



## Behaviour policy

'To go further than I thought.  
To reach higher than I dreamed.  
To become the person I need to be.'

Reviewed policy:	Autumn 2023
Reviewed policy shared with staff:	Autumn 2023
Reviewed policy shared with Governors:	Autumn 2024
Policy to be reviewed again:	Autumn 2024

## **Rationale**

Cherry Orchard School believes that the highest standard for behaviour for learning is fundamental for the achievement and safety of all pupils. The behaviour policy underpins the positive ethos and values of the school. We believe a close partnership between staff, parents, pupils and governors ensures that the messages from this policy are understood and followed to create an exceptionally positive climate for learning. Children need to know that all of their contributions will be valued and celebrated. Their ideas and thoughts for learning should be recognised.

## **Aims**

- For all members of the school community to show respect and compassion towards others and promote equality and human rights
- To provide clear expectations and strategies that will support and help pupils to succeed and learn self-reflection and self-regulation in preparation for the next phases in their lives
- To provide all pupils with a purposeful and stimulating environment to promote high standards whilst raising self-esteem, thirst for knowledge and resilience
- To empower pupils through involvement in decision making, thus giving them personal responsibility and pride in their school
- To ensure pupils understand the importance of keeping safe and how to keep others safe in different situations (eg e-safety and prejudice-based bullying).

**To support the school in the implementation of the policy, the Home School Agreement, which is signed by all parents and pupils on enrolment at the school, refers to the following responsibilities:**

### **Pupil**

- To work to the best of their abilities and allow others to do the same
- To follow the instructions of all school staff
- To take care of the school environment
- To co-operate with other children
- To be polite
- To be honest
- To follow the school's reward and sanction systems
- To keep safe and keep others safe

### **Parents/Carers**

- To send their children to school every day and on time
- To make sure children are properly equipped for every aspect of the school day (PE kit, book bag, individual aids eg asthma pump, glasses, medication etc)
- To collect their children on time at the end of the day and promptly when clubs finish
- To make sure their children arrive adequately fed, clothed, rested and ready for a busy school day
- To make the school aware of any concerns or problems that might affect their child's attendance, work or behaviour
- To support the school's policies and guidelines for behaviour
- To support their children with homework, reading, and any other home learning
- To attend meetings to discuss their child's progress
- To respond to letters from school
- To encourage their children to be polite and have good manners (appendix A Home School Agreement)

### **School Staff**

*see \*Extracts from Guidance for safer working practice for those working with children and young people in education settings, May 2019 at end of this policy*

- To treat all pupils fairly and with respect
- To raise pupils' self-esteem and have consistently high expectations for learning for all pupils
- To provide a challenging, interesting and relevant curriculum
- To create a safe and pleasant environment, physically and emotionally
- To use rules, rewards and sanctions clearly and consistently in line with the behaviour policy
- To consistently work in line with the school's safeguarding policy and adhere to their legal duties
- To foster positive relationships with parents so that all pupils recognise that key adults in their lives share a common aim
- To be aware of individual needs
- To have a positive impact on pupils' behaviour and safety, contributing to their academic achievement, their physical well-being and their spiritual, moral, social and cultural development.
- To model professional standards in all of their work and demonstrate high levels of respect and courtesy for pupils and others
- Teaching staff will greet pupils at the classroom door each morning.

### **Head Teacher**

The Headteacher is responsible for determining measures to ensure good behaviour in line with the statement of principles written by the governing body. The Headteacher is responsible for exclusions.

The Headteacher's measures should:

- Promote among pupils self-discipline and a positive regard for authority
- To consistently work in line with the school's safeguarding policy and adhere to their legal duties
- Ensure that impeccable behaviour and respect for others is modelled by all
- Discourage all forms of bullying (see Safeguarding and Anti-Bullying Policy)

### **Governors**

The governing body must ensure that the school follows policies to promote good behaviour and discipline among pupils. The governing body will take a monitoring role on behaviour and discipline of the school.

### **Teaching strategies we use to ensure positive behaviour for learning**

We recognise that within any school there will be a number of vulnerable pupils and those who may be experiencing high levels of anxiety and barriers to learning for a number of reasons. We must therefore be mindful in our approach to enable positive behaviour for learning by:

- Being aware of the affect responsible adults have in any situation. Those situations which may lead to unacceptable behaviour should be pre-empted and defused through a timely, sensitive and calm manner (*Appendix A - Extracts from Attachment and the Learning Task INSET notes delivered by CAMHS*)
- Building cooperative behaviour by praising good behaviour whenever observed
- Giving specific praise rather than general comments
- Providing an interesting and stimulating environment and curriculum so that children are engaged (for some children, particularly those with SEND, over-stimulation within the environment may impact on their sensory experience and increase barriers to learning)
- Providing materials and equipment and delivering learning opportunities that reflect cultural diversity and equal opportunities within inclusive practice
- Being responsive to the different ways pupils learn and evaluating and adapting planning, resources and teaching flexibly
- Involving pupils through sharing responsibility for creating class charters and agreements
- Involving pupils in developing individual goals and replacement behaviours and supporting them in achieving these
- Using RSHE curriculum alongside discussion and circle time to develop social, moral, spiritual and cultural awareness
- Providing pupils with a voice through the School Council, RSHE and Votes for Schools
- To instil a thirst for knowledge and a love of learning, valuing all contributions
- Providing a differentiated curriculum to meet the needs of individual children
- Working collaboratively with SLT, Learning Mentor and SENCO to identify and address individual needs for intervention and pathways of support

Adults should exercise care when selecting children for specific activities, jobs or privileges in order to avoid perceptions of favouritism or injustice. Similar care should

be exercised when pupils are excluded from an activity. Methods of selection and exclusion should always be subject to clear, fair, agreed criteria.

### **How the school promotes good behaviour at break times and other unstructured times**

- All adults engaging with and facilitating play in all areas of the playground (e.g. coaching games in the ball court, lead games when necessary, suggest ideas for games)
- Modelling praise on ourselves, out loud and in front of the children to show them that it's OK for them to pat themselves on the back when they have done well, showing them that they can still value praise from others, whilst not being so dependent on other people's approval
- All adults and pupils adhere to behaviour policy
- A consistent approach from all staff, emphasising the positive behaviours
- Pupils are given responsibility and opportunities to develop independence
- Providing appropriate resources and equipment for pupils to support them to manage their own behaviour and to self regulate
- Having a fair approach and listening to pupils through use of restorative justice techniques
- Issues that arise are dealt with as soon as is possible and recorded on My Concerns as a Behaviour Incident Report. Serious or consistent issues must be shared immediately either verbally or recorded.
- Using assemblies to develop and reflect upon social behaviour and friendships

### **Rewards, incentives and sanctions**

#### Rewards/Incentives

- Verbal praise and positive body language e.g. smiles
- Work to be valued and displayed for others to see – Celebration Assembly to share successes and achievements with the wider community
- Whole class pebble jar - pebbles earned for snapshots of desired behaviour and acts of kindness (individual, group or whole class)
- Share achievements with significant adult (meaningful to the child) in school
- Verbal feedback to parents
- Individual, targeted reward systems for identified pupils (must be agreed with Inclusion Lead/SLT in partnership with outside agencies where appropriate e.g. Working for desk charts) once agreed must be used daily
- Leaf and Star award (Weekly Celebration Assembly)
- End of term COABA (Cherry Orchard Annual Behavioural Awards) which will acknowledge cumulative positive behaviour, significant improvers and children who represent our school values.

#### **Restorative Justice**

We take a restorative approach to resolving conflict and preventing harm. We believe that restorative approaches enable those who have been harmed to convey the impact of the harm to those responsible, and for those responsible to acknowledge this impact and take steps to put it right. When conflict occurs between pupils, no matter how big or small, all staff carry out restorative justice with all of the parties involved. This happens as quickly as possible to support resolution being reached so that children can collaboratively reach a solution.

## **Zones of Regulation**

The Zones of Regulation are a framework to support an individual's understanding of emotions to categorise them into different coloured zones. Strategies are then identified for individuals to carry out to get back to the green zone to feel calm, focused, and ready to learn. The Zones of Regulation resources can be used to support your child to identify and describe their feelings, which can support a discussion around why they are feeling a certain way, and what strategies can be used when they feel like this. The ultimate aim of this is to support your child to develop their independence in identifying and expressing their feelings, and independently identifying strategies, to prevent them from becoming dysregulated. When introducing the Zones of the Regulation your child should be supported to learn how to do this through consistent modelling by the adult. The Zones of Regulation resources also support your child to think about the feelings and thoughts of others, the size of problems and appropriate reactions, and expected and unexpected behaviours in different situations.

### **How we are using the Zones of Regulations**

- Discuss the emotion that the child feels in each zone e.g. in the yellow zone I may feel worried.
- Discuss how they physically feel e.g. in yellow zone I may have butterflies in my stomach or have sweaty palms (if feeling anxious).
- Then discuss what might they be doing - what would their actions be e.g. in the yellow zone would they be pacing around, snapping at others, fidgeting?
- Then discuss how to help them move into the green zone e.g. if I was in the yellow zone and feeling anxious I might find completing some yoga stretches/breathing techniques helps me get back into the green zone.
- Together, create a list of strategies that work for the child - remind the child that we are all unique and the strategies that work for one person might not help them so we need to think about what would help them.
- Every child to have their own personal Zones of Regulation chart with strategies that work for them.
- Have emotional and self-regulation check-ins (as and when necessary) with the child.

### **Early Years Foundation Stage (EYFS)**

In the Early Years Foundation Stage we earn a pebble individually, which is chosen by the children during pebble time at the end of the day, explaining why they have earned it and celebrating it. We add it to our class number line which displays pebble spaces up to ten. When we have reached ten pebbles we then move a star to the star chart; when we have ten stars we then earn our class treat. If the whole class has earned a pebble then we use the name cards so that we can randomly select a child to choose a pebble. To ensure that all pupils are able to earn throughout the day, a class list is used to show who has earned a pebble each day. This is used for teacher reference and as a means of encouragement so that all children can earn a pebble during the course of the day. All children will have suggestions for the class treat and will participate in the class vote.

We use the counting to ten pebbles to aid understanding and also number bonds to ten. We have a set routine to celebrate the pebble choosing.

The class teacher works hard to ensure that the class earns 100 pebbles which equates to 10 stars each half term. When children earn individual pebbles throughout the half-term their names are pulled out of a hat and they are able to choose from a box of small toys and gifts. This will be monitored throughout the year to ensure all have a turn throughout the term.

### *Reflection Time for EYFS*

Children are kindly encouraged to make the right choices; if distraction techniques have been unsuccessful (after 3 conversations/attempts) then children will be asked to sit on the carpet for one minute (with a sand timer.) During this time an adult will talk to the child about what happened and reflect on what could happen next time.

### **Years 1-6**

Use of the Pebble Jar:

- The Pebble Jar should be used to encourage collaborative positive behaviour and to encourage individuals to be recognised for 'doing the right thing'
- Classes should co create a menu of possible pebble treats, inspired by the adults if the children are struggling.  
E.g. a crafting afternoon; baking; bird watching; making dens; learning magic tricks; working on a mural; free time on the laptops; listening to music (Must be vetted and deemed appropriate); team work challenges; a talent show etc
- All staff members within the class team and wider school are invited to spot and mention desired behaviours which lead to pebbles earned
- It is the class teacher's discretion as to how many pebbles are earned according to the age, need and response of their cohort.
- Aim to fill the jar at least once every three weeks
- Pebbles earned CANNOT be withdrawn from the jar for any negative behaviour

- Staff must be fair with rewards and ensure that there is an even distribution of praise.
- Children should be told clearly about what they have done to earn the pebble - they need to hear more than they were 'being good'
- When an individual is awarded a pebble, they are handed a raffle ticket. They will write their name on the raffle ticket and place it in a separate jar. When the pebble jar is full (three weeks) the raffle ticket jar is shaken and the winner is selected at random who then chooses how the treat is decided. The child liaises with the teacher to decide. Children with the most raffle tickets will receive a postcard home and a chance of a small prize.

*The above rewards are considered to be appropriate and adequate in accordance with our behaviour policy*

### Half-Termly Rewards

#### Afternoon Tea with SLT and alternative incentives e.g. an afternoon in the local park playing chosen sports

For children who demonstrate consistent, exemplary behaviour we feel it is important that they are individually acknowledged and recognised. All of the raffle tickets which are earned throughout the half-term will be recorded and the top five children in each class will be chosen. They are able to select offered incentives, these could include:

- Afternoon Tea with Mrs Hill, Mrs Hassan and Mrs McEnroe
- Football at the local park with Mr White
- A sports session with Miss Stone
- An arts and craft group with Mrs Chisholm
- Computer programming with Mr Canacoo
- Science experiments with Mrs McCarthy

### **Sanctions**

**Step 1:** Eye contact, positive body language and defusing the situation by diverting /moving the child/ using suggested strategies according to the displayed behaviour

**Step 2:** Calm and rational and short verbal warnings/offering time out in the self reflection area (to be done discreetly) - pupils can be directed to the calming trolley.

**Step 3:** Final warning

**Step 4:** Next, withdrawal of privileges can be used for persistent behaviours. **You must not carry over sanctions to the next day.** If behaviour persists you can take away one raffle ticket (if a child does not have a raffle ticket they are minus one). When a child loses a raffle ticket it is the class teacher's responsibility to communicate the child's behaviour with the parent.

**Step 5:** Each class has a choice of re-setting activities (no more than 5 minutes). E.g. puzzle, word search, colouring and fidget.



**Step 6:** In the first instance, if behaviour continues, the Learning Mentor or SENCO to be called. They will support the child to re-regulate and reintegrate back into the classroom.

**Step 7:** SLT to be informed and make a decision on a case by case basis.

Should a child need to complete unfinished work due to disruptive behaviour during learning time the maximum playtime that they can miss is 2 minutes for KS1 and 5 minutes for KS2.

### Exceptional Circumstances

Physical act against other (peer or adult)	SLT TO BE INFORMED	<ul style="list-style-type: none"> <li>● Call home</li> <li>● Letter to parents</li> <li>● Exclusion (internal/fixed term or permanent)</li> </ul>
Deliberate damage to school property/vandalism		
Very serious challenge to authority		
Verbal and physical abuse		
Racial abuse		
Sexual abuse		
Extortion		
Bullying		

### Looked after children

The Headteacher will take responsibility for coordination, deciding confidential issues with a child and maintaining close contact with carers and Social Services.

### Pupils with Emotional, Behavioural and Mental Health Difficulties

Some children exhibit behaviours which are beyond the usual range. This may be short or long term. This will be recognised by staff and these pupils will be supported and monitored by all staff working with the individual and the Learning Mentor and SENCO if necessary.

Because of their needs, sanctions and rewards may need to be different, with behaviour goals and desired replacement behaviours (agreed through a Behaviour Plan) with the

individual based upon small achievable goals (must be agreed with SLT/SENCO/Headteacher in partnership with outside agencies where appropriate).

Use of RSHE and circle time can be a means of increasing levels of self-esteem, giving the child strategies from peers to help manage behaviour and provide a 'safe' outlet for dealing with emotion.

We recognise that any individual may experience difficulties within the sphere of mental health at any time. All pupils are encouraged to reflect inwardly and safely explore their thoughts, feelings and identify a sense and value of self-worth through access to teaching sessions in line with RSHE (mental health).

### **Behaviour Contracts**

Where ongoing behaviour concerns have been raised, SLT, Learning Mentor and the SENCO will work with the class teacher, parents and pupil to seek to understand what is influencing the behaviour in order to change the inappropriate behaviour and to increase appropriate responses. The process below aims at identifying both the antecedents (events and contexts that precede the behaviour), as well as the consequences (events and responses that follow the behaviour). Without this information, it can be impossible to achieve the behaviour change we want to see.

### **Consultation with parents**

Parents are consulted through meetings either virtual or face to face and through the home school agreement. Parents may also be invited to participate in workshops around managing behaviour and supporting children's emotional regulation.

### **Exclusion**

A decision to exclude a child for a fixed period or permanently will only be taken:-

- In response to serious breaches of the school's Behaviour Policy
- If allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school

A decision to make an internal exclusion may be made.

### **Behaviours that may result in exclusion include**

### **Exceptional Circumstances**

Physical act against other (peer or adult)	SLT TO BE INFORMED	<ul style="list-style-type: none"> <li>● Call home</li> <li>● Letter to parents</li> <li>● Exclusion (internal/fixed term or permanent)</li> </ul>
Deliberate damage to school property/vandalism		
Very serious challenge to authority		
Verbal and physical abuse		
Racial abuse		
Sexual abuse		
Extortion		
Bullying		

### **Re-integration of excluded children**

With the support of the LA and Fair Access Panel the school will undertake re-integration of excluded pupils, including those excluded from other schools.

### **Communication with parents**

Parents of pupils whose behaviour is challenging need to be involved at an early stage in order to agree action together. This will initially be verbally at a meeting in school but later may be as part of an Individual Behaviour Plan.

### **Systems for dealing with complaints**

All complaints are taken seriously.

Informal complaints are investigated and dealt with as soon as possible.

The Headteacher investigates formal complaints. Parents may write to the Chair of Governors or/and LA.

### **Monitoring the effectiveness of the policy**

The effectiveness of the policy is monitored through annual staff consultation. The needs of the pupils and staff are considered before amending the policy.

### **Reviewing, evaluating and developing the policy**

The policy is reviewed annually by staff and Governors. The policy is adjusted and developed at this review.

We evaluate the effectiveness by interviewing a cross section of the school community by means of a questionnaire.

### **Guidance on use of reasonable force to control behaviour**

Staff who have a lawful charge of pupils may, at the discretion of the Head teacher, use reasonable force to prevent pupils committing a crime, causing injury or damage.

Incidents where reasonable force might be necessary fall into two categories:

- Where action is necessary in self-defence or because there is an imminent risk of injury.
- Where there is a developing risk of injury, or significant damage to property.

The degree of force employed must be in proportion to the circumstances of the incident and the seriousness of the behaviour or the consequences it is intended to prevent. Any force used should always be the minimum needed to achieve the desired result.

Before intervening physically a teacher/member of staff should, wherever practicable, tell the pupil to stop, and what will happen if he or she does not. The teacher should continue to communicate with the pupil throughout the incident and should make it clear that physical contact or restraint will stop as soon as it ceases to be necessary.

In some circumstances a teacher will not intervene without help, e.g. when dealing with an older or large pupil or if there is more than one pupil, or if the teacher believes he/she may be at risk of injury.

The teacher will inform the pupil/s that help has been sent for.

Physical intervention may involve staff:

- Physically interposing between pupils
- Blocking a pupil's path
- Supportive holding
- Guiding a pupil by the hand or arm
- Shepherding a pupil away by placing a hand in the centre of the back or, (in extreme circumstances) using approach holds.

In exceptional circumstances, where there is a risk of immediate injury, a member of staff may need to take any necessary action that is consistent with the concept of reasonable force. All SLT and the learning mentor have training in Positive Handling.

Teachers should always try to deal with a situation through other strategies before using force.

School will record all incidents of Positive Handling being used. Parents will be informed orally or by letter from the Head teacher.

**This policy should be read in conjunction with the following published guidance:**

***Guidance for safer working practice for those working with children and young people in education settings, May 2019***

### ***Appendix A***

#### ***\*Extracts from Attachment and the Learning Task INSET notes delivered by CAMHS***

*Many children have high anxiety for a variety of reasons, e.g. experiences outside of school, lack of emotional stability, neurodevelopmental and social communication disorders.*

*We recognise that many cohorts will include pupils with a complexity of need. Teachers should be mindful that their expectations are challenging yet realistic and achievable.*

*Those in a position of trust will need to manage their responses carefully in order to create and foster a safe and productive learning environment.*

*Adults are mindful of the impact their mood has on pupils and the learning environment and are aware of their tone of voice, their body language and comments they make.*

*Adults need to reflect upon and be aware of their own feelings and how they react to these. Once we recognise the triggers in ourselves as practitioners, we can manage our responses in a measured and more helpful way. For example, adults must be mindful of the changes in their bodies that lead the pitch and volume of the voice to rise. Any impulsively raised voice, negative comment, change of expression or fast movement of the body will result in a number of children becoming anxious and aroused, entering into their fight/flight responses.*

*Research shows that consequence and punishment used too often with any child, specifically children with needs such as these, is ineffective and adds to the raised anxiety leading to the fight/flight responses.*

*Adults should reflect on their own style and should revisit the differences between authoritative and authoritarian. Many pupils need careful handling and need to be treated consistently fairly with kindness and empathy.*

*Adults must be mindful if there is one clear and specific target that an identified child is working towards (e.g. staying in their chair during lessons; Waiting their turn to speak; coming in straight from playtime etc). The child should know what their target is and should be praised every time that any adult observes them doing it – ALL adults working with the child should know what the target is. ALL other behaviour is to be ignored by ALL adults (unless causing physical harm to themselves/others).*

