

**Orford CEVAP School**  
**and**  
**Orford Preschool**

**Behaviour Policy**

**"Faithful in a very little is also faithful in much"**  
**(Luke 16:10)**

## **Context**

At Orford, we have the shared belief that paying attention to the small things can help our pupils reap big rewards. We practise this belief through supporting our pupils in making the right choices in the way they behave, so that they can have faith in themselves, others and God, grow into responsible, caring and resilient people and make good use of core values, skills and talents they have learned to build a brighter future for themselves and the world and community they are part of.

**“Sowing faith, growing learners, inspiring futures.”**

Pupils at Orford CEVA Primary School learn that all behaviour choices have an impact on the people around them and that in turn, brings consequences, depending on the choices they have made.

Good choices are affirmed and bad choices discouraged, using a range of consistent strategies. At Orford it is alright to make mistakes and we encourage everyone to see mistakes as useful learning opportunities. We also believe that it is important for pupils to learn how to put those mistakes right and we use learning around key Christian values such as truthfulness, respect, responsibility, forgiveness and service to achieve this.

We recognise that there will always be children who need support beyond the key strategies listed below in this area of their learning. In these instances an Additional Needs Plan and Consistent Management Plan or PSP will be in place identifying support. It is the duty of all staff to ensure that these personal targets are understood and that the child is supported throughout the school day.

## **Aims**

Our school values epitomise the ethos of Orford CEVA Primary School and feed into the Behaviour Policy. The development of good personal behaviour is a fundamental part of the curriculum and collective worship. The school attempts to nurture a positive attitude and self esteem of all pupils to ensure they can achieve the success to which the school has committed itself in its aims. We aim to work in partnership with parents to help children understand the difference between ‘right’ and ‘wrong’ within the school experience and to take responsibility for their own behaviour.

The aims of the behaviour policy are:

1. To ensure that the caring environment of our school is maintained at all times so that children are happy and able to achieve
2. For all pupils to understand that they are solely responsible for the behaviour choice they make
3. To provide defined limits that are easily understood by parents, pupils, staff and governors.

4. To clarify and teach the expected standards of behaviour at different times and places throughout the school day and in response to different situations for the benefit of individuals and the community as a whole
5. To help pupils who are experiencing social difficulties to improve their social skills and to develop a positive attitude to the school ethos through the use of a number of strategies with collaboration with parents/ carers

## **Preschool**

In Preschool staff endeavour to notice all children's achievements, these include acts of kindness, good sharing, ability to wait and take turns, putting on own coat, shoes, eating lunch independently, persisting and trying hard even when facing difficulties, as well as more 'academic' progress such as name writing, mathematical skills, completing a jigsaw or similar activity independently, when a child has previously struggled with this.

### Rewards

Children know that their rocket name card moves up the Star ladder, step by step to the moon at 20. When this happens they receive a certificate to take home.

Children also understand that when this happens or for another achievement they may be chosen as Star of the Week in the Celebration Assembly and also receive a certificate.

### Consequences

When a child makes the wrong behaviour choice, a child will be asked to sit a little away from his/her friends to have some 'thinking time' following an incident. Staff will then talk to the child, to hear his/her reasons for the behaviour; other children may also be involved at this stage to give both a chance to explain. Following this a child will be asked to say 'sorry'. This is followed by the leader saying, 'sorry means that you are going to try not to do this..... again'.

### Learning

During stories and Circle Time, we will often try and identify characters' feelings and our own feelings and how these are impacted by the events.

## **Learning**

Learning about correct behaviour is supported by:

- The Orford Code
- PSHE curriculum, including esafety, personal safety, British Values
- Christian Values teaching in Collective Worship

## **The Orford Code**

**At the beginning of each new school year each class revisits the Orford Code. Pupils discuss and explore what happy learning and friendships look like in their class. They use the Orford code to guide their behaviour in class and out.**

The class teacher and pupils refer to these as necessary. At every opportunity, responsibility for behaviour can be given to the child. Rewards and sanctions are consistently applied across the school and pupils with specific behavioural needs receive appropriate support in achieving these through behaviour milestones.

## **Rewards make take the form of, but are not exclusive to:**

**Praise** – this may be given quietly to the child or in front of a group, class or even whole school

**Team points** – pupils receive points for good behaviour, effort and progress for their ‘team’. Team points are totalled termly and announced in assembly. Certificates are given to children during the end of term assembly, who have reached 25, 50, 75, 100, 150 team points.

**Certificates** – Star of the week (related to leading learning), Reader of the Week, Writer of the Week award, Mathematician of the Week – Presented in Friday Celebration Assembly

**Positive notes** home to parents may be given, work copied or comments written in school diary

**Headteacher’s Award** reward sticker and raffle ticket for weekly draw.

**Headteacher’s Cup** for significant achievements. Each week a child receives the cup, which he/she takes home with a book detailing the achievements. The parents are invited to share their thoughts in the book, before the cup and book is returned to school after a week. Each child is photographed holding the cup and their picture displayed at the front of school. Each term the display is refreshed.

**Tigger** - for class with best attendance

## **Consequences**

If a child is showing ‘low level’ disruptive behaviour, consequences will be applied in order. To aid pupils not to become engaged in this type of behaviour, staff may remind pupils of the appropriate behaviour and consequences and redirect their attention back to the task.

Inappropriate learning behaviour may include examples such as, but not exclusively:

- Not following an instruction from a staff member
- Distracting others from their learning
- Wandering around the classroom
- Talking over a person who is speaking
- Misuse of equipment

Inappropriate social behaviour may include examples such as, but not exclusively:

- Reckless physical behaviour
- Escalated rough play or joking/teasing
- Lack of consideration for others

Pupils will receive a maximum of two warnings. (At play 2 yellow cards). Their names will be written on the board as a reminder. On the third occasion a consequence will be given. (with a red card if at play) This may take the form of but not exclusively the following:

- Sitting alone
- Being sent to learn in another classroom
- Staying in at playtime to complete unfinished work or consider behaviour or making amends for their behaviour.
- Time out of play or activities
- Writing a letter of apology

After a consequence the member of staff should ensure the pupil fully understands the impact of their choice and how to rectify such behaviour in the future. There should always be a prompt and focussed follow up (short)

Should low level disruptive behaviour continue the matter will be referred to a senior leader. If disruptive behaviour continues, a meeting with parents should be arranged. An affirmative behaviour strategy should be put in place with SMART targets, which will enable the pupil to work on difficulties and improve behaviour, through earning rewards (positive behaviour reinforcement). This strategy should be scaffolded and applied consistently until the behaviour has improved in the area of focus.

In some cases it may be appropriate to escalate consequences. For example in cases of incidents such as but not exclusively:

- Swearing at a member of staff or pupil
- Threatening behaviour
- Physically or verbally hurting another adult or child with the intention to cause harm

Pupils who demonstrate such behaviour will be brought to the attention of the headteacher or senior leader. Parents will be informed and if appropriate a system will be put in place to help the child make positive choices. This may include:

- setting up a home school behaviour diary
- reporting to the headteacher at the end of each lesson or play time
- being confined to indoor or supervised play for a period of time longer than one session
- liaising with parents daily

Teachers will also be expected to complete ABC forms so that emerging patterns can be seen and monitored.

The aim will always be to enable pupils to improve their behaviour as soon as possible and strategies will be reviewed and revised to reflect the level of success.

Sometimes children need additional help in recognising the nature and consequences of their actions. In such cases, a Consistent Behaviour Management Plan will be put into place and progress towards identified targets monitored. Sometimes this is with the help and advice of outside agencies such as the Pupil Referral Unit or the Inclusive Resource. Parents will be kept fully informed when such measures are put in place.

### **Lunchtimes**

A similar system is in place for lunchtime sessions. A series of rewards and consequences are in place and applied. A clear code of conduct is in place in the dining room and staff carry a copy of the Orford Code. Midday Assistants have Green, Yellow and Red cards. Green cards are handed out for children who are being fantastic role models, Yellow cards are handed out to children as a warning and Red cards are handed out (very rarely) to any child that has to be removed from the playground because of an unkind behaviour. Cards are then given to teachers at the end of lunchtime.

Green cards earn pupils a team point. If a child receives a Yellow card, then the teacher needs to remind the child of the school values and rules. If a child receives 2 yellow cards in a week then they must receive a consequence – this could be missing some of their break or lunchtime. If a child receives a Red card, then a consequence will be put in place by the class teacher. Behaviour listed as needing escalated consequences will be referred to the senior leader or Headteacher.

Teachers will keep a record of any green, yellow or red cards received.

### **Fixed term and permanent exclusions**

In the case of a serious incident of unacceptable behaviour a pupil may be excluded in accordance with the Education Act 1997.

Parents and the Area Education Office will be informed both verbally and in writing of this occurrence and readmission will be dependent upon negotiations between school, pupil and parents. Exclusion should be used sparingly in response to serious breaches of school policy. Permanent exclusion should be used as a last resort, when all other reasonable steps have been taken, and when allowing the child to remain in school would be seriously detrimental to the education or welfare of the pupil or of others.

Reasonable prior steps would include alternative sanctions, interviewing the pupil and parents; identifying special educational needs, negotiating agreements with the pupil and parent, issuing a formal warning, or withdrawing from class.

Only the Headteacher has the power to exclude. The factors we consider before exclusion are: age and health of pupil; previous record, domestic situation; parental, peer or other pressures, severity or frequency of the behaviour and the likelihood of recurrence; whether the behaviour occurred on school premises; the extent of violation of the school's policy on behaviour; and whether the behaviour was committed alone or as a group. Pressure will not be put on parents to 'voluntarily' withdraw their children.

There is a limit set for fixed period exclusions of up to 45 days in a school year and in a case where permanent exclusion is being considered the advice of the Local Education Authority will be sought.

The Head teacher will monitor all potential exclusion cases. The Governing body will monitor all exclusions through receiving reports from the Headteacher to the Chairman of Governors.

Care will be taken that Governors involved in an Appeals Committee are not given information on individual cases likely to compromise their impartiality.

Parents have the right to make representations to the Governing body against the exclusion of their child. The Governing Body establishing a Hearings committee to consider representations can achieve this; the Committee can reinstate the pupil or confirm the exclusion.

**Property**

Pupils are responsible for their own personal property. The school does not accept responsibility for pupil's possessions.

There may be occasions where it is deemed necessary to confiscate an item of pupil property until the end of the school day. This would apply in the following cases:

- If the item was deemed as dangerous
- If the item was causing disruption or distraction
- If the item was of significant monetary value and needed to be kept in a secure place

There may also be occasion to search for a stolen or dangerous item. This will be done in the presence of the child.

**Liaison**

Any area of concern regarding pupil behaviour is discussed with the SENDCo or Headteacher who will then decide whether it is necessary to contact the parents and / or any outside agencies for support. Where there is a change in behaviour class teachers may also meet with parents to discuss the matter. We believe that close liaison with parents is crucial to supporting any child who is experiencing behavioural difficulties. Where it is identified that support is necessary, we aim to work very closely with parents and the child to ensure that any action taken is successful. In most cases this would involve the class teacher and parents meeting regularly with the SENCo or headteacher as appropriate.

**Physical Handling**

The use of physical handling is avoided whenever possible but may be used in any incident where a child is in danger of hurting themselves or others. All staff are trained in 'School Safe' procedures and we work in accordance with the county policy on safe physical handling.

**Racist Incidents**

Racist incidents in any form are taken very seriously and will not be tolerated. See our separate policy on Equal opportunities and Race Relations.

## **Bullying**

Bullying is taken very seriously and will not be tolerated in our school in any form. The school recognises that 'cyber bullying' is a serious form of bullying and is subject to the same investigations and consequences as all other types of bullying.

### **WHAT IS BULLYING?**

There are usually three elements to bullying.

- It is deliberately hurtful behaviour
- It is repeated over a period of time
- It is difficult for those being bullied to defend themselves

Sometimes bullying can be difficult to spot because:

- It can happen when children are not being closely supervised
- It can involve one child telling another child to bully on their behalf
- Children are sometimes reluctant to talk about bullying
- It may involve a number of small actions repeated over a long time

Everyone needs to be particularly sensitive to identify bullying when it occurs.

### **THERE ARE THREE MAIN TYPES OF BULLYING:**

- PHYSICAL - hitting, kicking, taking belongings
- VERBAL - name calling, insults, racist remarks
- INDIRECT - spreading nasty stories, making comments about someone's appearance, malicious and persistent teasing, exclusion from conversation, games, etc. This also includes 'Cyber bullying' through the use of websites, mobile phones and email.

### **Bullying does not usually involve:**

- Disputes
- Isolated playground quarrels
- Friends squabbling or temporarily falling out
- An isolated hit or dispute

### **WHAT TO DO?**

Bullying is not always easy to resolve. It is important that all reports of bullying are taken seriously and responded to quickly and appropriately according to the following procedures.

If a teacher thinks a child is being bullied:

- Talk to the child
- Note their concerns
- Discuss with the child the actions you are proposing to take. This could be:
  - Meet with the victim and the bully together
  - Speak to the bully on their own
  - Agree to record what has happened at this stage, monitor the situation and agree a further meeting with the child



- Speak to one or both parents

Be clear with the child at all times about what will happen and the resolution you expect. Monitor the situation.

If in your view the bullying is continuing:

- Speak to the headteacher.
- Agree a course of action. This will usually involve meeting parents.
- Agree with all parties a resolution and a follow up meeting.

**If as a pupil at the school you feel you are being bullied:**

- Tell somebody.
- It's best to speak to an adult you feel comfortable with, a teacher, or your parents who should tell your teacher.
- A teacher will do something about it and they will explain to you what they intend to do and why.
- If the bullying continues tell the teacher again or another adult, for example another teacher, or Headteacher.
- Adults will take what you say seriously and sort it out.

**If as a parent you are worried that your child is being bullied:**

- Tell your child's teacher. The school has a procedure to deal with bullying, which will be followed, and you will be kept informed.
- Let the school know quickly and always speak to the school first rather than trying to sort out the problem out yourself. Usually more than one family is involved and the school can act in the best interests of everyone.
- Try to stay calm.
- If you feel that the situation is not resolved speak to the Headteacher.

If you think your child is bullying others, please raise the matter with the Headteacher who will be able to support and advise you.

**The school is committed to:**

- Opening up the issue of bullying through whole school and classroom discussion
- Awareness raising and monitoring of bullying.
- Involving parents in supporting the school in dealing with bullying.
- Supporting bullies in changing their behaviour.
- Supporting the victim.

Through this commitment we will:

- Monitor and reduce the incidence of bullying.
- When bullying occurs take measures to ensure it is resolved.

Signed

Chair of Governors

Date

