



ORCHARD
HOUSE SCHOOL

BEHAVIOUR AND DISCIPLINE POLICY

October 2019

POLICY FOR BEHAVIOUR AND DISCIPLINE

- 1 This is the policy to promote good behaviour amongst pupils and set out the sanctions to be adopted in the event of pupil misbehaviour. It has been drawn up to conform with the requirements of paragraph 9(a) of the Schedule to the Education (Independent School Standards) Regulations 2014.
- 2 This policy reflects the requirements of the Statutory Framework for the Early Years Foundation Stage 2017 and the Equality Act 2010.
- 3 It also reflects guidance in Behaviour and Discipline in Schools: Advice for headteachers and school staff, January 2016.
- 4 The policy must also be read in conjunction with the relevant appendix. It applies to all pupils in the school, including those pupils in the EYFS.

Aims and expectations

- 5 It is a primary aim that every member of the school community feels valued and respected, and that each person is treated fairly and well. The school do not discriminate against pupils contrary to Part 6 of the Equality Act 2010. The school are caring inclusive communities which promote effective strategies for managing behaviour and encourage pupils to act responsibly. They do not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. Discriminatory or extremist opinions or behaviours will be challenged as a matter of routine.
- 6 The behaviour and discipline policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. The school encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of others. Each school aims to promote an environment where everyone feels happy, safe and secure.
- 7 Pupils are taught about safe behaviour in order to reduce risk and build resilience, including to radicalisation, with particular attention to the safe use of electronic equipment and the internet. They are taught about responsible use of all online communication and to understand the risks posed by the use of the internet and social media to bully, groom, abuse or radicalise others.
- 8 Corporal punishment or the threat of corporal punishment is never used. No punishment is ever used which could adversely affect a child's well-being.
- 9 The school rules or values are used as a means of promoting the positive rather than focusing on the negative. Every child in the school knows the standard of behaviour expected in school by class discussions of the rules or values. The rules/values are also displayed in classrooms and around the school. Expectations of behaviour are also discussed in PSICHE

and in assemblies. (Each school's core rules/values are set out in the school's relevant appendix accompanying this policy.)

- 10 Every member of the school community is expected to behave in a considerate way towards others.
- 11 All children are treated fairly and this behaviour policy is to be applied in a consistent manner.
- 12 This policy aims to help children to grow and learn in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school and their wider communities.
- 13 Good behaviour is expected as a matter of course, to help develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than deter anti-social behaviour such as bullying. (See also Anti-bullying policy.) Decisions on rewards and sanctions are made which reflect the age and understanding of the child.

Rewards

- 14 The children are praised and rewarded for good behaviour in a variety of ways:
 - Verbal praise, written remarks about good work, stickers, sending children to the nearest teacher, head of key stage, deputy head or head for praise;
 - House points and/or commendations are given to children in recognition of effort, good work or behaviour;
 - Informal feedback to parents;
 - Achievement is recognised in all areas, not just academic;
 - Achievement is celebrated publicly in a variety of ways, including school publications, assemblies and speech days;
 - Displaying pupils' work is a tangible reward available to the teachers. The work of every child is displayed at some point to encourage pride in achievement and the reward for effort. The aim is that the child experiences pleasure and self-satisfaction. By displaying work carefully and attractively the teacher also conveys to the child that his or her efforts are valued and worthwhile;
 - Reports to parents: these are also seen as a vehicle for constructive criticism and praise.
- 15 The school acknowledges the effort and achievement of all children, both in and out of school.
- 16 More detail about each school's rewards may be seen in the relevant appendix accompanying this policy.

Sanctions

17 The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. It employs each sanction appropriately to each individual situation.

- Children are expected to listen carefully to instructions in lessons. If they do not do so, they may be asked to move to a place nearer the teacher, or to sit on their own.
- Children are expected to try their best in all activities. If they do not do so, they may be asked to redo a task or if they waste time they may be asked to complete work at playtime or lunchtime.
- If a child is disruptive in class, the teacher reprimands him or her. If a child misbehaves repeatedly, the child may be isolated from the rest of the class until he/she calms down and is in a position to work sensibly again with others.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.
- If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.
- If a child repeatedly misbehaves he/she will be sent to the head or deputy head. After discussing the matter with the head, the form teacher may also meet with parents to explain his/her concerns. A record of the discussions/actions with the child will be kept on file, together with any recommendation for support/intervention to improve the child's behaviour. Positive reward systems should always be used whenever possible.
- If a child misbehaves regularly in lessons teachers will check to ensure that work set for the child is suitable, as children may misbehave if they are anxious about possible failure or if they are bored. Where behaviour is an issue, senior members of staff may also examine work or make classroom observations to monitor the situation and/or offer advice.
- If there is a serious incident the head will be notified immediately. Ultimately, exclusion or expulsion may be the only solutions.

18 More detail about each school's sanctions may also be seen in each school's appendix attached to this policy.

19 Reasonable adjustments to rewards or sanctions will be made for any child with special educational needs or disabilities. These adjustments would be determined by the nature of the child's difficulties and are always at the discretion of the head.

Bullying (See also *Anti-Bullying Policy*)

20 The form teacher must discuss the school's core rules/values with the children in his or her class. In addition to the school rules/values, each form may also have its own classroom rules. These are agreed by the children and displayed on the wall of the classroom. If there are

incidents of anti-social behaviour, the form teacher should discuss these with the whole class during 'circle time'.

- 21 The school never tolerates bullying of any kind. If an act of bullying or intimidation takes place or is alleged, it will be investigated immediately by either the head or the deputy head, and any action necessary will be taken to prevent any further occurrences of such behaviour. While it can be very difficult to eradicate bullying, everything possible should be done to ensure that all children attend school free from fear. For further information please refer to the Anti-Bullying Policy.

Physical intervention (See also *policy on Physical Intervention/Restraint*)

- 22 Teachers must never hit, push or slap children or in any other way use physical force or threaten to use physical force. Staff should only intervene physically in order either to restrain a child or to prevent injury, or where a child is in danger of hurting him/herself. On any occasion where physical intervention has had to be used it must be reported to the head immediately and recorded with a note of the event placed on file. The parents must also be informed the same day. The actions that each school takes are to be in line with the official guidance cited below. It is not permitted for staff to shout excessively at children and no member of staff should ever shout at an individual child. If any member of staff feels under undue pressure by any particular situation, he or she should seek assistance from a senior colleague.
- 23 All members of staff are required to be aware of the guidance regarding the use of force by teachers, as set out in the DfE's non-statutory advice entitled Use of Reasonable Force https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf and in the policy on Physical Intervention/Restraint.

The rôle of teachers (See also *Pastoral Policy*)

- 24 It is the responsibility of teachers to ensure that the school rules/values are enforced in their classes, and that their classes behave in a responsible manner during lesson time.
- 25 Teachers must ensure that all lessons are well planned and organised and are suitable for the ability of the pupils.
- 26 Teachers must have high expectations of the children in terms of behaviour, and must always strive to ensure that all children work to the best of their ability.
- 27 Teachers must treat each child fairly and enforce rules consistently. The teacher should treat all children with respect and understanding.
- 28 If a child misbehaves repeatedly in class, the form teacher should keep a record of all such incidents. In the first instance, the class teacher should deal with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher must seek help and advice from the deputy head or the head.

- 29 The head may liaise with an educational psychologist, as necessary, to support and guide the progress of each child. After discussing the issue with the head, a teacher may, with the head's consent, contact the child's parents if there continue to be concerns about the behaviour or welfare of the child.

The rôle of the head

- 30 It is the responsibility of the head to implement the school behaviour policy consistently throughout the school and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the head to ensure the health, safety and welfare of all children in the school.
- 31 The head supports the staff by implementing the policy, by setting the standards of behaviour and by supporting staff in the implementation of the policy.
- 32 The head has the responsibility for deciding how to proceed with individual children who have committed serious acts of misbehaviour.

Fixed term and permanent exclusions

- 33 Only the head has the power to exclude a pupil from school and this action is always regarded as a last resort. The head may exclude a pupil for one or more fixed periods. The head may also exclude a pupil permanently. It is also possible for the head to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- 34 If the head excludes a pupil, he or she will inform the parents immediately, giving reasons for the exclusion.
- 35 Examples of behaviour which may result in exclusion include:
- Drug abuse
 - Alcohol abuse
 - Theft
 - Bullying
 - Physical assault/threatening behaviour
 - Unacceptable online behaviour either in or out of school hours
 - Fighting
 - Sexual harassment
 - Racist abuse
 - Sexual misconduct

- Damage to property
- Persistent disruptive behaviour

Parental behaviour

36 The process of exclusion relates to such behaviour occurring at any time during the school day, including excursions from school on any educational trips and visits.

The rôle of parents

37 The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

38 Parents are expected to support their child's learning, and to co-operate with the school. Staff endeavour to build a supportive dialogue between home and school and will inform parents at an early stage if there are concerns about their child's welfare or behaviour.

39 If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the head. If these discussions cannot resolve the problem, the school's formal complaints process can be invoked.

The rôle of the governors

40 The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the head in carrying out these guidelines.

41 The head has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the head about particular disciplinary issues. The head takes this into account when making decisions about matters of behaviour.

The rôle of house captains and functions of houses

42 The relevant duties and responsibilities of house captains and the functions of houses may be seen in each school's appendix attached to this policy.

Recording and Monitoring

43 The head monitors the effectiveness of this policy on a regular basis. He or she also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for improvements.

44 The school keeps a record of incidents of misbehaviour in the Behaviour Log of the school's management system. The log is monitored by the head and deputy head for any pattern or escalation of poor behaviour.

- 45 The head keeps a record of any pupil who is suspended for a fixed term, or who is permanently excluded or has any other sanction imposed for a serious disciplinary offence, being the record required by paragraph 9(c) of the Schedule of the Education (Independent School Standards) Regulations 2014.
- 46 This policy was adopted by the head on 5 November 2019

Appendix – Orchard House School values

Moral Values

Rather than 'school rules' all members of the school community continue to develop the morality of every child by encouraging him/her to demonstrate the following values:

- Honesty
- Respect
- Responsibility
- Equality
- Kindness
- Achievement
- Self belief
- Collaboration

Staff discuss these values with children in class and during assemblies and sometimes use 'recognition' to highlight particular children who have demonstrated these values.

Appendix 2 – Orchard House School

EYFS Rewards and Sanctions

Rewards

- In the Lower Is any member of staff for good behaviour or work may award a 'peg,' which should be recorded on the class chart.
- At the end of each day the Form teacher should check the chart and reward any child who has achieved three pegs with a reward of a special sticker. The three pegs will then be erased and the process begins again.
- In the Den any member of staff for good behaviour or work may award a sticker.
- In assembly a recognition "leaf" may be awarded to Lower I children.

Sanctions

- Inappropriate behaviour will be met with a non-verbal warning e.g. a stern look.
- If the inappropriate behaviour continues it will warrant a verbal warning from the teacher and an explanation. Good behaviour will be modelled.
- If the inappropriate behaviour continues after the verbal warning, the child will receive a second verbal warning.
- If poor behaviour continues a peg will be removed from the class chart against his/her name and the child will have 5 minutes 'time out' to reflect upon their behaviour. Specialist teachers should verbally inform the Form teacher if a peg needs to be removed and the child has needed 'time out'.
- If poor behaviour persists and appropriate sanctions have been put in place first the child should be sent to the parallel class for 'time out' at the Form teachers discretion. If the behaviour continues he/she should then be sent to the Head of EYFS.
- It is the Form teacher's responsibility to discuss a child's behaviour with the parents.
- Children in the Den will have the same sanctions as Lower I children but without the peg system.

KSI Rewards and Sanctions

In KSI rewards are based on the House system. In each classroom there is a chart where each child records his or her House points. Individual points contribute to the overall house score and at the end of each term a trophy is awarded to the house with the highest score.

Rewards

- Any member of staff for good behaviour or work may award House points, which should be recorded on the class house point chart.
- Form teachers count up the house points each week and put them on a chart on faculty to be added to the Upper School house point running total.
- In assembly a recognition "leaf" may be awarded

- A good piece of work can be sent to the headmistress for recognition.
- Exceptional pieces of work will receive a headmistress award and will be read out over the tannoy. Children in classes will then applaud.

Sanctions

- Inappropriate behaviour will be met with a non-verbal warning e.g. a stern look.
- If the inappropriate behaviour continues it will warrant a verbal warning from the teacher and an explanation. Good behaviour will be modelled.
- If the inappropriate behaviour continues after the verbal warning, the child will receive a second warning.
- If the inappropriate behaviour continues after the second verbal warning then the child will receive a reflection sheet.
- A dot on the chart means that the child will have to complete a behaviour reflection sheet. Specialist teachers should complete the sheet with the child if they have given a dot and give the reflection sheet to the Form teacher to send home. When a specialist teacher is unable to complete the form with the child he/she should liaise with the Form teacher for support or find an alternative time to complete the form.
- A child can receive a reflection sheet straight away if their behaviour is serious (e.g. being rude, spitting, disrespecting property etc.) or harms his/her safety or the safety of another child. If the behaviour continues he/she should then be sent to the Head of KS1 and then the Deputy Head.
- It is the Form teacher's responsibility to make sure the completed reflection sheets are signed and returned to school. A copy should be given to the office and recorded on CJM. If a child completes 3 behaviour reflection sheets in one half term the Form teacher should call the parents in for a meeting.

Notes

- Specialist teachers, including peripatetic teachers should give a realistic numbers of house points to a child in a lesson. E.g in a half hour lesson a child should receive 1 or 2 house points. Specialist staff may wish to record house points or warnings on the class laminated register. The house points or warnings will then be transferred onto the class chart.

Appendix 3 – Orchard House School

Upper School Rewards and Sanctions

In the Upper School rewards and sanctions are based on the House system. Form teachers keep booklets in which each child records his or her House points. Individual points contribute to the overall team score and at the end of each term a trophy is awarded to the team with the highest score. An individual award is also given to the child who earns the most House points during the year. House Captains and Vice House captains are appointed to each House and carry out various responsibilities (see appendix 4: House Captains – duties and responsibilities).

Rewards

- Any member of staff for good behaviour or work may award House points, which should be recorded in the class House points booklet.
- Form teachers should regularly check the booklet to acknowledge the achievements of each child and check that house points are being recorded.
- House captains will add up the team scores then give praise and support to their members during meetings. The child with the most House points that week will be awarded a certificate.
- In assembly, a child may be “recognised”. Details of the good behaviour or achievement will be read out by the headmistress or the deputy head; the child will shake hands with the Headmistress and applause will follow. Weekly recognition is recorded in the Weekly, which goes out to all parents.
- A good piece of work can be sent to the headmistress for recognition.
- Exceptional pieces of work will receive a headmistress award and will be read out over the tannoy. Children in classes will then applaud.
- Specialist teachers, including peripatetic teachers should give a realistic numbers of house points to a child in a lesson. E.g in a half hour lesson a child should receive 1 or 2 house points.

Sanctions

- Inappropriate behaviour will be met with a non-verbal warning e.g. a stern look.
- If the inappropriate behaviour continues it will warrant a verbal warning from the teacher and an explanation. Good behaviour will be modelled.
- If the inappropriate behaviour continues after the verbal warning, the child will receive a second verbal.
- If the inappropriate behaviour continues after the second verbal warning then the child will have to complete a behaviour reflection sheet. The member of staff who issues the sheet is responsible for giving the reflection sheet to the child and completing the first question together. This should then be taken home and completed with parents. Specialist teachers must inform the class teacher that reflection sheet has been given. A reflection sheet may be issued if the member of staff concerned deems the child’s behaviour to be unacceptable.

- A child can receive a red card if their behaviour is serious and puts themselves or others at risk. A red card may also be issued instantly for other offences (e.g. being rude, spitting, hitting kicking etc.). If the behaviour continues he/she should then be sent to the Head of KS2 and then the Deputy Head.
- It is the Form teacher's responsibility to make sure the completed reflection sheets/re cards are signed and returned to school. A copy should be given to the office and recorded on CJM.
- If staff feel the reflection sheet has not been adequately completed at home, parents will receive an email from the office informing them the sheet has been returned. Parents are requested to talk to their child and encourage them to reflect on their behaviour and complete the form appropriately.
- If a child has received completed 2 behaviour reflection sheets in one week, and inappropriate behaviour continues, they will be given a red poor behaviour slip (red card) to take home.
- Parents will be asked to sign the slip and return it the following day.
- A meeting with the deputy head or headmistress will be arranged to discuss poor behaviour.

In extreme cases of poor behaviour exclusion from school will be considered.

Appendix 4 – Orchard House School

House Captains – duties & responsibilities

As House Captain you have the following duties and responsibilities.

1. To set a good example to younger children throughout the school, but particularly those in your House.
2. Take a lead in House Competitions, as a way of encouraging other children to take part.
3. To take a lead in House Meetings.
4. To keep running totals of House Points for individuals in your House and in total.
5. Meet with the teacher in charge of Houses every half term to discuss ideas for House Competitions and suggestions for improvements to the House system.
6. To help maintain the House board.
7. To share your role with the Vice Captains who also always need to follow points 1 and 2, and if you are away may have to follow points 3 to 6.

House Meetings

It is your responsibility to prepare and run the first part of the meeting. To do this you must do the following:

- On the day of the House Meeting (or a few days before) collect your House's House point booklets from the classes in Upper School.
- Record the House points for everyone and calculate the total number of House points for your House.
- When the House Meeting starts, take a register of those in your House.
- Go through the House Points list you have made, praising children who are doing well and encouraging those who are not doing so well.
- Award the certificate to the child who received the most House points for that week.
- Lead the meeting, with the support from the teacher in charge.
- Finish the meeting with enough time to thank everyone for their hard work before dismissing them.

Key stage I behaviour reflection sheet

At OHS your son or daughter learns how to make good choices with regard to his/her behaviour. Today _____ found it hard to make the best choice with regard to his/her behaviour. He/she has discussed his/her actions with me and we completed this form together. Please discuss it with your son or daughter, sign and return it to school tomorrow.

<u>Class</u>	<u>Date</u>
What did I choose to do?	
Why was this behaviour the wrong choice?	
How did my behaviour make other people feel?	
What do I need to do to fix my actions?	
Next time, what would be a better choice(s) to make?	

Teacher's signature _____

Pupil's signature _____

Parent's signature _____

Key stage 2 behaviour reflection sheet

At OHS your son or daughter learns how to make good choices with regard to his/her behaviour. Today _____ found it hard to make the best choice with regard to his/her behaviour. Please complete this form together with your son/daughter, sign it and return it to school tomorrow.

<u>Class</u>	<u>Date</u>
What did I choose to do?	
Why was this behaviour the wrong choice?	
How did my behaviour make other people feel?	
What do I need to do to fix my actions?	
Next time, what would be a better choice(s) to make?	

Teacher's signature _____

Pupil's signature _____



Parent's signature