



Behaviour policy

To go further than I thought.
 To reach higher than I dreamed.
 To become the person I need to be.'

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| Reviewed policy on: | Spring 2016 |
| Reviewed policy shared with staff: | Spring 2016 |
| Reviewed policy shared with Governors: | Spring 2016 |
| Policy to be reviewed again: | Spring 2017 |

Rationale

Cherry Orchard School believes that the highest standard for behaviour for learning is fundamental for the achievement and safety of all pupils. The behaviour policy underpins the positive ethos and values of the school. We believe a close partnership between staff, parents, pupils and governors ensures that the messages from this policy are understood and followed to create an exceptionally positive climate for learning. Children need to know that all of their contributions will be valued and celebrated. Their ideas and thoughts for learning should be recognised.

Aims

- For all members of the school community to show respect and compassion towards others and promote equality and human rights
- For our children to understand what it means to be a good citizen. We provide them with a clear set of values which are underpinned by consistency from all staff
- To provide all pupils with a purposeful and stimulating environment to promote high standards whilst raising self-esteem, thirst for knowledge and resilience
- To empower pupils through involvement in decision making, thus giving them personal responsibility and pride in their school
- To ensure pupils understand the importance of keeping safe and how to keep others safe in different situations (eg e-safety and prejudice based bullying).

To support the school in the implementation of the policy, the Home School Agreement, which is signed by all parents and pupils on enrolment at the school, refers to the following responsibilities.

Pupil

- To work to the best of their abilities and allow others to do the same
- To treat others with respect
- To follow the instructions of all school staff
- To take care of school the environment
- To co-operate with other children
- To be polite
- To be honest
- To follow the school's reward and sanction systems
- To keep safe and keep others safe

Parents/Carers

- To send their children to school every day and on time
- To make sure children are properly equipped for every aspect of the school day (PE kit, book bag, individual aids eg asthma pump, glasses, medication etc)
- To collect their children on time at the end of the day and promptly when clubs finish
- To make sure their children arrive adequately fed, clothed rested and ready for a busy school day
- To make the school aware of any concerns or problems that might affect their child's attendance, work or behaviour
- To support the school's policies and guidelines for behaviour
- To support their children with homework, reading, and any other home learning
- To attend meetings to discuss their children's progress
- To respond to letters from school
- To encourage their children to be polite and have good manners
- (appendix A Home School Agreement)

School Staff *see* Extracts from Guidance for safer working practice for those working with children and young people in education settings, October 2015 at end of this policy*

- To treat all pupils fairly and with respect
- To raise pupils' self-esteem and have consistently high expectations for learning for all pupils
- To provide a challenging, interesting and relevant curriculum
- To create a safe and pleasant environment, physically and emotionally
- To use rules, rewards and sanctions clearly and consistently in line with the behaviour policy
- To consistently work in line the school's safeguarding policy and adhere to their legal duties
- To foster positive relationships with parents so that all pupils recognise that key adults in their lives share a common aim
- To be aware of individual needs
- To have a positive impact on pupils' behaviour and safety, contributing to their academic achievement, their physical well-being and their spiritual moral social and cultural development.
- To model professional standards in all of their work and demonstrate high levels of respect and courtesy for pupils and others

Head Teacher

The Headteacher is responsible for determining measures to ensure good behaviour in line with the statement of principles written by the governing body. The Headteacher is responsible for exclusions.

The Headteacher's measures should:

- Promote among pupils, self-discipline and a positive regard for authority
- To consistently work in line the school's safeguarding policy and adhere to their legal duties
- Ensure that impeccable behaviour and respect for others is modelled by all
- Discourage all forms of bullying (see Safeguarding and Anti-Bullying Policy)

Governors

The governing body must ensure that the school follows policies to promote good behaviour and discipline among pupils. The governing body will take a monitoring role on behaviour and discipline of the school.

Teaching strategies we use to ensure outstanding behaviour for learning

We recognise that within any school there will be a number of vulnerable pupils and those who may be experiencing high levels of anxiety for a number of reasons. We must therefore be mindful in our approach to enabling outstanding behaviour for learning.

- Being aware of the effect responsible adults have in any situation. Those situations which may lead to unacceptable behaviour should be pre-empted and diffused through a timely, sensitive and calm manner *Appendix B- Extracts from Attachment and the Learning Task INSET notes delivered by CAMHS)*
- Providing an interesting and stimulating environment and curriculum so that children are engaged
- Materials and equipment that reflect cultural diversity and equal opportunities
- We aim to teach to accommodate the cultural and gender diversity needs in learning
- Being aware of the different ways pupils learn and evaluating and adapting teaching flexibly- whilst teaching
- Involving pupils through giving responsibility
- Involving pupils in making class code of conduct/values
- Using P4C and circle time to develop social, moral, spiritual and cultural development
- Providing pupils with a voice through the School Council
- To instil a thirst for knowledge and a love of learning, valuing all contributions
- Providing a differentiated curriculum to meet the needs of individual children
- Providing Learning Mentor/ Family Liaison support

How the School promotes good behaviour at break times and other unstructured times

- All adults engage with and facilitate play in all areas of the playground (eg; coaching games in the ball court, lead games when necessary, suggest ideas for games)
- All adults and pupils to adhere to behaviour policy
- A consistent approach from all staff, emphasising the positive
- Pupils are given responsibility and opportunities to develop independence
- Providing equipment for pupils
- Having a fair approach and listening to pupils through use of restorative justice techniques
- Issues that arise are dealt with as soon as is possible and recorded on Incident Report forms (appendix C)
- Using assemblies to develop and reflect upon social behaviour and friendships
- Use of a Worry Box
- Rainbow Club

Rewards and Sanctions

Rewards/Incentives

- Verbal praise and positive body language e.g. smiles
- Work to be valued and displayed for others to see – Celebration Assembly to share successes and achievements with the wider community
- Steps to Success ladder
- Pebbles earned for snap shots of impeccable behaviour and acts of kindness
- Extra responsibilities given* see below
- Share achievements with Head Teacher
- Verbal feedback to parents
- Individual, targeted reward systems for particular pupils (must be agreed with Inclusion Manager/Headteacher in partnership outside agencies where appropriate)

The above rewards are considered to be appropriate and adequate in accordance with our behaviour policy

Sanctions

- Eye contact and body language
- Verbal warnings/offering time out
- Diffusing the situation by diverting /use of Steps to Success ladder/moving the child
- Withdrawal of privileges, e.g. minutes off playtime/Golden time
(maximum of 2 minutes KS1, 4 minutes KS2)
- Seeing a member of SLT
- Letter to parents (in consultation with the head teacher)
- Pupils sent to other classes only in consultation with Headteacher
- Exclusion-internal, fixed term or permanent

- Individual behaviour plans in conjunction with PSPs/ External Agencies and parents
- Incidents to be logged on Behaviour Report Form- appendix C
(Logged incidents are monitored and analysed for patterns and extremity of behaviour. Repetition of concerning behaviour may be initially discussed within phase meetings and if concerns remain then appropriate steps will be discussed within SLT, eg; discussion with parents, Learning Mentor intervention, individual behaviour strategies and referrals to outside agencies in order to support the child).

***Adults should exercise care when selecting children for specific activities, jobs or privileges in order to avoid perceptions of favouritism or injustice. Similar care should be exercised when pupils are excluded from an activity. Methods of selection and exclusion should always be subject to clear, fair, agreed criteria**

Looked after children

The Headteacher will take responsibility for co-ordination, deciding confidential issues with a child and maintaining close contact with carers and Social Services.

Pupils with Emotional, Behavioural and Mental Health Difficulties

Some children exhibit behaviours which are beyond the usual range. This may be short or long term. This will be recognised by staff and these pupils will be supported and monitored by all staff working with the individual and the Learning Mentor.

Because of their needs, sanctions and rewards may need to be different, with behaviour targets negotiated with the individual based upon small achievable goals (must be agreed with Inclusion Manager/Headteacher in partnership outside agencies where appropriate)

P4C and circle time can be a means of increasing levels of self-esteem, giving the child strategies from peers to help manage behaviour and provide a 'safe' outlet for dealing with emotion.

Consultation with parents

Parents are consulted through meetings, individually and in groups and through the home school agreement.

Exclusion

A decision to exclude a child for a fixed period or permanently will only be taken:-

- In response to serious breaches of the school's Behaviour Policy
- If allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school

Behaviours that may result in exclusion include

- Extremely dangerous/violent behaviour
- Very serious challenge to authority
- Verbal/physical abuse to any member of the school community
- Racial abuse
- Sexual abuse
- Extortion
- Bullying
- Vandalism

Re-integration of excluded children

With the support of the LA and Fair Access Panel the school will undertake re-integration of excluded pupils, including those excluded from other schools. We aim to support these pupils following their Pastoral Support Plans.

Communication with parents

Parents of pupils whose behaviour is challenging need to be involved at an early stage in order to agree action together. This will initially be verbally at a meeting in school but later may be as part of individual plan.

Systems for dealing with complaints

All complaints are taken seriously.

Informal complaints are investigated and dealt with as soon as possible.

The Headteacher investigates formal complaints. Parents may write to the Chair of Governors or/ and LA.

Monitoring the effectiveness of the policy

The effectiveness of the policy is monitored through annual staff consultation. The needs of the pupils and staff are considered before amending the policy.

Reviewing, evaluating and developing the policy

The policy is reviewed annually by staff and Governors. The policy is adjusted and developed at this review.

We evaluate the effectiveness by interviewing a cross section of the school community by means of a questionnaire.

Appendix 1

Guidance on use of reasonable force to control behaviour

Staff who have lawful charge of pupils may, at the discretion of the Head teacher, use reasonable force to prevent pupils committing a crime; causing injury or damage; or causing disruption.

Incidents where reasonable force might be necessary fall into two categories:

- Where action is necessary in self-defence or because there is an imminent risk of injury.
- Where there is a developing risk of injury, or significant damage to property.

The degree of force employed must be in proportion to the circumstances of the incident and the seriousness of the behaviour or the consequences it is intended to prevent. Any force used should always be the minimum needed to achieve the desired result.

Before intervening physically a teacher/member of staff should wherever practicable, tell the pupil to stop, and what will happen if he or she does not. The teacher should continue to communicate with the pupil throughout the incident and should make it clear that physical contact or restraint will stop as soon as it ceases to be necessary.

In some circumstances a teacher will not intervene without help, e.g. when dealing with an older or large pupil or if there is more than one pupil, or if the teacher believes he/she may be at risk of injury.

The teacher will inform the pupil/s that help has been sent for. It may be necessary to phone the police.

Physical intervention may involve staff:

- Physically interposing between pupils
- Blocking a pupil's path
- Holding
- Leading a pupil by the hand or arm
- Shepherding a pupil away by placing a hand in the centre of the back; or,
- (In extreme circumstances) using more restrictive holds.

In exceptional circumstances, where there is a risk of immediate injury, a member of staff may need to take any necessary action that is consistent with the concept of reasonable force.

Teachers should always try to deal with a situation through other strategies before using force.

School will record all incidents of force being used. Parents will be informed orally or by letter from the Head teacher.

Steps to Success Ladder

All staff are expected to use positive praise appropriately to acknowledge good behaviour choices and effort. Our 'STEPS TO SUCCESS' ladder is used consistently across the school so as a visual prompt and aid for behaviour and learning choices.

All children begin the day on green and can move up or down that ladder for their choices in behaviour. It is vital that professional discretion is used as to what behaviour warrants a child moving down the ladder (eg; certain children will need additional warnings and 'chances' in order to pre-empt any further negative behaviour display). If a child does need to move to orange or red, EVERY effort and opportunity should be given (though verbal and positive visual reminders) for them to turn their behaviour around and consequently move back up the ladder. It is strongly recommended that this happens within 5 minutes and no child should leave the classroom for play, lunch or home on orange or red.

***Extract from Guidance for safer working practice for those working with children and young people in education settings, October 2015**

Responsibilities

Pupils have a right to be safe and be treated with respect and dignity. It follows that trusted adults are expected to take reasonable steps to ensure their safety and well-being. Failure to do so may be regarded as professional misconduct.

The safeguarding culture of a school, in part, exercised through the development of respectful, caring and professional relationships between adults and pupils and behaviour by the adult that demonstrates integrity, maturity and good judgement.

Professional judgement

Adults will always consider whether their actions are warranted, proportionate, safe and applied equitably.

Behaviour management

Staff will not use any form of degrading or humiliating treatment to punish a child. The use of sarcasm, demeaning or insensitive comments towards children is completely unacceptable.

Where pupils display difficult or challenging behaviour, adults will follow the school's behaviour policy using strategies appropriate to the circumstance and situation.

Extracts from Attachment and the Learning Task INSET notes delivered by CAMHS

Many children have high anxiety for a variety of reasons, eg; experiences outside of school, lack of emotional stability, neurodevelopmental and social communication disorders.

We recognise that many cohorts will include pupils with a complexity of need. Teachers should be mindful that their expectations are challenging yet realistic and achievable.

Those in a position of trust will need to manage their responses carefully in order to create and foster a safe and productive learning environment.

Adults are mindful of the impact their mood has on pupils and the learning environment and are aware of their tone of voice, their body language and comments they make.

Adults need to reflect upon and be aware of their own feelings and how they react to these. Once we recognise the triggers in ourselves as practitioners, we can manage our responses in a measured and more helpful way. For example, adults must be mindful of the changes in their bodies that lead the pitch and volume of the voice to rise. Any impulsively raised voice, negative comment, change of expression or fast movement of the body will result in a number of children becoming anxious and aroused, entering into their fight/ flight responses.

Research shows that consequence and punishment used too often with any child, specifically children with needs such as these, is ineffective and adds to the raised anxiety leading to the fight/ flight responses.

Adults should reflect on their own style and should revisit the differences between authoritative and authoritarian. Many pupils need careful handling and need to be treated consistently fairly with kindness and empathy.

Adults must be mindful if there is one clear and specific target that an identified child they is working towards (eg staying in their chair during lessons; Waiting their turn to speak; coming in straight from playtime etc). The child should know what their target is and should be praised every time that any adult catches them doing it - ALL adults working with the child should know what the target is. ALL other behaviour is to be ignored by ALL adults (unless causing physical harm to themselves/ others).

Cherry Orchard School Incident Report

Please complete all sections

Section 1

| | | |
|-------------------|-----------------|----------|
| Name of Pupil: | | Time: |
| Date of Incident: | Place/Activity: | Year gp: |
| Reporting Staff: | Others Present: | |

Section 2: Antecedents (a brief description of events leading up to the incident)

Section 3: Behaviour (please indicate sequence of behaviour)

| | | |
|-------------------------|---------------------------|------------------------|
| Biting | Spitting | Theft |
| Damage to property | Absconding (class/school) | Throwing objects |
| Verbal abuse | Work refusal | Swearing |
| Kicking/hitting | Disruption in class | |
| Scratching/pinching | Bullying | Other (please specify) |
| Other relevant comment: | | |

Section 4: Intervention (De-escalation techniques used)

| | | |
|-------------------------|--|-------------------------------|
| Verbal advice & Support | Physical intervention e.g (prompted) excluding restraint | Non-threatening body language |
| Calm talking | Warning | Instruction |
| Distraction | Reassurance | |
| Step Away | Humour | |
| Negotiation | Options offered | Other (please specify) |
| Other relevant comment: | | |

Section 5: Action taken after incident

| | | |
|---------------------|--------------------------|------------------------|
| Talk through | Sanction/consequence | Parents informed |
| Directed Withdrawal | Sent home | Spoken to by SLT |
| Internal exclusion | Exclusion by Headteacher | Other (please specify) |

Duration of incident, how long before pupil re-integrated into the class and their routine?

Other relevant comment:

| | |
|------------------------------|-------|
| Signature of reporting adult | Date: |
|------------------------------|-------|

CHERRY ORCHARD PRIMARY SCHOOL HOME-SCHOOL AGREEMENT

The School will endeavour to ensure that your child will be kept safe, healthy, will enjoy and achieve, make a positive contribution and achieve economic well being. To this end:-

The School will:

- Care for your child's safety and happiness.
- Provide a safe and healthy environment.
- Encourage your child to do their best at all times.
- Encourage your child to take care of the surroundings and of others around them.
- Inform parents of their child's progress and attainment at regular meetings.
- Expect high standards of work and behaviour through mutual respect.
- Provide a broad, balanced curriculum to meet the needs and learning styles of every child.
- Keep parents informed of school events and the curriculum through newsletters

Together we will:-

- Support any special needs.
- Encourage your child to keep the School Rules.
- Support your child's learning to help them achieve their best.
- Deal fairly with issues of bullying.

Parents and Carers will:-

- Make sure my child attends regularly and on time.
- Make sure my child is properly equipped.
- Make sure my child arrives adequately fed, rested and ready to learn.
- Make the school aware of any concerns or problems which might affect my child's attendance, work or behaviour.
- Support the school behaviour policy.
- Support my child in reading, homework and any other home learning.
- Attend meetings to discuss my child's attainment and progress and to be involved in target setting for the next steps.

The pupil will:-

- I will come to school every day and be on time.
- I will listen and learn as well as I can at all times.
- I will work hard to meet my targets.
- I will wear my school uniform every day.
- I will respect others and behave well at all times.
- I will speak to someone if I am unhappy or if I don't feel safe.
- I will take care of the school environment.

Please read this agreement together with your child and help them to understand its importance

- I will not wear jewellery or bring toys into school.

Child's signature:

Parent's/Carer's signature:

Headteacher's signature: