

Cherry Orchard Primary School Behaviour Policy



Behaviour Principles

At Cherry Orchard we have high expectations of behaviour. With this in mind, at the heart of everything we do are the school's Core Values and Learning Behaviours: two clear sets of overarching principles that were developed in consultation with all stakeholders within the school community. The aim of this policy is to simply and clearly emphasise our Core Values, and to clearly state our rewards, sanctions and procedures.

Our Core Values are:

Equality
Respect
Honesty
Friendship
Courage
Understanding

Cherry Orchard Learners are:

Determined
Imaginative
Cooperative
Logical
Reflective

We consider that these Core Values and Learning Behaviours form the basis for positive relationships founded on dignity and a mutual respect for rights, resulting in a school in which all pupils enjoy their rights and are encouraged to develop personally and achieve all they can, as in Article 29 of the United Nations Convention of the Rights of the Child (UNCRC).

Expectations of behaviour are also made clear through the use of class and playground charters that explain the actions of pupils and adults required for all children to enjoy their rights in school. Adults use rights-respecting language and model rights-respecting attitudes to create a positive learning environment that supports all pupils' social and emotional needs, as in Article 27 of the UNCRC.

Children will be rewarded for good behaviour, and sanctions will be put in place where behaviour falls below expectations. The most important part of ensuring our high expectations are met is through praise and positive reinforcement.

The school understands that children can misbehave for a number of reasons and will always endeavour to put in maximum support possible, both working closely with individuals and their families. This policy needs to be read in conjunction with the anti-bullying policy, school uniform policy, child protection policy and appropriate use of ICT policy.

At Cherry Orchard, we have high expectations that all children adhere to our Core Values and respect each other's rights. Through our curriculum (from Nursery to Year 6), children are taught about their rights and the school's expectations of how to behave in an appropriate manner. Our house system encourages social cohesion and develops both cross year group friendships as well as developing a positive and beneficial aspect of working for a team and in competition.

We recognise that children respond well in a positive environment, where praise comes naturally. It is with this in mind that the school has the following system of rewards for work and behaviour.

Rewards

- Praise and positive reinforcement.
- Learning behaviour ladder – moving up their named peg on the rungs within the day from ‘ready to learn’ through to ‘outstanding’. Once a pupil reaches ‘outstanding’, they receive a stamp on the class stamp chart. When a pupil has five stamps they can receive a prize from the class prize box. When they receive 10 stamps they receive a prize from Miss Taylor’s prize box. Children’s planners are also stamped when children reach outstanding so they can share their achievement with their family.
- Key Stage 1: **Stamps and stamp cards** -When a child receives 25 stamps on their stamp card they will receive a small token to say well done.
- Key Stage 2: **House points** - House points are given to children for good work, this may include answering questions, demonstrating positive learning behaviour etc. Prizes are distributed by house captains when pupils reach house point milestones (50 house points, 100 house points etc.).
- **Raffle Tickets:** Raffle tickets are awarded to children who demonstrate one of the Core Values.
Key Stage 1 put their raffle ticket into their class poly pocket. Each week they will be counted up and the class with the greatest number will receive the ‘Core Values’ trophy for the week. Key Stage 2 record their name and the Core Value they were awarded the raffle ticket for on the back. It is then put into the class poly pocket. At the end of the week there is a Core Value raffle ticket draw; the owner of the ticket drawn out shares why they received their ticket and also receives a prize from the dip box.
- Star of the Week - given to 1 child per class weekly for any reason. Presented in Friday assembly. Children who achieve the certificate are also awarded a privilege.
- Head Teacher’s Award - Awarded to 2 children from each class on a termly basis.
- Attendance awards - awarded termly.
- 1/2 termly Golden Time for children who have behaved well.

Optional:

- Stickers
- ‘Well done’ note sent home to parent/carer

Sanctions

Although we believe in positive behaviour management, where our Core Values are disregarded, sanctions are put in place. The sanctions we use are:

- Quiet reminder
- Non-verbal signals (e.g. Eye contact, pointing)
- Change of seating
- Often praising good behaviour (e.g. ‘Thank you to all of you who are walking along the corridor sensibly.’) has a positive effect on those not behaving.

During lesson times if there is persistent breaking of learning behaviour then the following steps take place:

Step 1 – A pupil will move their name down to ‘think about it’ on the learning ladder chart. Pupils are able to move their name back up to ‘ready to learn’ and subsequent positive ladder rungs. It is at the teacher’s discretion whether a pupil can move to ‘think about it’ more than once in a day.

Step 2 – A pupil will move down to ‘time out’ if they continue to show poor learning behaviour. This means that the pupil will be taken to another classroom to complete their work for the remainder of the lesson or, if necessary, a pupil may be required to work in the pastoral learning room. Any ‘time outs’ will be recorded in the year group behaviour book.

Step 3 – If a pupil returns to class after receiving a time out and their learning behaviour still does not improve, then the class teacher will inform their parent or guardian. They will then receive a lunchtime detention for the next day. This will be recorded in the year group behaviour book.

Behaviour books will be reviewed monthly by phase leaders. If a pupil is repeatedly entered into the behaviour book (more than 3 times over a month), then the phase leader will contact the parent to discuss the pupil’s behaviour further. This may lead to a behaviour target card being implemented which will allow the phase leader to monitor the pupil’s behaviour on a weekly basis.

Seriously Inappropriate Behaviour

This is where children who have displayed certain behaviours do not go through the above process but are referred straight to the Headteacher, Deputy Headteacher or Pastoral Leader. These behaviours include:

- Bullying – see also Bullying Policy
- Extortion
- Any violent action, including verbal / racist threats / using abusive language directed at another pupil
- Any violent action, including verbal / racist threats and abusive language, directed at a member of staff
- Any defiant actions towards a member of staff causing concern for either the child’s or staff member’s safety
- Stealing
- Using any object as a weapon
- Inappropriate use of ICT

Further examples of severe behaviours are listed in the LA “Notification of a Fixed Term Exclusion” document.

In these instances, each case is judged individually and may result in any of the following:

- Missed playtimes, including some lunchtime playtime as well
- Parents informed of the inappropriate behaviour and possibly required to discuss their child’s behaviour with the Pastoral Leader, Deputy Headteacher or the Headteacher.
- Internal exclusion – this involves being removed from class for either a session, ½ a day or a full day. During this time, the child completes a range of work supervised by a member of the Senior Leadership Team.

- Internal exclusion to another school.
- External exclusion, fixed term or permanent

Exclusion from School

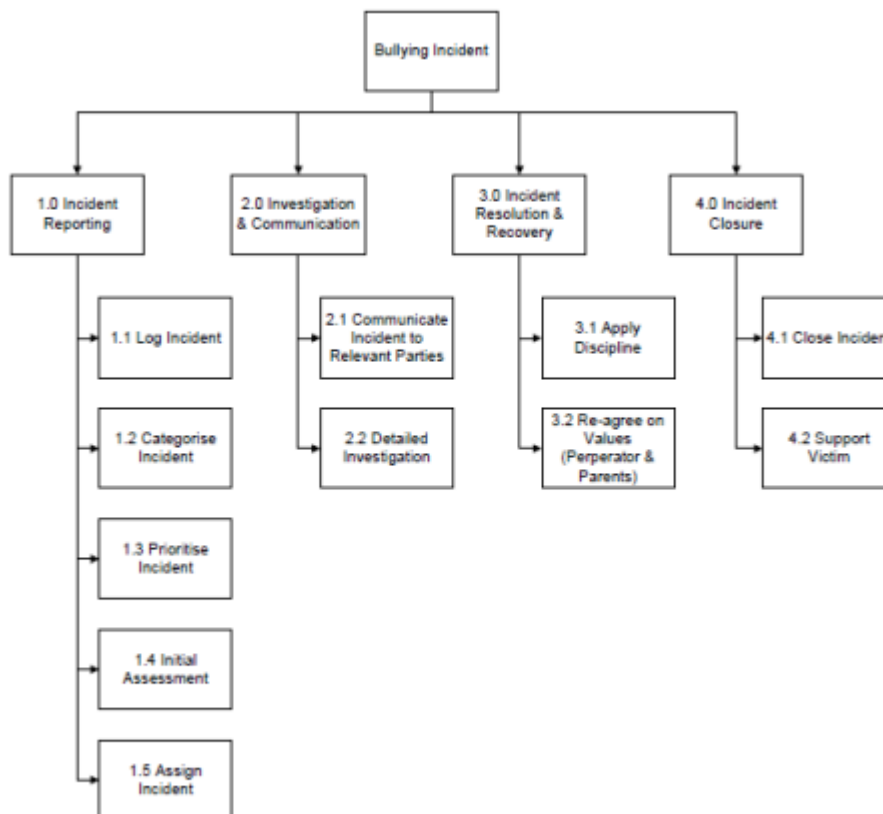
In extreme cases, the Headteacher has the right to exclude a child from school. This can either be a temporary exclusion for half a day to a few days, or in exceptional circumstances it may be permanent exclusion. The decision is entirely at the discretion of the Headteacher. Temporary exclusion from school is currently no more than 45 days a year. The Governing Body has appointed a Disciplinary Committee to review permanent exclusions. External exclusions are recorded in accordance to LA requirements using SIMS.

Lunchtime Exclusion

It is at the discretion of the Headteacher to ban a child from school at lunchtime. This action will only be taken in exceptional circumstances and after consultation with parents.

In the very rare circumstances of the Headteacher permanently excluding, the decision will be referred to the Governing Body for ratification. The Governing Body Disciplinary Panel will then meet to consider the decision. Parents have the right of appeal and will be fully informed of the procedures should such circumstances arise.

If a serious incident takes place, the following procedures are followed:



What is physical restraint?

Restraint occurs whenever a member of staff, using intentional force, physically restricts a child's movement against his or her will. Physical restraint does not include the use of gentle physical prompting or guidance where the child is happy to comply and the aim is to assist him or her to participate appropriately in activities.

There are other situations where physical contact may be necessary e.g. demonstrating exercises in PE lessons; administering first aid; or offering comfort to a distressed pupil.

This does not constitute restraint but staff should be conscious of pupil perceptions and recognise that for some pupils touching may be unwelcome and misinterpreted despite good intentions.

It is a procedure for dealing with an unsafe or crisis situation.

It must not be used as a form of punishment and must not be used when a less severe response might have effectively resolved the situation.

Deliberate use of physical contact to punish a pupil, cause pain or injury or humiliation is unlawful, regardless of the severity of the pupil's behaviour or the degree of provocation

The use of physical restraint

Restraint will only be used in circumstances where there are good grounds for believing that the pupil is placing him/herself or other people in immediate danger or where there is a likelihood of significant damage to property. Restraint should be used rarely to secure compliance with staff instructions; other methods should always be considered first

If we are aware that a pupil is likely to behave in a way that may require physical restraint it will be sensible to plan how to respond, should such a situation arise. This plan will be shared with parents and other staff taking account of the school policy and legislation. If physical restraint is likely to be necessary this should be included in the pupil's Individual Education Plan (IEP) together with information on: de-escalation strategies; the manner in which the pupil will be held; how support can be summoned if needed; any medical factors to be considered

All incidents are recorded comprehensively and in detail, using a set proforma.

Searching

School staff can search a pupil for any item if the pupil agrees. The ability to give consent may be influenced by the child's age or other factors.

Head teachers and staff authorised by them, have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

Prohibited items are:

- knives or weapons
- alcohol

- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images

Any article that the member of staff reasonably suspects has been, or is likely to be used:

- to commit an offence
- to cause personal injury to, or damage to the property of, any person (including the pupil)

Head teachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Confiscation

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline. Items that are deemed to disrupt learning may also be confiscated. An example of this would be children playing with 'football' cards in a lesson, or arguments caused over an article at either a playtime or lunchtime. These will be returned either to the child later or to the parent/carer.

Recording and reporting

All incidents of concern regarding pupil behaviour or wellbeing must be logged on CPOMs in a timely manner, usually on the day the concern is raised. Any sanctions involving a detention or exclusion must be reported to parents or carers on the day the sanction was imposed.

What legislation does this advice relate to?

Education Act 1996; Education and Inspections Act 2006; The Schools (Specification and Disposal of Articles) Regulations 2012; The School Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012; and Health and Safety at Work etc. Act 1974.

This guidance is taken from the DfE and is intended for all schools (including secondary). At Cherry Orchard, we foresee using 'searching', if property goes missing and there is evidence to suggest that the culprit is known. We sincerely hope that any items on the list to the left are never found in school. If they are the relevant agencies will also be involved, e.g. police, social care.

This policy should be read alongside the anti-bullying policy, school uniform policy, safeguarding policy and appropriate use of ICT policy.

Policy reviewed and approved by governors - April 2018.