

'The Oswaldtwistle Way'

Behaviour Curriculum

Introduction

At The Oswaldtwistle School, our whole school ethos is underpinned by;

- The need to secure a calm and nurturing environment where both students and staff feel safe and supported.
- The need for respect and dignity to be demonstrated by all to all.

We promote a relational approach to behaviour management which in turn supports the development and maintenance of a calm and inclusive learning community.

Relational practice represents a universal approach to teaching and learning and actively promotes restorative and trauma informed practice within an environment that supports de-escalation and relationship building.

Staff at The Oswaldtwistle School appreciate that behaviour needs to be taught like any other curriculum as it defines the expected behaviours wished to be seen, which in turn promotes learning free from the distraction and disturbance of bad behaviour. Our behaviour Vision embraces the above and reads;

To secure a safe, calm and nurturing environment where the individual is heard and valued, and encouraged to be the best they can be. A community where positive relationships, built on trust and respect prevail and where de-escalation and self-reflection are actively promoted to help secure positive behaviours and excellent outcomes for each and all.

All members of our community; students, staff, parents and the management committee have the same clear expectations of behaviour which are supported by clear daily routines and norms. The core norms of our school are: Respect, Kindness, Forgiveness and Humility which staff and students are expected to model at all times. We also have 5 core routines that the community abides by in an attempt to secure a calm and focused learning environment.

Our norms are:

Respect, Kindness, Forgiveness and Humility.

Our core routines linked to teaching and learning are;

- **Meet and greet students at the door**
- **Equipment out and ready to learn.**
- **Tidy up and put away your own equipment.**
- **Remain behind your chair at the end of the lesson until dismissed.**
- **Quietly and sensibly go to your next lesson.**

In order to secure a smooth approach to all operations during the course of the day the following routines are also implemented;

Dining room - morning routines				
Time	Responsibility	Staff 1	Staff 2	Monitoring system
8.30-until gates and dining room locked	<ul style="list-style-type: none"> Students arrive to school via the dining room entrance Students are wanded on entry Students put phones in the box/locker 			
8.30-8.45	<ul style="list-style-type: none"> Students stay in the dining room Uniform monitoring 			Uniform sheet and ties in trays. Ties labelled with Oss and numbered . Record the number on the sheet and on the plastic bag.
8.30-8.45	<ul style="list-style-type: none"> Students are reminded to order their lunch and to collect their pencil cases 			From trays
8.30-8.45	<ul style="list-style-type: none"> Students who are on report are issued reports 			From Stage 1 and Stage 2 folders in trays
8.45	<ul style="list-style-type: none"> Students sit down when the bell goes and wait until their form group is called out – one form group leaves at one time 			
After 8.45	<ul style="list-style-type: none"> Late students arrive at front reception and are collected by the behavior team Students are taken to the dining room and are wanded Students put their phones in the box/locker Students uniform is checked and recorded Students are reminded to order lunch Students who are on report are issued reports 			Folders and monitoring sheets in trays
Pupils arriving and leaving on reduced timetables	<ul style="list-style-type: none"> Returning ties (if applicable) Students collect their phones Students are escorted through reception Students are signed out 			Uniform sheet and tray with ties

	<ul style="list-style-type: none"> Students are escorted to their taxi 			
Dining room - end of the day routines				
2.15	<ul style="list-style-type: none"> Students escorted into the dining room by teachers and TAs Students asked to sit down until their taxi has arrived 	Teachers and TAs		
2.15	<ul style="list-style-type: none"> Ties collected Students are reminded about appropriate school uniform 			Uniform monitoring sheet Tie tray
2.15	<ul style="list-style-type: none"> Pencil cases returned to correct trays 			Pencil case trays
2.15	<ul style="list-style-type: none"> Reports collected in 			List from Stage 1 and Stage 2 report trays
2.15	<ul style="list-style-type: none"> Students who walk, collect their phones and leave 			
2.15-onwards	<ul style="list-style-type: none"> Students called for taxis and collect phones as they leave 			
2.20	<ul style="list-style-type: none"> After school pupils escorted to dining room from reception Phones are handed in, students are wanded, uniform is checked, pencil cases collected and any lateness recorded as per morning routine 		Staff on after school duty	Weekly pupil Monitoring sheets in After School Pupil tray

Monitoring systems feeding into Teaching & Learning and Intervention support systems in school		
Monitoring system	Use	Monitored by
Uniform	This identifies students who are consistently not following school rules. Students can be put on report.	
Pencil cases	Students take ownership and responsibility for maintaining their own pencil cases.	
Repeated lateness	Students who walk or deliberately miss their taxis on several occasions miss their enrichment and complete work which they should have done during form time.	

Stage 1 Stage 2 reports	The reports collate all of the monitoring systems used and pupils are put on report for Stage 1 for 2 weeks, giving students the opportunity to turn things around. Lack of progress, students go on Stage 2 report. Contact home to inform parents/ carers.	
Mentoring	Failure at Stage 2-referral to Mentoring/SENDCo.	
After school monitoring	Evidence of progress to support a return to normal classes.	
Short and Long Term Intervention groups	All of the monitoring systems will be analysed and will inform the exit report /meeting with their mainstream school, if required.	
Movement between sites	Meeting on Thursday to look at all the information for further actions /interventions needed.	
Key Workers	Email sent out to all staff about students on report and the reasons why students are on report for addressing by Key Workers	

How we teach our expectations and routines

- All students and staff will follow the behaviour policy
- All will be clear of the expectations and boundaries
- Consistent language will be used by staff
- Pupil's will be taught about our expectations as part of the induction process
- Reminders of expectations will be displayed around school
- Parents will receive information on the Behaviour Curriculum at the admissions stage
- Reminders and updates relating to the Behaviour Curriculum will be delivered through assemblies for students and staff meetings for staff
- Staff will receive CPD sessions on our Behaviour Curriculum and how to implement it
- Staff will model the standards we expect to see with our pupils and towards each other.
- Pupils will be constantly reminded of the behaviour norms and standard routines.
- Some pupils will receive direct support to encourage the development of the skills needed to meet school expectations as part of a tailored intervention programme if it is felt needed.

Praise, Consequences and Rewards.

Students receive praise and rewards for following the expected norms and routines and may receive additional support and sometimes consequences for not following community expectations. The circumstances when sanctions may be used are clearly communicated to students.

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All teaching staff are expected to teach the awarding of green points and red consequences at the end of each lesson; this way students receive feedback on their behaviour, and in time it is hoped that they will improve their behaviour. Class Charts is the platform we use to serve this purpose and it is utilised in such a manner that the school norms of Respect, Kindness, Forgiveness and Humility are built in to the green points that can be awarded at the end of every lesson. Resilience/growth mindset is also an achievable point. Students understand that the system is used to identify who can take part in enrichment on a Friday afternoon, go to the tuck shop on a Wednesday afternoon and participate in the termly rewards event/activity, and as such work hard not to receive red consequences but plenty of green points by demonstrating positive behaviours.