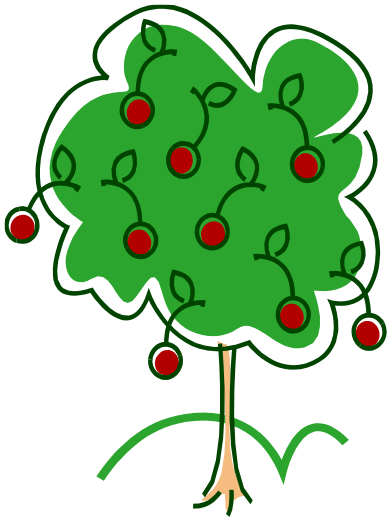
Cherry Orchard Primary School



Behaviour Policy

Agreed by: Ms D. Bonnique (Chair of Governors)

Agreed: September 2026

Review: September 2027

OUR VISION

At Cherry Orchard we recognise that good behaviour is a necessary condition for learning that everyone stands to benefit from.

Our behaviour for learning policy is underpinned with the ethos and understanding that children learn what good behaviours are and why they are important.

Through a positive approach towards behaviour, we aim to create a calm, emotionally safe environment in which children can develop a sense of responsibility for their own behaviour and adopt a lifelong sense of consideration for others. Alongside this vision we also adopt an approach that provides a framework for the children to understand the rights and responsibilities they hold within their own school and the community.

As an attachment aware school, we believe that for children to be able to take on challenges, they need to feel safe, valued and inspired. As humans, when we feel safe, we are more likely to explore and be curious about the world around us and this enables us to learn. With this in mind we aim to create the optimum environment where children and staff feel safe through predictability and consistent routines and rules, including rewards and any consequences.

AIMS OF POLICY

- To provide an environment where children can develop their whole self in a safe and secure environment.
- To encourage and model a calm, purposeful learning environment within school.
- To foster Cherry Orchard's core values along with attitudes that celebrate diversity and everyone as an individual.
- To encourage resilience, independence, sense of discipline and self-worth.
- To provide experiences within school that promote health and well-being and continually develop effective partnerships with parents and the wider community.
- To ensure that all children feel a sense of belonging, and feel they are valued for themselves and their own abilities and strength.

EXPECTATIONS OF STAFF

The following staff expectations should be developed and agreed by staff at Cherry Orchard Primary School:

- To apply this policy consistently within all areas of school including assemblies, playtimes and lunchtimes, teaching and learning and at the beginning and end of the school day
- To be an exemplary role model for children and colleagues
- To respect all children and treat them fairly by the implementation of

consistent rules and consequences

- To raise children's self-esteem and confidence in order for them to develop and grow to their full potential
- To provide a broad, balanced, stimulating curriculum in which all progress is recognised, developed and celebrated
- To create a safe and stimulating environment that supports children's learning.
- To teach the children that their behaviour (positive or negative) can and will impact on others. Reference to the UN conventions on the right of a child (RRS)
- To help everyone make appropriate choices through praise, encouragement and leading through example
- Discuss with children the impact of their behaviour on others through calm conversation, and place an emphasis on restorative ways of approaching a solution
- Provide feedback to parents in reports and at parents evening
- Signpost and promote avenues for children and parents to seek support with behaviours/feelings/concerns.
- Ensure all new children to Cherry Orchard understand the commitments, expectations and rewards along with consequences as stated in the Behaviour Policy.

OUR SCHOOL EXPECTATIONS OF PUPILS

Pupils will:

- Follow Cherry Orchard's Core Values and expectations at all times.
- Listen to others and show that I am listening.
- Be kind, considerate and polite with what I say and do to others.
- Respect the rights of others within school and the wider community.
- Take ownership of my own learning.
- Always strive to be the best I can be.

OUR SCHOOL COMMITMENTS

The school will:

- Treat each case on an individual basis
- Keep parents/carers informed of any issues relating to their child both positive and negative
- Speak to parents politely and with respect
- Listen to parent/carer concerns about their child and investigate them thoroughly
- Support parents in their child's learning
- Signpost and promote avenues for children and parents to seek support with behaviours/feelings/concerns
- Monitor attendance of all children and follow Birmingham City Council's Support First and Leave In Term Time guidance to support families to improve attendance

- Ensure staff have access to training on behaviour and SEND needs online and face to face
- Not tolerate any form of sexual harassment, violence, bullying, racism or homophobic behaviours
- Ensure all staff are aware that behaviour and keeping children safe is everyone's responsibility. This includes but not limited to:
  Child On Child abuse, all staff have the view that it 'can happen here' and we don't downplay certain behaviours as 'banter', 'having a laugh', 'part of growing up' or 'boys being boys'. Staff are aware of the signs and indicators and use the school's Safeguarding policy on referrals to DSLs and reporting on CPOMs and the KCSIE 2026 guidance.

OUR SCHOOL EXPECTATIONS OF PARENTS AND CARERS

Along with our expectations of pupils and staff we also expect parents and carers to:

- Bring any concerns about their child to the class teacher as soon as they are aware
- Speak to staff politely and with respect, particularly in front of children
- Not approach and speak to other pupils or parents where an incident has occurred
- Support staff in their decisions on their child's learning and behaviour in school
- Create a 'team around the child' to ensure that school and home reflect similar values
- Acknowledge parental responsibility for behaviours that happen outside of school.

If a parent/carer or any other adult behaves in a way that is deemed inappropriate (either in person or other forms of communication) the school will take further action. Initially this will be a conversation with the adult concerned. If the behaviour persists, this may result in a warning letter or a ban from school premises, or in more vexatious and threatening situations, legal proceedings may be initiated.

Any member of staff deeming an adult's behaviour to be inappropriate, rude or aggressive in nature should inform a member of the SLT immediately who will assist in the situation and follow the procedures above.

ENCOURAGING APPROPRIATE BEHAVIOUR

Measures employed to promote positive behaviours:

- Greet the children individually in the morning at the classroom door and say goodbye daily
- Know the children and their backgrounds well
- Communicate a sense of belonging and involvement in school life
- Ensure each child has the opportunity to be successful

- Emphasise children's responsibility to themselves and others through Rights Respecting Class Charters
- Ensure children are aware of their responsibility through providing choices
- Model and praise expected behaviours
- Set clear expectations of how we behave as a class and move around school e.g. we walk onto the playground and within school in a calm and courteous manner towards each other ('Wonderful Walking' and 'Legendary Lining Up')
- Focus on the school's core values of equality, respect, honesty, understanding, friendship and courage
- Hold whole school assemblies that focus on citizenship and British Values
- Staff will know the whole child and adopt a holistic view
- Provide 'check in' times for children when needed
- Allow for opportunities of leadership for children.
- Use of 'safe space' to support emotional regulation

Well planned curriculum

- Provide quality first teaching which encourages breadth of exploration, representation and balance in the child's experience of the wider curriculum
- Use the PSHE and RHE schemes to teach, promote and model behaviours
- Support pupils' understanding of equality by raising awareness of the protected characteristics
- Ensure lessons are prepared and match the abilities within the class
- Plan for support of SEND/EAL/PP and other groups of children
- Plan for all adults within the room
- Explain tasks well and scaffold tasks to match children's needs
- Provide a comprehensive programme of personal development, mutual understanding and citizenship education
- Consider mental and physical wellbeing through all aspects of learning
- Ensure children receive a consistent approach to teaching and learning.

Classroom Management

- Establish clear routines and expectations for the end of lessons/day and transition times
- Establish routines and expectations for classroom behaviours
- Plan quality activities for those who finish early
- Have clear and accessible routes around the classroom
- Discourage wastefulness and promote sustainability
- Ensure resources are easily available and the classroom is tidy
- Use the school reward system
- Discuss any behaviour issues with the child discretely
- Praise publicly

Personal Growth

Promote within the school a climate where the following are encouraged and expected:

- To show respect at all times of the days with the whole school community
- Accept that people can be themselves and express their beliefs
- To make mistakes and see this as a learning opportunity
- Be honest
- Take on challenges with their work
- Show and gain trust
- Have respect for differences in learning styles and needs
- Have a collective responsibility for the environment inside and outside of school
- Reflect Cherry Orchard School Core Values and British Values in their behaviours in and out of school
- Accept and take responsibility for their own behaviours
- Play an active role in wider school life by taking on additional roles within school
- Think about how their actions affect other people.

SCHOOL PROCEDURES FOR ENCOURAGING GOOD BEHAVIOUR

The main aim of creating a positive approach to behaviour management within Cherry Orchard Primary is based on positive practice with praise and rewards being at the centre of encouraging good behaviour. This is opposed to the fear of sanctions or threat of response to behaviour not being good.

REWARDS

At Cherry Orchard Primary School, we believe there needs to be a balance between extrinsic and intrinsic motivators for good, expected behaviour. A clear system of rewarding positive behaviour is used whilst, at the same time, supporting children to see the value in learning and displaying good behaviours for their own sake.

Learning ladders are used in all the classrooms throughout the day. Children start every day with their name peg on 'ready to learn', and the class teacher may reward good learning behaviours by moving a child's peg up the ladder. If a child reaches the top of the ladder ('outstanding') by the end of the day, they will receive 5 house points.

The class teacher also chooses a child who has demonstrated good learning behaviour resulting in a particularly positive outcome each week. A **Star of the Week certificate** is awarded, which is personalised with details of the behaviour/outcome that is being rewarded. This is read out in class by the Head Teacher to provide other children with examples of good learning behaviour and enable them to celebrate their classmate's success. Those receiving a certificate are also named on the school newsletter.

At the end of each term, a **Headteacher's Award certificate** is given to two children from each class who have demonstrated good learning behaviour resulting in positive outcomes

throughout the term. The certificates are awarded in a Key Stage awards assembly to which the parents or carers are invited. Those receiving an award are also named on the school newsletter.

All adults in school may award children with a **raffle ticket** for demonstrating one of the school's core values. At the end of every week, the headteacher picks a ticket randomly and the child may choose a privilege for the following week.

From Year 1 to Year 6, **house points** are awarded to children for their work in class and homework, and during half-termly house competitions and sports day. Children are awarded with a **certificate** for every 100 house points and these are presented by the Year 6 House Captains in assembly at the end of each half-term. The highest scoring house at the end of each half-term are awarded the cup and are given extra playtime.

Table points are also used to support classroom management, with the highest scoring table rewarded with privileges such as lining up first or being awarded the classroom jobs for the week. This is at the class teacher's discretion.

EYFS

Nursery and Reception are our youngest children in school and therefore they are at the start of the journey of learning behaviours, values and understanding right from wrong. They are also beginning to learn how to gain self-regulation and control.

Nursery and Reception follow the behaviour for learning policy however, in addition to raffle tickets and the certificate of the week, EYFS may have extra rewards and varying sanctions dependent on the needs of children, such as stickers. Sanctions are more often discussion-based and we expect parents to be part of these conversations, so we have a triangulated approach to helping our youngest children learn appropriate behaviours. The class teacher will contact the parent/carer to discuss issues as they arise.

RESTORATIVE APPROACHES AT CHERRY ORCHARD PRIMARY SCHOOL

Where there is conflict between two or more children, every effort is made to get to the root cause of the issue in order to repair the relationship and move forward. If a sanction is necessary and appropriate, this should also be given.

Conflicts will be investigated by a member of staff. This should initially begin with the class teacher and is escalated to phase leader and/or Learning Mentor if needed.

Children involved are given the opportunity to share their concerns and views about the conflict.

The member of staff acts as a negotiator between the parties involved, agreeing the way to move forward.

The member of staff then acts as a facilitator to resolve the conflict, encouraging the parties involved to seek a resolution themselves.

Key questions to ask:

- *What happened?*
- *What do you think and feel about that?*
- *Who has been affected and how?*
- *What can you do to put things right?*
- *What can you agree on to help in the future?*

Responding to Behaviour

Staff respond to behaviour in a calm, consistent and proportionate manner.

When inappropriate behaviour occurs, staff may:

- Remind children of expectations and routines.
- Use praise, encouragement and positive redirection.
- Provide opportunities for reflection.
- Hold restorative conversations.
- Support children to regulate their emotions.
- Implement appropriate consequences.
- Communicate concerns with parents and carers where appropriate.
- Seek support from senior leaders or pastoral staff when required.

Consequences are designed to support learning and help children understand the impact of their choices. They will always be reasonable, proportionate and appropriate to the age and needs of the child.

Examples may include:

- Completing missed learning.
- A restorative discussion.
- Reflection time during part of a break or lunchtime.
- Possible removal of any additional responsibilities or privileges such as School Council Representative.
- Temporary removal from an activity where safety or learning has been affected.
- Meetings with parents or carers.

Persistent or serious concerns will lead to additional support, monitoring and intervention.

TRANSITIONS AND MOVING AROUND THE SCHOOL AT CHERRY ORCHARD

- All staff members are responsible for the way the children move around school when out of the classroom. Children need to be shown and praised for the correct behaviours.

- Children should line up in register order in silence, facing front, one behind the other with their arms by their sides ('Legendary Line Ups'). Where this is not the case, individuals practice with their teacher in their own time.
- Children should move silently (whole class) or quietly and walk around school on the left-hand side of the corridor in single file with their arms by their sides (Wonderful Walking'). Where this is not the case, children should be sent back and asked to walk and shown the correct behaviours.
- Doors should be held open for each other and children/adults should ensure they say thank you.

USING MOVEMENT TO PREVENT ESCALATION

For some children, a brief period away from the classroom may help to de-escalate a situation or, in some cases, help to prevent one.

If a child needs a moment out a class, it should be to the year group partner or the class 'safe space'. They may take a piece of equipment to help them regulate if necessary. If the child is younger, they should be accompanied. There is also the use of a red hand card should a teacher need assistance from a member of the SLT or Learning Mentor.

LUNCHTIME SYSTEM AT CHERRY ORCHARD

At lunchtime we have a dedicated team of lunchtime supervisors who have been trained to follow the principles and ethos we hold at Cherry Orchard Primary. Our lunchtime supervisors are trained in attachment and have the authority to praise and sanction children should a child demonstrate positive or negative behaviours. Lunchtime supervisors engage children in purposeful play for them to develop friendships and values along with supporting their development as a whole child.

Lunchtime Behaviour and Sanctions

The same high expectations for behaviour apply during lunchtime as throughout the school day. Lunchtime supervisors promote positive behaviour through praise, encouragement and restorative conversations.

Lunchtime supervisors may hand out **raffle tickets** to children they witness showing any of the core values we hold at Cherry Orchard, such as excellent table manners, helping each other, being kind and showing respect to each other and adults.

Where behaviour falls below expectations, staff will respond in a calm and consistent manner. Sanctions may include:

- A reminder of expectations and school values.
- Restorative conversations to reflect on behaviour and repair relationships.

- Temporary removal from an activity where behaviour is affecting the safety or enjoyment of others.
- Reflection time during part of lunchtime to discuss choices and next steps.
- Referral to the class teacher, pastoral staff or senior leaders where appropriate.
- Communication with parents/carers for persistent or significant concerns.

Sanctions will always be proportionate, age-appropriate and designed to help children learn from their behaviour. Where concerns are ongoing, additional support and intervention may be put in place to help the child succeed.

SERIOUS INCIDENTS

A serious incident is any incident which endangers children or staff, either physically or otherwise.

At Cherry Orchard we have the right to take measures to keep children and staff safe. These measures include:

- The legal right to confiscate inappropriate items from pupils such as mobile phones or other items not allowed in school
- The legal right to search bags and other items should we suspect a pupil has a weapon, mobile phone, stolen property or any other prohibited items.
- Statutory powers to discipline pupils who behave badly on the way to and from school, for instance when walking to school through the community, travelling on public transport.
- The Headteacher (in the absence of the Headteacher, another Senior Leader) has the power to search pupils and/or their property if they suspect one of them is carrying a knife, offensive weapon or other prohibited items.
- A legal duty to make provision to tackle all forms of bullying.

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.

It must not be used as a form of punishment. 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.

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.

Physical contact

There are situations where physical contact may be necessary e.g. demonstrating exercises in PE lessons; administering first aid; or offering comfort to a distressed pupil, working with children who may have sensory needs or a specific programme outlined such as OT.

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.

Reasonable force

Sometimes it is appropriate to use reasonable force to safeguard children and young people. 'Reasonable' means using no more force than is needed in the circumstances and covers a broad range of actions involving a degree of physical contact to control or restrain children.

This may be:

- guiding a child to safety by the arm
- breaking up a fight
- where a pupil needs to be restrained to prevent violence or injury
- passive physical contact, such as standing between pupils or blocking a pupil's path
- active physical contact such as leading a pupil by the arm out of the classroom.

Before using reasonable force, staff should consider the risks carefully and carry out a dynamic risk assessment to ensure the most appropriate course of action.

Reasonable Force must never be used as a form of punishment or 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.

<u>The use of physical restraint and seclusion</u>

Restraint or seclusion 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 and seclusion should be used rarely to secure compliance with staff instructions; other methods will always be considered first. It is a procedure for dealing with an unsafe or crisis situation and is in line with DfE guidance on the use of reasonable force in schools.

If we are aware that a pupil is likely to behave in a way that may require physical restraint or seclusion, a Risk Management Plan will be in place to support a planned response to potential situations that may arise. This will include 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.

This plan will be shared with parents and other staff taking account of the school policy and legislation. If physical restraint or seclusion is likely to be necessary, as well as having a Risk Management Plan in place, key information should also be reflected within the child's Learning Passport.

Identified school staff receive Positive Handling training from REACT UK. Staff are trained every two years in and actively engage with de-escalation and positive handling strategies to ensure that physical restraint and seclusion are only used when necessary and proportionate to the situation. All incidents are recorded comprehensively and in detail and parents are informed on the same day as the incident occurred.

POST INCIDENT SUPPORT FOR PUPILS AND STAFF

Pupils should be given the time and space to calm down after an incident and when ready, reintegrated back into their normal timetable/school day as soon as possible.

Staff should be offered a short break out of the classroom where possible after an incident. It is important to ensure that staff and pupils are given the emotional support and any basic first aid that may be required.

Immediate action should be taken to ensure that medical help is accessed for any injuries that require other than basic first aid.

All injuries should be reported and recorded on an accident/incident form. These are reviewed on a weekly basis by SLT.

Following a case of child-on-child abuse, any further risk should be assessed and a risk management plan may be necessary. Please see the school safeguarding and anti-bullying policy for the processes and procedures.

In the event of an incident involving violence towards staff, risk management plans are reviewed and next steps are considered by SLT.

INDIVIDUAL SUPPORT PLANS

The vast majority of children will follow our core values and expectations. However, there will be occasions when an individual support plan is required. This will be co-ordinated by the Inclusion Lead, Learning Mentor and Class teacher. Risk management plans, pupil passports, and personalised timetables may also form part of the child's provision map and will be drawn up by the Inclusion Lead and class teachers. Such plans must be followed consistently by all members of staff and shared with parents. They should therefore be up to date and available for all staff to access.

BULLYING

Cherry Orchard Primary School does not tolerate bullying of any kind.

Bullying is behaviour that is repeated, intentional and designed to hurt another person physically or emotionally.

All allegations of bullying will be taken seriously, investigated promptly and addressed appropriately. The school will work with all parties involved to ensure children feel safe and supported.

Further information can be found in the school's Anti-Bullying Policy.

CHILD-ON-CHILD ABUSE

We recognise that children can be vulnerable to harmful behaviours from their peers.

Any incidents involving child-on-child abuse, including physical abuse, verbal abuse, prejudice-based behaviour, sexual harassment or sexual violence, will be treated seriously and managed in accordance with safeguarding procedures.

Safeguarding concerns will always take priority.

SUSPENSIONS AND PERMANENT EXCLUSIONS

At Cherry Orchard we follow the DfE suspension and permanent exclusion statutory guidance July 2026. We will always aim for suspensions and exclusions to be rare, however we are aware that there are occasions when all options have been explored to support the child and there is no other option. With any suspension or exclusion, we aim to ensure the process is applied fairly and consistently, the process is understood by Governors, staff, parents and pupils, and pupils in school are safe.

Any suspensions or exclusions are based on statutory guidance from the Department of Education. A pupil's behaviour outside school can also be considered grounds for a suspension or permanent exclusion.

Suspensions

A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year). A suspension does not have to be for a continuous period.

A suspension may be used to provide a clear signal of what is unacceptable behaviour as part of the school's behaviour policy and show a pupil that their current behaviour is putting them at risk of permanent exclusion.

(See Appendix 2 for the proforma to be used during the reintegration meeting with pupil and parent following a period of suspension.)

Permanent exclusion

A decision to permanently exclude a pupil will be taken only in response to a serious or persistent breach of the school's behaviour policy, and if allowing the pupil to remain in school would seriously harm the education and welfare of others.

Before deciding to exclude a pupil, either permanently or for a fixed period of time, the headteacher will:

- Ensure appropriate investigations have been carried out
- Consider all the relevant facts and evidence, including whether the incident(s) leading to the exclusion were provoked
- Allow the pupil to give their version of events where practicable
- Consider if the pupil has SEND (this does not automatically mean the child is exempt but careful consideration must be made according to the individuals needs and the circumstance)
- Consider any 'contributing factors'
- Check that appropriate support has been provided.

ALLEGATIONS AGAINST STAFF

If a pupil makes an allegation against a member of staff, this will be thoroughly investigated and, where appropriate, referred to the LADO.

If the allegation is found to be malicious, support for the pupil will be put in place through the Inclusion Lead. If appropriate, a consequence may be given.

Support will be given to the member of staff through the mental health lead.

LEGAL DUTIES

The school has a legal duty under the Equality Act (2010) and those in respect of safeguarding and supporting all children, particularly those with SEND.

This policy should be supplemented with guidance from the SEND Code Of Practice 2015 (updated Sept 2024) and other documents which promotes the safeguarding of children, such as Keeping Children Safe in Education 2026.

MONITORING AND REVIEW STATEMENT

The governing body will monitor the implementation and effectiveness of this policy through termly behaviour reports, analysis of behaviour, suspension and bullying data, and consideration of feedback from pupils, staff and parents. Governors will evaluate the impact of the policy on behaviour, attendance, inclusion and safeguarding outcomes and ensure that the policy remains compliant with statutory requirements. The policy will be formally reviewed annually or sooner if guidance or school circumstances change.

LINKED GUIDANCE OR POLICIES

- Anti-bullying Policy
- Equality Policy
- Safeguarding Policy
- SEND Policy
- Parent and Carer Conduct Policy
- Online Safety and Acceptable Use Policy
- Positive Handling Policy
- https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools
- https://www.gov.uk/government/publications/school-suspensions-and-permanent-exclusions
- https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools
- https://www.gov.uk/government/publications/searching-screening-and-confiscation
- https://www.gov.uk/government/publications/mobile-phones-in-schools

Appendix 1

Put it Right



What happened? How did this make me feel? How did it make the other person/people feel?

-

How can I put this right? Who can help me?

Next time, what could I do instead? What strategies could I use to help me?

Name:	Date:	Time:

Appendix 2

Cherry Orchard Primary School
Restoration Meeting

A restoration meeting will take place after a pupil is suspended. The aim of the restoration meeting is to address any issues, support needs and move forward in a positive way.

Name of pupil:			
Date of meeting:			
Present:			
Reason for suspension:			
Number of days suspended for (include dates):		Previous suspension days for academic year 2025-26:	
Discussion points: *Support needs* *Refer to EHCP section F, risk assessment and one page profile* *Complete positive handling plan if needed*			
Resolution actions agreed: *Include by whom and timescales*			

Save in pupils' file (T: Inclusion).
Without delay, report any safeguarding concerns to a DSL and record on CPOMs.
Please share a copy with appropriate adults on staff team.