

Orleans Primary School



Behaviour Policy

Governor's Committee Responsible	Full Governing Body
Status	Statutory
Review Cycle	3 yearly
Date written/last review	September 2019
Date of next review	September 2022

Signature Head teacher:

Date:

Signature Chair of PC&C Committee:

Date:

Orleans Primary School - Behaviour Policy

Our motto: A love of learning, for life, for all

Orleans Primary School is a UNICEF Rights Respecting School and has been awarded a Bronze Accreditation.

This policy should be read in conjunction with the Safeguarding and Child Protection policy, Anti-bullying policy, the Online Safety Policy and the Exclusion Policy.

Our most recent OFSTED report (January 2014) said the following:

‘Pupils’ excellent attitudes to learning, punctuality and attendance mean that behaviour is outstanding’.
OFSTED 2014

‘The superb relationships between all members of the school community mean that any minor falling out or disagreement is resolved quickly and well. Pupils feel exceptionally safe at this school and know exactly how to keep themselves safe on the internet.’ OFSTED 2014

1) Aims of our Orleans Behaviour Policy

The Governing Body have agreed the following principles to guide the Headteacher in determining measures to promote good behaviour:

At Orleans, we strive to create a welcoming and supportive environment that encourages and reinforces excellent behaviour. We are committed to building trusting relationships with all children which are based around respect for our rights, ourselves and each other. As a school, we firmly believe that if we commit to maintaining high expectations of behaviour in all areas of school life our children’s behaviour for learning will be maximised, enabling every child to reach their full potential.

The well-being of our school community is paramount to creating a successful learning environment, for all. We expect all children to develop a sense of personal responsibility and to treat all other children kindly and with respect. We use a common language of rights with the children to ensure that when we talk and think about inappropriate behaviour it is the behaviour and actions that are wrong and not the individual. Our Home School Agreement clearly outlines our expectation of children and of the role parents have in guiding and supporting their children.

This policy outlines the consistent approach to positive behaviour management that we adopt to equip the children with a lifelong set of behaviour skills and values. It defines acceptable and unacceptable standards of behaviour and the rewards and sanctions that occur in response to the behaviours exhibited by the children.

Our school values and our commitment to the appropriate Articles of the UNCRC promote equality for all; therefore, we hold a zero tolerance policy against acts of bullying, racism, homophobic bullying and online bullying. This is in line with the Equality Act 2010. The school incorporates the Safeguarding of all pupils into its Behaviour strategy.

Our policy is designed to include the whole school community, including parents and carers, to ensure clear, consistent and robust systems are in place to deal with inappropriate behaviour. It is our aim to build resilient and positive children that have the behaviour skills for life, which will enable them to take their place in society.

2) Written Statement of Behaviour Principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

3) The Role of all staff and volunteers in regard to behaviour:

Our expectation of all staff at Orleans is that they will take a proactive approach to identifying and dealing with behaviour issues. The staff at Orleans will model the expected behaviours both with each other and the children at all times and will:

- Adhere to this behaviour policy at all times
- Act in accordance with the Single Equality Policy to ensure no discrimination, harassment or victimisation of pupils due to their sex, race, religious belief or faith, age, sexual orientation, gender reassignment or disability.
- Refer to the Articles in the UNCRC in order to help children use the discourse of Rights when dealing with behaviour issues.
- Use positive language and clear body language.
- Talk politely with each other.
- Adopt a calm approach/supportive attitude when communicating with each other.
- Talk and listen with respect at all times.
- Reinforce the high expectations of all children's behaviour.
- Take account of children's social and emotional needs.
- Raise any concerns about a child's behaviour in the correct forums and record incidents in the class communication books.

Our staff are provided with training on Behaviour Management, and this behaviour policy is used as part of the Induction of new staff.

4) The Role of the Headteacher

The Headteacher is responsible for reviewing this policy in conjunction with the P, C&C Committee, giving due consideration to the expected standards of behaviour. The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5) The role of parents

At Orleans, we expect parents to fully support our high expectations of behaviour and to agree our 'Home School Agreement' (see appendix 2) which details our behaviour expectations. The Department for Education Guidance 'Ensuring good behaviour in schools' (2012) states clearly that 'Parents have a clear role in making sure their children are well behaved at school' and we expect parents to support what we do by reinforcing good behaviour for their children at home. The school actively encourages parents to contact them about any concerns they have either about their child's behaviour or with any fears they have about their child being upset by others. Where parents refer to specific incidents the school will thoroughly investigate them and will report back on their findings. It is important for parents to accept that sometimes an investigation may point to their child being the instigator and that the school will expect parents to respect and support the schools behaviour policy if this is the case.

6) The role of the Governing body

- To monitor regularly to ensure that the school complies with this policy.
- Delegate powers and responsibilities to the Head teacher to ensure that school personnel and pupils are aware of this policy.
- Delegate powers and responsibilities to the Head teacher to ensure all visitors to the school are aware of and comply with this policy.
- Support the Head teacher and school personnel in maintaining high standards of behaviour.
- To be responsible for ensuring this policy and all policies are maintained and updated regularly.

The School has a named Behaviour Governor (Michael Safo).

7) Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involved the imbalance of power. Details of our schools approach to preventing and addressing bullying are set out in our anti-bullying policy.

8) Behaviour of pupils online

As a Rights Respecting school, we are committed to ensuring that children have access to Article 17 – the right to access reliable information from the media. Increasingly children have an online presence and should know how to behave safely and responsibly. The school expects parents to support their children through monitoring their child's online activity out of school hours. At Orleans, our carefully planned curriculum provides opportunities for pupils to learn about online safety and the strategies they can use to keep themselves safe.

The school recognises its responsibility to monitor the behaviour of pupils using social media not only inside school but also out of school hours. Where the school is informed that online bullying is taking place it will immediately contact the child's parents and ask them to attend a meeting at school to establish the facts. Following this the school will consider the evidence and then make a decision as to the appropriate action to be taken.

9) Behaviour of pupils beyond the school gates including on school visits or residential trips

The school has the same high expectations of pupils on school visits and residential trips as when the pupils are in school. Pupils are reminded of this each time they take part in an activity off site. If a pupils, behaviour is unacceptable leading up to or during an educational visit or residential trip then the school may have to ask parents to collect their children or the school will send staff to come and collect the pupil.

The school will deal with all non- criminal bad behaviour and bullying which occur anywhere off the school premises and which is witnessed by a staff member or reported to the school. The school in these circumstances will always inform the parents. Appropriate actions will be decided by SLT and come from the agreed list of sanctions.

10) Pupils with Special Educational Needs

Orleans Primary School recognise the importance of understanding the needs of pupils with additional needs for whom the behaviour strategy will not be an effective way of supporting good behaviour. The Special Educational Needs coordinator will provide specific strategies for the child's class teacher and support staff to use.

11) Use of Reasonable Force

The school recognises that there are, occasionally, unforeseen or emergency situations, which may cause the need for a physical intervention. The school has a Physical Intervention policy in place, which details when it is deemed appropriate to use reasonable force to ensure a child either does not cause injury to themselves or to another child.

12) Allegations of Abuse against Staff

All allegations of abuse, which are made against staff, will be investigated following the schools 'Managing Allegations against Staff Policy.' The school will aim to ensure that staff are guided towards pastoral support whilst any allegation is being investigated.

13) Exclusion

Exclusion is used only in the rare instances. Where a child is either not responding at all to a range of behaviour management strategies and their behaviour is significantly and repeatedly disrupting the learning of others, or if the child has behaved in a way deemed as particularly extreme such as being violent or abusive towards another pupil or member of staff: the school will need to consider if this is an appropriate action.

The school has a separate Exclusion Policy that includes guidance on the exclusion process.

14) Pupil Support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater for the needs of the pupil.

Where the school believes that there may be an underlying reason for a child's repeatedly unacceptable behaviour we will initially discuss this with the child's parents and seek professional guidance from our Inclusion Manager (Beckie Bennett) and our SENCO (Leanne Ho). We may also seek advice from the Local Authority Inclusion, Behaviour teams or social services. Our SENCO also works with staff to provide advice on strategies to use with pupils who need extra support.

Children who continue to disrupt on a regular basis will be brought to the attention of the Deputy or Head teacher and the child's parents will be contacted to attend a meeting in school to discuss their child's behaviour and put an appropriate action plan in place.

15) Pupils who do not respond to the schools behaviour strategies

The school recognises that a 'one size' behaviour policy does not fit all. Where a child's needs are such that our behaviour policy is not effective we will seek advice from external agencies such as the behaviour support team at Achieving for Children. These agencies will advise the school on specific strategies to support the behaviours concerned.

16) Pupil Transition

To ensure a smooth transition into the next year, pupils have transition sessions with their new teachers. In addition, staff members hold transition meetings with parents and with the teacher from the previous academic year. To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues is transferred to relevant staff at the start of the academic term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

17) Confiscation of inappropriate items

Headteachers and staff who are authorised by the Headteacher 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 include knives or weapons, fireworks, matches or lighters, firecrackers, electronic devices or any item, which could be used to hurt another pupil, member of staff or school property. If any such item is found it will be confiscated and if appropriate will be returned to the child's parents or disposed of.

If a member of staff suspects a pupil has a banned item in their possession, they can instruct the pupil to turn out his or her pockets or bag and if the pupil refuses, the teacher will send the pupil to the Headteacher or the Deputy Head and their parents will be contacted and asked to attend the school.

Searching and Screening Pupils is conducted in line with the DFE Guidance on Searching Screening and Confiscation:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf

18) Golden Rules

The Golden rules are used to support the pupils, staff and parents in understanding the expectations of behaviour at Orleans Primary School. The Golden Rules are to be found in Appendix 1.

19) Class Charters

Each class creates a class charter every academic year. This charter is a selection of Articles from the UNCRC that the children vote for in order to inform the 'rules' for their classroom for the year. The charter focuses on up to three articles, explaining how the pupils are going to respect the Article and how the adults in the room will respect the Article. The charter is referred to during classroom learning and is a useful tool to remind the children about respecting their right to an education.

20) Home school agreement

The Home School Agreement states the responsibilities of the children, school and parents. It is a contract between all these parties to support the development of the pupil with relation to their learning, commitment to school and to their behaviour. The Home School Agreement is to be found in Appendix 2.

21) The Process for managing and monitoring behaviour

Staff monitor children's behaviour very carefully and report any incidents directly to the children's class teacher on the day they occur. The incident is recorded in the Class Communication book.

We also understand that if a child behaves inappropriately there should be consequences and the children, staff and parents must be aware of these with the aim of challenging negative behaviour. At Orleans, we have categorised behaviour into four groups called stages 1, 2, 3 and 4 in order that the sanctions match the behaviour. (Please see page 8 onwards)

The following points must be considered when following the stages of behaviour:

- Making sure all adults in the room know how to respond to sensitive pupils or those with additional needs;
- Ensuring that children actually receive rewards every time they have earned them and receive a sanction every time they behave inappropriately;
- Carefully following each stage of the behaviour policy rather than overreacting to poor behaviour;
- Remembering to stay calm.

Where there is a serious incident it will be recorded using the form in Appendix 5 and the details will be kept in the Headteachers office in the Behaviour File once the incident has been dealt with.

22) Rewarding Good Behaviour


Rewarding children for their achievements, including their behaviour, is embedded in the life of our school. Merit certificates, stickers, house points are examples of this. Our emphasis is on rewards to reinforce good behaviour, rather than on negative behaviour. We believe that rewards have a motivational role, helping children to see that good behaviour is valued.

We use a selection of rewards including;


- Merit Awards: these are presented by the Headteacher in the Award Assembly each Friday morning.
- Diamond Awards: children who excel in their work or achieve an aspect of learning personal skills are sent to the Headteacher to have their name recorded in the Diamond Book; their names are then published in our weekly newsletter.
- Praise: all members of staff praise children for positive behaviour.
- Stamps and stickers
- Individualised reward systems in classes for example, Marbles in the Jar.
- House points in Key Stage Two which are linked to our four houses; Marble Hill, Crane, Richmond and Syon.
- Good assembly behaviour rosettes.

Reviewed September 2019.

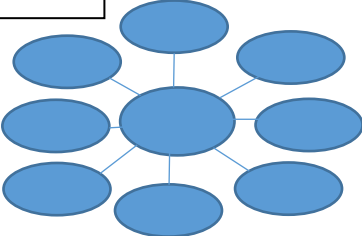
STAGE 1

Behaviour	Intervention – Actions to be taken immediately	Actions to follow up the incident
<ul style="list-style-type: none"> • Calling out • Poor manners • Swinging on chair • Required to refocus • Lack of effort • Distracting others 	<ul style="list-style-type: none"> • Visual or verbal command • Express disappointment • Reminder of appropriate choice/behaviour • Peg moved to the stage 1 cloud 	<p>If the behaviour ceases there is no further action.</p>

STAGE 2

Behaviour	Intervention – Actions to be taken immediately	Actions to follow up the incident
<ul style="list-style-type: none"> • <u>Persistent Level 1</u> • Invading personal space • Persistent distraction • Persistent distraction of others • Snatching • Saying hurtful and unkind things • Persistent calling out • Failure to follow instructions given by an adult • Excluding others • Disrespecting property 	<ul style="list-style-type: none"> • Movement of seat • Clear formal reminder that continued failure to follow instructions will result in moving to stage 3 • 3 questions <ol style="list-style-type: none"> 1. What did you do? 2. What should/could you have done? 3. What will you do now to put it right? • 5 minute reflection time in classroom/outside if teacher is on duty • Peg moved to the stage 2 cloud 	<ul style="list-style-type: none"> • Write up on stage 2 communication sheet in communication book • LA to monitor sheets weekly • ½ termly staff meeting to monitor books and head teacher to speak to children who have 3 entries in a half term

STAGE 3

Behaviour	Intervention	Action
<ul style="list-style-type: none"> • <u>Persistent level 2 behaviour</u> • Constant disobedience • Answering back • Name calling • Swearing • Spitting • Breaches of the online safety policy 	<ul style="list-style-type: none"> • Verbal choice chart (KS1) • Written choice chart (KS2) (Appendix 3) • Send to Year Group Leader and decide on appropriate time out • Pupil to miss morning playtime with class teacher / Year group leader • 3 questions <ul style="list-style-type: none"> ❖ What did you do? ❖ What should/could you have done? ❖ What will you do now to put it right? • Peg moved to cloud 3 <div data-bbox="875 981 1296 1254"> <div data-bbox="875 981 1039 1034">Choice Chart</div>  </div>	<ul style="list-style-type: none"> • Recorded in communication book as a Stage 3 behaviour • For KS2 Choice chart stapled into communication book • Parent contacted by the class teacher

STAGE 4 – Please Note that the School has an Exclusion Policy which will be used if there are persistent breaches or one major breach of this Behaviour Policy

Behaviour	Intervention	Action
<ul style="list-style-type: none"> • Persistent level 3 behaviour • Being in possession of any prohibited items • Targeted derogatory behaviour towards another pupil: <ul style="list-style-type: none"> ○ homophobic behaviour ○ racist behaviour ○ bullying • Derogatory remark directed at a member of staff • Fighting • Physical behaviour towards another person • Stealing • Refusal to follow instructions • Sexual behaviour • Breaches of smoking, drug and alcohol policy 	<ul style="list-style-type: none"> • Verbal choice chart (KS1) • Written choice chart (KS2) • Miss whole of lunch time with the head teacher • Peg moved to cloud 4 <div data-bbox="1005 681 1158 932" data-label="Image"> </div>	<ul style="list-style-type: none"> • Recorded in communication book as a Stage 4 behaviour • For KS2 Choice chart stapled into communication book • Head teacher/Deputy Head teacher to contact parent • Phase Leader to be informed • Follow up meeting with the class teacher • If there are serious and persistent breaches of behaviour this may result in exclusion • For behaviours relating to the Equality policy (sex, sexual orientation, race, religion, gender reassignment, age, disability) the incident reporting form must be completed. (Appendix 4)

Filling in the Choice Charts

The choice charts are used to support the children in reflecting on their behaviour and to help them to change their behaviour for the better.

KS1

In KS1 the child will talk through the possible choices of behaviour with an adult with the aim of enabling them to decide what would be the most appropriate behaviour and action if a similar situation occurred again.

KS2

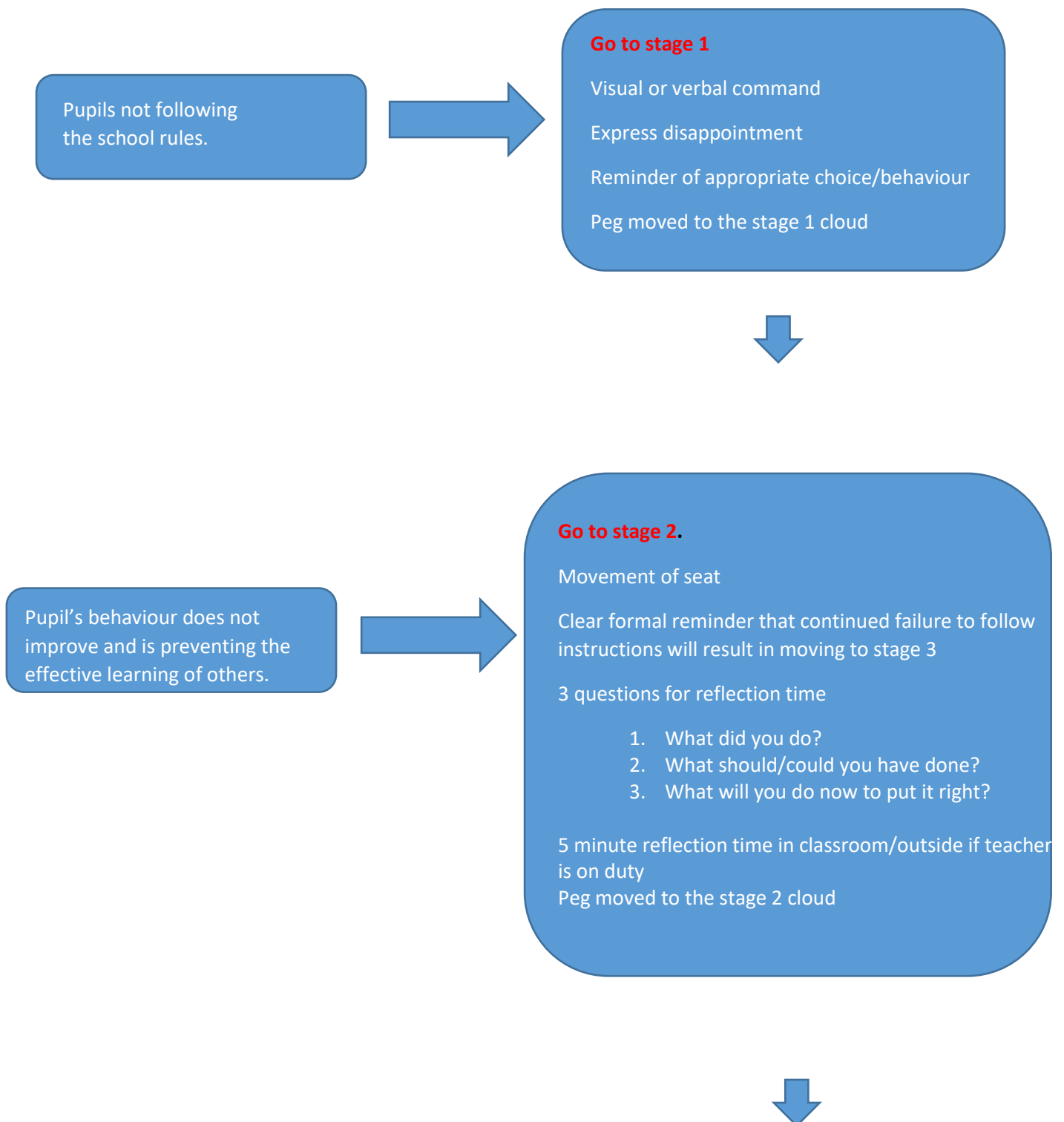
In KS2 the children will complete a paper copy of the choice chart. The children will be introduced to four specific modes of behaviour. These are: assertive, passive, aggressive and passive aggressive. When completing the choice chart they will need to say the different possible actions that they could have taken and what mode of behaviour each action would be. For example if they suggested that they could talk calmly to someone explaining they were cross this would be assertive. If they suggested they could kick someone this would be aggressive behaviour. The four faces representing these behaviours are displayed in the KS2 classrooms. (Appendix 5)

Excellent Behaviour

When children exhibit excellent behaviour it is possible to move their peg up from the starting cloud to the sun and then from the sun to the diamond. This is to ensure that positive attitudes and behaviour are recognised and rewarded. In KS2 if a child has their peg moved up to the sun they are awarded 1 house point and if they move up to the diamond they are awarded 2 house points and their name is added to the diamond list shared with the children in the weekly merit assembly and communicated to the wider community in the newsletter.



Behaviour Flow Chart



Pupil's behaviour does not improve and is preventing the effective learning of others.



Go to stage 3.

Verbal choice chart (KS1)

Written choice chart (KS2)

Send to Year Group Leader and decide on appropriate time out

Pupil to miss morning playtime with class teacher / Year group leader

3 questions

- ❖ What did you do?
- ❖ What should/could you have done?
- ❖ What will you do now to put it right?

Record in communication book and contact parent.

Peg moved to the stage 3 cloud



Pupil's behaviour does not improve and is preventing the effective learning of others.



Go to stage 4.

Verbal choice chart (KS1)

Written choice chart (KS2)

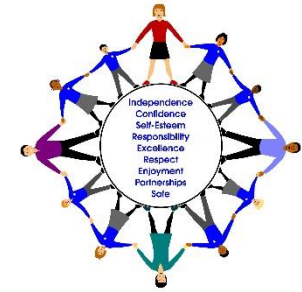
Miss whole of lunch time with the head teacher

Record in communication book and head teacher Year Group leader to be informed

Peg moved to the stage 4 cloud



Golden Rules



We are responsible.

We are honest.

We are kind and helpful.

We work hard.

We look after property.

We listen.

We don't blame others or make excuses.

We don't cover up the truth.

We don't hurt others or hurt their feelings.

We try our best and don't waste others or our time.

We don't damage others or our things.

We don't interrupt.



Orleans Primary School

Hartington Road, Twickenham, Middlesex, TW1 3EN T: 0208 8921654 F: 0208 7442844
Email: info@orleans.richmond.sch.uk www.orleans.richmond.sch.uk
Headteacher: Jane Evans BA (Hons) PGCE, NPQH



Home School Agreement



The Orleans Primary School Home School Agreement details the school's expectations of both children and parents, as well as what children and parents can expect from the school. We expect all the parents at Orleans to agree and sign this agreement in order to create successful and solid partnerships, which support all our families and help all our children achieve their best in safe and secure surroundings.

The Staff of Orleans Primary School will:

- Provide a foundation for lifelong learning.
- Provide a broad, balanced and creative curriculum, in line with the National Curriculum.
- Enable children to do their best at all times by setting appropriate targets.
- Promote high expectations so all children can achieve their potential.
- Encourage children to take pride in their achievements.
- Encourage children to show a caring attitude towards each other.
- Provide a safe and secure environment for the children.
- Ensure pupils understand how to stay safe online and how to use technology to enhance their lives and learning.
- Enable children to talk about anything that is worrying them.
- Welcome parents in to school and keep them informed about school initiatives.
- Use a supportive approach and show a positive attitude towards all children.
- Inform parents of their children's progress and suggest ways that they can support their children's education.
- Ensure that parents know procedures for expressing any concerns.
- Ensure that the school community is aware of safeguarding children and child protection procedures.

Jane Evans
Head teacher

Alex Axiom
Chair of Governors

As a parent of a child at Orleans Primary School, I will:

- Behave respectfully towards each member of Orleans Primary School staff.
- Support the school's expectations at all times in line with the school's behaviour policy and ensure that my child wears the correct uniform every day.
- Work with the school to improve my child's behaviour if it does not meet the expectations set as outlined in the behaviour policy.
- Work with the school to ensure that my child stays safe online by following advice provided by the school and using parental controls on all devices that my child has access to.
- Support my child's learning and offer appropriate support with their home learning and all projects when necessary.
- Encourage my child to become independent and take responsibility for their personal organisation.
- Attend parents' evenings to discuss my child's learning and progress.
- Ensure my child arrives on time in the correct school uniform every day.
- Inform the school of any absence and avoid taking holidays in term time.
- Inform the school of anything, which they feel, may be affecting my child's learning.
- Share any concerns I have by talking to the class teacher, in the first instance, and then the head teacher if appropriate. We believe raising concerns in person rather than by email helps both parties and so is the preferred method.
- Support the school's expectations of behaviour at all times in line with the school's behaviour policy.
- When using social media I will be mindful of the school's reputation and refrain from posting negative comments. I will raise any concerns I have directly with the school following the school 'Complaints Procedure' (available on the

school website)

Signed: _____ Parent of: _____ Date: _____

As a pupil at Orleans Primary School, I will:

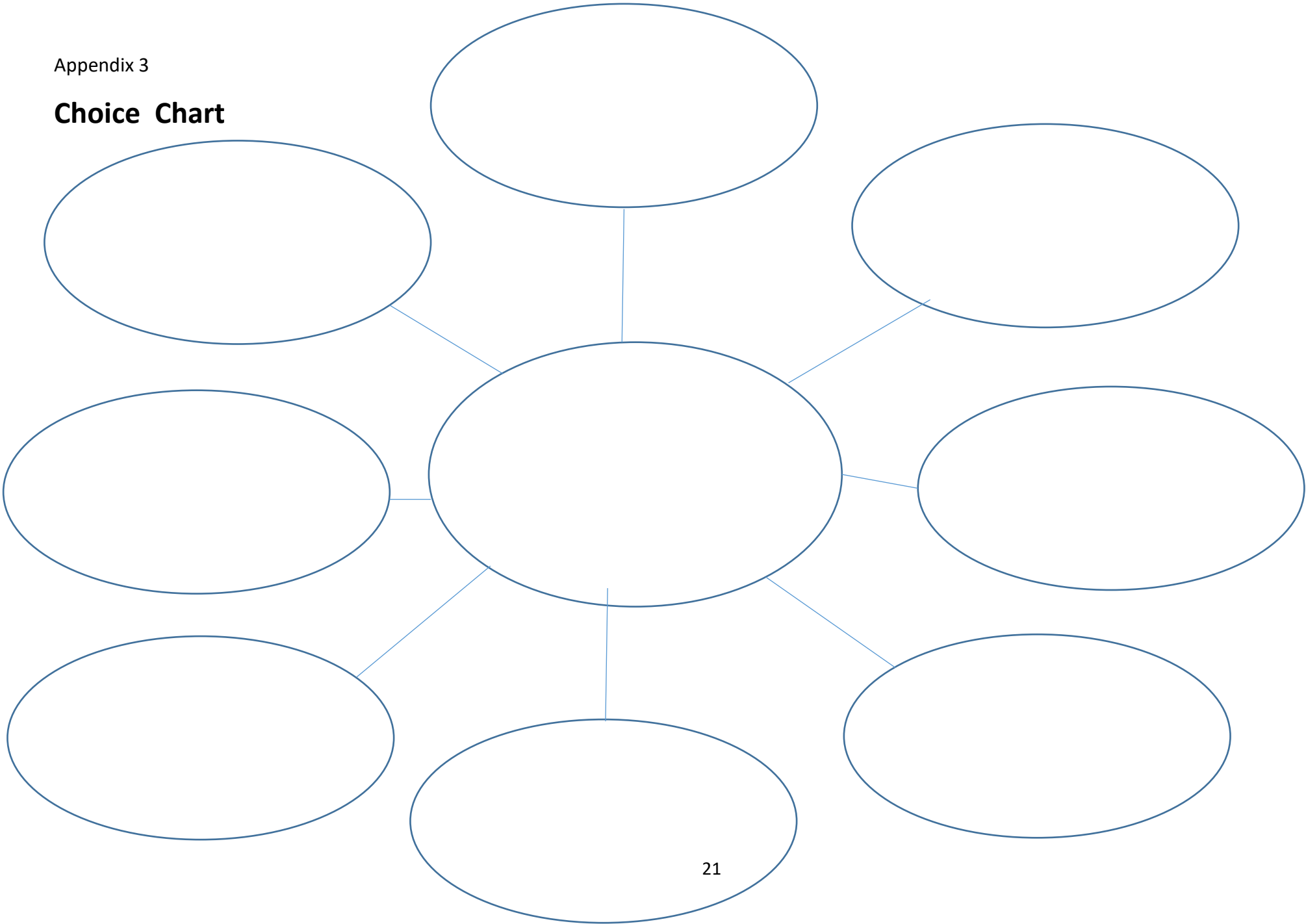
- Take responsibility for my behaviour and follow the 'Golden Rules' at all times.
- Respect the feelings of other children and adults.
- Develop independence and take responsibility for my personal organisation.
- Co-operate with others at all times.
- Show regard for my own safety and the safety of others both in the physical world and online.
- Follow the school's behaviour policy.
- Come to school in the correct school uniform every day.
- Have a positive attitude in all I do.
- Take pride in my learning and try my best.
- Share my successes with my family.
- Tell someone if I have worries or concerns that are making me unhappy.
- Strive to take care of the school and its surroundings.
- Be a responsible member of the school community.

Signed: _____ Class: _____ Date: _____

Stage two recording chart (Stuck in the class communication book and monitored by designated member of staff)

Class							
Name	Behaviour and date	Behaviour and date	Behaviour and date	Behaviour and date	Behaviour and date	Behaviour and date	Behaviour and date
Code PS1 – Persistent level 1 PS – Personal space PD – Persistent distraction PDO - Persistent distraction of others S – Snatching				W – Saying hurtful and unkind things PCO – Persistent calling out FFI – Failure to follow instructions EO – excluding others DR – Disrespecting others			

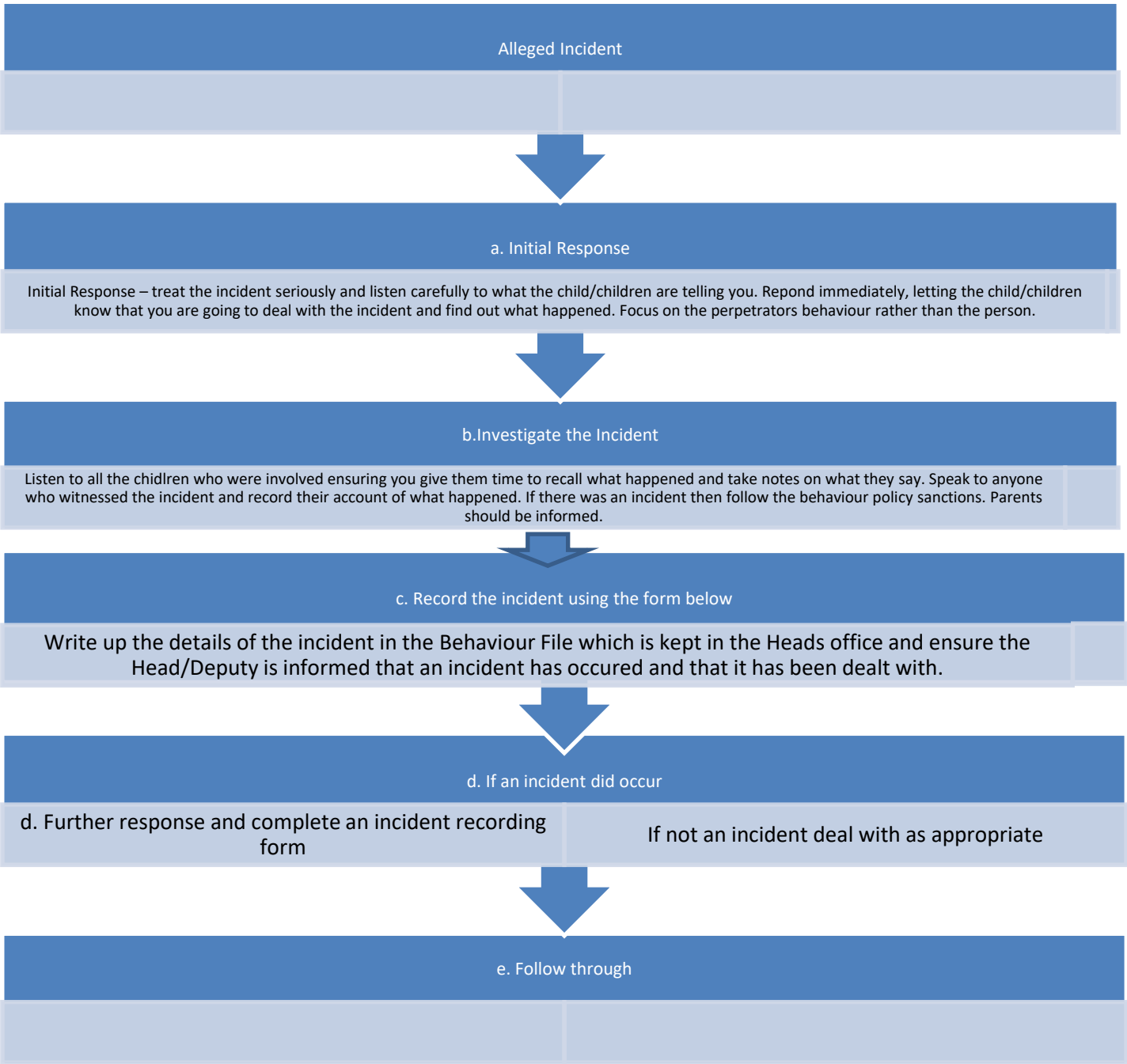
Choice Chart



Appendix 4

Procedure for Reporting Discriminatory Incidents

It is very important that we log, investigate and report on the number and type of incidents which occur of a discriminatory nature against pupils because of their race, sexual orientation, gender, disability, religion or belief which occur at our school. Once it is clear that an incident has occurred it is essential that it is dealt with immediately and that the details are recorded accurately directly after the incident so that they can be thoroughly investigated and appropriate action taken. Staff should refer to the flowchart below when an incident occurs.



Appendix 5

Orleans Primary School Racist and other serious behavioural Incidents Recording Form

Date and time of Incident: Member of Staff Logging the Incident:

Name of pupils involved: (Please include year group and class teacher name)

If the incident is of a racist nature then record the ethnic origin of the child who was the perpetrator and the victim of the incident.

Incident Details:

Please include the following information within your recount of the incident: location of the incident, nature of the behaviour (i.e. physical, verbal, social exclusion, property, online safety).

Possible motivation of the behaviour: racist, faith, sexual orientation, gender, disability, appearance or other.

Name of Witnesses:

Action Taken by school:

Contact Parents	School Sanctions	External Agency Involvement	Police	Temporary Exclusion	Other (please record below)
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Parent/Carers of all children involved informed:

Please ensure the form is signed clearly and your name is recorded and the form is dated.

Signed:

Print name:

