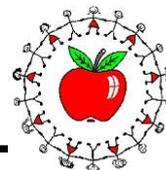


# The Orchard Primary School

## Behaviour Policy



Date of policy:	October 2014
Member of Staff Responsible:	Head teacher
Review:	Autumn 2018

### Introduction

At Orchard Primary School we believe that all individuals within our school should feel valued and able to contribute towards the well being of the school. Children have a right to a safe, sociable, orderly and non-threatening environment in which to work and play. Good behaviour is fostered in a variety of ways. Clear guidelines, reinforcement of positive aspects of children's behaviour and the children's own sense of self worth will all contribute to their willingness to behave in an appropriate manner.

We believe that children learn best when they are clear about what is expected of them and when they are consistently encouraged to reach the expectations. All adults, parents and members of the school staff have a responsibility towards the emotional and social development of all children.

### Aims

At Orchard Primary School we aim to:

- provide a secure, safe, happy and effective learning environment.
- develop in the children attitudes of consideration and respect for others and for their environment.
- encourage children to take responsibility for their own behaviour, safety and to develop self-control.
- foster a supportive attitude where children can understand and express their feelings and respect those of others.
- ensure an environment where all are treated fairly with kindness and respect.
- promote a working partnership between parent, children and school.

### Objectives for the children

We aim to support children to enable them to:

- show respect for themselves and others.
- show understanding of others and appreciation for what others do for us.
- show consideration for others and feel and show remorse when they have hurt someone, whether physically or emotionally.
- make amends in a way appropriate to their stage of development.
- make successful relationships with their peers.
- develop a sense of fairness and an understanding of the need for rules, be able to negotiate, take turns and share.
- develop confidence and self esteem – taking pride in their achievements and interests in their activities.
- take responsibility for their learning environment by respecting equipment and their own and other's work.

### Objectives for the adults

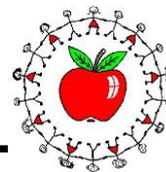
- to praise positive behaviour as much as possible
- to encourage a sense of responsibility
- to support a child to make amends according to the circumstances and their stage of development
- to have clear, consistent boundaries and explain these to the child in a way they will understand
- to show by own behaviour respect for each other and the children and parents
- to offer a child alternative strategies to manage their feelings

### Implementation of Aims and Objectives

At Orchard Primary School children must follow the four School Rules which are displayed prominently throughout the school and shared with parents at the time of a child's admission to the school. Where appropriate five additional classroom rules are drawn up by the class teacher in consultation with the children and displayed in the classroom.

#### We expect children to:

- share in a collective commitment to the schools "seven values" .
- make the best possible use of opportunities in school and take pride in their work.
- act with consideration to others to listen to adults and obey their instructions.
- work in a harmonious and co-operative way.



- take responsibility for and think about their actions, accepting sanctions.
- come to staff with their problems.
- accept fair criticism and accept that sometimes people make mistakes.
- behave in a way that is acceptable, be polite and use people's proper names.
- not to hurt others, be unkind, fight or use toy weapons, such as sticks or stones in a way which might hurt others.
- respect property equipment the garden and living things around the school.
- care for the safety of everyone in the school.
- keep the school rules and follow safety rules.

### **Children can expect from us:**

- to provide a safe and stimulating learning environment appropriate to their individual needs.
- to be listened to and taken seriously.
- to be treated in a kind, polite, fair and reasonable manner.
- to be helped to develop a positive self image.
- to be helped to develop their negotiating skills and the ability to talk through situations.
- to be recognised and praised for their efforts and achievements.
- that bullying in any form will not be tolerated.

### **Parents can expect us:**

- to provide a safe environment appropriate to their child's needs and stage of development.
- to give the opportunity to discuss their child's progress, by arrangement with their class teacher.
- to keep them informed of activities and main curriculum focuses in the classrooms
- to notify them of any concerns the school may have relating to their child's education or welfare.
- to treat them with consideration in a professional manner.

### **Parents can support these objectives by:**

- supporting the school's policy on behaviour.
- encouraging children to follow the school rules and care for their environment and each other.
- ensuring children are punctual and attend every school day possible.
- becoming involved in school activities
- reading school letters and communications and talk with your child about their work and activities.
- keeping all school appointments.

## **Strategies and Rewards to encourage Good Behaviour**

At Orchard Primary School, we praise and reward children for desirable behaviour in a variety of ways:

- verbal praise.
- written praise through celebratory comments in marking.
- giving positive oral feedback to parents/carers.
- the use of House points.
- giving children additional responsibilities.
- allowing children to share work with the rest of the class, other classes or teachers.
- use of stickers and stamps in books.
- encouraging class praise.
- individual class-based systems of praise and reward.
- sharing achievements in assemblies.
- display of children's work.
- merit certificates

### **House System**

Each child is part of a 'house'. House points can be awarded by any member of staff for rewarding the correct behaviour and work. These house points are collected weekly, by the House Captains and the 'House Cup' is presented in a weekly assembly.

### **Values Cup**

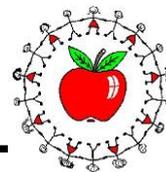
This is awarded once a week in an achievement assembly to a child, chosen by staff, who has demonstrated one of the school's seven values.

### **School Council**

# The Orchard Primary School

## Behaviour Policy

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The School Council at Orchard is made up of eight Y6 House Captains and elected members from each class from Year 1 to Year 5. The School Council has an important role to play in improving our school. The Council meet regularly to discuss issues and from time to time to organise events.

### **Achievement Celebration Assembly**

We hold a weekly Achievement Celebration Assembly where we celebrate children's classroom achievements. Each week teachers choose three children from their class to receive a merit certificate to take home. Attendance certificates are awarded for the highest weekly attendance.

### **Golden Time**

A regular Golden Time session is held each week in KS1

### **Praise**

This is usually a verbal acknowledgement of success with both curricular learning and social behaviour providing an important motivation for children. Its effects should not be underestimated. Children are encouraged to say 'well done' to each other too.

### **Rainbow System**

This is used from Nursery to Year 1. Children begin each day on the sunshine, if they have to be spoken to twice about the same unacceptable behaviour they move themselves onto the rainbow – if this continues then they move onto the rain cloud and their parents are spoken to at the end of the day.

## **Unacceptable Behaviour**

At Orchard Primary School, we consider the following behaviour to be unacceptable.

- **Physical Assault:** Includes fighting, violent behaviour, wounding, obstruction, jostling, biting, hitting, kicking, punching, play fighting, deliberate scratching, spitting and holding tightly anywhere, especially round the neck, possession of, or use of an object, such as knives and the like, that could be used intentionally to harm someone else\*.
- **Verbal Abuse and Threatening Behaviour:** Includes threatened violence, aggressive behaviour, use of swearing or bad language, homophobic abuse and harassment, verbal intimidation, unkind remarks, lying, establishing gangs, spitting.
- **Bullying:** Includes persistent isolation; intimidation; and all forms of verbal, physical, homophobic, sexist and racist abuse.
- **Racist Abuse:** Includes taunting and harassment, bullying, graffiti, derogatory statements, swearing that can be attributed to racist characteristics.
- **Sexual Misconduct:** Includes abuse, assault, harassment, bullying, graffiti, lewd behaviour.
- **Drug and Alcohol Related\*:** Includes possession of illegal drugs, inappropriate use of prescribed drugs, drug dealing, smoking, alcohol abuse, substance abuse.
- **Damage:** Includes damage to school or personal property belonging to any member of the school community, vandalism, arson, graffiti.
- **Theft:** Includes stealing school property, stealing personal property (child or adult), stealing from local shops on a school outing, selling and dealing in stolen property, extortion. The Police will be informed as deemed appropriate.
- **Persistent Disruptive Behaviour:** Includes challenging behaviour, disobedience, persistent violation of school rules, having temper tantrums.

\*Any of these could result in parents being called to the school and their child being excluded permanently.

## **Dealing with bullying**

**Orchard's definition of bullying: People saying nasty or unkind things to someone on purpose, more than once, which it is difficult to stop.**

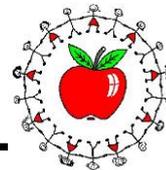
Children learn better when they are happy and not worried. However we consider there are three main types of bullying. These are:

- Physical
- Verbal
- Psychological

Our school ethos is based on mutual respect, trust and consideration for others. Such an ethos encourages 'non-bullying' behaviour and bullying of any description is totally unacceptable in our school.

Bullying behaviour has three things in common:

- It is deliberately hurtful.
- It is repeated over a period of time.



- It is difficult for those being bullied to defend themselves.

### Identifying bullying

Bullying can be identified at an early stage by allowing positive discussion in class. We have agreed to have a regular class Circle Time that holds the building of self-esteem to be a central aim. The children take turns to discuss problems and express concerns. Children listen carefully, sometimes making suggestions and staff take action, where necessary. Children are taught the difference between seeking help and telling tales.

Should any incident of bullying take place it will be reported to the Headteacher. Any report will be listened to, taken seriously and appropriate enquiries made. Parents of both parties will be informed and the outcome of the enquiries will be made known to all those involved. All incidents are recorded and logged on the child's education file.

### Control measures taken to help prevent bullying

- Designated time out area in the playground.
- Increased playground activities and active play involvement by Play Leaders and MSAs at lunchtime.
- Children are taught specific strategies to deal with incidents of bullying.
- Regular discussion is created through 'Circle Time' in order to talk through issues and problems together.
- Issues relating to bullying form part of the framework for assembly themes.
- Issues relating to bullying may be raised at meetings of the School Council.

### Managing unacceptable behaviour

There is an expectation that school and home will support each other to prevent such behaviours re-occurring. In most cases the member of staff responsible at the time of the incident will deal with it. For serious or repeated occurrences the Key Stage Leaders and Headteacher might become involved. For serious behaviour difficulties the Headteacher and Governors have the right to exclude a child from school.

#### Sanctions (see Appendix A for a more detailed guide)

Where possible, good behaviour will always be reinforced and bad behaviour modified by encouragement, praise and reward. However where positive strategies do not succeed staff will, as appropriate, take necessary action.

A clear reminder of the school rules from a member of staff is expected to be sufficient to correct unacceptable behaviour. This should be communicated merely by repeating the rule to the child, e.g. 'this is a direction...', 'in this school, we keep hands, feet and objects to ourselves', 'are you speaking politely to each other?' An apology from the child is to be expected.

However, if this fails to correct the behaviour of a child, there is a clear sequence of sanctions to be followed. These are communicated to the staff, children and parents so that all members of the school community understand and follow them.

For serious misbehaviour the Headteacher may issue an internal exclusion. Alternatively the Headteacher may issue an after school detention. If this sanction is implemented then 24 hours notice will be given in writing to parents.

#### Permanent, Fixed Period and Lunchtime Exclusions

Exclusion is a sanction within the school discipline and behaviour policy and permanent exclusion is the final sanction within that policy.

The decision to exclude, whether permanent, fixed period or lunchtime, will be based upon strict adherence to procedures in the 'Hertfordshire Exclusions Guidance' (CSF 3941).

### Monitoring

The Headteacher will monitor the effectiveness of this policy on a regular basis, reporting to the governing body.

It is the responsibility of the governing body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.

## Appendix A: Sanction Guidelines

### Sanctions – At Lunchtime

Level	Inappropriate Behaviour	Consequence	Record of Incident
<b>Level 1</b>	<ul style="list-style-type: none"> <li>Child speaks inappropriately to another child</li> <li>Child spoils another's game</li> <li>Child plays roughly/play fighting</li> <li>Child runs down corridor</li> <li>Child is in school building without a band (reason)</li> </ul>	<p><b>WARNING:</b> Staff member warns child of consequences if the behaviour does not stop.</p>	None
<b>Level 2</b>	<ul style="list-style-type: none"> <li>Child continually plays inappropriately or continually annoys others</li> <li>Child is disrespectful to a staff member</li> <li>Repeated fighting or similar low level violence in one lunchtime</li> <li>Child refuses a reasonable request from any adult</li> <li>Child verbally abuses another child</li> <li>Child throws an object in dining hall</li> <li>Child is witnessed throwing a stone, or similar, in a way that is dangerous to others</li> </ul>	<p><b>TIME OUT:</b> 1 minute for each year of age.</p> <p>Child to sit in the designated area of the playground or classroom (wetbreak).</p> <p>Child should be allowed to finish lunch first if the incident occurs in the hall, but will be moved onto another table.</p>	MSA who is involved with incident records the facts in the lunch time behaviour record file (red file).
<b>Level 3</b>	<ul style="list-style-type: none"> <li>Child receives Time Out for a third time in one lunchtime or x3</li> <li>Child is racist or sexist to another</li> <li>Deliberate damage to property, including graffiti.</li> </ul>	<p><b>DETENTION:</b> Child misses the remainder of the current lunchtime and has a DETENTION the next day.</p> <p>Child to sit at a table placed in front of the Headteacher's office.</p> <p>A contribution to the repair of damaged property will be requested of parents if necessary.</p>	<p>Senior midday day supervisor informs the class teacher of the child's detention.</p> <p>Class teacher phones the child's parents to inform them of the detention.</p> <p>Headteacher is informed if it was a racist incident.</p>
<b>Level 4</b>	<ul style="list-style-type: none"> <li>Level 3 behaviour is repeated in one half term.</li> </ul>	<p><b>PARENTS INTO SCHOOL:</b> A behaviour plan to be put into place.</p>	Phase leader to hold a meeting with the child's parents and liaise with the school's INCO for a behaviour plan.

## Appendix A: Sanction Guidelines

### Sanctions – School Day (except lunchtime)

Level	Inappropriate Behaviour	Consequence	Actions and Recording
<b>Level 1</b> (Nursery – Year 1 use the rainbow system)	<ul style="list-style-type: none"> <li>Child speaks inappropriately to another child</li> <li>Child disrupts the lesson</li> <li>Child walks around the class inappropriately</li> <li>Child throws an object</li> </ul>	<b>WARNING:</b> Staff member warns child of consequences if the behaviour does not stop.	None
<b>Level 2</b> (Nursery – Year 1 use the rainbow system)	<ul style="list-style-type: none"> <li>Child continually behaves inappropriately and/or continually disrupts the lesson</li> <li>Child is disrespectful to a staff member</li> <li>Child refuses a reasonable request from any adult</li> <li>Child verbally abuses another child</li> </ul>	<p><b>TIME OUT:</b> 1 minute for each year of age.</p> <p>EYFS &amp; KS1 - Child to sit in the designated area of the classroom.</p> <p>KS2 – Child sent to another classroom.</p>	Class teacher to keep a record of Time Outs given.
<b>Level 3</b>	<ul style="list-style-type: none"> <li>Child receives Time Out for a third time in one day</li> <li>Child is on the storm cloud three days in a row (Nursery – Year 1)</li> <li>Child is racist or sexist to another</li> <li>Deliberate damage to property, including graffiti</li> <li>Child misbehaves whilst completing a Time Out</li> </ul>	<p><b>DETENTION:</b> Child misses two breaktimes. Child misses CIL time (Nursery &amp; Reception).</p> <p>Child to sit outside the staffroom.</p> <p>A contribution to the repair of damaged property will be requested of parents if necessary.</p>	<p>Class teacher to keep a record of detentions, this is to be recorded on the school database.</p> <p>Class teacher phones the child's parents to inform them of the detention.</p> <p>Headteacher is informed if it was a racist or bullying incident.</p>
<b>Level 4</b>	<ul style="list-style-type: none"> <li>Level 3 behaviour is repeated in one half term.</li> </ul>	<b>PARENTS INTO SCHOOL:</b> A behaviour plan to be put into place.	Phase leader to hold a meeting with the child's parents and liaise with the school's INCO and child's class teacher for a behaviour plan.
<b>Level 5</b>	<ul style="list-style-type: none"> <li>Level 4 behaviour repeated in one half term.</li> <li>A very serious act of violence or inappropriate behaviour towards staff or children.</li> <li>Continuous acts of bullying.</li> <li>Any behaviour that could/has resulted in serious damage to persons, property or is a very serious infringement to school rules.</li> </ul>	<b>INTERNAL EXCLUSION:</b> Child to be excluded from his/her class - working in another classroom or area. Exclusion time to be age appropriate.	Head teacher to hold a meeting with the child's parents, behaviour plan adjusted accordingly.
<b>Level 6</b>	<ul style="list-style-type: none"> <li>Level 5 behaviour repeated three times in a half term</li> <li>Drug and alcohol related</li> <li>Arson</li> </ul>	<b>EXTERNAL EXCLUSION:</b> The decision to exclude, whether permanent, fixed period or lunchtime, will be based upon strict adherence to procedures in the 'Hertfordshire Exclusions Guidance' (CSF 3941).	School to seek advice from the Local Authority.