



**The Orchard Vision:** *Inspiring Success*  
**Values:** *Determination, Courage, Respect and Kindness*

## The Orchard Behaviour Policy 2023

We want our school to be a **centre of excellence** for learning- for children and adults and our wider community. We want to create a school where:

- Children are safe, happy and healthy
- Children make outstanding progress and are confident, independent, enthusiastic and determined learners
- Staff are inspirational practitioners, able and enthusiastic to learn from and develop others
- Everyone shows respect and consideration for other people

We want to grow through supporting and developing other schools and continuing to learn ourselves.

We want our school to be a **rich, exciting and fun** environment which is underpinned by these important characteristics:

### **Learning:**

- Creating and thinking critically: Problem solving – using and applying skills
- Confidence to take risks and to be independent
- Collaboration
- Responsibility, Resilience, Resourcefulness, Reflection, Reasoning and Respect (6Rs)
- Exploring, Playing
- Active learning
- Tolerance and respect for others, their ideas and opinions
- Enthusiasm for learning

### **Teaching:**

- Tenacious- wanting the best for every child, every lesson, every day
- Engaging and Inspiring
- Analytical and reflective assessment: rigorous and influences every lesson
- Challenging- underpinned by high expectations
- High Quality Interaction- questioning and feedback which guides next steps, praises effort
- Excellent relationships underpinned by care and respect
- Rich Language and learning environment

### **Leadership:**

- Consistent- underpinned by a clear, well communicated vision
- Rigorous- analytical, informed by high expectations and determination to achieve the best for every child
- Relevant-based on thorough knowledge of the school, its children, families and staff,
- Current research, social and political climate
- Exemplary- excellent role models to ensure consistency and clarity
- Aspirational
- Motivating

### **Professional Conduct:**

- Reflective on own practice- proactive in seeking professional development
- Empathetic to others' needs, concerns, priorities
- Seek Solutions or Guidance
- Polite to children, staff, governors, visitors
- Enthusiastic "can do" approach and positive in the face of adversity and change!
- Communication which is clear, effective: good listening, maintaining confidentiality
- Teamwork- sharing planning, ideas, resources; flexible, approachable, sense of humour

### **Aims of the Policy**

#### **Overall aim**

- To ensure outstanding behaviour at all times in classrooms, corridors, in the playground, before, after and during school and on school excursions.
- Child on Child abuse, Sexual harassment or violence of any kind will not be tolerated and will be dealt with immediately with reference to safeguarding policies and procedures. Please refer to The Orchard Child Protection and Safeguarding Policy and The Orchard Child on Child Abuse Sexual Violence and Sexual Harassment Policy.
- This policy should also be read in conjunction with The Orchard Anti- Bullying Policy and the RSHE policy and scheme of work.

#### **Aims:-**

- To ensure all staff provide a consistent and appropriate approach of praising, rewarding and sanctioning children's behaviour.
- To develop the children's positive self-esteem.
- To encourage mutual respect, good manners and courtesy.
- To ensure successful learning and outstanding progress.

### **Teaching Behaviour**

Good behaviour needs to be modelled and taught. All the staff must hold high expectations of the children's behaviour and these need to be communicated to the children clearly.

The following strategies are used:-

Class charters- At the beginning of each year, the class teacher talks to the children about what makes their class happy and safe in the context of the Rights Respecting curriculum based on the UN articles. Children contribute ideas to make a positive class list of 'dos' to be displayed in the classroom.

Teachers ensure the charter is visible to the children and understood. The 6R balloons are used to reward responsibility, resilience, reflection, resourcefulness, reasoning and respect for others. The rainbow is used to reward other good learning or behaviour.

Children are given stickers which reinforce to them and their parents that they have been rewarded for "being responsible" or "resilient" (or any of the 6Rs) or because they were "on the rainbow" for listening well on the carpet or any good behaviour.

Whole school code of behaviour- During the Autumn term our whole school rules and a whole school code of behaviour is learned and discussed with the children through Assemblies.

Our five school rules:

- We look after each other
- We listen to each other

- We keep our hands and feet to ourselves
- We walk and use our quiet voices when we are inside
- We keep our school tidy

Please click on the link below to view the document 'Good Behaviour at The Orchard'



Good Behaviour at the Orchard.pdf

We also teach this code of behaviour:

- Everyone has a right to a happy and safe time in school
- Everyone has the responsibility to:
  - Respect one another and be kind
  - Play games which do not involve hurting
  - Let other children join in our games
  - Tell an adult if someone is unhappy
  - Tell an adult if someone is not behaving kindly or respectfully
  - Share, look after and tidy the equipment

Examples of unacceptable behaviour:

- Calling out
- Pushing
- Hitting
- Kicking
- Teasing/upsetting others- verbally or through written word/cyber bullying
- Ignoring
- Name calling
- Swearing
- Running inside school
- Non-compliance with staff instructions

### **Wave 1 Teaching (for all children)**

PSHE & RSE Personal, Social, Health and Education and Relationship & Sex Education is taught explicitly and is also embedded through our relationships and ongoing interaction with the children. The key aspects of our teaching are:

#### Zones of Emotional Regulation

We display and use the zones of regulation in each class. There are four key zones reflecting different emotional states. These states are explained to the children supported by the use of emojis and practical examples. Children are taught different ways to respond and manage when they experience these emotions. They are reminded and encouraged to use these "tools" to facilitate their developing "self- regulation" of emotions.

Each class has a circle time each week as part of Personal Social and Health Education provision. Children are encouraged to take turns to contribute to discussion on certain themes.

(Please also refer to our Spiritual, Moral, Social and Cultural Development Policy).

#### Stories

Stories with a personal, social and emotional health education theme are used in all classes and in assemblies to promote discussion about behaviour, feelings and significant events in our lives.

### **Wave 2 Teaching (Additional support for some children)**

#### Small Group Teaching:

##### Role Play and Social Stories

Children are encouraged to take turns and share equipment in the classroom and playground. Small world role play, figures and puppets are used with the children to act out situations and demonstrate how we need to interact with each other. Social stories are used to depict situations where children experience difficulty. For example, a story may be created, inserting a child/children's names to put forward a way of behaving with others or facing an anxiety.

##### Zones of Regulation

Although this is a whole school and whole class approach it can be used very effectively to work with individuals or small groups as appropriate. (See above)

##### ELSA

We have two trained Emotional Literacy Support Assistants who work across three afternoons each week in school. They will work with identified children in a 1:1 or small group situation to work on an individualised programme.

##### Staff as role models

All staff treat each other, parents, visitors and the children with equal respect providing examples to the children of good manners and courtesy. Teachers say 'Good Morning/Afternoon' to each child in the register and the children respond with 'Good Morning/Afternoon' and the teacher's name. Children are reminded to say please and thank you, let others through doorways and stand to let visitors along the corridor.

##### School Council

Six year two children, three year one and three year R children are elected during the Autumn term to form a school council and represent all the children's views. They have a 'job description' which states the part of the school aims which they work towards – making our school 'safe, happy and healthy'. They listen to the children's ideas to improve these areas and meet with the Headteacher to plan for putting ideas into action.

##### Management of Behaviour

**Praise** Children are praised for good behaviour at all times by Class Teachers, Headteacher and Assistant Headteachers, and Teaching /Special Needs Assistants. This is often qualified with reference to the 5Rs or to the effort made.

**Reward** Children may be rewarded for good behaviour with use of stickers or the Head teacher's 'well done' stamp. Children who have experienced difficulty in behaving well may be given a sticker/smiley face/tick chart or 'green card' to reward every small aspect of positive behaviour or the reward of a favourite activity. Whole class reward systems enable all children in the class to be involved and praised for good behaviour. In each class there is a sunshine poster and each child has their own "ray of sunshine" strip with their name on it. Each day, all of the children will have their name on the sunshine for good sitting, listening, being polite, or any aspect of good behaviour the staff wish to promote start on the sunshine. Children who are noticed for being particularly hard working, kind, promoting any of our core values and exemplifying the 6Rs etc. are moved on to the rainbow and given a sticker.

**Co-operation - School/Home** Parents sign a home-school agreement when their children join the school. The school is committed to communicating the school's expectations on behaviour and

informing and involving parents if a child's behaviour is not appropriate and when it is excellent, (through stickers which come home). Parents are invited to/signposted to workshops for positive parenting and behaviour management. Our home school link worker also supports families with concerns about managing behaviour.

Parents can make comments or ask questions concerning any school policy, (they are on the school website as well as available in the school entrance area). Each year, in addition, The Behaviour policy and Anti Bullying policy are discussed and reviewed in our Governors 'Parent Liaison Group' discussions.

When a child is consistently behaving inappropriately, parents will be informed and targets for improvement discussed. Teachers and parents will agree the rewards and sanctions which are appropriate as well as a date to review the child's progress. When appropriate, if there is continuing difficulty, this is all written down in an individual plan or when behaviour is difficult to manage or disruptive. Often a child will have an individual reward chart so that they can see and be rewarded for individual success. Other agencies may be contacted such as The Educational Psychologist or the Behaviour Support Service. The school will always ask parent's permission before this happens. Progress will be reviewed at least termly.

### **Sanctions**

As well as rewarding good behaviour the school has clear sanctions for discouraging inappropriate behaviour. When children are experiencing difficulty in managing their behaviour, it is important to give warning that if their unacceptable behaviour is repeated they will have to receive a sanction. A visual reminder of this is helpful, using a red and green card system which illustrates acceptable (green) and unacceptable (red) behaviours, reinforcing this for the child. The following system might be adopted for a child who requires an 'individualised plan' for managing behaviour:-

- Use an individual display card with velcro fixings
- Reward good behaviour with praise, thumbs up and stickers as much as possible!
- If unacceptable behaviour, (e.g. non-compliance after encouragement, support and a warning), or after one incident of deliberately hurting anyone:
  - Have time out, using one minute → five- minute timer
  - Say sorry
  - Reflect on how their behaviour has affected others
  - Write a letter of apology
  - lose privileges – e.g. a favourite activity or game
  - go to another class
  - see the Head teacher
  - Inform Parents
  - Incidents where children have caused deliberate will be logged in the school behaviour log.

### **No physical punishments or threats of physical punishment are ever used.**

Children are always asked questions (including those who witnessed an incident) to ensure matters are dealt with fairly. Children are encouraged to tell and should always be listened to. When there is a persistent and/or intentional upsetting of another child this is seen as bullying. Whenever a case of bullying is suspected, parents will be informed immediately and the anti-bullying procedures will be followed (see anti-bullying policy).

### **Monitoring of the policy**

The following procedures take place to monitor the impact of our work:

- Termly classroom observations and drop ins by Head Teacher
- Additional classroom observations by Team leaders/Subject leaders

- Monitoring of lunchtimes and playtimes by Head Teacher and Senior Leaders
- Record of incidents
- Letters to parents concerning incidents
- Parent questionnaire- annual
- Children's questionnaire - annual
- Governor termly learning walks

### How do we support social and emotional needs at The Orchard?

Our approach includes the following elements and is dependent on a strong **consistency** of practice throughout the school. This consistency helps to create a **strong culture of valuing each individual and high expectations**.

- **Relationships** with the children which are warm, nurturing, value and respect difference and support positive self- esteem.
- **Teaching and modelling good behaviour**, ways of managing social situations and emotions
- **Managing behaviour positively** and consistently throughout the school
- **A shared language** for talking about desirable behaviours
- A focus on **independent learning** and each child's sense of responsibility in their own learning and behaviour
- A commitment to **ensuring success** for every child
- **Additional support** for children who have additional emotional and social need
- A strong **PSHCE curriculum** which has time allocated to it
- A strong emphasis on **speaking and listening**
- **Evaluation** of Social and Emotional strengths and weaknesses and impact of school strategies and activities

### What do we do to make these things happen consistently and successfully in our school?

#### 1 .Relationships.

Staff take time and care to get to know every child and use their name when we address them. We greet children with a smile at the door each day and endeavour to notice things like a new haircut or a new gap in their teeth. We listen to the children and deal with any upsets fairly. We notice if there is a change in their demeanour or behaviour. We look after the children if they are hurt or upset or unwell, making sure the right course of action is taken. We model politeness and respect so that children are polite and show respect to one another.

#### 2. Teaching and Modelling good behaviour

Staff are explicit about how to share, how to take turns, how to resolve disagreements and explain that others have needs too. We use the UNICEF Rights respecting framework in each class to demonstrate that everyone has rights but everyone has responsibility too. We use the 6 Rs to praise and reinforce positive learning behaviours. We set up tasks, games and tell stories which develop social skills and we talk about which skills make those activities successful. We intervene when we see children are not behaving appropriately and give guidance and support to improve their behaviour. We provide paired and collaborative tasks to practice and develop social skills. We reinforce good behaviour through qualified praise and through a consistent use of language. We use the "Fun Friends" programme to teach emotional resilience and how to develop positive friendships.

#### 3. Managing behaviour in a positive and consistent way

We have whole school behaviour, anti-bullying and equality policies and ensure that practice is consistent in every class, playtimes, lunchtimes and corridor times. We use the same reward and sanction systems throughout the school and always ensure we deal with poor behaviour in a way which respects each individual: using language carefully, keeping calm, never shouting and being fair through listening to all involved. We use qualified praise as much as possible and always try to emphasise, notice and reward the good behaviour rather than dwelling on or over emphasising the behaviour we do not want to see. However, when behaviour is unacceptable it is sanctioned so a child is clear and knows the consequences of behaving in that way.

**4. Using a shared language.** We use the 6 Rs to support learning behaviour and social and emotional development, teaching the children the meaning of *Responsibility, Resilience, Reasoning, Reflection, Resourcefulness* and *Respect* for others through practical examples and through qualified praise. We also use the language of the UNICEF "Rights Respecting" agenda. We use language such as "good looking", "good manners", "good listening" supported by visual symbols where appropriate. We qualify feedback: "I like the way you.....shared your puzzle pieces.....looked after your friend".

#### **5. Independent Learning and Individual Responsibility**

In every lesson and activity every day we encourage the children to do things by themselves and praise them for this independence. We set up the classrooms and resources so that children can find things and put them away independently. We plan challenging tasks for the children and teach them strategies to achieve them independently. We praise them for trying things independently and reinforce that it is ok to make mistakes. We encourage the children to evaluate their own learning and contribute ideas about what makes it successful. We aim that the children understand that effort is the most important factor in successful learning and so praise their effort rather than ability. We explain and reward responsible learning so that children feel empowered and proud of their own success and want to repeat it.

#### **6. Securing success for every child**

Staff assess each child and their progress very carefully so that they can differentiate the learning for them. Each task will take the child on the next step in their learning so that they are challenged and make progress. Support throughout the lesson is given through marking, feedback, praise and guidance to ensure success. Each child, whatever their experience or prior attainment, is also given the opportunity to achieve at least part of a task independently so that they learn "I can do this by myself"

#### **7. Support for children with additional need**

Some children find it more challenging to manage their emotions or to conform with social expectations. They may not yet have developed the language skills or the experience to interact positively with others or there may be underlying social and communication difficulties or attention difficulties. Some children may not have had the benefit of positive role models or management of their behaviour at home. We organise "Time to talk" groups to teach social skills and practice speaking and listening to others. We use small world role play, intervene in role play and use social stories to teach effective social skills. We reinforce teaching with visual symbols and reward systems. We use reward to promote socially effective behaviours and pair or group children with good role model peers. We follow advice from outside agencies where there are particular issues to support, providing individualised programmes as required.

#### **8. RSHE curriculum**

All year groups teach PSHE and RSH weekly, timetable circle time, and use opportunities

across the curriculum and throughout the school day to teach children how to deal with different situations which arise at school. We have a whole school policy and aim to maintain a healthy school through continuous evaluation of the healthy school standards. This curriculum is also supported and enriched through assemblies, careful selection of stories and intervention groups where appropriate.

### ● **9. Speaking and Listening**

Staff provide a rich language environment and varied opportunities for speaking and listening every day. Our commitment to ensuring a high quality of language use is demonstrated by the “our 4 school values,. Where there are specific additional speech and language needs we implement SALT programmes for individual children.

### **10. Evaluation**

We evaluate children's social and emotional needs, assess progress and analyse the impact of our work.

This is carried out through:

Classroom observations

Discussion with colleagues and line managers about individual children and our observations.

Equality incident log

-Meetings with parents notes

Parent questionnaires

Children's surveys

School council feedback

Governor learning walks

Visitor feedback

Provision mapping analysis

Individual Education /Provision Plans

Staff feedback

One of our Assistant Head Teachers, Mrs Turi, is responsible for Pastoral Support across the school and will liaise with parents and staff to ensure individual needs are met and support provided or signposted when needed.

Our SENCO, Mrs. Barkway-Smith is responsible for children with identified Special Educational Need and/or disability. She also liaises with parents and staff where there is identified need or difficulty in relation to behaviour.

### **Procedure to follow when children misbehave**

**Minor issues-** eg, calling out, talking when should not, not listening, fidgeting etc:

1. Warning
2. Thinking chair time out- 1minute to 3 minutes maximum
3. Send to a more senior member of staff
4. Send to the Head teacher

### **Play fighting**

1. 1 warning unless very dangerous- and then proceed to time out straight away
2. Time out 1-3 minutes
3. Send in to HT or most senior member of staff

### **Hitting/pinching/kicking /other fighting**

1. Apologise and Time out 1-3 minutes



2. Send to HT or most senior member of staff, verbal and written apology, write up incident, Inform parents

**Defiance-** eg- not coming in when should, not stopping activity when should, running off, refusing to do what a member of staff asks

Avoid physical contact or chasing- if danger of running off- ensure gates locked- get another adult to inform office to get HT or senior member of staff and so office staff are aware of the situation. Observe from a distance rather than getting too engaged in an argument or a chase. Calmly reassert the consequences at intervals. Explain you are timing how long it takes until the behaviour improves and for every minute this takes a minute will be taken from playtime.

1. Warning and say you have two choices- do as told now or miss time from play
2. start timing and reminding at regular intervals but not getting on to a long discussion or argument- ie ignore as far as possible
3. apology, write up incident, inform parents

**Damaging /mistreating school or others property**

1. Make amends- clean-up/put away
2. Time out or miss x minutes of play time according to seriousness
3. Inform HT, inform Parents and ask for replacement of item

**Latest review:** September 2023

**Next review:** September 2024

**Linked policies:**

- Spiritual, Moral, Social and Cultural Development Policy
- Anti-Bullying Policy
- Equality Policy