



ORCHARD HOUSE
SCHOOL

POSITIVE BEHAVIOUR AND DISCIPLINE POLICY

2026-2027

Aims and Expectations

'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

At Orchard House School (“the School”) 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. We are a caring community whose values are built on mutual trust and respect for all. This policy is therefore designed to outline the way in which all members of the School can live and work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and respected.

The School rewards good behaviour, as we believe that this will develop an ethos of kindness and co-operation. Our aim is to promote good behaviour rather than merely deter anti-social behaviour. The focus is placed upon the behaviour rather than the child e.g. “that was an unkind thing to do” rather than “you are an unkind person”. We look for the possibilities of praise after the reprimand to encourage more positive behaviour.

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. Consistency and clear, calm adult behaviour underpin this.

This policy reflects the requirements of

- The Statutory Framework for the Early Years Foundation Stage 2026 and the Equality Act 2010.
- Behaviour and Discipline in Schools: Advice for headteachers and school staff, February 2024.

- Keeping Children Safe in Education 2026

Paul Dix's book – When the Adults Change Everything Changes.

Expectations of behaviour are discussed in PSCHEE lessons and in assemblies.

For further information, please refer to appendix 1: Orchard House School Moral Values

Our Golden Rules
We are kind and helpful
We treat everyone with respect
We act sensibly and safely
We listen to one another
We are polite

What does good behaviour look like

In lessons

- children taking responsibility for their learning
- children putting their hands up and taking turns
- responding to teacher signal SLANT
(Sit up, listen, ask and answer questions, nod your head and TRACK the speaker)

Walking around the school

- walking quietly and safely
- showing respect and consideration to all adults and pupils

At playtime and lunchtime

- showing respect to staff and peers
- walking to the toilets
- engaging in friendly and inclusive play
- using appropriate language
- demonstrating good table manners

On trips:

- listening to adults
- representing Orchard House School sensibly
- being mindful of the public and respectful towards others
- looking smart
- showing enthusiasm

- being polite at all times

In assembly:

- showing respect to the speaker
- listening and sitting quietly

Rewards

"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

The children are praised and rewarded for good behaviour in a variety of ways:

- staff congratulate children
- work is displayed on the wall
- staff give children house points
- "Dojos" are used as a reward system in Reception and KS1
- children are sent to the Head to show outstanding work
- each week a child from each class receives the "Star Award"
- at the end of term children are awarded badges for achievement in different areas of the curriculum and different areas of school life
- certificates and trophies for achievements out of school are presented in assembly
- informal feedback to parents

House system

Each child in KS2 has a House record sheet to record his/her House points. Individual points contribute to the overall House score, and at the end of each half term, a trophy is awarded to the House 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.

Sanctions

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

The school employs a number of sanctions to enforce the school rules and to ensure a safe and positive learning environment. We employ each sanction

appropriately to each individual situation. Sanctions are focused on small but certain consequences and a restorative, not punitive, ending. Staff must never use public humiliation or ridicule.

We make every effort to apply sanctions calmly, firmly and consistently. Quiet reprimands are often more effective than public ones, although we recognise the need to ensure that the other children know that action is being taken.

Responses to inappropriate behaviour choice - Sanctions & Consequences

EYFS: conflict resolution

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 and KS2:

Sanctions are generally (but not always) divided into three main categories:

- 'Removal of Privilege/Pleasure': eg. No football; not representing the school in teams and at events. Removal of position of privilege such as House Captain (an honour bestowed on four children in Y6)
- 'Removal of Choice': eg Loss of freedom at lunch and break times; walking around with the adult on duty; not being allowed to attend a school club
- 'Removal of Trust': A behaviour contract where the child promises to conform to school rules and understands the consequences if they do not

Misbehaviour in class should be recognised by the child as a 'waste of learning time' for themselves and others, for which the child should compensate. This may lead to extra work being completed during their break or lunchtime, or unfinished work being taken home.

There are 5 stages on the school procedure behaviour scale in terms of dealing with inappropriate behaviour choices, and how these are escalated to senior staff. Each stage has written guidance for staff on sanctions that might be applied, if appropriate. The scale shows when behavioural concerns are escalated to the next level, and which member of staff may deal with the behaviour/incident.

Behaviour Incident Scale:

In all instances, the class teacher, or the adult responsible for the class/child at the time (if not the form teacher), investigates the incident, and then decides where the incident fits on the behaviour scale. Whilst all staff will endeavour to be fully consistent, professional judgement should be used when referring to the scale: much is dependent on the age, and stage of development of the child. Sanctions will always be applied to individuals: collective punishments are never acceptable.

Serious Behaviour Incidents - Level 5

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.

Bullying

The school never tolerates bullying of any kind. Measures are in place to prevent bullying and we do everything in our power to ensure that all children attend School free from fear. 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.

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 guidance entitled Restrictive interventions, including the use of reasonable force, in schools:

https://assets.publishing.service.gov.uk/media/6943dad6501cdd438f4cf5aa/Restrictive_interventions_including_use_of_reasonable_force_in_schools.pdf

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

Roles and Responsibilities

The role of pupils

Pupils are expected to behave well at all times and to follow reasonable instructions by any member of the School staff. They must take responsibility for their own behaviour and report any incidents of violence, bullying and harassment. Pupils must respect the needs, feelings and property of others.

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 line with our behaviour policy. However, if misbehaviour continues, the class teacher must seek help and advice from the Head or Deputy Head. 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.

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

- theft
- bullying
- physical assault/threatening behaviour
- unacceptable online behaviour either in or out of school hours
- fighting
- sexual harassment
- racist language
- insulting gender, disability or religion
- homophobic language
- 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 or Deputy 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.

Recording and Monitoring

The Head monitors the effectiveness of this policy on a regular basis. They also report to the governing body on the effectiveness of the policy and, if necessary, make 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.

Appendix 1 – 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 them 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 – House System

- Any member of staff can reward 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
- 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

House Captains 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 (Deputy Head, Pastoral) 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 3 - 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.

	Any member of staff	Form Teacher	Head of Pre-Prep & KS2 Lead	Deputy Head - Pastoral	Headteacher Involved
Severity of Incident	1 Minor	2	3	4	5 Major
Example of type of behaviour	- Talking at the wrong time - Calling out - Inattentiveness - Distracting others or being distracted - Time wasting - Interrupting others - Silly noises - Getting out of seat without permission - Pushing in line - Poor manners - Sulking or refusing to engage temporarily - Showing off - Forgetting equipment or homework - Minor classroom disruption	- Persistent low-level disruption over time - Repeated refusal to follow instructions - Leaving the classroom without permission - Answering back to adults, eye rolling or disrespectful body language - Dishonesty or lying about an incident - Lack of care for school property - Repeated poor manners or discourtesy - Incorrect uniform without reasonable explanation (KS2) - Name calling or teasing - Excluding others from games or activities	- Persistent disruption impacting learning - Swearing or derogatory language - Discriminatory comments made without full understanding but requiring intervention - Verbal aggression towards peers - Deliberate spitting - Theft of low-value items - Deliberate damage to property or graffiti - Physical aggression such as pushing, hitting, kicking or biting causing injury or marks - Bullying behaviour - Refusal to follow reasonable instructions - Putting others at risk through unsafe behaviour - Repeated breaches of school expectations despite intervention - Misuse of technology contrary to school rules	- Fighting requiring physical separation - Hitting another child in a violent and deliberate manner - Deliberate assault causing injury - Biting or kicking causing significant injury or blood being drawn - Threatening behaviour towards staff or pupils - Racist, sexist, homophobic or other discriminatory behaviour with understanding of the impact - Intentional theft - Wilful damage to school property - Leaving the school building or supervision without permission - Persistent bullying despite interventions - Severe verbal abuse or aggressive language - Refusal to comply with behaviour support plans - Bringing prohibited items into school - Danger of violence	- Serious physical assault on a pupil or adult - Throwing furniture or objects creating serious risk - Malicious allegations against staff or pupils - Repeated incidents of bullying or harassment despite extensive intervention - Racial, sexual or discriminatory harassment - Significant violence or threats of violence - Bringing banned substances, weapons or dangerous items into school - Leaving school boundaries and placing self at risk - Serious safeguarding concerns linked to behaviour - Persistent refusal to engage with the school's behaviour procedures and support measures - Serious or repeated abusive language directed at staff - Very serious repeated challenges to authority - Disruptive behaviour in class - all other stages have been exhausted.

	Any member of staff	Form Teacher	Head of Pre-Prep & KS2 Lead	Deputy Head - Pastoral	Headteacher Involved
Severity of Incident	1 Minor	2	3	4	5 Major
Example of Escalation Staff to decide which is most appropriate escalation	Staff member reminds the child of expected behaviours, following OHS values. If it persists, warnings to be given. Child may attend Reflection Time, if three warnings have been reached See possible sanctions to be applied in next table	Warnings to be given. Child may attend Reflection Time Parents informed, either via phone call, or private conversation after school, that child's behaviour is a concern. Behaviour to be noted on CPOMS	Stage 2 sanctions and strategies have been exhausted. Class teacher and/or Phase Leader meets with parents, informing them of the child's behaviour, their concerns, and the consequences. Where appropriate, Behaviour Plan to be put in place, agreed by teacher, parents and child, with clear targets, to be monitored on a weekly basis for a fixed period. Incident to be recorded on CPOMS Instant reflection	Stage 3 sanctions and strategies have been exhausted Class teacher and Deputy Head meet with parents Behaviour plan to be put in place, with short-term targets. Weekly meeting in school with parents, and Class teacher. Notes to be recorded on CPOMS In the event of bullying behaviours, a weekly 'observation book' will be implemented Instant Reflection	Stage 4 Sanctions and strategies have been exhausted Headteacher meets with parents, on a formal basis The meeting will either: 1) Confirm that the child may be excluded if serious behaviour is repeated 2) Go straight to fixed-term exclusion Instant Reflection Headteacher undertakes paperwork in-line with exclusion policy and procedures

Warnings

Warnings are given to children in line with the above escalation chart. Should a child receive 3 warnings in one school week this will result in them attending reflection with their phase leader. If a child receives more than 2 reflections in one school term this will be escalated to reflection with the Deputy Head, Pastoral.

Reflection

Reflection will take place towards the end of the school week. The purpose of this is to allow the child to reflect on where their behaviour has not been in line with OHS values and give them the opportunity to consider how they can move forward in a constructive and positive manner. During the session the children will complete an age appropriate reflection form and discuss their next steps with the adult in charge.

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

Appendix 6 - Reflection Sheets

Key Stage 1 Reflection Sheet

Name: _____

Class: _____

What Happened?

How did I feel? (Circle the

 happy	 angry	 tired	 scared	 surprised	 silly
 sad	 frustrated	 nervous	 worried	 calm	 excited

Which Orchard House value was I not upholding: (Circle)

- Be Respectful
- Be Responsible
- Be Kind
- Be Safe

How will I fix my poor choice:

Adult Leading Reflection Time: _____ Referred by (adult's name) _____

Class Teacher's signature: _____ Date: _____

Key Stage 2 Reflection Sheet

Name: _____

Class: _____

What I did:

What was the impact of my actions:

What do I have to do to put this right?

Adult Leading Reflection Time: _____ Referred by (adult's name) _____

Class Teacher's signature: _____ Date: _____