



Behaviour Policy

We are 'seeds sown in the good soil'
(Matthew 13:23)

Adopted: September 2024

Approved by Governors: October 2024

Review date: September 2025

Statement of Intent

At Orford, we have the shared belief that our children require a well-balanced environment, unique to their needs, to truly grow and meet their potential. We practise this belief through supporting our pupils in understanding and 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 CoE 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 these 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, with staff using restorative practice techniques.

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, a Personal Behaviour Plan or personal risk assessment will be put 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

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 this 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

Roles and responsibilities

- The governing board

The Orford CoE Governing body is responsible for:

- reviewing and approving the written statement of behaviour principles (appendix 1).
- reviewing this behaviour policy in conjunction with the Headteacher and monitoring the policy’s effectiveness, holding the Headteacher to account for its implementation.
- ensuring that this policy does not discriminate on any grounds including, but not limited to: age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.

- handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- ensuring this policy is published on the school website.

- The Headteacher

The Headteacher is responsible for:

- reviewing this behaviour policy in conjunction with Orford CoE Governing body giving due consideration to the school's aims.
- determining the school rules and any disciplinary sanctions for breaking the rules.
- ensuring that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour choice.
- monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently.
- sharing this policy in writing with staff.
- reporting to the governing body on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

- SENDCo

The SENDCo is responsible for:

- undertaking responsibilities for the successful operation of the behaviour to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- supporting teachers in the further assessment of a pupil's strengths and barriers to learning and advising on the effective implementation of support.

- Staff

Staff are responsible for:

- Setting high expectations for pupils' behaviour
- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents

The Senior Leadership team will support staff in responding to behaviour incidents.

- Parents

Parents are expected to:

- Support their child in adhering to the pupil expectations
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

Learning

Learning about correct behaviour is supported by:

- The Orford Code
- Our Learning Behaviours
- PSHE and RSE curriculum, including online-safety, personal safety, British Values and relationships education
- No Outsiders work
- Christian Values teaching in Collective Worship

The Orford Code

At the beginning of each new school year each class revisits the Orford Code which they use to guide their behaviour in class and out.

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 may 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 totaled termly and announced in assembly. Certificates are given to children during the end of term assembly, who have reached 25, 50, 75, 100, 150, 200 & 250 team points.
- Certificates – Curriculum & Learning Behaviours (related to leading learning and learning behaviours) are presented in Friday Celebration Assembly
- Positive notes or postcards home to parents may be given – verbally on the playground, work copied or comments written in school diary or emailed home.
- Headteacher's Award - reward sticker and raffle ticket for weekly draw.
- Values Cup – awarded on a Friday for a child who goes above and beyond to demonstrate our school Christian values.
- Courtesy/Manners Cards (Lunchtime) – handed out by midday supervisors for are handed out to children who are being fantastic role models and upholding the Orford Code
- Golden Table (Lunchtime) – children chosen each week for good behaviour and manners in the dinner hall to sit at a special table with extra privileges

Consequences and Sanctions

To aid pupils not to become engaged in negative behaviour choices, staff may remind pupils of the appropriate behaviour and potential sanctions, then redirect their attention back to the task.

For discipline to be lawful, the school will ensure that the decision to discipline a pupil is:

- made by a paid member of school staff, or a member of staff authorised to do so by the Headteacher.
- made on the school premises or whilst the pupil is under the charge of a member of staff e.g. an education visit
- reasonable and will not discriminate on any grounds, e.g. equality, SEND or human rights.
- considers the pupil's age, religious requirements, SEMH needs, any SEND, and any other contributing factors, e.g. bullying, safeguarding or home life issues.

Level 1 Low Level Behaviour	Level 2 Inappropriate Behaviour	Level 3 Unacceptable/Unsafe Behaviour
<ul style="list-style-type: none"> • Disruption in lessons, in corridors between lessons, and at break and lunchtimes • Non-completion of classwork or homework <ul style="list-style-type: none"> • Poor attitude • 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 	<ul style="list-style-type: none"> • Repetition of Level 1 behaviour (2x in one day, or 5x in one week) <ul style="list-style-type: none"> • Reckless physical behaviour • Escalated rough play or deliberate joking/teasing • Lack of consideration for others <ul style="list-style-type: none"> • Running out of the room • Climbing on/under tables or chairs <ul style="list-style-type: none"> • Rudeness to staff 	<ul style="list-style-type: none"> • Repetition of Level 2 behaviour (2x in a week) • Swearing at a member of staff or pupil • Threatening behaviour • Physically or verbally hurting another adult or child with deliberate intention to cause harm <ul style="list-style-type: none"> • Any form of bullying • Sexual harassment • Any behaviour incident involving bodily fluids (e.g. spitting) • Deliberately throwing equipment • Absconding from the school site

Level 1 Consequences (to be followed in order) <i>All Staff</i>	Level 2 Consequences <i>Class Teachers and SLT only</i>	Level 3 Consequences <i>SLT to lead or delegate</i>
<ul style="list-style-type: none"> ● Reminder ● Caution (where possible, privately) ● Consequence, which can include: <ul style="list-style-type: none"> ○ Moving seats ○ Sitting outside of the classroom for a set period (no more than 1 lesson) ○ Missing 5 mins (Class 1 and 2) or 10 minutes (Class 3) of the next break ○ Staying in to finish work or complete an instruction given/sending work home ○ Removing a privilege ○ Written task, such as an apology note ○ Yellow card (lunchtime) <p>This must be followed up by a prompt 'restorative' conversation with the pupil to understand the impact of their choice and how to rectify the behaviour.</p>	<ul style="list-style-type: none"> ● Clear caution, indicating the exact behaviour and potential consequence (where possible, privately) ● Consequence, which can include: <ul style="list-style-type: none"> ○ Being sent to another classroom or a member of SLT ○ A second yellow card and being sent inside (lunchtime) ○ Missing the whole of next play time or up to 15 minutes of lunch (even if that crosses into the next day) ○ Longer term removal of privilege <p>This must be followed up by a full 'restorative' conversation with the pupil</p> <p>This must be reported on an incident form, and will <i>usually</i> be reported to parents/carers (SLT to advise if unsure)</p> <p>Teachers may be asked to complete ABC forms to track patterns of behaviour.</p>	<ul style="list-style-type: none"> ● Meeting with parents, Personalised Behaviour Plan* and/or home school behaviour diary ● A risk assessment completed ● Reporting to the Headteacher at the end of each lesson or play time ● Working in another area of the school ● Being confined to indoor or supervised play for a period longer than one session ● Liaising with parents/carers daily <p>This must be regularly followed up with 'restorative' conversations with the pupil</p> <p>This must be reported on an incident form, and will be reported to parents/carers.</p> <p>If unacceptable behaviour is repeated (at least 3 times) or there are cases of a serious incident of unacceptable behaviour (see below) a pupil may be excluded in accordance with the Education Act 1997.</p>

*Personalised Behaviour Plan

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.

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 County Inclusive Support Service CISS. Parents will be kept fully informed when such measures are put in place.

Liaison

Any area of concern regarding pupil behaviour is discussed with the Headteacher in conjunction with the Senior Leader or SENDCo, who will then decide whether it is necessary to contact the parents/ carers and / or any outside agencies for support. Where there is a change in behaviour, class teachers may also meet with parents/ carers to discuss the matter. We believe that close liaison with parents/ carers 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/ carers 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 Headteacher, Senior Leader or SENDCo as appropriate.

Serious Incidents of Unacceptable Behaviour

For more serious incidents like the ones following the police may be involved or other relevant outside agencies.

- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - E-cigarettes and vapes
 - Lighters
 - Aerosols
 - Legal highs/psychoactive substances
 - Energy drinks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

De-escalation or physical handling behaviour techniques

Staff will always try to defuse situations through the use of de-escalation techniques. However, if a pupil is causing a risk to themselves or to others then staff members to consider physical restraint. Any physical intervention will always be proportionate to prevent risk to pupils or others. A senior member of staff will be notified alongside parents.

Behaviour seen outside of school

In some instances, inappropriate behaviours seen outside of school will be dealt with in school, such as on a school trip or on the bus on the way to or from school. Often - but not exclusively - when that child is identifiable as being part of the school and it may have an impact on the school's reputation.

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. Permanent exclusion will always be following the guidance from the LA.

Reasonable prior steps would include alternative sanctions, interviewing the pupil and parents/ carers; 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; any additional needs of the 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 never be put on parents/ carers to 'voluntarily' withdraw their children. In many cases outside agencies and the LA will be asked for advice before this occurs.

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 Headteacher will monitor all potential exclusion cases. The Governing body will monitor all exclusions through receiving reports from the Headteacher to the Chair 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 will establish a Hearings committee to consider representations can achieve this; the Committee can reinstate the pupil or confirm the exclusion. This will be on advisement and support from the Local Authority.

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. Searching and screening pupils is conducted in line with the [DfE's latest guidance on searching, screening and confiscation](#).

These items will be returned to pupils after discussion with senior leaders and parents/ carers, if appropriate. Any prohibited items found in pupils' possession will be confiscated. These items will not be returned to pupils and will be given to the police or to the parents/ carers after discussion with the Headteacher.

Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

Children with additional needs

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings for pupils with additional needs.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.



Orford CoE Primary School

Behaviour Cribsheet for Staff

3 behaviours we avoid

Walking on by – ‘What you ignore/walk past you accept’
Not recording or passing on behaviour concerns
Any level of inconsistency

5 key behaviours from adults

Single hand up for attention
No shouting
Make it personal, but don't take it personally
Draw attention to positive or best conduct first, before the negative
Wherever possible, praise in public/reprimand in private

Reminder/Caution sentence starters

I've noticed that.../I understand that you feel upset...
I need you to...
Do you remember how well you worked yesterday...
I need to see that person...
I know you will....
Choice
Thank you for listening

Restorative Questions (key ones in bold, but ideally all should be shared)

What happened? – followed by:
What were you thinking/feeling when you did that?
How did your actions affect?
How do you feel about what you did?
What do you think you need to do to make things right?