

# Orleans Primary School



## Behaviour and Discipline Policy

Governor's Committee Responsible	Full Governing Body
Status	Statutory
Review Cycle	Annually
Date written/last review	September 2022
Date of next review	September 2023

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, Physical Interventions and Physical Contact Policy and the Exclusion Policy.

### 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, 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 (September 2022) 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. We expect parents and carers to support us in dealing with unacceptable behaviour.**

Our school values and our commitment to the appropriate Articles of the UNICEF Rights Respecting promote equality for all; therefore, we hold a zero tolerance policy against acts of bullying, racism, homophobic bullying and online bullying. In line with Keeping Children Safe in Education 2022, we do not tolerate behaviour linked to Sexual Harassment or Sexual Violence. This is also 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.

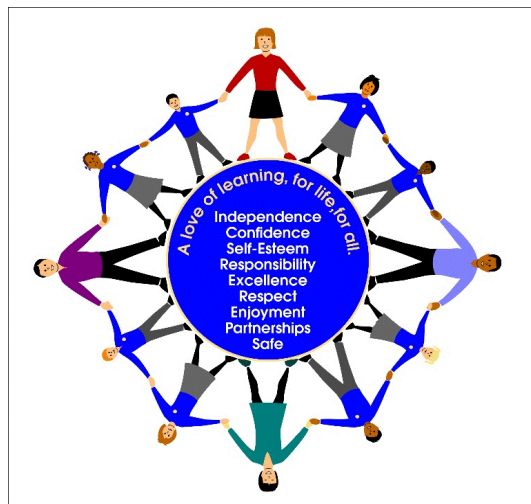
### 3) Whole School Practice for Teaching and Maintaining Good Behaviour

#### 3.1 Behaviour Expectations

Teachers make behaviour expectations clear to pupils from when they join our school. Golden Rules are displayed around the school and in every classroom as a reminder for pupils. Every class writes a 'Class Charter' with their class teacher at the start of each academic year. This Class Charter represents an agreement, which the children have reached through discussion. The aim of the class charter is to make their classrooms safe, enjoyable and purposeful.

Pupils at Orleans are expected to follow our Golden Rules at all times. We know that there may be occasions on which pupils have disagreements and make a wrong choice in their behaviour, when this is the case, pupils will be spoken to by a member of staff and the behaviour will be recorded. This is important as it ensures we can monitor behaviour over time.

We expect our pupils to uphold our school values:



#### 3.2 Reporting Behaviour Concerns/Incidents

Children are strongly encouraged to report any incidents of poor behaviour or bullying which take place in the school, in the community or online. They should do this to their teacher. If the teacher is not available then the child should speak to another adult.

Every classroom has a worry box ('Things I wish my teacher knew') The Headteacher introduces this to the pupils at the start of the year through an assembly and regularly reminds pupils on using the worry box. Pupils who do not feel confident at reporting to an adult can leave a note in the box for their teacher. Teachers will regularly check the box and will speak to a child if they have a worry.

Whilst the school will make every endeavour to ensure that pupils have opportunities to report behaviour incidents, there may be occasions where pupils chose to tell an adult at home. In this situation, parents should email the class teacher via the school office [info@orleans.richmond.sch.uk](mailto:info@orleans.richmond.sch.uk) The class teacher will then investigate the incident by speaking to the child and others who may have witnessed it. Appropriate sanctions will be put into place once the facts have been established.

### 3.3 Dealing with Behaviour Incidents

Staff will take the following actions;

- 1) The behaviour incident occurs – it is either reported or witnessed by the adult.
- 2) Member of staff to whom it is reported or who witnesses the behaviour speaks to the child to find out the facts.
- 3) If it is Stage One then the adult should remind the pupil of the expected behaviour and our Golden Rules and if necessary utilise the sanction/intervention listed in the policy i.e. visual or verbal command, express disappointment, peg moved to the stage 1 cloud.
- 4) If it is Stage Two then the adult should give them a clear formal reminder that if the behaviour continues their peg will be moved to stage 2/cloud.
- 5) If it is Stage Three then the unwanted behaviour is of a more serious nature i.e. swearing, name calling, breaches to the online safety policy. The adult should ensure that the class teacher is informed who will then ask the pupil our three key questions;
  - What did you do?
  - What should you do/could you have done?
  - What will you do now to rectify this?

The child should also sit with an adult to complete a choice chart. If the behaviour is more serious the child should be sent to the Phase Leader.

- 6) If the behaviour is decided to be a Stage Four then the child must be sent/brought to the Headteacher/Deputy head. The sanctions for this will be decided by the Senior Leaders.

All behaviour incidents will be recorded and kept on file so that the Headteacher and Welfare Assistant can monitor behaviour across the school over the academic year.

### 3.4 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. We expect them to model the expected behaviours both with each other and the children at all times. They 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 UNICEF Articles 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.

### **3.5 The Role of the Headteacher**

The Headteacher is responsible for reviewing this policy in conjunction with the PC&C Governors 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.

### **3.6 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 'Behaviour and Discipline in School' states that schools should ensure parents are aware of the school's behaviour policy. 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.

### **3.7 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, Philip Moshi.

## **4 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.

## **5 Behaviour of pupils online/Cyberbullying**

All pupils are expected to follow our Acceptable Usage Agreement and to follow our rules for safe use of the internet at school. Failure to do so will result in a sanction and parents being contacted. We strongly advise parents to supervise their children when using the internet or social media at home. We regularly write to parents with information to support them in doing this.

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.

## **6 Behaviour of pupils beyond the school gates including on school visits or residential trips and walking to school**

All pupils are expected to behave in an appropriate manner in the community whilst travelling to and home from school. If unacceptable behaviour is reported/discovered then the pupil will be asked to explain the circumstances to the Headteacher/Deputy Headteacher. Parents will be advised of the behaviour with the expectation that they will talk to their child to reinforce the expectation of behaviour. A sanction for this behaviour may be a missed playtime or section of lunchtime and where appropriate the pupil will be expected to make either a verbal or written apology.

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 consider whether the pupil can attend and/or 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 Senior Leaders.

## **7. Pupils with Special Educational Needs**

Orleans Primary School recognise the importance of understanding and supporting 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 (Rebecca Johnson) will provide specific strategies for the child's class teacher and support staff to use.

## **7 Allegations of Abuse against Staff**

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

## **8 Exclusion**

Exclusion is used only in 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.

## **9 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 (Alex Jones) and our SENCO (Rebecca Johnson). 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.

## **10 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.

## **11 Child on Child Abuse**

Staff at our school recognise that children can abuse other children. We aim for staff to challenge inappropriate behaviours between peers. Staff are aware that certain behaviours should not be downplayed. For example, it is not acceptable to dismiss sexual harassment as 'banter' or 'having a laugh' as this can be a key indicator of or appear to endorse an unsafe culture.

Keeping Children Safe in Education 2022 defines child on child abuse as including bullying (including cyberbullying) or prejudice-based abuse. It can include abuse in intimate personal relationships between peers, physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm. It can also include harmful sexualised behaviour such as sexual violence or sexual harassment such as sexual comments/remarks, jokes and online sexual harassment or causing someone to engage in sexual activity.

Dependent upon the nature of the behaviour this may involve the Designated Safeguarding Lead making a referral to social care or seeking advice from the Safer Schools Officer.

## **12 Physical Restraint**

Please see 'Physical Intervention and Physical Contact with Children' Policy which details our approach.

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.

It may be necessary to engage in physical interventions to move a child in the above situations. At Orleans, we would always aim to exhaust all other potential situations such as removing the rest of the class to a safe area before using physical intervention.

The member of staff will use their professional judgement about whether or not physically intervene and thereby placing her/himself in a hazardous situation. Staff will balance the level and duration of their intervention against the seriousness and likely consequences of the incident.

### **13 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.

### **14 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, alcohol, illegal drugs, fireworks, matches or lighters, firecrackers, pornographic images, tobacco and cigarette papers, 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](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf)

### **15 Golden Rules**

The Golden rules are the core rules 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.

### **16 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.

### **17 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.

## **18 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 Behaviour File currently but will be moved to CPOMS in October 2022.

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 or verbal praise 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.

## **19 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: the Headteacher/Deputy Headteacher in the Award Assembly (either virtually or in person) presents these each Friday morning.
- Diamond Awards: children who excel in their work or achieve an aspect of learning personal skills are rewarded with a Gold Headteacher sticker.
- 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 2022

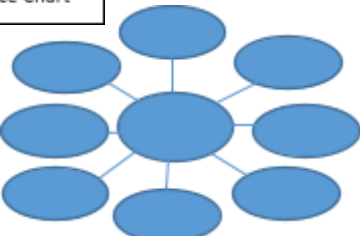
# STAGE 1

Behaviour	Intervention – Actions to be taken immediately	Actions to follow up the incident
<ul style="list-style-type: none"><li>• Calling out</li><li>• Poor manners</li><li>• Low level disruption</li><li>• Required to refocus</li><li>• Lack of effort</li><li>• Distracting others</li><li>• Talking unnecessarily or chatting</li></ul>	<ul style="list-style-type: none"><li>• Visual or verbal command</li><li>• Express disappointment</li><li>• Reminder of appropriate choice/behaviour</li><li>• Peg moved to the stage 1 cloud</li></ul> 	<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"> <li>● <u>Persistent Level 1</u></li> <li>● Invading personal space</li> <li>● Persistent distraction</li> <li>● Persistent distraction of others</li> <li>● Snatching</li> <li>● Saying hurtful and unkind things</li> <li>● Persistent calling out</li> <li>● Failure to follow instructions given by an adult</li> <li>● Excluding others</li> <li>● Disrespecting property</li> </ul>	<ul style="list-style-type: none"> <li>● Movement of seat</li> <li>● Clear formal reminder that continued failure to follow instructions will result in moving to stage 3</li> <li>● 3 questions               <ol style="list-style-type: none"> <li>1. What did you do?</li> <li>2. What should/could you have done?</li> <li>3. What will you do now to put it right?</li> </ol> </li> <li>● 5 minute reflection time in classroom/outside if teacher is on duty</li> <li>● Peg moved to the stage 2 cloud</li> </ul> <div style="text-align: center;">  </div>	<ul style="list-style-type: none"> <li>● Record in the class behaviour file/CPOMS.</li> <li>● Welfare Assistant/DSL to monitor behaviour files weekly</li> <li>● Head teacher to speak to children who have 3 entries in a half term</li> </ul>

## STAGE 3

Behaviour	Intervention	Action
<ul style="list-style-type: none"> <li>● <u>Persistent level 2 behaviour</u></li> <li>● Constant disobedience</li> <li>● Answering back</li> <li>● Name calling</li> <li>● Swearing</li> <li>● Spitting</li> <li>● Breaches of the online safety policy</li> </ul> <p><b>Covid 19 amendment</b></p> <ul style="list-style-type: none"> <li>● <b>Coughing purposefully in someone's face</b></li> </ul>	<ul style="list-style-type: none"> <li>● Verbal choice chart (KS1)</li> <li>● Written choice chart (KS2) (Appendix 3)</li> <li>● Send to Year Group Leader and decide on appropriate time out</li> <li>● Pupil to miss morning playtime with class teacher / Year group leader</li> <li>● 3 questions</li> </ul> <ul style="list-style-type: none"> <li>❖ What did you do?</li> <li>❖ What should/could you have done?</li> <li>❖ What will you do now to put it right?</li> </ul> <ul style="list-style-type: none"> <li>● Peg moved to cloud 3</li> </ul> <div style="border: 1px solid black; padding: 2px; width: fit-content; margin-bottom: 10px;">Choice Chart</div> 	<ul style="list-style-type: none"> <li>● Recorded in Class behaviour file/CPOMS as a Stage 3 behaviour</li> <li>● For KS2 Choice chart kept in Behaviour file.</li> <li>● Parent contacted by the class teacher</li> </ul>

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"> <li>● <u>Persistent level 3 behaviour</u></li> <li>● Being in possession of any prohibited items</li> <li>● Targeted derogatory behaviour towards another pupil:               <ul style="list-style-type: none"> <li>○ homophobic behaviour</li> <li>○ racist behaviour</li> <li>○ bullying/cyberbullying</li> <li>○ Sexual harassment/sexual violence</li> </ul> </li> <li>● Derogatory remark directed at a member of staff</li> <li>● Fighting</li> <li>● Physical behaviour towards another person</li> <li>● Stealing</li> <li>● Refusal to follow instructions</li> <li>● Sexual behaviour</li> <li>● Breaches of smoking, drug and alcohol policy</li> </ul>	<ul style="list-style-type: none"> <li>● Verbal choice chart (KS1)</li> <li>● Written choice chart (KS2)</li> <li>● Miss whole of lunch time with the head teacher</li> <li>● Peg moved to cloud 4</li> </ul> <div style="text-align: center;">  </div>	<ul style="list-style-type: none"> <li>● Recorded in Class Behaviour File/CPOMS as a Stage 4 behaviour</li> <li>● For KS2 Choice chart stapled into communication book</li> <li>● Head teacher/Deputy Head teacher to contact parent</li> <li>● Phase Leader to be informed</li> <li>● Follow up meeting with the class teacher</li> <li>● If there are serious and persistent breaches of behaviour this may result in exclusion</li> <li>● 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)</li> </ul>

## **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**

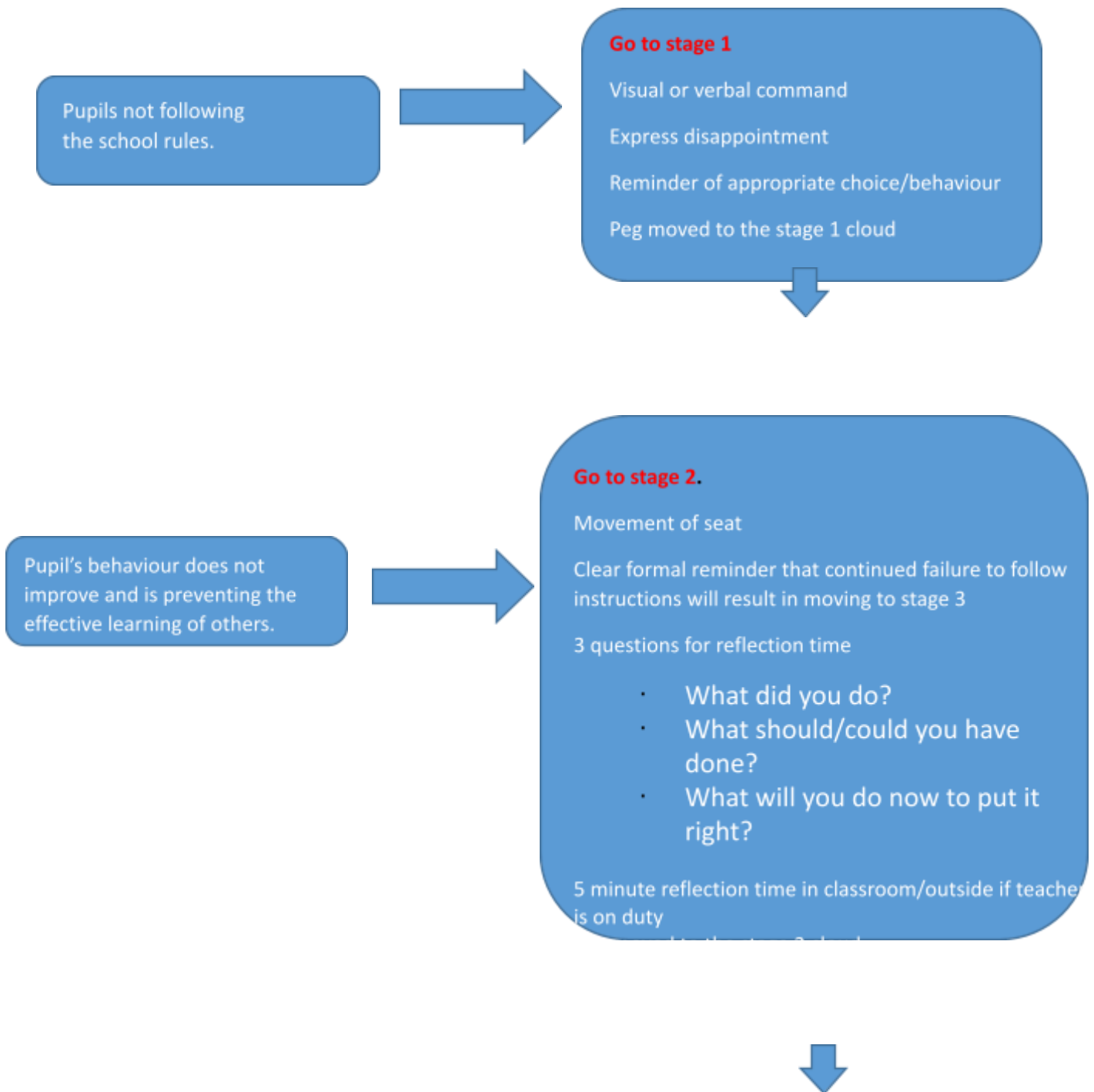
In KS2 the children will complete a paper copy of the choice chart. The children will be introduced to four specific modes of behaviour. These are: assertive, passive, aggressive and passive aggressive. When completing the choice chart they will need to say the different possible actions that they could 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.

## **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. The Headteacher visits all classrooms everyday and awards a gold Headteacher sticker to pupils who have reached the diamond.



# 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 Class Behaviour File 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

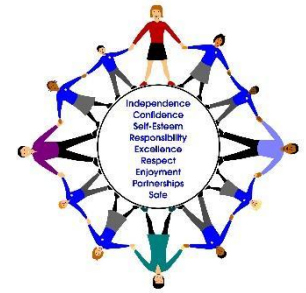
Record in Class Behaviour File and head teacher Year Group leader to be informed

Peg moved to the stage 4 cloud





# ● Golden Rules



**We are responsible.**

**We are honest.**

**We are kind and helpful.**

**We work hard.**

**We 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 look after property.**

**We listen.**

**We don't damage others or our things.**

**We don't interrupt.**

**Orleans Primary School**

**Home - School Agreement**

**The staff at Orleans Primary School will aim to:**

- Provide a foundation for lifelong learning.
- Provide clear behaviour expectations for all pupils and support them in developing positive social relationships, self-esteem and a sense of responsibility.
- Provide excellent teaching and a broad and balanced curriculum, which covers all aspects of the National Curriculum.
- Promote high expectations and support to enable children to achieve their potential.
- Provide opportunities for your child to practise what they have learnt at home.
- Encourage children to take pride in their achievements.
- Teach your child to develop a positive attitude towards others in line with all of the protected characteristics as designated in the Equality Act 2010:  
<https://www.equalityhumanrights.com/en/equality-act/protected-characteristics>
- Provide a safe and happy environment where all children are valued, respected and listened to.
- 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.
- Keep parents 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.

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

- Ensure my child arrives on time and in the correct school uniform every day.
- Behave respectfully towards each member of Orleans Primary School staff at all times and in all forms of communication with the school.
- Support the school's expectations at all times in line with the school's behaviour policy
- Work with the school to ensure that my child stays safe online by following advice provided by the school.
- Support my child's learning and offer support with home learning and 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.
- Inform the school of any absence and avoid taking holidays in term time.
- Inform the school of anything which may be affecting my child's learning.
- Support the school's healthy eating stance by providing healthy snacks and packed lunches, including following our nut-free policy.
- Share any concerns I have by talking to the class teacher, in the first instance, and then the Phase Leader, then Deputy/Headteacher if appropriate.
- 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's 'Complaints Procedure' (available on the school website).

**As a pupil at Orleans Primary School, I will:**

- Accept responsibility for my behaviour and follow the 'Golden Rules' and 'Class Charter' at all times.

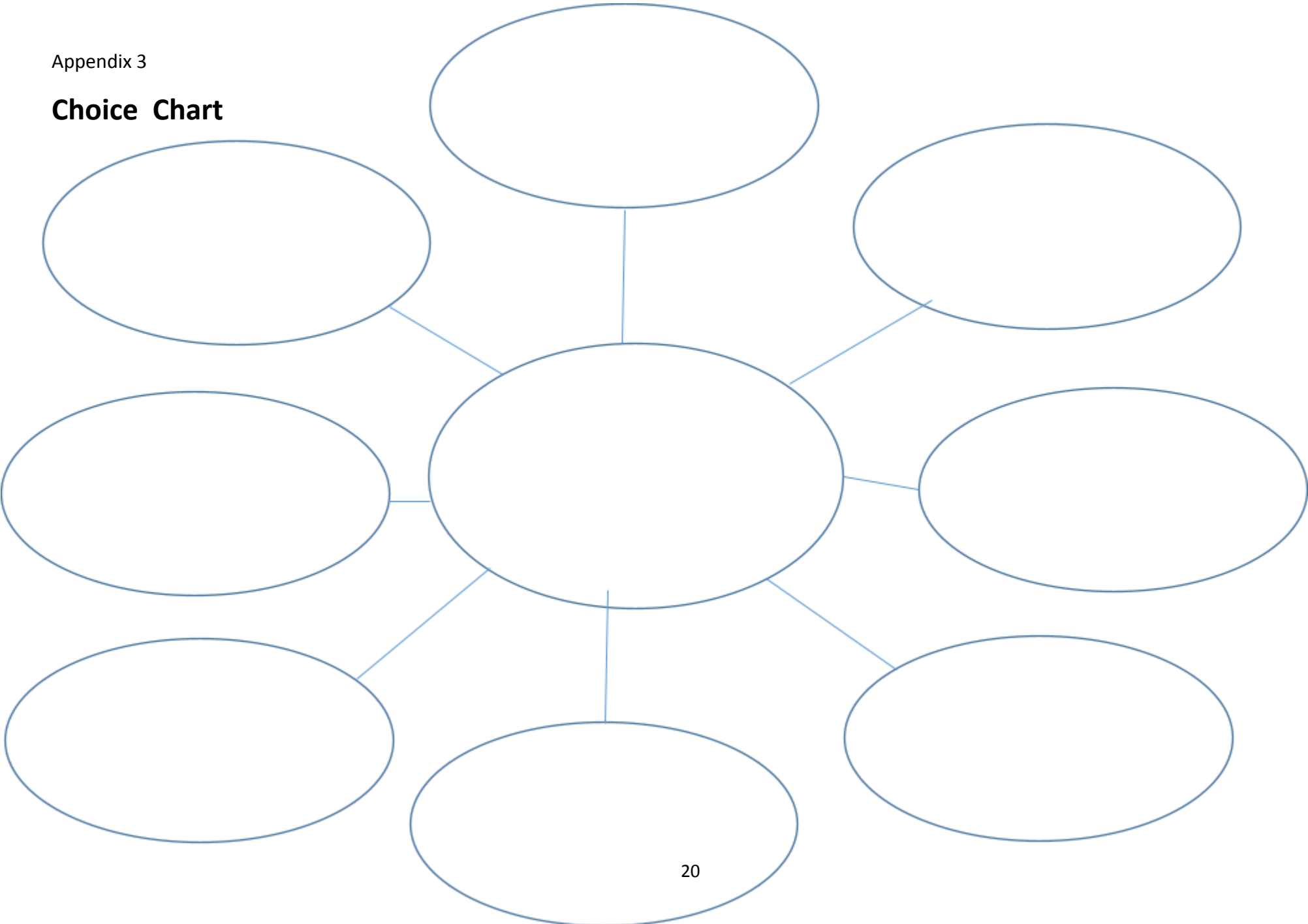
**Golden Rules**

**We are responsible – we don't blame others or make excuses.**  
**We are honest – we don't cover up the truth.**  
**We are kind and helpful – we don't hurt others or their feelings.**  
**We work hard – we don't waste our own or others' time.**  
**We look after our school – we don't damage ours or others' belongings.**  
**We listen – we don't interrupt.**

- Respect the feelings of other children and show respect for adults at all times.
- Develop independence and take responsibility for my personal organisation.
- Show regard for my own safety and the safety of others, both in the physical world and online.
- Uphold the school values when outside the school in my uniform.
- Come to school in the correct school uniform.
- Aim to have a positive attitude in all that 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.
- Be a responsible member of the school community.



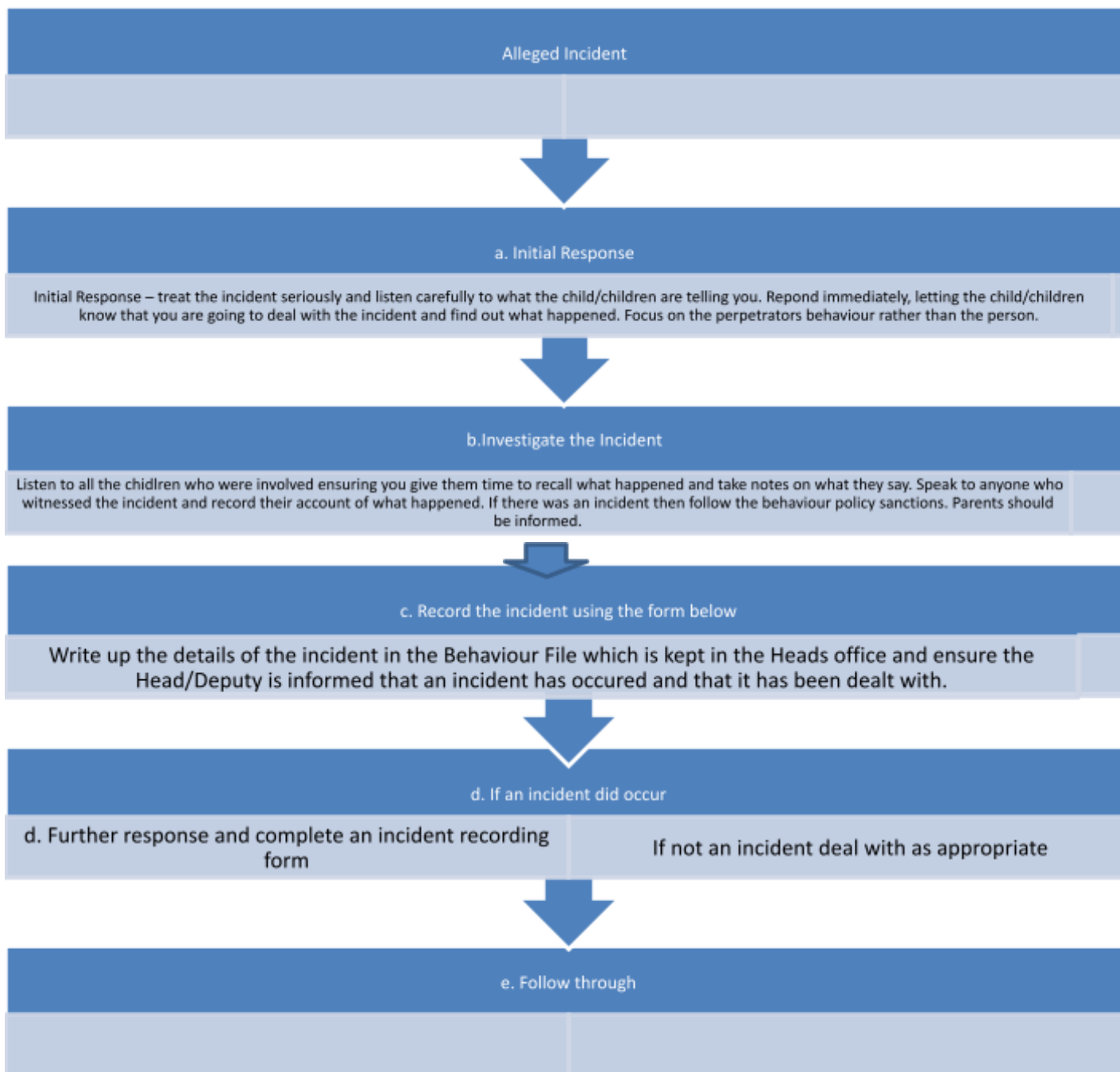
**Choice Chart**



## 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 Incident Recording Form**

**Orleans Primary School: Recording Form for Behavioural Incidents including racist, homophobic and online incidents**

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

<b>Pupils Involved (Full Names and Classes):</b>		<b>Date:</b>	<b>Time:</b>	
<b>STAGE ONE</b>	<b>STAGE TWO</b>	<b>STAGE THREE</b>	<b>STAGE FOUR</b>	
<b>The Incident (Include any quotes from children of specific words / phrases used):</b>          				
<b>Location (including if the incident occurred online):</b>    				
<b>Other Pupils Involved (Full Names and Classes) if applicable:</b>    				
<b>Possible motivation of the Behaviour (racist, sexual orientation, gender, disability, appearance of another, provocation):</b>    				

<b>Witnesses to the Incident (Full Names and Classes) if applicable:</b>		
<b>Sanction (peg moved down, sent to phase leader...):</b>		
<b>Have parents been contacted?</b>		
<b>Date:</b>		
<b>By whom:</b>		
<b>Member of Staff Logging:</b>	<b>Name Printed:</b>	<b>Signed:</b>

Internal Exclusion	Fixed Term Exclusion	External Agency Involvement	Police Involvement	Other (please record below)

