



Curriculum, Staffing & Pupils

Chair of Committee _____

Review Date _____

Signed by _____

Date _____



ORCHARD PRIMARY SCHOOL

Behaviour Policy and Statement of Behaviour Principles

Behaviour Policy

THIS IS A STATUTORY POLICY which must be published on the school website and shared annually with parents. A paper copy will also be kept in the school foyer.

The Purpose of this policy is to ensure:

- **Children feel safe in school**
- **There is a consistent approach to behaviour management across the school**

Governing bodies of maintained schools have a 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.

The school has a legal duty under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEND) It relates directly to our safeguarding policy and applies to all members of our school community.

A School Behaviour Policy in maintained schools.

What the law says:

1. The head teacher must set out measures in the behaviour policy which aim to:
 - promote good behaviour, self-discipline and respect;
 - prevent bullying;
 - ensure that pupils complete assigned work; and which
 - regulate the conduct of pupils.
2. When deciding what these measures should be, the head teacher must take account of the governing body's statement of behaviour principles. The head teacher must have regard to any guidance or notification provided by the governing body which may include the following:
 - screening and searching pupils;
 - the power to use reasonable force and other physical contact;
 - the power to discipline beyond the school gate;
 - when to work with other local agencies to assess the needs of pupils who display continuous disruptive behaviour; and
 - pastoral care for staff accused of misconduct.
3. The head teacher must decide the standard of behaviour expected of pupils at the school. He or she must also determine the school rules and any disciplinary penalties for breaking the rules.
4. Teachers' powers to discipline include the power to discipline pupils even when they are not at school or in the charge of a member of staff.

5. The head teacher must publicise the school behaviour policy, in writing, to staff, parents and pupils at least once a year.

The school's behaviour policy must be published on its website (School Information (England) Regulations 2008). Where they do not have a website the governing body should make arrangements for the behaviour policy to be put on a website and to make the address and details (of the website) known to parents.

From Behaviour and discipline in schools. Advice for head teachers and school staff Dfe January 2016

1. A CONSISTENT APPROACH TO BEHAVIOUR MANAGEMENT

For a positive behaviour system to be successful there needs to be consistency in the approach. This policy sets out that approach and all staff are expected to uphold the principles within. We believe in the importance of 'negotiating' i.e. offering choices to the child. This helps to encourage mutual respect and foster self-responsibility in the child; they are encouraged to choose from restricted choices so they do not feel that they have lost control over their actions.

1.2. The phrase '**certainty not severity**' should also be considered when dealing with behaviour.

1.3. Our Rules were developed with the children, school council and staff and Governors January 2016:

The rule	What this means based on children's ideas
1. Treat everything and everybody with respect	<ul style="list-style-type: none">• Keep the school safe• Keep the classroom tidy• Be calm and quiet in class• Be kind to each other – this includes your words and actions
2. Show good manners at all times	<ul style="list-style-type: none">• Listen to your teacher and other adults• Share with others• Say "Please" and "thank you"• Be helpful to others
3. Do as you are asked straight away	<ul style="list-style-type: none">• Only be asked once!
4. Keep your teachers and other adults happy!	<ul style="list-style-type: none">• Use your quiet voice• Work as hard as you can so you can learn as much as you can• Put a smile on your teacher's face every day!

2. STRONG SCHOOL LEADERSHIP

The Orchard Governing Body is committed to supporting high standards of behaviour. The children will be able to voice their opinions about behaviour in school and help to create school policy. The head teacher will have a high profile amongst the children and develop positive relationships which will enable a more personal approach to dealing with unacceptable behaviour. The head teacher will support all staff in maintaining good discipline and will keep staff, parents and governors up to date with Dfe and local guidance relating to behaviour in schools. Unacceptable behaviour will be dealt with promptly and effectively to ensure that learning is not disrupted and that children's and staff's emotional wellbeing is not compromised. Our approach to behaviour will have due regard to the Equality Act, Special Educational Needs and Safeguarding Procedures.

3. CLASSROOM MANAGEMENT

3.1. Classroom management is key to promoting good behaviour. At Orchard we expect all classrooms to have:

- A positive classroom tone
- Clear classroom rules displayed which have been agreed by the teacher and the class.
- Clear expectations about work and work that is set at an appropriate level for the child
- A visual timetable so children know what is planned for the day.
- An attractive, tidy, well-cared for environment.
- A well-planned environment so that children can move easily, can find resources and that property is respected
- An arrangement for children to 'cool down'. In the pods or in a paired classroom, sent with a blue slip and work to complete.
- Class lists and details of pupils (with due regard to information sharing principles) who are being supported with their behaviour available for cover/supply teachers so that consistency can be maintained
- Strategic seating arrangements for children when working on the carpet or at a table.

4. REWARDS AND SANCTIONS

Rewards are used to support class and team working as well as providing ideal means of rewarding notably good behaviour. Within the established positive learning environment at Orchard, children should expect to receive regular praise from all they come in to contact with. Class teachers are encouraged to agree rules with their new classes and use a range of personally favoured strategies as incentives for the pupils to behave well. Such strategies include:

- Verbal praise and encouragement
- Non-verbal praise – e.g. thumbs up
- Written remarks about good work
- Dojo points for good learning behaviour
- Stickers
- Sending children to another teacher or head teacher to share their work/good behaviour
- Displaying pupils' work and achievements both in the classroom, and around the school

Certificates to celebrate children's success (for behaviour and academic achievement) given out in weekly Gold Book assemblies attended by parents. In addition termly awards are given in a special.

4.2. Sanctions When a pupil's behaviour falls below an acceptable standard, a range of sanctions will be enforced. Through working closely and openly with pupils and their families, it is our aim at Orchard, to resolve behavioural issues at the earliest possible stage. Behavioural concerns are logged by class teachers and monitored regularly by the Head Teacher and Assistant Head.

The purpose of a sanction is:

- To ensure that children understand when their behaviour has been unacceptable
- To show that action has been taken where another child has been hurt or upset as the result of another child's behaviour

Whatever the sanction issued the behaviour will be discussed with the child so that they understand why the behaviour is acceptable. Staff are discouraged from punishing the whole group unless this is unavoidable or appropriate.

It is essential that the sanction be proportional to the behaviour. The table below sets out the range of sanctions we have to deal with unacceptable behaviours:

Low Level Behaviour	Serious Behaviour
Calling out, out of seat, general disruptive behaviour, talking in line or assembly, or minor playground issues. Parents may be notified if persistent 3 entries In one term - parents notified by teacher 4 th entry parents to meet member of SLT	Parents will always be notified For example: Swearing, deliberately hurting another child, wilfully breaking/damaging property, theft, fighting, Non-Compliance, Rudeness to staff, dangerous objects in school. Racist, sexist and homophobic language.
Verbal warning	Behaviour incident form will be completed
Losing dojo points	Referral to a senior member of staff
Time out in a paired class blue slip – appendix 1	Red Book – miss a play time and complete a consequence sheet – Appendix 2 (Parents contacted)
Extra work or repeating unsatisfactory work until it meets the required standard.	Being placed on report by a member of the SLT for behaviour monitoring
Loss of Golden time	Loss of privileges – for instance loss of a prized responsibility for a period of time, or not being able to participate in a special day, such as non-uniform day
Assertive Mentoring for persistent low level behaviour Appendix 3	School based community service – such as litter picking or weeding school grounds; tidying a classroom or helping clear up the dining hall.
Discussion with family	Internal exclusion – this is usually with the Head Teacher or Deputy Head
	Exclusion (fixed term or permanent)

Punishing Poor behaviour

A punishment must be proportionate. In determining whether a punishment is reasonable, section 91 of the Education and Inspections Act 2006 says the penalty must be reasonable in all the circumstances and that account must be taken of the pupil's age, any special educational needs or disability they might have, and any religious requirements affecting them.

The school will consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff should follow the schools' safeguarding policy. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school should consider whether a multi-agency assessment is necessary.

4.3. Continual Behaviour Issues

The SENCO and Head teacher will assist with any persistent challenging behaviour in any context. An assessment of the child's needs is undertaken and a meeting with school staff and parents is initiated. At this meeting the following will be discussed:

Action	Purpose	Possible Strategies
Placing the child on the SEN register		
Creating a Personal Support Plan (PSP)	Focus on strategies which may provide a change in the child's behaviour.	Time out (either in class or out) A safe space agreed with the child Earning points towards a negotiated reward Nurture group support
Referral to the EIT team	To discuss the child with a group of professionals to access appropriate support. And to signpost families to appropriate support.	Provide additional strategies and support to school and family beyond our expertise.
Implementing a more focused monitoring process	Records must be kept to gather a picture of the behaviour, including when things are going right	Lunch/playtime book, log of incidents.

4.4. Exclusion

Where a child's behaviour causes significant concern and the range of strategies outlined above has failed, there will be a referral of the issue to the Chair of Governors who acts on behalf of the governing body to agree whether or not it is appropriate to move him/her on to the terms of the Exclusions Procedure (**Appendix 4**). As part of our positive behaviour strategy and depending upon the severity of a misdemeanour, the school expects to use supervised internal exclusions as much as possible before moving to the formal terms of our out of school Exclusions Procedure.

5. BEHAVIOUR STRATEGIES AND TEACHING OF GOOD BEHAVIOUR (INCLUDING ANTI-BULLYING)

5.1. Strategies are put in place to tackle low level distraction in class which are matched to the child's particular circumstances. These are usually short-term, positive strategies which take into account the child's point of view. Through our PSHE curriculum and assemblies children have the opportunity to discuss issues and voice concerns. Stories, images and songs are shared which children are encouraged to reflect upon.

5.2. Where a child has ongoing behaviour difficulties, the use of the Assertive Mentoring approach will be used by the class teacher.

5.3. The school believes that nobody has the right to hurt other people by hitting or kicking them, calling names, spreading rumours about them or by doing anything else which is intended to be upsetting. All children have a right to learn in a supportive, caring and safe environment without fear of being bullied. The school has a clear policy on the promotion of positive behaviour. Bullying is wrong and it will not be tolerated at Orchard Primary School.

5.3. To support this principle, all children are taught regularly, through class PSHE lessons and assemblies, that bullying may be verbal, physical or through the use of technology and will not be tolerated by the school in any form whatsoever. They are made aware that any repetitions or patterns of unkind behaviour will be treated as bullying and significantly, that speaking out is essential. Children are taught that being safe is the most important thing and that every child has the right to feel safe in our school. See also: ***Preventing and tackling bullying. Advice for head teachers, staff and governing bodies July 2013***

5.5. Playtimes

- Behaviour during break times is monitored by the staff on duty

5.6. Lunchtime (Also refer to Guidelines for Midday Assistants)

- Lunch times are the immediate responsibility of the midday supervisors.
- We aim to reduce playground problems by ensuring staff are trained in playground games and positive behavioural management.
- Pupils have access to school based approaches such as stickers, dojo points and the Friendship Stops.
- At lunchtimes the MDAs report major problems to the senior MDA who, in turn will report to the SMT. All major incidents are recorded by the MDA's
- Minor incidents are reported directly to the class teacher by the class MDA.

6. STAFF DEVELOPMENT AND SUPPORT

6.1. Development

- Part of the process of annually reviewing this policy involves all staff being reminded about practice and principles of promoting good behaviour whilst being able to contribute ideas to improving practice.
- The Head teacher will ensure that staff are kept up to date with DfE publications and guidance.

- The school will provide training for staff around the specific needs of pupils with continual behaviour problems. This will form part of our 'package' for support and intervention for that child usually organised by our SENCo.

6.2. Support

- It is the Governors and Head teacher's responsibility to support staff, particularly when there is a child with challenging behaviour in their class. This can be done through offering advice, ensuring support with sanctions and paying due regard to staff health and wellbeing.
- Where a member of staff has been accused of misconduct the LADO must be contacted and advice provided will be followed.

7. PUPIL SUPPORT SYSTEMS

7.1. At Orchard we understand that how a child behaves can be a sign of an underlying issue. Staff are trained to look out for changes in behaviour which could include:

- A child who is withdrawn and unable to make friends
- A child who is unable to concentrate on classwork
- A child who may become disruptive and / or aggressive in class

7.2. In such cases any emotional / behavioural difficulties should be determined. Pupils will be given the opportunity to express their thoughts and feelings with a chosen adult either individually or within a nurture group. We may also take the decision to refer to an outside agency for additional emotional support.

8. LIAISON WITH PARENTS AND OTHER AGENCIES

8.1. Working with parents is an important part of supporting children with their behaviour. At Orchard we make sure that parents are informed of incidents involving their child, especially where this behaviour has been of a serious or of a continuous low-level nature.

Parents are actively encouraged to be involved in their children's education at all times. They have a major influence on the development of their child's personality and behaviour. The school acknowledges the importance of home school partnerships. This is strongly promoted through the schools' home school agreement (**Appendix 5**) whereby parents are encouraged to sign to show a commitment to the ethos and work of the school. The school also shares the good behaviour and successes with the parents at weekly Gold Book assemblies.

8.3. We have a number of agencies which are available to support children and families with behaviour either at home, at school or both.

8.4. Any parent can work with our Family Liaison Officer or choose to drop in for an informal chat.

MANAGING PUPIL TRANSITION

(Further details of our procedures are available within our admissions policy).

9.1. Entering Reception and Nursery.

We work closely with our nursery and other pre-school providers and gather information from conversations and observations. All nursery pupils, and any pupils new to Orchard's reception class will have a home visit. Where necessary we will add in extra visits to a child's induction if we feel this will help establish relationships with staff and make the transition into school a positive start for the child and parents.

9.2. Mid-year joiners

If pupils join Orchard mid-year the head teacher will meet with the child and parents and share our approach and expectations of behaviour. We ask parents to be honest about any behaviour or friendship issues their child may have experienced.

9.3. Moving to the Junior School

As part of our transition work we ensure that relevant information is passed on to the Year 3 team. The Year 2 teachers work closely throughout the summer term (earlier if needed for some individuals) to ensure that established strategies, rewards and sanctions are continued as far as possible as children move up to the juniors.

10. ORGANISATION AND FACILITIES

Any spaces used for behaviour management must be seen as a safe place for it to have a positive impact on helping calm the child or bringing them back to a more rational state.

Spaces include:

- Foyer near Mrs Lyman's office
- The playground
- A time out space within class (Pods) and out of class
- The Head teacher's Office
- Nurture Room – Nursery in the afternoons

11. PHYSICAL INTERVENTION

- Any Physical Intervention strategies comply with guidance detailed in **(Appendix 6)**. A risk assessment will be drawn up should physical intervention become a likely need. At this point, support from outside agencies will also be commissioned, if it is not already in place.

12. SCREENING AND SEARCHING

Our policy regarding screening, searching and confiscation is to follow the advice as set out by the **DfE: Confiscation of inappropriate items (Behaviour and discipline in schools Advice for head teachers and school staff January 2016)**

www.education.gov.uk

Reviewed Annually Summer Term

To be reviewed Summer Term 2017