

Orleans Primary School



Behaviour Policy

Governor's Committee Responsible	Full Governing Body	
Status	Statutory / Non-Statutory	
Review Cycle	Annually	
Date written / last review	September 2023	
Date of next review	September 2026	
Published on Website	Yes	
Signed (Chair of Governors / Committee)		Date
Signed (Headteacher)		Date

AIMS

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 school has 3 Golden Rules '**Be Ready, Be Respectful and Be Safe**' which can be applied to a variety of situations and are taught and modelled explicitly. These are displayed in classrooms and create the backbone for class charters.

We also understand that for some children following our behaviour expectations are beyond their developmental level. In this case, these children will have bespoke positive behaviour plans which may include rewards to reinforce positive 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 discrimination or bullying associated with any of the 9 protected characteristics. This is also in line with the Equality Act 2010. The school incorporates the Safeguarding of all pupils into its behaviour strategy.

Orleans Primary School is a UNICEF Rights Respecting School and is working towards the Silver Accreditation.

School leaders, in conjunction with the Governing Body have determined the following 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 Body also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

The School has a named Behaviour Governor, Philip Moshi.

The role of parents

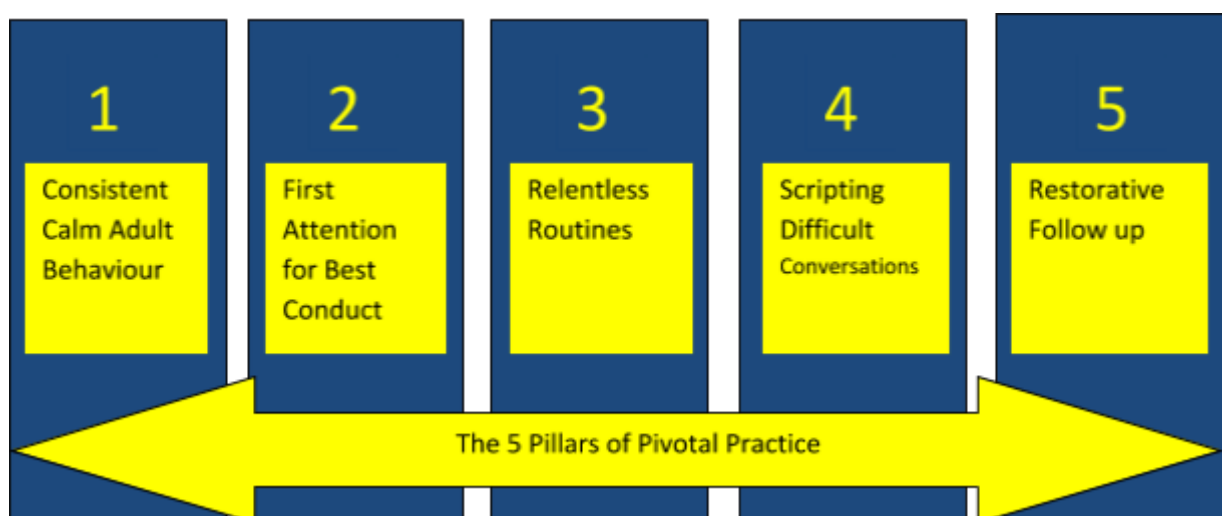
At Orleans, we expect parents to fully support our high expectations of behaviour and to agree to our 'Home School Agreement' which details our behaviour expectations.

WHOLE SCHOOL PRACTICE FOR TEACHING AND MAINTAINING GOOD BEHAVIOUR

Behaviour Expectations

Teachers make behaviour expectations clear to pupils from when they join our school. The Golden Rules - **Ready, Respectful, Safe** - 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 and links directly to the Golden Rules. 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.

Our Behaviour Policy is based on the **Five Pillars of Pivotal Practice** (When the Adults Change, Everything Changes by Paul Dix, Pivotal Education)



Expectations of All Adults

Consistent adult behaviour will lead to pupils consistently conforming to our expectations. We expect every adult to:

1. **Meet and greet** learners at the beginning of the day.
2. Refer to '**Ready, Respectful, Safe**'.
3. **Model** positive behaviours and build relationships.
4. **Plan** lessons that engage, challenge and meet the needs of all learners.
5. Use a **visible recognition** mechanism throughout every lesson (eg, Recognition boards)
6. Be **calm** and give '**take up time**' when going through the steps. **Prevent** before sanctions.
7. **Follow** up every time, retain ownership and engage in reflective dialogue with learners.
8. **Never ignore** or walk past learners who are behaving badly.
9. Regularly **celebrate** staff and learners whose efforts go **above and beyond** expectations.

Senior Leaders

Senior Leaders stand alongside colleagues to support, guide, model and show a unified consistency to the learners. Senior leaders will:

- Take time to welcome learners at the start of the day.
- Be a visible presence around the site and especially at transition times.
- **Celebrate** staff, leaders and learners whose effort goes **above and beyond** expectations.

- Regularly share good practice.
- Use behaviour data (recorded on CPOMS) to target and assess school-wide behaviour policy and practice.
- Regularly review provision for learners who fall beyond the range of written policies.

Recognition and rewards for effort

We recognise and reward learners who go **'over and above'** our standards. Our staff understand that at Orleans Primary School we recognise that the use of praise in developing a positive atmosphere in the classroom cannot be underestimated and a quiet word of personal praise can be as effective as a larger, more public reward. It is the key to developing positive relationships, including with those learners who are hardest to reach. Positive rewards include positive messages home for behaviour that is **'over and above'**. This may take the form of a positive note home, a phone call or a face to face chat. Children who demonstrate the three Golden Rules will be acknowledged with achieving a Dojo point.

Other rewards and recognition of achievement include:

- Positive reinforcement, 'catching a child doing something great' e.g. with a sticker, verbal feedback, Dojo, postcard from HT/DHT
- 'Star of the Week' is awarded to individuals during celebration assembly on Fridays.
- A Dojo Point may be rewarded for excellent work, indicated in books or on work with 'DP'.
- Every Thursday the Dojo Points will be added together and totals will be read out in the KS2 celebration assembly on Friday. The house with the most Dojo Points by the end of the year will be presented with the House Trophy.

Celebration Assembly (Star of the Week)

Our celebration assembly is on a Friday, where one child from each class will be chosen for Star of the Week. The child will have consistently gone **"over and above"** in our school rules and values during the week. The children are selected at the beginning of the assembly and receive a certificate from the Head. They then take their seat, pride of place on **"the best seats in the house"** for the duration of the assembly and then assemblies the following week.

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 or other adult where relevant.

Every classroom has a Worry Box. 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 speak with the class teacher initially. 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.

Managing Behaviour

Engagement with learning is always our primary aim at Orleans Primary School. For the vast majority of our learners a gentle reminder is all that is needed. Although there are some occasions when it is necessary for a child to leave their classroom for a short period of time, however steps should always be gone through with care and consideration, taking individual needs into account where necessary. Praise the behaviour

you want to see. All learners must be given **'take up time'** in between steps. It is not possible to leap or accelerate steps for repeated low-level disruption.

Practical steps in managing Behaviour Incidents

Learners are held responsible for their behaviour. Staff will deal with behaviour without delegating. Staff will use the steps in behaviour for dealing with poor conduct.

Sanctions Steps

When a behaviour incident occurs it is either reported to, or witnessed by the adult. The member of staff to whom it is reported or who witnesses the behaviour speaks to the child to find out the facts.

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

Steps	Actions
Step 1 - Redirection	A gentle encouragement, a 'nudge in the right direction'. Thank you, not please e.g. <i>Thank you for not tapping your pencil on the table</i> , as opposed to <i>Please stop tapping your pencil on the table</i> .
Step 2 - Reminder	Adult make child aware of their behaviour and gives verbal / visual reminder of <i>ready, respectful, safe</i> .
Step 3 - Caution	Clear verbal warning, delivered privately wherever possible. Make learner aware of their behaviour and clearly outline consequences if they continue. 'Think carefully about your next step' 'make a good choice / the right choice'.
Step 4a - Last Chance	<p>Give final opportunity to engage. Speak to child privately. Use 30-second scripted intervention.</p> <ul style="list-style-type: none"> • I have noticed that you are...(having trouble getting started, wandering around etc.) • At Orleans Primary, we... (refer to the 3 school rules – ready, respectful and safe) • Because of that you need to... (refer to action to support behaviour e.g. moving to another table, complete learning at another time) • See me for 5 minutes after class/during break when we will talk this through (refer to Step 4c Restorative questions) • Do you remember yesterday/last week when you... (refer to previous positive behaviour)? • That is who I need to see today... • Thank you for listening... then give the child some 'take up' time. <p>If it gets to this stage it must be recorded on CPOMS as a behaviour incident, with Phase Leader, Deputy Headteacher, Headteacher, Welfare Lead and DSL / DDSL alerted.</p> <p>For serious breaches at lunch times, the pupil will be expected to stay inside with the Headteacher / Deputy Headteacher for the remainder of the lunch break.</p>

Step 4b - Consequence	Time out. Short time away from the classroom, whilst retaining clear continuity of education. 5 minutes max. Phone call to parent / carer from Class Teacher, before the end of the day.
Step 4c - Repair	<p>Restorative conversation at end of class / during break time. Refer to previous positive actions. 'We need to return to that'.</p> <p>What happened? <i>What were you thinking at the time?</i> <i>What have you thought since?</i> <i>How did this make people feel?</i></p> <p>Who has been affected? How have they been affected? What should we do to put things right? How can we do things differently in the future?</p> <p>*Questions in bold should be asked as a minimum but will be sufficient in most cases.</p>

Behaviour Monitoring

SLT and Welfare Lead will meet regularly to review this process and discuss any individuals who regularly reach any step in this process, including those who do not escalate beyond Step 4.

Consequences or next steps will be agreed during behaviour monitoring meetings, and may include:

- Formal meeting with parents / carers
- Behaviour targets and / or action plan
- Referral for internal / external agency support

Serious behaviour matters must be referred immediately to the Headteacher or Deputy Headteacher, for example bullying, racist, sexist or homophobic comments. Serious incidents may result in suspension.

Serious Incidents

Depending on the age of the children these incidents will be dealt with at the discretion of the school staff. All serious behaviour matters must be referred immediately to the Headteacher or SLT. Such incidents could include:

- Fighting
- Child on Child abuse
- All forms of bullying
- Racist, sexist or homophobic comments
- Inappropriate name calling
- Using abusive/offensive language
- Physically striking adults

Suspension and Exclusion

Suspension and exclusion is used only in rare instances. The school has a separate Exclusion Policy that includes guidance on the process.

Pupils with SEND

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 Lead and SENCo (Rebecca Johnson). We may also seek advice from the Local Authority Inclusion, Behaviour teams or social services. Our Inclusion Lead and 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 Headteacher 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.

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.

Reasonable Force

The school recognises that there are, occasionally, unforeseen or emergency situations, which may cause the need for a physical intervention. 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 to 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.

Related Policies

- Anti Bullying
- Searching, Screening and Confiscation
- Positive Handling
- Child Protection and Safeguarding
- SEND and Inclusion