parents/Carers will be invited into school to discuss ways in which the school can work with them to improve their child's behaviour.

Class Warning System

The system is operated as per Appendix B

In an emergency situation a member of the Senior Leadership Team can be summoned.

Physical techniques are not treated in isolation and the school is committed to ensuring that as a result of incidents, learning opportunities are created for children that allow them to 'own' and take responsibility for their behaviour.

In addition procedures will be put in place to ensure that appropriate support is provided for staff, and that following an incident pupil/staff relationships are rebuilt and repaired, to ensure that a positive learning environment is maintained.

All techniques used take into account a young person's

- Age
- Gender
- Level of physical, emotional and intellectual development

- Special needs
- Social context

They should also provide a gradual, graded system of response.

Exclusions

Whilst we are a positive school, in order to maintain appropriate behaviour, if the circumstances require it, we may need to operate the following procedures:-

- Children may be isolated from their class for a period of time if their behaviour endangers either the learning or the safety of the other children.
- The school reserves the right to exclude a child from an off-site activity should their behaviour threaten the health and safety of themselves or other children.
- A child may be temporarily excluded from school because of consistent unacceptable behaviours or a severe incident which threaten the health and safety of themselves or others.
- When there are severe incidents of inappropriate behaviour or previous temporary exclusions and no adjustment in persistent inappropriate behaviours a child may be permanently excluded.
- All members of staff are aware of the regulations regarding use of force by teachers. In no circumstances do teachers use corporal punishment. Staff only intervene physically to restrain pupils where a child may be at risk of hurting themselves or others or if behaviour of the child seriously disrupts good order in the school or causes damage to property, in line with the government guidelines. (See Care and Control Policy) Training is updated regularly so staff are aware of the latest restraint techniques.
- All incidents of restraint are formally reported and recorded (in Serious Incident Folder.)

From September 2015

Initially, a fixed term exclusion will be implemented if three CR's occur over an initial period of five days. As behaviour improves, these figures could be changed.

1. Each time a child receives a warning, they will be asked by adults to explain which value they are not following and how they should have behaved.
2. Each time a child attends CR (Consequence and Reflection,) they will be asked by adults to explain which value/s they are not following; how this impacted on other children and adults; how they should have behaved.
3. If a child receives three lunchtime CR's in five consecutive school days; they will be excluded at lunchtime for a week.
4. If a child receives three CR's in five consecutive school days; they will be excluded for one day.

Our Attendance is Important

We recognise the importance of attendance and believe it has a role to play in relation to promoting and maintaining positive behaviour.

At Osborne we aim to reward good attendance by awarding:-

- Class trophy/teddy for highest attendance rate weekly
- 100% attendance certificate and gold badge, 97% or higher gold badge and gold level certificate, 96%-97% attendance certificate and silver badge, 95%- 96% attendance certificate and bronze badge and an attendance raffle prize termly.
- Tickets that allow purchases from the attendance shop
- Prize vouchers for 100% attendance throughout the school year.
- Opportunities to take part in residential trips
- Any strategies identified in an Individual Behaviour Plan

Roles

At Osborne Primary School, behaviour and discipline is recognized to be a collective responsibility between parents, staff, governing body, children and other agencies involved with school. It is vital that the behaviour policy is clear; that it is well understood by staff, parents and pupils and that it is consistently applied. If this partnership is working effectively then expectations for the following roles are being fulfilled.

The Role of The Parents/Carers

Children are more secure and successful when the adults supporting them work together with a common purpose. The school will always seek to work collaboratively with parents/carers so that children receive consistent messages about expectations for behaviour. At Osborne, we will always seek to build a supportive and constructive dialogue with the home and will inform the parents/carers immediately if there are concerns about a child's welfare or behaviour. Parents/Carers are expected to:-

- Follow the Home/School agreement as appropriate
- Make children aware of appropriate behaviour in all situations
- Encourage independence and self-discipline
- Show an interest in every activity their child undertakes in school
- Foster good relationships with the school.
- Be aware of the school values, rules and expectations and to support the school in the implementation of this policy
- Alert the school as soon as there are any concerns

If a parent feels that their child has been unfairly treated, they should raise their concerns firstly with the class teacher. If the concerns remain then they should contact the Inclusion Leader and latterly the Head teacher. If the matter can still not be resolved then a complaint can be made to the Chair of Governors. If these discussions cannot resolve the problem, a formal grievance or appeals procedure can be implemented. See (Complaints policy)

The Role Of Adults in School

The Government says:

- Teachers have statutory authority to discipline pupils 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).
- The power also applies to all paid staff (unless the head teacher says otherwise) with responsibility for pupils, such as teaching assistants.
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of school.
- Teachers have a power to impose detention outside school hours.
- Teachers can confiscate pupils' property.

Subject to the behaviour policy, teachers may discipline pupils for misbehaviour when the pupil is:

- taking part in any school-organised or school-related activity
- travelling to or from school
- wearing school uniform or
- in some other way identifiable as a pupil at the school.

Misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

The adults encountered by the children at Osborne School have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.

At Osborne all staff aim to:-

- be a good role model.
- make clear our expectations of good behaviour
- treat all children fairly and with respect
- raise children's self-esteem and develop their full potential
- use rewards, rules and sanctions clearly, consistently and fairly to promote excellent standards of behaviour.
- recognise that each child is an individual and to be aware of his/her needs and have regard for the Equality and Safeguarding policies when identifying inappropriate behaviours

Whilst we do not tolerate incidents of poor behaviour, we do recognise that some children have a special educational need and may need additional rewards to promote positive behaviour. To this end, we also reward children where there is evidence of improved behaviour and this improvement is sustained.

Confiscation of inappropriate items

There are two sets of legal provisions, which enable school staff to confiscate items from pupils:

The **general power to discipline** enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items.

Power to search without consent for "prohibited items" including:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

The Role of the Class Teacher

It is the responsibility of the class teacher to ensure that their children know and understand the school rules and values and that they are enforced within the school environment. The class teacher can also discipline children for misbehaviours outside the school environment in accordance with the Education and Inspections Act 2006 as stated above. Class teachers are expected (with the support of the Teaching Assistant) to :-

- Make clear our expectations of good behaviour
- Treat all children fairly and with respect
- Raise children's self-esteem and develop their full potential
- Provide a challenging, interesting and relevant curriculum
- Create a safe, pleasant, stimulating environment, both physically and emotionally
- Use rewards, rules and sanctions clearly, consistently and fairly to promote excellent standards of behaviour.
- Be a good role model.
- Form a good relationship with parents, so all children can see that the key adults in their lives share a common aim

- Deal with any incidents promptly and inform parents when necessary
- Recognise that each child is an individual and to be aware of his/her needs and have regard for the Safeguarding policy when identifying inappropriate behaviours
- Offer a framework for social education
- Identify children for positive recognition daily on Progresso, in assembly each week and for monthly, termly and annual awards.
- Identify and input on Progresso an accurate record of incidents of inappropriate behaviour
- Work co-operatively with other members of staff, where necessary, in order to try to improve a child's behaviour.

The Role of Senior Staff

The Head Teacher, Assistant Head Teachers and Inclusion Team Leader are responsible for overseeing standards of behaviour and discipline in the whole school. There is also an Inclusion Team, which meets regularly in order to discuss and plan support for the particular needs of pupils who give cause for concern.

If a class teacher raises significant concerns about a child's behaviour or welfare, a senior member of staff will discuss the situation with the class teacher. Advice will be offered concerning the environment or intervention techniques. An individual target sheet may be drawn up for a pupil, with an opportunity for the pupil to discuss targets for improving their behaviour with the class teacher and Inclusion Team Leader on a weekly basis. The parents/carers will be invited to discuss these targets and any ensuing Individual Behaviour Plan (IBP) and the pupil will be encouraged to contribute to his/her own targets. The IBP will be regularly reviewed and their effectiveness monitored.

The School employs a Learning Mentor and a Parent Support Advisor to support, children whose behaviour is specifically linked to social, emotional or family circumstances and parents/carers to work in partnership with school to resolve issues causing unacceptable behaviours. The children are offered one-to-one counselling and support programmes. Parents will be invited in to discuss their child's difficulties and the best course of action for all involved.

The Role of the Inclusion Team

One of the most important causes of behavioural difficulties in children is their limited self-esteem. Children often have life experiences which make them feel that they are not loved, cared for, valued or seen as special by others. This can inform their behaviour patterns, which may have a negative influence on the way people react to them, which ultimately reinforces their low self-esteem. A vicious circle is established, which many pupils lack the insight or the power to break. In order to ensure that all pupils' needs are catered for, an Inclusion Team, consisting of the Inclusion Team Leader, Head Teacher, Learning Mentor, Parent Support Advisor, Teaching Assistant representative and Teaching Assistant responsible for EAL support, meet regularly to discuss, refer, review and plan targeted support for the pupils who are most in need, including the involvement of outside agencies when necessary.

The Role Of Outside Agencies

Occasionally, the school will consult external agencies, such as the City of Birmingham School (CoBS) to get expert advice on intervention work that can be done with children. (See Appendix D for full list of external agencies). This will sometimes involve experts from these agencies coming and observing and/or working with the children on the school site, or the children being given appointments off the school site.

A permission slip for some agencies is signed on entry to our school but parents will always be informed of any work with these agencies and parental permission sought separately for any other external agencies to work with a child.

The Role of The Head Teacher

It is the responsibility of the Head Teacher to implement the School Behaviour and Discipline Policy consistently throughout the school and to report to governors, when requested, about the effectiveness of the policy.

It is the responsibility of the Head Teacher to ensure the health, safety and welfare of all children in the School. The Head Teacher will support the staff by setting the standards of behaviour and supporting the staff in the implementation of the policy.

Only the Head Teacher (or acting Head Teacher including the Senior Teacher in charge when Head Teacher not present) has the power to exclude a pupil from school. The Head Teacher may exclude a pupil for one or more fixed term periods, for up to 45 days in any school year. The Head Teacher may exclude a child permanently. It is also possible for a Head Teacher to convert a fixed term exclusion to a permanent exclusion if the circumstances warrant this.

If a pupil is excluded, then the parents will be informed immediately and given reason(s) for the exclusion. They will be informed of their rights of appeal and the procedures for carrying this out.

The Head Teacher will inform the LA and the governing body of any exclusions.

The Head Teacher should publicise the Behaviour Policy annually.

The Role of The Governing Body

Under Section 88(1) of the Education and Inspections Act 2006 (EIA), governing bodies must ensure that policies designed to promote good behaviour and discipline on the part of its pupils are pursued at the school. Section 88(2) of the EIA requires the governing body to:

- make, and from time to time review, a written statement of general principles to guide the head teacher in determining measures to promote good behaviour and discipline amongst pupils; and
- notify the head teacher and give him or her related guidance if the governing body wants the school's behaviour policy to include particular measures or address particular issues.

The governing body must provide clear advice and guidance to the head teacher on which he/she can base the school behaviour policy. When providing guidance to the head teacher, the governing body must not seek to hinder teachers' powers by including 'no searching' or 'no contact' policies, nor to restrict their power to discipline pupils for misbehaviour outside of school.

The Governing body also has to consider their duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children and their general duty to eliminate discrimination under section 149 of the Equality Act 2010.

The Governing Body itself can neither exclude a pupil nor extend the exclusion period made by the Head Teacher.

The Governing Body has a Disciplinary Committee which is made up of three members. The committee considers any exclusions appeals on behalf of the Governors. The Governing Body has the authority to overrule exclusions and reinstate a pupil.

Malicious Allegations

Allegations of abuse will be taken seriously, and Osborne Primary School will deal with allegations quickly in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. Incidents will be investigated thoroughly by the Head teacher and/or the Governing body. Every effort will be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated. Suspension will not be used as an automatic response when an allegation has been reported.

Policy Review

The Head Teacher and the Governing Body will review this policy in line with the rolling programme for policy development. The Governors may review the policy at any time the government introduces new regulations.

Appendix A

Class rewards

Class teachers and lunchtime supervisors operate a variety of rewards with their own classes.

These may involve:-

- Stickers
- Stamps

- Reward charts
- Positives posted on Progresso
- Certificates
- Golden time
- Table points
- Class points
- Osborne Pounds
- Negotiated treats

Awards Assembly

Public knowledge of achievement is made weekly in an awards assembly. Some awards are to celebrate individual achievements, others require working as part of a larger team:-

Individual

- Pupil of the Week
- Special Skills Award (two pupils nominated by class teacher)
- Athletics champion
- Reading champion

Class

- Least negatives and most positives on Progresso
- Most pounds earned
- Weekly attendance

School

- Team points added to chart
- Extra curricular e.g. sports (badges, trophies, certificates)

Team Points

A 'Team System' is operated across the whole school. Children are placed into one of four teams when they are admitted to the school. All members of staff may award team points for excellent work, effort or behaviour and these are recorded according to the teams the children belong to. Individuals are rewarded with certificates for accumulating 100+ team points.

Special Awards

Sometimes children are rewarded for the ways in which they behave around the school or towards others rather than for academic work:-

- Five positives on Progresso in one month, a certificate posted home.
- Improved Behaviour certificate (termly)
- Special treat for the children with no warnings for the whole year
- Citizenship Award (Once at the end of the year)
- Badges and certificates for termly and annual attendance.
- Special treat for children with best annual attendance
- Annual No Warning treat

Appendix B

Sanctions

All sanctions are carried out after full and fair investigations of incidents not witnessed by adults.

All warnings, Consequence and Reflection times (CR), lunchtime incidents and more serious incidents are recorded on Progresso. When incidents involving any racist, homophobic or provocative statements or regarding religion occur, they are recorded in the appropriate book, actions are undertaken and reported to Local Authority in the annual Safeguarding Audit and via a referral to MASH or Channel if appropriate. Sanctions for breaches of online safety are recorded in the Online Safety Policy.

Classrooms

Warnings System

Each class has a visual traffic light system to remind children of behaviour that will lead to warnings which are then recorded on Progresso. Children are given a fresh start each day.

1-2 warnings - in the classroom

3 warnings - time to reflect in another room. 'Put it Right' sheet to be completed

4 warnings - Consequence and Reflection time (CR)

5 warnings - contact with home

3 lots of 3 warnings per week - CR time and parents/carers informed

If a child receives 3 CR times within a period of 5 days he/she will be excluded for 1 day.

Target Sheets

If persistent inappropriate behaviours occur, the class teacher, Inclusion Team Leader (ITL) and pupil draw up a target sheet, where specific targets are monitored each session in class and discussed with ITL weekly. Rewards for achievement can be negotiated and targets updated at any time or the target sheet removed.

Home/School Book

Set up if appropriate with the agreement of Parents/Carers

Assembly

1 incident - move to the end of the row

2+ incidents - may be removed from assembly, appropriate consequences given by member of staff e.g. CR time.

Playtime

1 incident - cool off time by the wall

Repeated incidents - warnings, incident sheets and CR time

Leadership Team

Lunchtime

A separate warning system is operated by Lunchtime Supervisors under the supervision of the School Business Manager.

If three warnings are given based on lunchtime, school rules and values then a CR is awarded.

If persistent inappropriate behaviours continue, children will

Eat lunch separately from other pupils

Alternative activities provided inside during lunchtime play.

If a child receives 3 CR times in a period of 5 days he/she will be excluded at lunchtime for a week.

If appropriate, class/lunchtime target sheets are completed by Lunchtime Supervisors.

In all cases, serious one-offs that put pupils or a member of staff at risk go straight to SLT/LT

Appendix C

School rules

Follow Directions and School Rules	Keep Hands Feet and Objects to Myself	Speak To Others Politely and With Respect
Non-compliance: 1. Not following Directions 2. Not staying on task 3. Shouting out 4. Not following school rules	Physical: 1. Physical contact 2. Physical abuse 3. Throwing 4. Property abuse	Verbal Abuse: 1. Calling names 2. Answering back 3. Being rude or cheeky

Lunchtime Rules

I line up calmly

I walk carefully in school

I speak quietly to those around me

I can follow instructions

I am polite to everyone

I keep my hands, feet and objects to myself

I use my cutlery correctly

I stop eating before talking

I eat with my mouth closed

I do not touch other people's food

Progresso Categories

Negative: Inappropriate behaviour

Non compliance

Racism

Homophobic discrimination

Lunchtime (LT)

Positive: Positive attributes

Progresso Types

Negative: Bullying

Not following directions
Not staying on task
Physical abuse
Physical contact
Verbal abuse
Property abuse
Shouting out
Throwing object
Racist language
Racist group
Homophobic language
Homophobic labelling

LT- Table manners
LT-Not following directions
LT-Inconsiderate movement
LT-Physical abuse
LT-Verbal abuse
LT-Shouting out

Positive:

Confident Individual, Creative Thinker, Effective Contributor, Responsible Citizen, Successful Learner

Appendix D

Outside Agencies

City of Birmingham School (CoBS)
Pupil Support Services (PSS)
Educational Psychologist
Social Services
Speech and Language Therapy
Special Educational Needs Assessment Services (SENAS)
Children and Adolescents Mental Health Services (CAMHS)
School Nurse Team

Various outreach and counselling services are also utilised, as and when required.