

BEHAVIOUR MANAGEMENT INCLUDING DISCIPLINE AND SANCTIONS POLICY

This policy applies to the whole school, including the Early Years foundation stage and is publicly available on the school website. A copy also may be obtained from the school office.

Legal Status:

- Prepared with regard to Early Years Foundation Stage Framework
- Regulatory Requirements, Part 3, Paragraph 9 and Exclusion Element of Part 6 (24)(3) of The Education (Independent School Standards) (England) (Amendment) Regulations
- Equality Act (2010), Education Act (2011)
- DfE Guidance(2014) *Behaviour and Discipline in Schools, A guide for Head Teachers and School Staff* (DfE Website – www.education.gov.uk) including *Getting The Simple Things Right*, Charlie Taylor’s Behaviour Checklist (DfE 2011)
- *Use of Reasonable Force. Advice for Headteacher’s, Staff and Governing Bodies* (DfE 2013) which incorporates previous directives.

We have also taken into consideration and made reference to the Department for Education (DfE) none – statutory advice ‘*Behaviour and Discipline in Schools*’ (2014)

Applies to:

- the whole school including the Early Years Foundation Stage (EYFS), out of school care, the breakfast club, the afterschool clubs, the holiday club and all other activities provided by the school, inclusive of those outside of the normal school hours;
- all staff (teaching and support staff), students on placement, the proprietor and volunteers working in the school.

Related Documents:

- Appendix A: Managing Behaviour in the Early Years Foundation Stage (EYFS)
- Appendix B: Managing and Modifying Children’s Behaviour
- Appendix C: Encouraging Positive Behaviour
- Anti-bullying Policy and Procedures, Safeguarding Pupils - Child Protection Policy and Procedures, Exclusions Policy, Physical Intervention – Use of Reasonable Force, Spiritual, Moral, Social and Cultural policy (SMSC) including Personal, Social, Health and Economic Education (PSHEE)and Supervision of Children Policy.

The above policies, working practices, documentation and record keeping support the implementation of behaviour management including discipline and sanctions. The Behaviour Management Policy is dove-tailed with the Anti-bullying Policy (with support for the victim and the bully) and makes it clear what the sanctions are for bullying.

Responsibility for the management of behaviour and discipline

- Mrs Anne Burton (Headmistress) is responsible for the behaviour management of the whole school
- Hannah Davies (Early Years Lead) has responsibility for the management of behaviour and discipline in the Early Years

Monitoring and Review:

- This policy will be subject to continuous monitoring, refinement and audit by the Headmistress, the Deputy Headmistress and the Early Years Lead.
- The Proprietor (who is also the Headmistress) undertakes an annual review of this policy and of the efficiency with which the related duties have been discharged, by no later than February 2022 or earlier if changes in legislation, regulatory requirements or best practice guidelines so require.

Signed:

Date: March 2021

Behaviour Management including Discipline and Sanctions Policy

Statement of Intent

This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour. In the main, encouragement and support should be seen as the basis for developing acceptable behaviour within the school. Positive reinforcement of good behaviour is infinitely preferable to negative responses to bad. Negative reinforcement can, in fact, have the opposite effect from that which is intended and desired. It is an aim of our school 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. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure. This policy includes details of:

- how we promote good behaviour amongst pupils including house points and
- the sanctions we adopt in the event of pupil misbehaviour.

We believe that children flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour. To this end we encourage all members of the School to consider the feelings of others, accept personal responsibility for their actions, and treat all property with due care irrespective of its ownership. We do not accept behaviour, such as bullying, insensitivity, bad language, vandalism and theft, which undermines these aims. This policy is a statement of good practice that covers all aspects of the school that contribute to the development and maintenance of good behaviour and a positive ethos. All members of the school are expected to help maintain a caring atmosphere, conducive to learning, with courtesy and mutual respect as basic requirements. Our school fulfils its duties under the Equality Act 2010, including issues related to pupils with special educational needs/disabilities and how reasonable adjustments are made for these pupils: Our school provides support systems for pupils and liaises with parents and other agencies. Our school manages pupils' transition and disciplinary action is taken against pupils who are found to have made malicious accusations against staff. In accordance with legislative requirements, we have a whole school approach to e-safety. This includes annual update training for staff regarding e-safety. The school also organises annually an awareness session for parents with regards to e-safety. We expect all pupils to adhere to the safe use of the internet as detailed in our ICT- Based Forms of Abuse (including Cyber-Bullying) Policy. Also please see our E-safety Policy.

Expectations of good behaviour are high, and the children should not fear recrimination for telling the truth. A mutual feeling of trust is implicit. It is our intention to promote good behaviour as a priority, encouraging restorative justice wherever possible and using sanctions only where absolutely necessary. This policy reflects the school's stated aim of enabling all its pupils to develop habits of self-discipline and the attributes of a good citizen. It reinforces the values and expectations that are published in classrooms and in planners. We believe that good academic habits and self-discipline are developed and demonstrated by people who have high self-esteem. Whenever possible desirable behaviour and effort should not be taken for granted but responded to and acknowledged when witnessed by teachers. Inherent in the ethos of the school is respect for the individual person. Important to us all is the manner in which we relate and speak to pupils and to one another, each day. Encouragement and support should be seen as the basis for developing acceptable behaviour within the school. Staff should never use sarcasm, ridicule or persistent criticism in an attempt to correct inappropriate work, actions or language. Positive reinforcement of good behaviour is infinitely preferable to negative responses to bad. Negative reinforcement can, in fact, have the opposite effect from that which is intended and desired.

As part of our Behaviour Policy Orchard School believes that all children and adults have the right to live in a supportive, caring environment in which pupils feel safe and free from bullying and harassment that may include cyber-bullying and prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability (as defined in the Equality Act 2010), and the use of discriminatory language. Bullying can occur through several types of anti-social behaviour. Children will know that

sanctions are applied justly and in a consistent manner. Distinction will be made between serious and minor offences. The best way to encourage good behaviour is to have a clear and consistent code of conduct, backed by a balance of rewards and sanctions within a positive community atmosphere. The purpose of this policy is to:

- Create an environment that is conducive to achieving the aims of the School;
- Provide clearly defined limits that are easily understood by children, staff and parents;
- Aid all staff in the management of behaviour;
- Ensure high standards of behaviour are promoted and maintained.

Aims

Our aim is that through this policy we motivate children to:

- work hard;
- behave well;
- obey the school rules;
- treat all members of the community with respect;
- show self-respect.

We ensure that pupils are able to understand and respond to risk, for example risks associated with extremism, new technology, substance misuse, knives and gangs, personal relationships and personal safety. The School aims to provide:

- good adult role models of caring co-operative behaviour;
- the reinforcement of positive attitudes to expectations;
- the celebration of a wide range of achievements;
- an acceptance by all staff of a responsibility for maintaining good discipline.

It is a primary aim of our school 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.

Promoting Good Behaviour at Orchard School:

- duties under the Equality Act 2010, including issues relating to pupils with special education needs or disabilities and how responsible adjustments are made for these pupils; See SEND Policy
- a consistent approach to behaviour management with a weekly whole school discussion about children's behaviours;
- strong school leadership;
- supports teachers with classroom management;
- implements rewards and sanctions; behaviour strategy and the teaching of good behaviour;
- provides support to children to self-manage their behaviours taking into account all aspects of the child and why they are displaying certain behaviours;
- provides staff development and support;
- ensures Support systems are in place for pupils;
- liaises with parents and other agencies;
- manages pupils' transitions;
- Organisation and facilities.
- Has clear, well organised working practices along with maintaining its facilities to a high standard and takes disciplinary action against pupils who are found to have malicious accusations against staff.

In formulating our Behaviour Policy, we first define the terms '*behaviour*' and '*discipline*'. Good *behaviour* is conduct that assists the school to fulfil its function. *Discipline* is the system of rules for good behaviour that aims to develop self-discipline in pupils and creates the conditions for an orderly community in which effective learning can take place. Discipline is the system and ethos, therefore, which aims to cultivate in pupils an acceptance and recognition of responsibility for their own decisions and actions together with the consequences.

The School rules are based on respect, accountability and concern for others. We feel they promote a sense of

community and collective responsibility with the school. In having rules, we hope to ensure the health and safety of the children whilst providing a happy and stable environment for staff and pupils. We aim to teach children to behave in socially acceptable ways and to understand the needs and rights of others. The principles guiding management of behaviour exist within the programme for supporting personal, social and emotional development. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure. The primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn.

School Ethos

Orchard School is expected to be a place where:

- all individuals are respected and their individuality valued;
- pupils are encouraged to achieve;
- self-discipline is promoted and good behaviour is the norm;
- rewards and sanctions are applied fairly and consistently;
- bullying, disruption and harassment are not tolerated;
- early intervention is the norm;
- there is an emphasis on self-discipline.

The ethos of our school is such that all who come here are valued as individuals in their own right. Children are given clear guidance as to what is, and is not, acceptable behaviour, so that they can develop their own moral code. It is important that each person is treated fairly and is shown respect by other children and adults. Children should never be allowed to feel that sexism, elitism, racism etc. are acceptable. We expect all members of our school – children, parents and staff – to keep to the guidelines, requiring these to be applied consistently. All staff play an important role in promoting good behaviour. The school's behaviour policy will be available to all staff.

The Role of the Headmistress in Implementing the policy

The Headmistress's role is to determine the detail of the standard of behaviour acceptable to the school, having responsibility for maintaining day-to-day discipline in the school, which will include making rules and provision for enforcing them. She has overall responsibility for supporting personal, social and emotional development, including issues concerning behaviour. Orchard School in compliance with DfE Guidance (2011) (www.education.gov.uk) *Behaviour and Discipline in Schools*:

- fulfils its duties under the Equality Act 2010; including issues related to pupils with special education needs or disabilities and provides reasonable adjustments for these pupils;
- has a consistent approach to behaviour management;
- promotes self-discipline and proper regard for authority among pupils;
- encourage good behaviour and respect for others and prevent all forms of bullying pupils;
- ensures a strong school leadership;
- regulate the conduct of pupils
- supports teachers with classroom management;
- ensuring staff receive appropriate training on behaviour management when necessary;
- implements rewards and sanctions; behaviour strategy and the teaching of good behaviour;
- provides staff development and support that make provision for continuous professional development with reference to: positive behaviour management, physical intervention (the use of reasonable force) and anti-bullying procedures;
- ensures support systems are in place for pupils;
- liaises with parents and other agencies;
- manages pupils' transition;
- has clear, well organised working practices along with maintaining its facilities to a high standard and
- takes disciplinary action against pupils who are found to have made malicious accusations against staff.
- have an understanding of current legislation, research and philosophy on promoting positive behaviour and on handling children's behaviour where it may require additional support;

- recognition that codes for interacting with other people vary between cultures and require staff to be aware of and respect those used by members of the School;
- be able to access relevant sources of expertise on promoting positive behaviour within the curriculum for supporting personal, social and emotional development;
- familiarise new staff members with the school's behaviour policy and guidelines for behaviour.
- ensuring staff are supported by the (Senior Management Team) SMT when dealing with pupils displaying misbehaviour and that there is consistency in managing the behaviour

Orchard School makes the relevant information available to comply with the above. The policies, working practices, documentation and record keeping support the implementation outlined above.

The Role of All Staff

All staff are expected to encourage good behaviour and respect for others in pupils and to apply all rewards and sanctions fairly and consistently. Staff are also responsible for ensuring that the policy and procedures are followed and consistently and fairly applied. Well planned, interesting and demanding lessons make a major contribution to good discipline. The School has clear policies concerning teaching and learning. Staff are supported with effective classroom management strategies to ensure effective behaviour management (See Managing and Changing Children's Behaviour Document). Staff need to recognise that codes for interacting with other people vary between cultures and staff need to be aware of and respect those used by members of the school. All staff need to provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy.

The Role of Pupils

Pupils are expected to take responsibility for their own behaviour and will be made fully aware of the School policy, procedures and expectations. Pupils also have a responsibility to ensure that incidents of disruption, violence, bullying and any forms of harassment are reported.

The Role of Parents

Orchard School strongly encourages an ethos and culture whereby there is clear communication with, and the support of parents. Parents are expected to take responsibility for the behaviour of their child both inside and outside the School. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour. We work in partnership with parents to address recurring unacceptable behaviour, using observation records to help us to understand the cause and to decide jointly how to respond appropriately. By working collaboratively with parents, children receive consistent messages about how to behave at home and at school. We expect parents to encourage their children to support the school rules, their child's learning, and to co-operate with the school.

The Class Teacher and Classroom Management

The class teacher has prime responsibility for pastoral care. Teachers will take responsibility for maintaining good behaviour within their classroom and throughout the school if needed. The school has clear policies concerning teaching and learning. Staff are supported with effective classroom management strategies to ensure effective behaviour management.

Within the classroom, children will be given the opportunity to take responsibility and to use their initiative for the good order of the class. The general practice of classroom management involves many rewards being given to children on a daily basis. These include verbal praise, written remarks about good work, stickers/stars, sending children with their work to other teachers/Headmistress and a house merit system. School reports are also seen as a means of constructive praise.

Standards of Behaviour

Our school demands high standards of behaviour and endeavours to encourage good habits of work and behaviour from the moment a child enters the school. All staff are expected to promote good behaviour and self-discipline amongst pupils and to deal appropriately with any unacceptable behaviour. Punctual attendance at school and

lessons are required. It is appreciated that there will be variations in staff acceptance and tolerance of pupils' behaviour in class depending on the nature of the class and content of the lessons, but behaviour which does not allow constructive teaching and learning is unacceptable. All staff have a duty to ensure that disruption is not tolerated. Through regular discussions at staff meetings, the school endeavours to ensure that staff apply all standards fairly and consistently.

The School Environment

We are well aware of the impact of the school environment on the behaviour of our children. If we are to raise self-esteem and demonstrate the value of each individual member of our school, then we must make sure that this is reflected in the appearance of the school. The care and sensitivity with which children's work is displayed both in the classroom and throughout the school will radically affect the feeling of welcome and ownership by all. Staff will have a commitment to the appearance of the school buildings by picking up litter, noting displays coming adrift and removing items left lying around. The children will also be encouraged to be likewise aware so that they feel they personally have a responsibility for keeping the school clean, tidy and attractive. Children showing pride in their own classroom is the first step towards this. We wish to promote a school environment where:

- all pupils have a right to work in a calm, undisturbed, supportive and purposeful atmosphere;
- if they are going outside the classroom, pupils should move from lesson to lesson quickly, but calmly so that they are punctual;
- to benefit fully from lessons pupils should have all necessary equipment and books;
- positive self-esteem is encouraged along with concern for the well-being of others;
- school rules, stated positively, are understood and applied consistently;
- the attitudes and values with reference to Spiritual, Moral, Social Education (SMSC), Personal Social Health and Economic Education (PSHEE) and Citizenship lessons permeate the school day;
- high expectations, both in work and in play, create a positive attitude to learning for life;
- all have a right to attend school without the fear of being bullied;
- praise rather than blame, is the norm;
- pupils should put all litter in bins;
- pupils should leave classrooms clean and tidy;
- they should also adhere to the school uniform/dress code including hair styled in a conventional manner;
- pupils should refrain from using make-up, nail varnish, and unnatural hair colours.
- listen to and obey all safety instructions given by adults in school;
- hand in to the School Office any medication, apart from asthma inhalers, brought into school.

Pupils should confine items of jewellery worn at school to a watch. Please note that the school cannot take responsibility for jewellery, - expensive items should not be worn for school).

Expectations.

These are:

- to promote the well-being of self and the school community;
- to encourage the development of personal independence and responsibility;
- to promote the creation of an atmosphere conducive to learning.

Our school is opposed to discrimination on the grounds of sex, race or religion. We believe that such discrimination is contrary to justice and equality and undermines respect and co-operation amongst individuals.

This school is opposed to any form of open, or concealed, racism or racist behaviour. All pupils in the school have the right to the best possible education regardless of ethnic origin, colour or religion. All staff and parents of children in the school have a right to be treated equally regardless of ethnic origin, colour or religion. Children should be encouraged to accept responsibility for their own behaviour. Children are expected to behave in a manner that will maximise their learning opportunities - and those of their group members. Behaviour which does not enhance learning opportunities will not be tolerated. In such cases of unacceptable behaviour during lessons the Headmistress is to be informed.

Orchard School Golden Rules:

- Do be gentle
- Do be kind and helpful
- Do work hard
- Do look after property
- Do listen to people
- Do be honest

Unacceptable behaviour is:

- that which can damage/hurt (in *any* way) a person or their property;
- that which is offensive or inconsiderate;
- that which interferes with the rights of teachers to teach and children to learn.

Rules are deliberately few in number and should be stated positively and clearly. Children should always be aware of why they exist. Orchard School Rules should be well known to all and reinforced consistently. There is no place in this independent fee-paying school for malicious accusations against staff. Whilst these would be considered on an individual basis, the response of the school could be that of a fixed term or if necessary permanent exclusion.

In assessing behaviour, consideration is given to whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff will follow the schools' safeguarding policy. They will also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school would consider whether a multi-agency assessment is necessary.

Code of Conduct and Care for Others

In order to maintain a happy, safe, working environment in which staff and pupils can perform to the best of their ability we expect all members of The Orchard School to conform to the following code of conduct.

- All pupils of the School should show consideration, courtesy, respect and sensitivity to one another, to visitors to the school and to those of the public they come into contact with.
- The School will not tolerate disrespectful behaviour or physical or verbal abuse, i.e., bullying, teasing, rudeness or bad language, directed at any member of the School.
- Any incident of bullying should be reported to an adult immediately. (Please see school anti-bullying policy.) Immediate steps will be taken to offer appropriate support for the victim. When the facts have been fully established and sanctions for the perpetrator decided upon, support should also be extended to him or her in the form of assistance from the Headmistress or outside agencies.
- We expect all members of our school to refrain from overly physical contact with one another.
- In particular no items of monetary or sentimental value should be taken to off-site PE activities and individual guidance should be followed regarding valuables on school trips and residential courses
- Intentional damage to School or personal property will result in contact with parents to seek reimbursement of the cost of repairing the damage.

Rewards

Throughout the school, good behaviour is promoted at all times. Our School believes that it is important to acknowledge and reward in a positive way those who demonstrate a high level of co-operation and good behaviour. We endeavour to raise children's self-esteem by using praise to encourage and acknowledge positive actions and attitudes. Staff should seek every reasonable opportunity to praise pupils and, where appropriate, reward them for good behaviour and good work. Care should be taken to affirm children who are "always good". They should not feel that the occasional badly behaved child is praised for improved behaviour whilst their own consistent efforts go unmentioned or unrewarded. We praise and reward children for good work and behaviour in a variety of ways:

- Teachers congratulate children through Verbal praise and written praise for good work, attitude or conduct;
- Recognition of personal qualities by peer group through the election of House Captains, School Council Members etc.

- Staff are encouraged to send outstanding pieces of work and children with their work to the Deputy Head, Headmistress or other teachers.
- Children can visit other classes to share their good work.
- Displaying good work around the School.
- Children are chosen to share good work with visitors.
- Children are given Special Helper roles throughout the school, and encouraged to take pride in their role, and are praised for this. Roles may include snack monitor or leader.
- Children are encouraged to share details of awards and achievements they may have attained outside of school, e.g. winning a cup for the area rugby club.
- Reports to parents, which are always worded to be as constructive as possible.
- Posting examples or evidence of excellent work in art/design, sports, drama or other performance achievements on the school's forum, so that our community can celebrate success.

All rewards and sanctions must be applied fairly and consistently and in accordance with the School's Equal Opportunities Policy. There will be no discrimination on the basis of gender, race, religion, belief, culture, sexual orientation, special educational needs or disability.

House Points

At Orchard School we also use house points as a way to encourage, motivate, support and congratulate hard work. The children are divided up into 3 different houses: Windsor (red), McIntosh (blue) and Braeburn (green) Children can again receive house points for displaying good behaviour and also for demonstrating excellence in work e.g., during spelling tests, at swimming/sports, homework and so on. Children record their points in the form of a tally next to their individual names on a chart in their classroom which are then transferred to house points. They can visually see how many points they have but also how they have contributed to their house. Points can be gained for positive individual efforts both inside and outside the classroom. When awarding a point, it should be remembered that what may be a miniscule achievement for one child, is a big step forward for another, and the reward should be appropriate to the child's individual effort. Points can be awarded for excellent academic achievement or improved effort, for acts of kindness or service to others or notable endeavour in any aspect of school life. House point totals are collected and recorded weekly for each child and an overall total is recorded for each house. Children are informed of overall weekly totals each week at the Friday Assembly. At the end of half term awards assembly, the overall winning house, which has scored the most points, is applauded and awarded with a treat.

Once a child collects 25, 50 and 100 house points, they take a certificate to Mrs Burton that is signed by her and collect a prize, during assembly, from the 'treasure chest' in her office.

Other rewards, certificates and praise

Before half term and at the end of term at the Friday Assembly, those children who have been awarded an achievement apple and those groups of children who have earned a golden apple are presented with the apples before they are hung on the tree. This can be for academic endeavour, behaviour, kindness or service to others.

We have a Prize giving Assembly on the last day of the year, where children from each class are awarded with a certificate highlighting their particular achievement for the academic year, progress, achievement or effort. The Year 4 children are each awarded a wooden apple to commemorate their time at Orchard. The school acknowledges all the efforts and achievements of children, both in and out of school. Children are given the opportunity to take on responsibility throughout the year. Children's successes in all areas e.g., academic, personal, artistic, sporting etc. are always celebrated.

Behaviour Management

The consequences of any misbehaviour should be logically related. Under no circumstances is it appropriate response to discipline a whole group for the misdemeanours of an individual. However, it is desirable to encourage

children to care about good class behaviour. This contributes to community building and fosters pride in the school. The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. The choice of Sanctions applied in the case of unacceptable behaviour, take into account the age and stage of development of the pupil or SEND considerations. The sanctions given at the time the misbehaviour occurs (or soon afterwards), are relevant to the action and are fair.

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.

- We expect pupils to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.
- We expect pupils to try their best in all activities. If they do not do so, we may ask them to redo a task.
- The safety of the pupils is paramount in all situations. If a pupil's behaviour endangers the safety of others, the class teacher stops the activity and prevents the pupil from taking part for the rest of that session.
- Parents may be contacted at the end of the day, depending on the seriousness of the action.

Other sanctions may include:

- A verbal reprimand.
- Extra work or repeating unsatisfactory work until it meets the required standard.
- The setting of written tasks as punishments, such as writing lines.
- Loss of privileges – for instance the loss of a prized responsibility.
- Missing break time.
- The loss of Golden Time.
- Detention including during lunchtime, after school
- School based community service or imposition of a task – such as picking up litter or weeding school allotment, under supervision; tidying a classroom; helping clear up the dining hall after mealtimes.
- Regular reporting including early morning reporting; scheduled uniform and other behaviour checks; or being placed “on report” for behaviour monitoring.
- Major breaches of discipline (physical assault, deliberate damage to property, verbal abuse, persistent disruptive behaviour, etc) are dealt with firmly by the Headmistress.
- In more extreme cases, the school may use temporary or permanent exclusion.

Children need to have set boundaries of behaviour for their own safety and the safety of their peers. In our School, we aim to establish these boundaries in a way that helps the child develop a sense of the significance of his or her own behaviour. Unacceptable behaviour is dealt with firmly whilst leaving the inner self of the child untouched, i.e., by avoiding sarcasm or words that might humiliate the child. Children are encouraged to show positive attitudes to all aspects of school life. Negative attitudes are not acceptable. .

Behaviour that gives cause for concern is always an agenda item at weekly staff meetings and will be recorded in the weekly reports sent by individual class teachers to the Headmistress. Parents are always kept informed of changes in their child's behaviour and are initially invited into school to discuss their child's behaviour with their child's teacher. Often a behaviour diary may be set up by the class teacher and monitored by the Headmistress. The Headmistress often uses her Health Visiting skills to help and advise parents in strategies and techniques to achieve desired behavioural results. We are mindful of the significance in behaviour changes that can be an indicator of a child suffering or experiencing harm, which would then trigger safeguarding protocol.

Early Years Foundation Stage (EYFS)

At Orchard School EYFS we recognise that behaviour management techniques must be adapted to take into account the development of young children in the foundation stage. Our behaviour management strategies in the EYFS are based upon the whole school behaviour policy, but with adaptations to account for the children's young age. In the EYFS our behaviour management strategies are, where possible, positive. It is expected that all staff members who

work at Orchard School EYFS will use and promote positive language with children where possible. Our behaviour management strategies at Orchard School EYFS are based on the following key principles:

1. We model expected behaviour
2. We use eye contact with children
3. We use our body language as well as our words
4. We use specific praise to reward positive behaviour
5. Where possible, we ignore negative or attention seeking behaviour
6. We phrase our requests in a positive manner
7. We promote independence and responsibility
8. We use our knowledge of each child as an individual
9. We do not make assumptions about young children's understanding
10. We empower children to choose the right course of action.

For a more detailed explanation of how each of these principles works in the EYFS, please see the Policy 'Managing and modifying behaviour through positive language in the EYFS'.

'Orchard School has a short memory for mistakes, failures and behaviour slips. Every child deserves a fresh start each morning.'

Robert Ramsey

Sanctions

- If a child is disruptive in class, the teacher verbally reprimands him or her.
- If a child misbehaves repeatedly, we may remove the child for the remainder of the lesson and isolate the child, from the rest of the class (under supervision), until they calm down, and are in a position to work sensibly again with others.
- At playtimes, for Years 1-4, we have a red and yellow card system for behaviour. Yellow cards are given to a child for minor incidents of behaviour, and the child will miss 5-10 minutes playtime. Red cards are given for serious incidents of behaviour and the child must report straight to the Headmistress, or in his absence, the Deputy Head. If this unacceptable behaviour continues, they will be sent to a senior member of staff/Headmistress and may be withdrawn from a pleasurable activity or privilege. Amongst older children, normal sanctions include verbal reprimands, loss of rewards, favoured activities, playtimes, etc.
- If a child has not adhered to either the class, school or playground rules they may lose some of their golden time. During this time, they will sit quietly, whilst others are pursuing their chosen activities

Unacceptable behaviour, which has previously been reported and for which school sanctions and other interventions have not been successful in modifying the pupil's behaviour, would lead to the pupil being excluded. This may be for either a fixed term or a permanent exclusion. The ultimate sanction at Orchard School is either 'fixed term' exclusion or a permanent exclusion.

In the school's twenty five-year history, no pupil has ever been excluded, either for a fixed term or permanently. The strong partnership that exists between school and parents has enabled pupils, whose behaviour has given cause for concern, to successfully modify and manage their own behaviour to achieve acceptable outcomes.

Removal of Pupil from School (Exclusions)

We do not wish to remove any child from school, but sometimes this may be necessary. Neither sanction is used lightly. Only the Headmistress (or the Deputy Headmistress on behalf of the Headmistress) has the power to request a parent to remove a child from school. If the Headmistress requests a parent to remove a child, she will inform the parents immediately, giving reasons for the action.

The Headmistress will also inform the Local Authority about any pupil asked to leave school.

We may consider it appropriate to remove a pupil from school who:

- Threatened or committed violence against another pupil/s or staff
- Stole from the school or a fellow pupil

- Displayed persistent and malicious disruptive behaviour, including open defiance of authority
- Engaged in sustained bullying of other pupils

Permanent Exclusion

We may consider it inappropriate to re-instate a pupil who:

- Threatened or committed violence against other pupil/s or staff
- Stole from the school or a fellow pupil
- Displayed persistent and malicious disruptive behaviour, including open defiance of authority
- Engaged in sustained bullying of other pupils

Appeals

The Headmistress makes it clear to the parents that they can, if they wish, appeal against the decision they can follow the complaints procedure. The school informs the parents how to make any such complaint.

The recommendation is communicated to the parents or guardian and the Headmistress who is also the proprietor. 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 as a result of new evidence and further investigation) that it is necessary to extend a fixed period temporary exclusion or to convert it into a permanent exclusion, the Headmistress will write again to the parent with the reasons for this decision.

It is the responsibility of the Headmistress to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.

Further suggested strategies:

All adults working directly with children at Orchard School can be effective discipline managers by planning ahead for discipline just as carefully as they prepare their lessons or activities. This area cannot be left to chance as, without a disciplined environment, it is unlikely that effective learning will take place. It is possible to plan for most disruptions to lessons. Such planning will allow the teacher to deal with problems as unobtrusively as possible. Planning will focus on behaviour and will ensure that everyone's rights are maintained.

- When it does not significantly affect classroom rights, it is best to ignore petty, attention-seeking behaviour.
- If a right to teach, learn or be safe is being significantly infringed, remind the child of the classroom rule e.g. "Jim, you know our rule for Please use it."
- Direct the child to appropriate behaviour.
- If a child is ever disruptive during the on-task phase of the lesson, it may be appropriate to direct him/her aside and ask what he or she is doing.
- Remain calm and use appropriate assertion. Arguing and anger do not convince. Having a plan for discipline before you start is enormously helpful.
- In general, speak quietly. Becoming louder than a noisy group of children can be a recipe for disaster.
- Focus clearly on the behaviour which is affecting due rights.
- Expect children to comply.
- Focus clearly on the relevant rule or right.
- Avoid asking "Why?" questions. (Save these for discussion away from the group). Use "What?" questions instead. Ask 'What happened?' 'I am curious to know...'. If a child says they don't know ask them 'I know you don't know, but if you did, what happened?'
- Address the behaviour and avoid attending to the argumentative or procrastinating secondary behaviour (pouting, arms folded and turning away, etc.)
- If behaviour continues to be disruptive after reasonable tactics outlined above have failed, then send to Headmistress.

Anti-Bullying

For information of how we deal with incidents of bullying, please see our anti-bullying policy. If a case occurs of severe or persistent bullying, strong sanctions such as exclusion will be implemented.

Serious Misbehaviour: Recording Behavioural Incidents

The school keeps a variety of records of incidents of misbehaviour. The Headmistress will keep a record of any child who is excluded for a fixed-term, or permanently. It is the responsibility of the Proprietor, to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.

Inappropriate and intentional misbehaviour are recorded in the individual observational notes. These files are kept in the classroom.

Record of Serious Sanctions Book

Any serious incident, that is where very aggressive or uncontrolled behaviour has put other children at risk or has endangered the safety of the child concerned, must be discussed with the Headmistress and entered in the Serious Sanctions Record, which is kept in the office. It must be discussed with parents or guardians when a child has been entered into the book.

Please refer to our Exclusion Policy for extreme cases, also to our Anti-Bullying Policy.

Behaviour outside school (See Behaviour Management on Educational Visits and Off-site Activities)

Pupil's behaviour outside school or on educational visits and sports fixtures is subject to the school's behaviour policy. Bad behaviour in such circumstances will be dealt with as if it had taken place in school.

Corporal Punishment

Under section 131 of the School Standards and Framework 1998, corporal punishment is prohibited in all schools and is a criminal offence. The school policy is that under no circumstances will corporal punishment ever be used. The prohibition includes the administration of corporal punishment to a pupil during any activity whether or not within the school premises. The prohibition applies to all 'members of staff'. These include all those acting *in loco parentis*, such as unpaid, volunteer supervisors. The verbal threat of corporal punishment is also strictly forbidden.

Punishments that are humiliating or degrading will not be used.

The following sanctions / punishments will *never* be used:-

- Corporal punishment.
- Any form of hitting of a child (including hitting a child in anger or retaliation)
- Deprivation of food or drink.
- Enforced eating or drinking.
- Prevention of contact by telephone i.e. parents or any appropriate independent listener or helpline.
- Requirement to wear distinctive clothing
- Withholding of any aids or equipment needed by a child.

Concerns about the welfare of colleagues or children should be communicated to the Headmistress immediately. Remember, these guidelines will protect you, the children and the school. Failure to comply may well be interpreted by the school as misconduct. Please be aware of the importance of these measures and adhere to them at all times.

Physical Restraint -The Use of Reasonable Force

All members of staff are aware of the regulations regarding *The Use of Force to Control or Restrain Children* as set out in Education Act 1996. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children to prevent them injuring themselves or others, damaging property or committing a criminal offence. Details of such an event (what happened, what action was taken and by whom, and the names of witnesses) are brought to the attention of the Headmistress and recorded in the child's individual notes. The child's parents are informed on the same day. Records are kept of when force is used, and parents are informed. Guidance is given to all 'members of staff' (as defined above) on the circumstances in which 'physical intervention' is allowable. See 'Physical intervention policy' for more information.

Involvement of Pupils

Article 12 of the UN Convention on the Rights of the Child allows children who are capable of forming views to express those views. The School Council will be involved in reviewing the school's anti-bullying policies and procedures and in the school's programme to reinforce self-discipline and positive work and behaviour patterns.

Equal Opportunities

All rewards and sanctions must be applied fairly and consistently and in accordance with the School's Equal Opportunities Policy. There will be no discrimination on the basis of gender, race, religion, belief, culture, sexual orientation, special educational needs or disability.

Duties under the Equality Act 2010

In accordance with the Equalities Act 2010, the school acknowledges its legal duties in respect of safeguarding and special educational needs. Particular consideration will be given to those pupils with special educational needs or disability when considering behaviour, discipline and sanctions. The school will take account of any special educational needs when considering whether or not to exclude a pupil. Pupils will not be treated less favourably for reasons related to the disability and steps will be taken to ensure this. Steps could include differentiation in the school's behaviour policy, behaviour modification strategies and requesting external help with the pupil. Adjustments will be made according to the pupils' specific needs.

The Rights and Responsibilities of Pupils

Orchard School believes that as a pupil you have the right:

- to develop to your full potential in every area of school life;
- to be treated fairly and with respect.

If you are to enjoy these rights, you must accept the following responsibilities:

- to respect the needs, feelings and property of others;
- to act in a way which helps you and others to gain the most you can from the school;
- to work hard yourself and ensure you do nothing to disrupt the learning of others;
- to ensure that you do not threaten other pupils or make them feel uncomfortable;
- to be punctual;
- to respect the instructions of the school staff;
- to complete work when you are asked to;
- to adhere to the school dress code;
- to help other members of the school community, particularly those who are new or younger than yourself;
- to take care of the school environment; and
- to uphold the good reputation of the school.

The Right to Learn in a Calm and Undisrupted Atmosphere

Pupils should move around the school calmly and quietly. To benefit fully from lessons pupils should have all necessary equipment and books. Homework and the date for handing it in should be written down in the homework diary. All work submitted should reflect a pupil's best efforts. Work that is badly presented or well below a pupil's capabilities is unacceptable and will be returned to the pupil in order for it to be done again. To ensure that the learning of others is not disturbed, calling out and other forms of disruptive behaviour are forbidden. Pupils will only be acknowledged and given the right to speak if they first raise their hand. Mobile phones are not permitted in school.

Care for Others

- All pupils of the school should show consideration, courtesy, respect and sensitivity to one another, to visitors to the school and to those of the public they come into contact with. The school will not tolerate disrespectful behaviour or physical or verbal abuse, i.e., bullying, teasing, rudeness or bad language, directed at any member of the school. For information of how we deal with incidents of bullying, please see our anti-bullying policy. If a case occurred of severe or persistent bullying strong sanctions, such as exclusion, would be implemented.
- Any incident of bullying should be reported to an adult immediately. (Please see school anti-bullying policy.)

Immediate steps will be taken to offer appropriate support for the victim. When the facts have been fully established and sanctions for the perpetrator decided upon, support should also be extended to him or her in the form of assistance from the Headmistress, teacher or outside agencies.

- Orchard School places considerable emphasis on pastoral support for all pupils. Additionally, support systems are put in place to help pupils modify their behaviour.
- Buying and selling in the school is not permitted unless as part of a pre-arranged activity, such as selling cakes for charity.

Members of the School must not:

- bring penknives or potentially dangerous objects, such as fireworks or cigarette lighters, into school or on school journeys;
- damage property or write graffiti on school property. If damage is caused, because a pupil has disobeyed instructions, a charge may be levied;
- bring or consume chewing gum in the school.

Educational Visits

The Headmaster may not allow pupils to participate in an educational visit (including residential visits) if their behaviour at school indicates that the pupil's presence on the activity will be prejudicial to good order and/or safety. Any serious offences, whilst on an educational visit will result in the pupil being sent home at the parents' expense. Pupil's behaviour outside school or on educational visits and sports fixtures is subject to the school's behaviour policy. Bad behaviour in such circumstances will be dealt with as if it had taken place in school.

Pupils' Conduct Outside the School Gates

Any pupil found to show misbehaviour or bullying outside the school gates (including pupils travelling to/from school, on an educational visit, wearing school uniform externally, or where a pupil can be identified such as through an email etc.) that is witnessed by a staff member or is reported to the Headmistress; will be subject to proportionate disciplinary measures. External misbehaviour includes behaviour that could have repercussions on the orderly running of the school, posing a threat to another pupil or member of the public, or behaviour that could adversely affect the reputation of the school. This will follow the Serious Misbehaviour process mentioned above and could lead to exclusion from the school.

Pupils with special educational needs and disabled pupils

Particular consideration will be given to those pupils with special educational needs or disability when considering behaviour, discipline and sanctions. The school must take account of any special educational needs when considering whether or not to exclude a pupil. Pupils will not be treated less favourably for reasons related to the disability and steps will be taken to ensure this. Steps could include differentiation in the school's behaviour policy, behaviour modification strategies and requesting external help with the child.

Behaviour of Parents on/off the School Premises

It is expected that parents will comply with our school regulations regarding dropping off and collecting their children and when on the school premises. Parents must on arrival at the school, ring the buzzer and report immediately to the School Office, unless they are collecting their child from a club. They may not wander around the school premises unaccompanied, unless permission has been sought e.g., to collect an item of uniform. Parents should not become angry publicly, and if they have a problem this should be dealt with in privacy with the person concerned and if necessary, with another member of staff. Complaints should be handled according to the Complaints Procedure.

Parents do not have permission to turn up at the school during school hours unannounced demanding to see their child's teacher. If this happens, and they refuse to leave, they will be escorted off the premises. Parents may not meet class teachers when they are teaching, and appointments must be made. If there is a court order against a parent seeing their child, the school will abide by the conditions of the order. For example, a parent who has been banned from entering the school premises is trespassing if he or she does so without permission and the police will be called. A note must be written if a pupil has to be taken out of school hours e.g., for a doctor's appointment. The

child will then be collected by a member of the office staff ready to meet the parent at the appropriate time. The pupil is then signed out and back in again on return. Parents should not approach other parents on the school premises concerning external matters. Matters concerning pupils in the school should be handled objectively through the school and not solely between parents.

Parents should not use the Class Rep System to vent personal vendettas against the school, nor should emails be circulated, or placements made on social network sites that damage the reputation of the school/pupils/staff. Any email that is to be circulated publicly to parents, other than for normal class business, should first be approved by the Headmistress.

Organisation and Facilities

Within the organisation of the school, there is a total commitment by all the staff team to place children at the centre of concern. This is supported by our policy, procedures and working practices. We have a clear ethos and culture along with appropriate educational facilities within our environment which enable children to be come as personally adequate, socially competent and as independent as their potential will allow.

Staff Development and Support

We support our staff in managing and modifying children's behaviour through appropriate training and guidance to develop staff skills further. We also have detailed supporting documents and clear procedures which enable staff to feel confident in dealing with behaviour accordingly.

Managing Pupil Transition

We carefully manage the transition of the children, not only from EYFS through to Key Stage 1 and to Key Stage 2. A particular strength at Orchard School is the relationship staff develop with the children and families. Children always have transition sessions with their new class and teacher, and we hold handover transition meetings at every move to enable clear communication for staff working with children. Because our staff team is in constant communication, any specific pupil support systems or strategies are seamlessly integrated as each child moves through the school to ensure consistency in their behaviour management. We are especially careful in ensuring that transitions for children with SEND are fully prepared at each stage both internally and externally. We are continually building relationships with senior schools and children are encouraged to attend taster days and visit prospective new schools. Close relations with our feeder schools enable visits to and from the Headteacher to discuss the individuals. Not only are children prepared for the academic transition of moving schools, but also the social side. Ex-pupils come back to talk to the current Year 4s about what their new school is like.

Support systems for pupils, parents and other agencies

In our school we have set procedures for supporting children with their behaviour problems. We may implement a behaviour plan for children with serious behaviour issues so that staff, parents and the child understand what is expected of them and the strategies which will be used. We have strong links with outside agencies including resources such as counselling. In some cases, we may refer children to these outside agencies who will liaise with both the school and the child's parents to provide additional support. Orchard School also has access to educational psychologists and the educational welfare service at the local authority. The school has a good working relationship with the local authority and complies with their safeguarding procedures.

Malicious accusations

If an allegation is determined to be unfounded, the school will refer the matter to Children's Social Care to decide whether the pupil concerned is in need of services or support. On the rare occasions where it can be proved that the allegation has deliberately been invented or is malicious, the Headmistress will temporarily or permanently exclude the pupil. Malicious accusations against our staff are not acceptable and are taken very seriously. Orchard School takes disciplinary action against pupils who are found to have made malicious accusations against staff that if necessary, may include exclusions.

Recording

A copy of all discipline letters is kept on file. The overwhelming majority of disciplinary offences are "in house".

and, as such, are not mentioned on school transfer reports. However, in the case of serious and/or persistent misdemeanours there is an obligation for the school to record the transgression(s) on the transfer report. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way. The school expects every member of the school community to behave in a considerate way towards others. We treat all children fairly and apply this behaviour policy in a consistent way. This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community. The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation.

Concerns about the welfare of colleagues or children should be communicated to the Headmistress immediately. Remember, these guidelines will protect you, the children and the school. Failure to comply may well be interpreted by the school as misconduct. Please be aware of the importance of these measures and adhere to them at all times.