



POSITIVE BEHAVIOUR AND DISCIPLINE POLICY

September 2023

Ethos

The ethos of Orchard House underpins the aims of our school and runs through every aspect of school life. In the course of their daily work, all members of the school community contribute to the development of this ethos by:

- Providing a child-centred, forward-looking educational philosophy.
- Treating each child as an individual and nurturing their own individuality.
- Valuing all school and wider community members equally, showing mutual respect and concern for others.
- The provision of a friendly and welcoming environment in which courtesy, kindness, respect and teamwork are fostered.
- Valuing and celebrating success and achievement in all spheres.
- Cultivating a culture to help instil resilience and perseverance.

Purpose

This policy is to guide teachers, children and parents on our restorative and relationship-focused approach to behaviour management. This will allow the children at Orchard House School to enjoy a calm, nurturing and caring environment, which will support every child both emotionally and educationally to give them the best possible chance of success.

Orchard House is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, accept responsibility for their behaviour and encourage others to do the same. Our positive behaviour policy guides staff to teach self-discipline, not blind compliance. It echoes our school values and emphasis on respectful behaviour. Consistency and clear, calm adult behaviour underpin this.

This policy reflects the requirements of

- The Statutory Framework for the Early Years Foundation Stage 2023 and the Equality Act 2010.
- Behaviour and Discipline in Schools: Advice for headteachers and school staff, February 2024.
- Paul Dix's book – When the Adults Change Everything Changes.

The policy must also be read in conjunction with the relevant appendix. It applies to all children in the school, including those children in the EYFS.

If you consistently reward minimum standards, then children will strive for minimum standards. If you reward children for going over and above, then there is no limit to their excellent behaviour.'
Paul Dix

Aims and expectations

It is a primary aim that every member of the school community feels valued and respected and that everyone is treated fairly and well. The school does not discriminate against children's contrary to Part 6 of the Equality Act 2010. The school is a caring, inclusive community which promotes

effective strategies for managing behaviour and encourages children 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.

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 encourages children 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.

Children are taught about safe behaviour in order to reduce risk and build resilience, including 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.

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. The school 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 through class discussions of the values. The values are also displayed in classrooms and around the school. Expectations of behaviour are discussed in PSCHEE lessons and in assemblies.

Every member of the school community is expected to behave in a considerate way towards others. All children are treated fairly, and this behaviour policy is to be applied in a consistent manner. This policy aims to help children to grow and learn in a safe and secure environment to become positive, responsible and increasingly independent members of the school and their wider communities.

As a matter of course, good behaviour is expected 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. **For further information, please refer to the Anti-bullying policy.**

Decisions on rewards and consequences are made, reflecting the child's age and understanding.

All Staff

1. Meet and greet children in the morning
2. Refer to 'Respect, Responsible, Kindness, Safe' (our focused values)
3. Model positive behaviours and build relationships
4. Plan lessons that engage, challenge and meet the needs of all learners
5. Use visible recognition mechanism throughout every lesson
6. Be calm and give 'take up time' when going through the steps. Prevent before consequences
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

What does good behaviour look like

In lessons

- Children taking responsibility for their learning
- Hands up
- Responding to teacher signal SLANT (Sit up, listen, ask and answer questions, nod your head and TRACK the speaker)

Walking around the school

- We walk **quietly**
- We walk **safely**
- We are ready to learn
- Being respectful to all in the school

At playtime and lunchtime

- Engaged in play
- Respectful to staff and peers
- Walking to the toilets
- Inclusive
- Friendly
- Good language
- Good table manners

On trips:

- Listening to adults
- Representing Orchard House School
- Being mindful of the public and respectful towards others
- Sensible and smart
- Enthusiastic
- Polite

In assembly:

- Respectful
- Listening and sitting quietly

The following positive strategies will be used consistently by all staff in the school. They are designed to ensure 'first attention goes to best conduct' and to create clear, simple routines and expectations that make children feel valued members of our learning community and motivated to always try their best.

'The foundation of every school must be excellent behaviour. We should be keeping the focus on a visible culture of impeccable conduct, and making the consistency palpable, audible and highly visible.' - Paul Dix

Rewards

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 children's work is a tangible reward available to the teachers. Every child's work 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;
- A Recognition Board may be used to encourage social or learning behaviours, where children demonstrate 'Being respectful', 'Being responsible', 'Being kind' and 'Being safe. Adults or children in the class can nominate names for the board, and there is an emphasis on children working together as a team to get everyone's name on the board.
- Reports to parents: these are also seen as a vehicle for constructive criticism and praise.

The school acknowledges the effort and achievement of all children, both in and out of school.

In the Upper, School rewards are based on the House system. Each child has a House record sheet to record his/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 trophy is also given to the child who earns the most House points during the term. House Captains are appointed to each House and carry out various responsibilities. **For further information, please refer to appendix 4: House Captains - duties and responsibilities).**

- Any member of staff can award good behaviour or work by House points, which should be recorded on the children's House record sheet.
- Form teachers should regularly check the record sheets to acknowledge each child's achievements and check that House points are being recorded.
- House captains will add up the House scores and then give praise and support to their members during House meetings and Friday assemblies. The child who reaches the following House points will be awarded:
 - 100 House points they will receive a bronze certificate
 - 150 House points they will receive a silver certificate
 - 200 House points they will receive a gold certificate
 - 250 House points they will receive a House badge
 - 300 House points they will receive a Wow! Over and above certificate
 - 350 House points they will receive 'You are a super star' certificate
 - 400 House points they will receive 'Amazing work' certificate

- In assembly, a child may be “recognised”. The prefects will read out details of the good behaviour or achievement. Weekly recognition is recorded in the OHS Weekly, which goes out to all parents.
- A good piece of work can be sent to the headmaster for recognition.
- Specialist teachers, including peripatetic teachers, should give realistic numbers of house points to a child in a lesson. E.g. in a half-hour lesson, a child should receive 1, 2 and 5 house points. **For further information, please refer to House points guidance in appendix 5 and EYFS/Key Stage 1 Rewards and consequences)**

'This is not intended to shower praise on the individual; it is a collaborative strategy. We are one team focused on one learning behaviour and moving in one direction.' - Paul Dix

A classroom plan / Flow chart

The Classroom Plan is a sequence of steps which are focused on small but certain consequences and a restorative, not punitive, ending. All teachers will use the plan to ensure consistent language and steps are being used throughout the school and expectations, and consequences for the children are clear.

1. Reminder

- A reminder of the expectations to be responsible, respectful, kind and safe
- Teachers need to make the child aware of their behaviour
- The child then has a chance to do the right thing and correct his behaviour

2. Second reminder

- A clear verbal reminder is delivered to the child, making them aware of their behaviour and clearly outlining the consequences if they continue (behaviour boundaries being set)
- The child has the choice to do the right thing
- Children should be reminded of their previous good conduct to prove that they can make good choices

3. Reflection time

- The teacher speaks to the child about their behaviour
- The child is asked to reflect on their behaviour
- The child thinks about their next step
- The child is given the final opportunity to re-engage with the learning or follow instructions

4. Consequence - yellow card / time of play

- Consequence - yellow card/time of play 2-5 minutes
- If behaviour is consistent, then the Form teacher will contact the parents - if parents are contacted, then you must put on CPOMS

All teachers should communicate to the next teacher the behaviour or write the number on the class list which is stuck on the first aid box. This will allow all teachers to be consistent.

'The positive relationships you form with children depend on a restorative approach being your default mode.' - **Paul Dix**

At Orchard House School, we believe that nurturing restorative practice, as well as high expectations, is imperative to building positive relationships. By having a conversation we aim to help the child realise how their behaviour impacts others, teach what appropriate behaviour looks like and equip the child with tools they can use to avoid a similar incident occurring in the future.

Consequences - yellow card/time of play **KS2 - 2-5 minutes / KS1 – 1 minute**

In each lesson, children start from step 1 - reminder. However, if the child continues to make the wrong choices then they will have time of play (**yellow card**) and **the parents will need to be notified that the behaviour has been consistent. For further information, please refer to the flow carts in appendix 4)**

Our behaviour management approach is based on building strong relationships between adults and children. The use of positive reinforcement strategies will always be our default approach. However, if a child is not responding to these strategies, there needs to be clear, consistent consequences by the adult dealing with a specific incident.

- Children are expected to listen carefully to instructions in lessons.
- Children are expected to try their best in all activities.
- If a child is disruptive in class, the teacher will follow the behaviour steps. If a child continues to misbehave repeatedly, the child will have a restorative conversation with the teacher.
- The safety of all children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity.
- 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 regularly misbehaves in lessons, teachers will ensure that the work set for the child is suitable, as children may misbehave if they are anxious about failure or bored. When behaviour is an issue, senior staff members may also examine work or make classroom observations to monitor the situation and/or offer advice.

Uncompleted work

Any work which is **not completed due to poor behaviour choices** will be sent home to complete for the next day. If this does not happen, it will be completed in school during break. Teacher's to inform parents or put a note in their homework diary

Serious Behaviour Incidents - red card/red slip

- A red card may also be issued instantly for other offences (e.g. being rude, spitting, hitting, kicking etc.).
- If there is a serious incident, the head will be notified immediately. Ultimately, exclusion or expulsion may be the only solution.

Reasonable adjustments to rewards or consequences 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 head's discretion.

'Children need people, not punishment. It is time we gave them what they need to succeed, not simply what we feel they deserve. Exclusion and heavy consequences rarely meet the needs of the child.' - Paul Dix

Parental involvement

We feel it is important for parents to be aware of repeated and/or more serious incidents. We will communicate this through a phone call or an informal or formal meeting. Managing Behaviour Engagement with learning is always our primary aim at Orchard House 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, steps should always be taken with care and consideration, taking individual needs into account where necessary. Praise the behaviour you want to see.

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

Bullying

The form teacher must discuss the school's values with the children in his or her class. In addition to the school values, each form may also have its own classroom rules. These are agreed upon by the children and displayed on the classroom wall. If there are incidents of anti-social behaviour, the form teacher should discuss these with the whole class during 'circle time and PSHCEE lessons'.

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

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 to physically support a child, 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 on CPOMS using the behaviour tab and physical support tick box. The parents must also be informed on the same day.

The actions taken are to be in line with the official guidance cited below. It is not permitted for staff to shout excessively at children, and no staff member should ever shout at an individual child. If any staff member feels under undue pressure by any particular situation, he or she should seek assistance from a senior colleague.

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/publications/use-of-reasonable-force-in-schools>

For further information, please refer to the Staff Code of Conduct Policy.

The role of teachers

It is the responsibility of teachers to ensure that the school values are enforced in their classes and that their classes behave in a responsible manner during lesson time. Teachers must ensure that all lessons are well-planned, organised, and suitable for all children's ability. 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. Teachers must treat each child fairly and enforce rules consistently. The teacher should treat all children with respect and understanding. If a child repeatedly misbehaves in class, the form teacher should keep a record of all such incidents. In the first instance, the class teacher should deal with incidents in the normal manner. However, if misbehaviour continues, the class teacher must seek help and advice from the deputy or head. The school 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 their concerns continue about the behaviour or welfare of the child. **For further information, please refer to the Pastoral Policy.**

The role of the Head

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. The head supports the staff by implementing the policy, setting the standards of behaviour and supporting staff in the implementation of the policy. 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

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. If the Head excludes a pupil, he or she will inform the parents immediately, giving reasons for the exclusion.

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

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.

Appeals

If parents or guardians wish to appeal against a permanent expulsion, they must do so to the Chair of Governors in writing, within one week of the letter notifying the parents of the expulsion.

The Chair of Governors will establish an Appeal Panel to consider the appeal. It will include one person independent of the management, leadership and governance of the school.

The Appeal Panel will normally convene within three weeks of the receipt of the letter requesting the appeal. The parents may bring a representative to the meeting. All letters and documents relied on by the Head shall be made available to the parents prior to the hearing. The parents or their representative may ask questions of the Head or may raise any relevant matter for the consideration of the Panel. The Panel may call for any further information it requires. No evidence or argument shall be presented to the Panel in the absence either of the parents or their representative, or in the absence of the Head. At the conclusion of the hearing, the Panel shall retire to consider what recommendation it may make. The Panel may recommend:

- The permanent expulsion is confirmed
- The permanent expulsion is rescinded
- The permanent expulsion be rescinded and replaced with an alternative sanction.

The recommendation shall be communicated to the parents or guardian and the Head. Every pupil has a right to confidentiality – it will be kept in the strictest confidence and only disclosed to those who need to know. We appreciate that such sensitive matters must be dealt with in confidence. If the school decides (after completing the investigation or because of new evidence and further investigation) that it is necessary to extend a limited period temporary suspension or to convert it into a permanent expulsion, the Head will write again to the parents with the reasons for this decision

The role of parents

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school. 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. If the school has to use reasonable consequences, parents should support the actions of the school. If parents have any concerns 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. The school's formal complaints process can be invoked if these discussions cannot resolve the problem.

The role of the governors

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. 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 role of House captains and functions of houses

The relevant duties and responsibilities of House captains and the functions of Houses may be seen in **appendix 3**.

Recording and Monitoring

The head monitors the effectiveness of this policy on a regular basis. He also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for improvements. The school keeps a record of incidents of misbehaviour in the behaviour log of the school's management system CPOMS. The log is monitored by the Head, Deputy Head and Head of Pastoral for any patterns or escalation of poor behaviour. The Head keeps a record of any pupil who is suspended for a fixed term, or who is permanently excluded or has any other consequences imposed for a serious disciplinary offence.

Lisa Zackey adapted this policy in September 2023.

Appendix I – Orchard House School 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 – EYFS/Key Stage 1 Rewards and Consequences

EYFS

At Orchard House, we have high expectations of children's behaviour, and we follow our Orchard House values throughout the day. Kindness and respect towards each other is expected at all times. In the Early Years, we understand children go through many developmental and neurological changes, including sensitive periods and developing their individual interpersonal skills. We pride ourselves on helping children to become confident and kind members of the class with strong communication skills. We believe that positive reinforcement works best at this young age and clear communication and expectations help children to work through any low-level issues that may arise. We use the Montessori 'Peace Rose Table' to help children overcome low-level conflict in a peaceful and purposeful manner. Children can also talk about their feelings at the 'Peace Rose Table'. Form teachers may wish to use specific charts or resources to support the whole class or individuals with behaviour choices and celebrate their successes. We have a wide range of resources in the classroom environment to help children develop strong social communication skills. EYFS children take part in regular PSED sessions to explore a range of topics such as sharing, taking turns, kindness and emotions.

KS1

In KS1, rewards are based on the House system. Each classroom has a chart where each child records his or her House points. Individual points contribute to the overall house score; at the end of each term, a trophy is awarded to the house with the highest score.

Rewards

- Any member of staff can award House points for good behaviour or work. House points should be recorded on the class house point chart.
- Form teachers count up the house points each week and add them to a Google Form for each class which will be added to the Upper School house point running total.
- In assembly, a recognition certificate may be awarded
- A good piece of work can be sent to the headmaster for recognition.
- Exceptional pieces of work will receive a headmaster's award in assembly.
- Specialist teachers, including peripatetic teachers, should give realistic numbers of House points to a child in a lesson.

Appendix 3 – 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 keep running totals of House points for individuals in your House and in total.
4. Meet with the teacher in charge of Houses (Ms Zackey) to discuss ideas for House competitions and suggestions for improvements to the House system.

5. To help maintain the House board.
6. To sit in Key Stage assemblies in Houses and to talk to their house for 5 mins. They will motivate and inspire them to achieve as many house points as they possibly can.

Appendix 4 - Behaviour flowchart

EYFS Behaviour flowchart

1. Reminder 1



2. Reminder 2



3. Restorative conversation with a teacher.
Peace Table to reflect/talk about emotions and say sorry to a friend to resolve low-level conflict



Form teachers will always discuss behaviour concerns with parents.

Behaviour flowchart

1. Reminder



2. Second



reminder

3. Reflection time

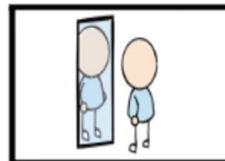


4. Consequence - yellow card/time off play



Uncompleted work

Any work which is not completed due to poor behaviour choices in lessons will be sent home to complete for the next day. If this does not happen, it will be completed in school during break time.



Serious behaviour incidents - red card/red slip



<u>POOR BEHAVIOUR SLIP</u>	
Date: _____	
Your child _____ is _____ has been given a poor behaviour slip for _____	
This is the _____ slip he/she has received this term. Staff signature: _____	
Parent's signature: _____	
PLEASE RETURN TO SCHOOL TOMORROW	



Yellow Card KS1

Name:

Form Group:

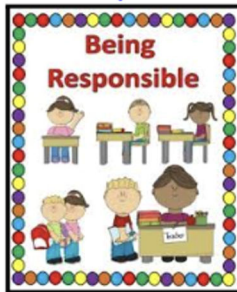
Teacher:

OHS Focused Values

Be Respectful



Be Responsible



Be Kind



Be Safe



|At OHS we do fantastic walking!

We walk quietly!

We walk safely!

We are ready to learn!



Appendix 5 - Guidance on awarding House points:

1 House Point	As and when - e.g. good answers etc.
3 House Points	Good lining up, handing in work, good work in lessons, good effort etc.
5 House Points	Act of kindness, being respectful, being safe, being responsible
5 House Points	Achieved above their target - Individual going above and beyond
5 House Points	Group achievement for teamwork! Wow!

House competition/Event:

1st	50 House Points
2nd	40 House Points
3rd	30 House Points
4th	20 House Points
5th	10 House Points