

Orchard Community Primary School



Behaviour Policy

This policy was approved by the Governing Body of Orchard Primary School at their meeting on.....

Signed..... Chair of Governors

Version	Date	Author	Reason for Change
0.1	2013	AS	/
0.2	9/2018	FS	Reviewed Content
0.3	10/20	FS	Reviewed and re-adopted
0.4	6/21	FS	Improved to make more links with Peer to Peer abuse reference in Safeguarding policy
0.5	12/23	FS	Re-written to reflect new practice

Review Frequency	Next Review Date
Annually	9/2024

Introduction

At Orchard Primary we believe that all individuals within our school have the right to a safe, sociable, orderly and non-threatening environment in which to learn and play.

We believe that the use of a positive, supportive behaviour management system, which operates within a well-structured and consistent framework, makes effective teaching and learning possible.

A system that facilitates the development of self-esteem, self-discipline and respect for others also contributes significantly to meeting the emotional and social needs of all children, so that they are supported to become citizens of good character, both in school and beyond.

A caring classroom atmosphere helps to reinforce good behaviour. However, we also consider that children learn best when they are clear about what is expected of them and when they are consistently encouraged to reach a school's high expectations for behaviour and attitude. Clear guidelines, reinforcement of positive aspects of children's behaviour, praise and rewards, and the children's own sense of self-worth; therefore, will all contribute to a willingness to behave in an appropriate manner. We have a 'warm-strict' ethos therefore.

There are however, occasions when undesirable or unacceptable behaviour will need to be carefully managed. This policy sets out the sanctions for poor behaviour, should it arise.

Aims

We aim:

- To foster an environment where our children, staff and visitors feel safe, secure and respected.
- To allow children and staff to develop a moral framework within which responsibility and initiative, caring attitudes and positive, trusting relationships can flourish.
- To enable children and staff to develop respect, courtesy and consideration for each other.
- To encourage and promote an atmosphere where pupils have a high level of self-esteem, self-confidence and self-discipline.
- To promote consistency and continuity of approach for pupil behaviour between school, home and other services.
- To help children understand the reasons for different behaviours and be able to manage them effectively.

Objectives

We wish to promote and maintain a purposeful and orderly atmosphere about school, which is conducive to effective teaching and learning, so that all our pupils:

- Share a collective commitment to the school's values: Inspire – Create - Achieve
- Can learn without that learning being disrupted by others.
- Develop a positive attitude to learning and produce work of the highest possible standard.
- Work within a clear framework of rewards and sanctions and show through their actions that they know what constitutes acceptable and unacceptable behaviour.
- Take pride in themselves, their achievements and their school.
- Show respect for the beliefs, opinions and lifestyles of others.
- Show kindness, courtesy and respect to others.
- Feel safe around their peers and staff.
- Develop an understanding that behaviours are driven by emotions and that we can use strategies to help us to manage them.

Implementation of Aims and Objectives: 'At Orchard we choose Respect'

We have just one rule: Respect - Respect for yourself; others; property; learning.

'Our school definition of respect is: 'having due regard for someone's feelings, wishes or rights'.

We elaborate on the meaning of respect by explaining to pupils that:

- Being respectful of other people is an important value.
- Respect is a positive way of treating or thinking about something or someone. It involves recognising a person's value, abilities and importance as a human being and treating them accordingly.
- You can *have* respect and *show* respect.
- Respect can be a feeling — when you feel respect for someone, you want to be polite and kind toward that person; you want to treat them well.
- Respect can also involve admiring or looking up to someone because that person has done something extraordinary or possess impressive abilities. It may also be that they are a figure of authority.
- In school, we focus on respect being an act of showing care and acting in a way where you treat other people how you would like to be treated yourself.
- The way we treat property and resources also shows respect.
- Respect means that you care enough to think about how your words or actions impact others.
- Showing respect also involves valuing someone's feelings and their views, even if you don't necessarily agree with them.
- Demonstrating respect for other people, cultures and beliefs involves being kind to others who may be different from yourself, accepting someone on an equal basis.

In short, Respect is about allowing yourself and others to be their best.

Learning about respect can help foster strong character, good manners, and encourage kindness. The concept of respect can also help children to understand what healthy relationships look like and set boundaries for how they want to be treated by others. Through the application of this 'rule', we therefore aim to develop in our pupils a sense of responsibility and forethought and to instil the need to consider the consequences of their words or actions.

Expectations of Behaviour

At Orchard Primary School, we consider the following examples of behaviour to be undesirable, though this is not an exhaustive list:

'Low Level Disruption'. For example:

- Shouting out inappropriately e.g. in class, assembly, group activities.
- Behaviours that are distracting for other children or impact negatively on them.
- Play fighting.
- Non-completion of school work that could be reasonably expected.
- Hiding another person's property.
- Dishonesty.
- Provocation during team games or social situations e.g. pushing someone in frustration when playing football.

At Orchard Primary School, we consider that behaviour falling within these categories can be unacceptable (this is not an exhaustive list):

- Persistent disruptive behaviour
- Physical assault

- Verbal abuse
- Racist abuse
- Sexual misconduct
- Substance abuse
- Theft
- Child-on-child abuse
- Bullying

Discouraging Inappropriate Behaviour - Sanctions

Where possible, good behaviour will always be reinforced and poor behaviour modified through encouragement, praise and reward. Staff will seek to understand and support the child, so that they can understand the causes of their behaviour and the feelings behind them e.g. through reference to the Zones of Regulation.

However, where positive strategies do not succeed, staff will, as appropriate, take further necessary action.

- When undesirable behaviour does occur, it is important to respond confidently and affectively; acting rather than re-acting.
- Sanctions should be immediate and discreet and provide opportunities for low level responses to pupil behaviour.
- Sanctions should be applied consistently, but take into account individual circumstances.
- Sanctions should not apply to whole groups of pupils.

When the respect rule is broken and behaviour is inappropriate or irresponsible, the following 'hierarchy' of staged sanctions/consequences will be used to guide staff:

Stage 1: Reminder – undesirable behaviour

It is essential that pupils' behaviour does not negatively affect the learning of others. Poor 'Behaviour for Learning' includes:

- Talking over the adult or other children
- Raised voices
- Wandering around the classroom *
- Shouting out *
- Not facing the adult/teacher *
- Being apathetic to whole class questioning or discussion
- Bringing playground issues into the classroom
- Disrupting the learning of others

*Some of our pupils have differentiated approaches attached to dealing with their behaviour. As such, the Behaviour Policy is adjusted to meet their needs.

Minor breaches of discipline are generally dealt with by the Class Teacher/Support staff in a supportive and fair manner, with some flexibility regarding the age of the child, as far as the sanctions are concerned.

Staff will use informal strategies to let a child know that the behaviour demonstrated is **undesirable** through a:

- non-verbal response such as 'the look'
- gesture e.g. click of the fingers
- verbal prompt to re-engage e.g. saying the child's name to re-gain their attention
- The adult in charge will give a very clear verbal warning, reinforcing the right thing to do: I would like you to walk please; ... in this school we keep hands, feet and objects to ourselves; are you speaking politely to each other?
- Staff members will reference the Zones of Regulation to help the child identify how they are feeling and any impact this might be having on their outward behaviours, reinforcing the use of the toolkit to help.

- Children should also be made aware of what aspect of the RESPECT rule they are breaking – it is made clear that a change in behaviour is expected, and that their name is in the teacher’s behaviour log to help them reflect carefully about their behaviour choices.
- It should also be made clear that a sanction will follow if the unwanted behaviour is repeated, and that the pupil will move into Stage 2.
- An apology, which shows empathy and understanding of the incident, is to be expected from the child.
- Pupils are given two ‘prompts’ (reminders) in this stage before they move into the next stage.

Stage 2: Reflection – persistently disruptive undesirable behaviour and behaviour that may warrant intervention from a Senior Leader

If the low level disruption continues, the child’s name is recorded in the Class Behaviour Log; staff issue an immediate consequence as the pupil has not acted on their ‘reminder time’:

- Break or lunchtime will be lost in 5 minute increments. The names of children, the reasons for losing break/lunch-time, and actions taken, may be recorded on a Behaviour Incident Report Form, so that patterns in poor behaviour can be tracked.
- Possible change of seating arrangement (re-location).
- Support Staff report issues to the teacher if working out of the class - child returns to class. Completing work at break/lunchtime or repeating work until it meets the expected standard (up to a maximum time of 10 minutes to allow the child the opportunity for fresh air, a comfort break, a drink).
- ‘Time Out’ of class with TA supervision (no longer than 5 minutes). Time out occurs within the concept of ‘choice’ and allows the pupil some time and space to calm down e.g. sitting in the corridor, going for a walk around the field, sitting in the foyer playing with Lego etc.
- Informal contact, depending on circumstance, may be made with parents.
- Opportunities to reflect and understand causes and impact of the behaviours, including referring to the Zones of Regulation to identify any specific emotions that had an influence.

If inappropriate behaviour is repeated and instructions to make better choices continue to be ignored through deliberate defiance, then FURTHER sanctions at this stage may include:

- ‘Time Out’ in another class so that disruption to learning is minimised
- Further loss of break/lunch-time in 5 minute increments or staying in at break or lunchtime to complete work set by the teacher but supervised by the Headteacher or other Senior Leader who administers repair work.
- Internal Exclusion - the pupil may need to be withdrawn from the classroom for an extended period of time to prevent the pupil from disrupting the learning of others further. In this circumstance work must be provided for the pupil who will be monitored and supervised by the Headteacher or another Senior Leader.
- Whenever a pupil is sent for intervention from a member of the SLT, pupils will also complete a **‘Think About It’** sheet as part of their reflection work. The adult will reinforce the need for appropriate behaviour and will use the time to undertake work on managing emotions, or anger management work if necessary and to discuss positive behaviour strategies etc.
- Where more challenging behaviour persists or presents itself, at this stage, the names of children, the reasons for losing break/lunch-time, and actions taken, will be recorded by any staff member dealing with an incident on a **Behaviour Incident Report Form**, so that patterns in poor behaviour can be documented and tracked.
- Parents to be informed by the class teacher, or other Senior Leader.

Stage 3: Repair – Challenging Behaviour that falls under the school’s unacceptable criteria

For continued Stage 2 offences, or ‘one off’ serious breaches of discipline (e.g. deliberate pre-meditated physical violence towards another pupil, racist or homo-phobic behaviour, proven theft, malicious damage) sanctions will include:

- Referral of the pupil directly to the Headteacher, or in their absence, the Deputy Headteacher.

- Loss of break-time and lunchtime for up to 3 days, which is spent supervised by the Headteacher or senior teacher in her absence for repair work. In all cases above, school staff will investigate incidents in a fair and open manner, giving all children the opportunity to 'have their say' and know they are being listened to. It will be up to the investigating adult to decide (based upon all of the information provided) the most accurate picture of events.
- Short term loss of privileges e.g. withdrawal from a visit or exclusion from a favoured activity (not including mandatory curriculum sessions but for non-mandatory curriculum activities e.g. after-school club; the right to represent the school in a sporting event, PTA event).
- A requirement for a written apology that shows empathy and understanding.
- For further persistent disruption in line with conduct which falls under our unacceptable criteria, (i.e. more than once in a given period of time, based upon the age and understanding of the child), the Head teacher may choose to impose:
 - A fixed term lunchtime suspension
 - A fixed term suspension
 - An exclusion (with the authority of the governing body)
- Parents/carers will always be informed at this stage. Where suspension has been actioned, parents/carers will be invited to discuss the child's behaviour with the Headteacher and senior governor. We request that parents trust the school staff in their impartiality and work with us to help bring about improvements in behaviour where they are required.
- A monitoring and behaviour support plan will be set up at this stage (if not already in place).

NB: In the event of seriously disruptive behaviour that threatens the safety of others, where a child is in a heightened state of distress and is at risk of hurting themselves or others, or where a child threatens to run away from school/attempts to abscond, parents may be called in to school to help staff manage the situation. The child will remain in school once calmed.

NB: The 'Red Triangle' system to alert a member of the SLT to a severe disruption may need to be used at this stage.

Once a sanction is completed, the incident should be put behind the pupil. Every lesson and every day is a new start for all pupils.

Hierarchy

The order of responsibility for dealing with serious incidents at Stage 3 is:

1. Mrs Fiona Shields - Head teacher
2. Mr John Patching - Deputy Headteacher
3. Miss Hayley Webster & Miss Lauren Farrar – SENDCOs
4. Mrs Thomasin McGravie - EYFS Leader

Permanent Exclusions, Fixed Term and Lunchtime Suspensions (see separate Suspensions & Exclusions Policy)

Exclusion and suspensions are sanctions within the school behaviour policy and permanent exclusion is the final sanction within that policy. The school follows the Symphony Learning Trust Suspension Policy written for all schools in the Trust.

If a pupil is being disruptive in lessons, or is physically aggressive, and allowing the child to remain in school will seriously harm the education or welfare of other children or adults, having taken into account all of the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community, the Head teacher may need to temporarily suspend the pupil from the school for a fixed period of time. Such action is reported to the Chair of Governors.

A pupil may also be suspended from our school at lunchtime if their behaviour is so challenging that he/she either represents a danger to himself/herself or to others.

Suspension from school is the last resort and will, in all but the most extreme cases, be preceded by the steps outlined in the previous section.

However, if the risk to others is so great that it cannot be controlled, and all support measures have been exhausted, then permanent exclusion will be considered.

Celebrating Success - Praise and Reward

Children behave appropriately when they feel good about themselves and others, when they have good models to follow, when they achieve success and when they are valued.

Rewards are therefore an important way in which the school focuses on desired behaviours and encourage children to take part in school life with an understanding of the importance of:

- Behaviour for learning
- Empathy and kindness towards others
- Aspiration and motivation
- The rights of everyone

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
- Affirmation stickers and stampers in books
- The use of Dojo Points
- The use of Class awards
- Dojo messages to share good news with parents
- Giving positive oral feedback to parents/carers
- Merit certificates written by Class Teachers or Support Staff
- Special certificates awarded by the Midday Supervisors
- Allowing children to share work with the rest of the class, other classes or teachers
- Showing work to the Headteacher or other Senior Leaders
- Displays of children's work
- Sharing achievements in assemblies
- Giving pupils additional responsibilities

Classroom behaviour which may lead to one of these rewards includes:

- Following the Respect Rule
- Being a good example and role model to peers
- Overcoming a barrier to learning
- Efforts, high quality work or outstanding achievement in any subject
- Demonstrating an excellent learning attitude
- Demonstrating the 'character muscles', such as perseverance, effort, co-operation etc.
- Being helpful and kind towards others
- Using the toolbox from the Zones of Regulation to manage emotions
- Being a good citizen

Strategies to encourage good behaviour

A whole school approach of positive reinforcement is taken to the management of behaviour and it is essential that this is followed consistently. In this way we can create a secure climate of mutual respect where children are aware of expectations and receive positive guidance whilst learning to play a responsible role both within the school and its wider community.

We have very high expectations of behaviour both inside and outside of school. Children are always praised for their exemplary behaviour and attitudes and positive use of their character muscles. A variety of methods are used to encourage and support pupils to behave appropriately:

Dojo points add up towards the following awards which are given out in celebration assemblies.

Bronze Award - 60 Dojos

Silver Award - 120 Dojos

Gold Award - 200 Dojos

Platinum Award - 300 Dojos

Dojo Points are awarded for:

- Going above and beyond in terms of behaviour and attitude.
- Work produced to the highest standard for the individual child.
- Exceptional effort rather than outcome.
- Recognition of exceptional use of character muscles, particularly learning behaviour and phase specific character muscles.
- The setting of examples to peers in terms of their attitudes to learning.
- Representing the school in a positive manner on trips, activities or sporting events.

Parental engagement - Parents are invited to connect with Class Dojo at the beginning of each academic year, via invites from their child's class teacher. Progress can be monitored by parents via the Class Dojo app, once an invite has been accepted. www.classdojo.com.

Houses - We have four house teams at Orchard, inspired by locations on the local race track in the village: Redgate (Red), Coppice (Blue), Wheatcroft (Yellow) and McLeans (Green).

Each child is allocated a house when they enter. House points are collected weekly and the 'House Cup' is presented in Friday's assembly. Houses also work towards special termly 'golden' afternoons or non-uniform days, through participation in the Spellathon, Times Tableathon, Enterprise Scheme etc.

PSHE/Citizenship & Assemblies - The school delivers a robust PSHE curriculum which helps to re-enforce the positive behaviours that the school encourages and promotes. Values Assemblies teach pupils about the personal qualities valued in society e.g. honesty, consideration, independence and self-respect. Assemblies also enable pupils to explore issues relating directly to rules, behaviour and bullying.

School Council - The School Council at Orchard is made up of elected members from each class from Year 1 to Year 6. The purpose of the School Council is to encourage mutual respect between members of the school community, to help develop strong values and attitudes and to enable all pupils to feel that their views and opinions are important within the context of the whole school.

Football Code of Conduct – A clear and concise Football Code of Conduct, signed and adhered to by pupils, serves to eliminate Stage 2 and 3 behavioural issues e.g. swearing, aggression towards another pupil, arguing with an adult, refusal to comply with an instruction. Football matches are tightly supervised and each child's behaviour in line with the Code of Conduct closely monitored by the Headteacher, Deputy Headteacher or Assistant Headteacher.

Areas of Responsibility/good role models - Pupils throughout the school are offered opportunities to take responsibility, to show initiative and to extend their social and cultural experiences. These roles include: Classroom Monitors; School Council Representatives; House Captains; Anti-Bullying Team Membership; Sports Ambassadors; Digital Leaders; Librarians; Eco-Council; our Volunteer Crew.

Mutual respect expected of all adults and children - At Orchard we believe that in order to implement a policy of behaviour management effectively, it is essential that there is an ethos of mutual respect. Everyone has the right to their own opinion and to express that opinion, but consideration must be given to how and when that opinion is expressed to show sensitivity and regard for others. Children need to be encouraged to do this by being reminded and prompted, by discussion in lessons, by role play and by good role modelling. Respect needs to be apparent between adults, between children and adults and between children. In this way, every member of the school is valued and feels valued.

Anti-Bullying Policy & Anti-Bullying Team - At the beginning of each year, Y5 and 6 children can apply to be 'anti-bullying' monitors. Their role is to be a contact for children who feel that they have no one to play with or feel that some-one is being unkind to them. They are asked to report any concerns to their class teacher, a MDS/duty staff or the Headteacher.

Anti-Bullying Week - Orchard takes part in the national anti-bullying week. This is done through assemblies, poster competitions and discussions/debates in classrooms.

Achievement Celebration Assembly - We hold a weekly Achievement Celebration Assembly where we celebrate children's classroom achievements. Each week teachers choose pupils to receive certificates for a range of attributes, both personal and academic. Values Certificates are awarded at the end of every term by class teachers, to children who have notably demonstrated attributes connected to values and 'character' e.g. empathy, teamwork, kindness.

Character Development - We use 'Character Muscles' throughout the school to support pupils in learning to learn, and to develop attributes and qualities that will make them successful in school and beyond.

Role Model Award – Each class teacher will keep a record of pupils who are outstanding role models in terms of both behaviour and their learning attitude. At the end of each term, any child on the 'always list' will be given a special award in Achievement Assembly.

Behaviour at lunchtime

Whilst it is important for children to relax and release energy, behaviour at break and lunchtime is expected to be as good as at any other time of the school day. The school rule of 'Respect' remains the same with some additional rules, including stay within the play space boundaries unless instructed otherwise; ask permission before leaving the playground, play appropriate games in different areas as directed.

- If a child receives two verbal warnings, they will immediately lose 5 minutes of their lunch-time. Pupils will be sent to a 'Time Out Spot', to 'The Bubble Room' or will stay with the MDS, depending on the age of the child and whether a 'cooling off' period is needed. After 5 minutes, the pupil can resume their play.
- However, if poor behaviour persists, the child will be required to repeat the above for a further 5 minutes.
- All staff will refer a child straight to the Headteacher/other Senior Leader in cases of extremely poor behaviour. E.g. a physical altercation, racist or verbal abuse, swearing, or defiance/disrespectful behaviour.
- A record of inappropriate behaviour is logged.

Adaptation to our policy

When applying this policy, individual circumstances will always be taken into account by the staff, particularly in relation to children with SEND, to ensure no discrimination takes place. Some of our pupils have differentiated approaches attached to dealing with their behaviour and if necessary, additional support plans are used to support the development of positive behaviour.

Where it becomes clear that a child is having on-going difficulties in managing their behaviour (Stage 2 and above), there are a wide range of strategies which are used to support the individual:

- Specific techniques to defuse and de-escalate, focusing on diversion, reassurance and communication.
- Behaviour charts to enable celebration of good behaviour.
- Reasonable adjustments to the learning environment and routines will be made to support individuals.
- Increased communication between home and school.
- Behaviour Support Plan (BSP).
- A Risk Assessment will be written for pupils who present dangerous behaviour e.g. if the hazard is violent behaviour.
- If necessary, the pupil will have a Positive Handling Plan.
- Support from the SENDCOs, identified teaching assistants, teachers.
- Small group work or 1:1 support in self-esteem, emotional literacy, anger management, nurture group sessions, lunchtime clubs e.g. mindfulness etc.
- Additional literacy or numeracy support where this is identified as a barrier to learning and impacts on the pupil's behavior.

- Alternative curriculum provision.
- ABC charts or other behaviour records to identify patterns or triggers.
- Individual toolkits for the Zones of Regulation to be developed, and supported to be implemented.
- ELSA or nurture time to help the child verbalise or identify their feelings and what is underpinning the behaviour.
- Reduced in-school timetable e.g. 25 minutes wellbeing time with a shorter session 1.
- Referral to outside agencies such as Educational Psychologist, Mental Health Worker, LA Behaviour Specialists such as those at Oakfield School etc.

Where the school suspects that the continuing disruptive behaviour might be as the result of unmet educational or other needs, then school will explore other avenues e.g. GP referral to a paediatrician; EP assessment; Early Help.

Where a child is already recorded as SEND Support, a plan will be formulated in consultation with parents, the pupil and the teacher, and shared with other professionals who may work with the child.

Reviews will be held on a regular basis. The information documented in the report will contribute towards:

- The formulation of an Individual Behaviour Support Plan
- Pastoral Support Programmes e.g. ELSA
- Support from the Behavioural Support Team at Oakfield, Ed Psychologist, GP/School Nurse
- Any referral that may be needed to be made to SENA, CAMHS etc.

The Headteacher will also consider however, whether a child's behaviour gives cause to suspect that the child may be suffering, or is likely to suffer significant harm. Where this may be the case, staff will be directed to follow the school's safeguarding procedure.

Dealing with bullying (see Anti-Bullying Policy for greater detail)

There is a zero-tolerance policy for bullying at the school.

Orchard adopts the definition used by The Anti-Bullying Alliance (ABA) which defines bullying as: 'The repetitive, intentional hurting of one person by another, where the relationship involves an imbalance of power. Bullying can be carried out verbally, physically, emotionally or through cyberspace.'

We recognise that there are four main types of bullying: physical, verbal, emotional and cyber.

- Physical - pushing, kicking, hitting, punching or any use of violence or threatening behaviour
- Verbal - name-calling, sarcasm, spreading rumours, persistent teasing, making offensive remarks
- Emotional or relational - being unfriendly, threatening, tormenting (e.g. hiding books, threatening gestures), ridicule, humiliation, exclusion from groups or activities, isolating and ostracising someone, 'gaslighting'
- Cyber - all areas of internet and wireless technology, such as email and internet chat room misuse, mobile threats by text messaging and calls, misuse of associated technology i.e. camera and video facilities

Unpleasantness from one pupil towards another is always challenged and never ignored.

Should any incident of bullying take place it will be reported to the Headteacher, or in their absence, another Senior Leader. 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 will be recorded and logged on an incident report form specifically for Bullying.

We actively pursue a series of preventative strategies to ensure we maintain positive behaviour reinforcement. As a school we use the following systems to prevent bullying from happening:

- Pupils are made aware of our 'Child Friendly' Anti-Bullying Policy at the start of the academic year,

which has been written in a clear and concise way for pupils to understand the key messages promoted within school.

- A safe environment is created in each playground through careful adult supervision and the establishment of a 'Peer Mediator' system, whereby children can talk to an 'Anti-Bullying Ambassador' from Year 5 or 6 if they have a problem and need help sorting it out.
- We actively engage pupils by honest discussions in School Council meetings and also involve them in the process of developing and monitoring the school anti-bullying policy.
- Use of opportunities throughout the school calendar and at certain times of the school day to raise awareness of the negative consequences of bullying (e.g. Anti-Bullying Week in November or links with relevant themes as a whole school curricular focus, inclusion in assembly themes when relevant).
- Use of curriculum opportunities to reinforce the rule of 'Respect' include our whole school plan linking PSHE, citizenship and assembly themes.
- We regularly reinforce the importance of 'values' such as kindness through school values assemblies, and 'character' through our character education work.
- Classes have anti-bullying charters/contracts which are drawn up and signed in November, as part of anti-bullying Week.
- There are opportunities for school leadership to discuss behaviour issues with an open and honest anti-bullying ethos. E.g. monitoring of critical incidents forms by SLT; reporting and monitoring of racial and hate incidents by the Headteacher, Deputy Headteacher and Governors, and close regular monitoring of behaviour by the senior Leadership Team.
- Members of staff are trained to be alert to signs of bullying and act firmly and promptly against it in line with the guidance appended to this policy. We implement CPD for lunchtime supervisors and children alike, to develop peer support schemes and playground games.
- We actively promote 'positive contributions' both in school and in the wider community by praising children who demonstrate 'values' such as kindness or consideration. Certificates of recognition are given in Friday's achievements assemblies.
- We build community cohesion by celebrating and advocating fundamental British Values with respect for different cultures, difference and diversity and by making links with and engaging the wider school community in this agenda.
- Repair work is undertaken with pupils who are found to have caused harm to others through bullying.

Child-on-Child Abuse (see separate policy for more details)

This school recognises that children sometimes display harmful behaviour themselves and that such incidents or allegations must be referred on for appropriate support and intervention.

Such abuse is unacceptable and will not be tolerated.

To prevent child-on-child abuse and address the wider societal factors that can influence behaviour, the school will educate pupils about abuse, its forms and the importance of discussing any concerns and respecting others through the curriculum, assemblies and PSHE lessons.

The school will also ensure that pupils are taught about safeguarding, including online safety, as part of a broad and balanced curriculum in PSHE lessons, RSE and group sessions. Such content will be age and stage of development specific, and tackle issues such as the following:

- Healthy relationships
- Respectful behaviour
- Gender roles, stereotyping and equality
- Body confidence and self-esteem
- Prejudiced behaviour
- That sexual violence and sexual harassment is always wrong
- Addressing cultures of sexual harassment

All staff will be aware that pupils of any age and sex are capable of abusing their peers and will never tolerate abuse as “banter” or “part of growing up”.

All staff will be aware that child-on-child abuse can be manifested in many ways, including sexting and gender issues, such as girls being sexually touched or assaulted, and boys being subjected to hazing/initiation type of violence which aims to cause physical, emotional or psychological harm.

All staff will be made aware of the heightened vulnerability of pupils with SEND, who are three times more likely to be abused than their peers. Staff will not assume that possible indicators of abuse relate to the pupil’s SEND and will always explore indicators further.

LGBT children can be targeted by their peers. In some cases, children who are perceived to be LGBT, whether they are or not, can be just as vulnerable to abuse as LGBT children. The school’s response to boy-on-boy and girl-on-girl sexual violence and sexual harassment will be equally as robust as it is for incidents between children of the opposite sex.

Pupils will be made aware of how to raise concerns or make a report and how any reports will be handled – this includes the process for reporting concerns about friends or peers.

If a child has been harmed, is in immediate danger or is at risk of harm, a referral will be made to children’s social care services (CSCS).

Pupil’s Conduct beyond the School Gates (including online/social media issues)

The school strives to maintain an excellent reputation for pupil behaviour both in school and out of school hours.

We will investigate any incidents of misbehaviour, bullying/cyber-bullying or anti-social behaviour that we are informed of. We will also endeavour to ensure that out of school behaviour issues do not spread into the school day.

It is noted that the school only has a limited level of jurisdiction for out-of-school behaviour and in such circumstances, we would work alongside parents/carers to ensure they play the lead role in resolving such behaviour.

The school reserves the right to involve other agencies to support their stance on out-of-school behaviour issues (for example, the police). The school would be in immediate contact with such agencies if any aspect of safeguarding for the child/ren involved was being compromised by their out-of-school behaviour (including online).

It is important for parents/carers to appreciate that the school will always assist with out-of-school behaviour issues, but cannot be held responsible or accountable for them

Teachers have the power to discipline pupils in relation to out-of-school behaviour issues, as made clear in DfE guidance, ‘to such an extent as is reasonable.’ The school will work in partnership with parents on this matter, with the Head teacher making the final decision on what is deemed as appropriate and reasonable.

Confiscation of Inappropriate Items

The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupils’ property as a punishment, so long as it is reasonable in the circumstances. The law protects staff from liability of damage to, or loss of confiscated items, provided they acted lawfully. Once an item is confiscated, the member of staff must make an effort to keep the property safe. The confiscated item must then be returned to the child’s parent, at which time,

the member of staff will explain to the parent why the property was confiscated.

Staff also have the power to search without consent for prohibited items, including:

- Knives, weapons
- Stolen items

- Cigarettes, lighters, matches (including lighter fuel and propellants)
- Drugs, alcohol
- Fireworks
- Pornographic material
- Any article that could be used to commit an offence, damage property or cause injury to self or another person

Where appropriate, items may be handed to the police. The Headteacher will decide whether it is appropriate to involve other outside agencies e.g. Social Care Team.

Control and Physical Intervention - The Use of Reasonable Force (see Positive Handling Policy for more details)

In order to maintain the safety and welfare of our pupils, there may be extremely rare occasions upon which physical restraint of pupils is deemed necessary.

All members of school staff have a legal power to use reasonable force. (Reasonable = Proportionate and Necessary).

Any use of force by staff will be proportionate to the circumstances of the incident and the seriousness of the behaviour (or the consequences it is intended to prevent), and will only be used when all possible options for giving the child time/space to regain self-control have been exhausted.

Force is generally used for two different purposes, either to control pupils or to restrain them.

- **Control** can mean passive contact (standing between two pupils who are arguing or blocking a pupil's path if they are in 'flight' mode, for example) or active physical contact (leading a pupil by the hand or arm, ushering a pupil away by placing a hand in the centre of the back).
- Reasonable **force** will be used only when immediately necessary and for the minimum time necessary to achieve the desired result and in order to prevent a pupil from doing or continuing to do any of the following:
 - Committing a criminal offence
 - Risk of harm i.e. injuring themselves or others
 - Causing damage to property
 - Engaging in any behaviour prejudicial to good order and discipline at the school or among any of its pupils, whether that behaviour occurs in a classroom or elsewhere.

Whether it is reasonable to use force and to what degree, also depends on the age and understanding of the pupil and whether they have Special Educational Needs or disabilities. Medical advice will always be sought about the safest way to hold pupils with specific health needs, special educational needs and disabilities.

Circumstances in which reasonable force might be used include the following:

To control:

- Preventing a pupil causing injury by accident, by rough play, or by misuse of dangerous materials or an object.
- Where a pupil is damaging or is about to damage property.
- Where a pupil is running down a corridor in a manner that might result in an accident.
- Ushering a disruptive pupil out of a classroom if they refuse to leave
- A pupil is persistently refusing to leave his/her parent/carer to come into school (in this case, parents would be asked for permission if they would like us to help guide a pupil into school)

To restrain:

- Physically separating pupils in a fight or preventing a physical attack on a member of staff/another pupil.
- Preventing a pupil leaving a classroom where allowing him/her to do so would risk their safety.
- Pupils who risk harming themselves or others through a physical outbursts/meltdown.
- Serious disruption at a school event or on a school trip.
- Absconding from school/attempting to abscond, and where this would put the child at risk

- Self-defence.

We adopt the pre-emptive and responsive handling strategies and techniques of Team Teach. All members of the SLT have received training in Physical Restraint (Team Teach training), as well as a number of other staff who may be supporting pupils with additional needs. As far as is reasonably practical, only these members of staff will be called upon to carry out restraint.

All incidents where positive handling has been used are recorded on a separate Physical Restraint Form. Parents will also be informed.

Disclaimer

“Team Teach Techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect of ensuring that the service user remains safe”. (George Matthews – Director of Team Teach).

Dealing with Inappropriate behaviour of parents, visitors and other adults in school

The school has a legal duty to ensure that its premises are a safe place to work and visit. All persons on site, including parents, visitors and contractors, are expected to behave appropriately and, if they do not, the school will take action that it considers necessary to prevent a repeat of any inappropriate behaviour such as:

- Shouting at members of the school staff, either in person or over the telephone
- Being verbally aggressive, e.g. swearing, threatening or shouting at others on the premises
- Physically intimidating a member of staff, e.g. standing very close to her/him, shaking or holding a fist towards another person, the use of aggressive hand gestures etc.
- Refusing to follow the reasonable instructions of staff. E.g. refusing to move from a specified location, to cease behaving in a certain manner, refusing to leave the site when reasonably asked to do so, causing an obstruction or health and safety hazard.
- Being physically abusive or threatening, e.g. taking an aggressive stance, threatening to strike someone or assaulting another person, including other visitors.
- Swearing at a member of staff.
- Breaching the school’s security procedures.

This is not an exhaustive list, but seeks to provide illustrations of the behaviour that would result in one of the following responses:

1. Verbal warning
2. Contacting the Police
3. Warning letter
4. Banning letter
5. Legal proceedings

Investigating, Recording, Reporting, Reviewing & Monitoring

Following any breach of the behaviour policy at Stage 2 and above, there will be some form of investigation to determine exactly what happened in an attempt to establish what has happened/is most likely to have happened.

Any investigation will be recorded on a Behaviour Incident Report Form, the extent and details of which will vary with the appropriateness of the investigation and logged on SIMS.

The Headteacher, or delegated person will then determine the sanction to be used.

Incidents of bullying, racism and physical restraint will always be recorded – see individual policies for specific details.

The SIMS Behaviour Log will be monitored half-termly by the Deputy Headteacher.

Safeguarding

Disciplinary or child protection issues may arise in which case other priorities and protocols will need to come into effect. If any colleague believes that a behavioural incident could have implications for child protection, they should report the matter to the designated person as soon as possible.

Responsibility

- The legal responsibility for the discipline of the school lies with the governors, who have delegated the management of behaviour across the school to the Head teacher.
- Class teachers have day to day responsibility for the discipline of the children in the classroom. They share the responsibility for the positive behaviour of all children in and around the school with teaching support staff and *all* staff who work within our school community.
- Midday supervisors share this responsibility during lunchtime.
- All staff manage behaviour within the context of whole school policies.
- Class teachers liaise with the SENDCOs or external agencies, as necessary, to support and guide the progress of each child.
- We believe that it is vitally important that the school works collaboratively with parents so children receive a consistent message about how to behave at home and at school. We therefore try to build a supportive dialogue between the home and the school, informing parents immediately if we have concerns about their child's welfare or behaviour, in line with the agreed sequence of sanctions.

Monitoring

The Headteacher will monitor the effectiveness of this policy on a regular basis, reporting to the governing body each term via the Report to Governors. The policy will be reviewed every year.

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.

Context

This policy was written with reference to the following: KCSIE September 2023, Team Teach Approach, The Children's Act 1989, The Education Act 1996, DfE Use of Force Guidance April 2012.

Reference to other policies

This policy should be read in conjunction with the following policies:

- Safeguarding Policy
- Child on Child Abuse Policy
- Positive Handling Policy
- Anti-Bullying Policy
- Suspensions Policy
- Aggressive Behaviour from Visitors and Parents
- Health and Safety Policy
- Anti-Racism Policy
- Social Media Policy

Appendix 1: Orchard Primary School – Think About It (KS2)



What happened?

What were you thinking at the time?

How were you feeling? What colour zone were you in?

What have your thoughts been since?

If you needed help to manage your feelings or the situation, who could you have asked? What tools from your toolkit could you have used?

Who has been affected by what you did? How have they been affected?

How did you choose not to show respect? (Yourself; Others; Resources; Learning)

What should you have done that would have been more respectful?

Pupil's Signature: _____

Adult's Signature: _____

Date: _____

Appendix 2: Orchard Primary School – Think About It (FS&KS1)



What happened?

Why did it happen? (Prompt: What were you thinking and how were you feeling? What colour zone were you in?)

What should you have done instead that would have been a better choice of behaviour?

If you needed help to manage your feelings or the situation, who could you have asked? What tools from your toolkit could you have used?

How did your behaviour affect others? (Prompt: How did it make them feel? Was anybody hurt?)

How did you choose not to show respect? (Yourself; Others; Resources; Learning)

- I did not listen e.g. I shouted out in class and interrupted others while they were learning
- I wasted my own and other's learning time
- I didn't look after property or the school environment
- I was dishonest
- I hurt others through my bad language
- I hurt others through my unkind words
- I hurt someone through my actions e.g. deliberately hiding their pencil case
- I physically hurt someone
- Other: _____

Pupil's Signature: _____

Adult's Signature: _____

Date: _____

Appendix 3: Examples of behaviour deemed undesirable and unacceptable.

NB: This list is not exhaustive.

At Orchard Primary School, we consider the following behaviour to be undesirable:

'Low Level Disruption'

- Shouting out inappropriately e.g. in class, assembly, group activities.
- Preventing others from working and participating in activities.
- Deliberately seeking attention at the expense of others.
- Interfering with another person's work.
- Moving around school in a way that falls below the expected standards of general behaviour, e.g. running, shouting, pushing, jostling.
- Play fighting.
- Non-completion of school work that could be reasonably expected.
- Hiding another person's property.
- Dishonesty.
- 'Gossip' resulting in friendship issues.
- Provocation during team games or social situations e.g. pushing someone in frustration when playing football.
- Behaviours that are distracting for other children or impact negatively on them.

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

Persistent Disruptive Behaviour:

- Defiance - deliberate refusal to co-operate with reasonable requests from staff and/or answering staff back.
- Unruly behaviour that puts themselves, other children or adults at risk.
- Public swearing.

Physical Assault:

- Deliberate, unprovoked aggressive behaviour towards other pupils/staff – punching, kicking, hitting, slapping etc.
- Lack of self-discipline after provocation resulting in a physical altercation.
- Encouraging others to fight.
- Possession of, or use of an object, such as a knife, that could be used intentionally to harm someone else.

Verbal Abuse and Threatening Behaviour:

- Threatened violence.
- Homophobic abuse and harassment.
- Any language or behaviour, which is meant to embarrass, harass, or upset other people (verbal intimidation).
- Unkind remarks and derogatory comments e.g. use of the word 'gay'.
- Behaviour that causes offence.
- Establishing gangs for the purpose of intimidating others.

Racist Abuse:

- Includes taunting and harassment.
- Bullying.
- Graffiti.
- Racist or derogatory statements.
- Swearing that can be attributed to racist characteristics.
- Wearing of any symbols that could cause offence to individuals and or groups, either by gender, sexuality, race, colour, culture, disability or religion.

Sexual Misconduct:

- Includes abuse, assault, harassment, lewd behaviour.
- Bullying.
- Graffiti.

Drug and Alcohol Related:

- Includes possession of illegal drugs, inappropriate use of prescribed drugs and drug dealing.
- Smoking, including vaping.
- Misuse of drugs, solvents or alcohol.

Damage:

- Includes damage to school or personal property belonging to any member of the school community.
- Vandalism; Arson; Graffiti.

Theft:

- Stealing, misuse or deliberately damaging school property.
- Stealing, misuse or deliberately damaging someone else's property.
- Selling and dealing in stolen property and extortion.

Bullying:

- Bullying or teasing.
- Includes persistent isolation.
- Intimidation.
- All forms of verbal, physical, cyber, homophobic, sexist and racist abuse.
- Creating or spreading *malicious* 'gossip' about other children (and families or adults who work or volunteer in school) including the use of social media.

Child-on-Child Abuse:

- Sexual violence and sexual harassment.
- Upskirting.
- Initiation/hazing type violence.
- All forms of bullying.
- Aggravated sexting.
- Physical violence (e.g. hitting, kicking, shaking, biting, hair pulling, etc.)