



Whole School  
Policy for:

# Positive behaviour

Pupil welfare, support and  
positive handling policy.

**Policy statement:** At Orchards, we respect and value all children and are committed to providing a caring, friendly, inclusive and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. This is the responsibility of every adult employed by, or invited to deliver services at Orchards. We recognise our responsibility to safeguard all who access school and promote the behaviour and welfare of all our pupils.

Policy date: **September 2021**

Review date: **July 2022**

*"Behaviour in school is inseparable from academic achievement, safety, welfare and well-being, and all other aspects of learning. It is the key to all other aims, and therefore crucial. Good behaviour is the beginning of great learning. All children deserve classrooms that are calm, safe spaces where everyone is treated with dignity."* Tom Bennett, 2017

## INTRODUCTION

Orchards has adopted the THRIVE approach. For us, this means that we are embedding THRIVE within our ethos and THRIVE approaches across our whole setting. We aim to continually deepen our understanding of how social and emotional learning develops - supporting our capacity and availability for wider academic learning. We recognise this is core to our work as a school. Therefore, our Behaviour Policy reflects the deeper, important social and emotional learning that each child needs to develop, both personally and within our community. Thrive states that children need clear, consistent boundaries 'containment' and we therefore ensure that an individual's need and learning does not adversely impact on another's. The development of positive social, emotional and learning behaviours is at the heart of our Behaviour Policy.

At Orchards, we aspire to ensure that every member of the school community feel safe, secure, valued and respected at school and that each person is treated equally and well. To make certain this happens, as well as teaching the National Curriculum; we feel that it is important to teach all members of the community to work, play and behave alongside each other. This will lead to a community based on mutual respect and trust where we can live and work together in a supportive way. All members of the community need to be aware of issues of right and wrong, fairness and justice and tolerance. This is to be achieved through restorative practices and conversations.

Behaviour is a key component of learning and to the social, emotional and personal development of children. A good working partnership between home and school ensures that children will learn effectively, develop and flourish. We recognise that key to classroom behaviour is the successful implementation of positive, trusting relationships, which promote the dignity of all members of our school community, build's learners' self-esteem and gives children the autonomy to make choices concerning their own behaviour. We aim to create an easy to use system, which promotes good behaviour for learning and equips children with lifelong skills. We believe that all children should feel happy, safe and ready to learn in a supportive and caring atmosphere, with adults who want to provide opportunities for children

to be the best that they can be, both academically, socially and emotionally and able to thrive.

## **Aims**

Orchards CE Academy aims to:

- Create a community of self-discipline and of acceptance, where we all take responsibility for our actions.
- Promote the highest standards of behaviour amongst all members of the community.
- Celebrate successes and good behaviour, and where behaviour is inappropriate, to challenge that behaviour positively through the restorative approach and language. This will ensure that the community accepts responsibility for mistakes and failures.
- Make sure that rewards and sanctions are fairly and consistently applied throughout the school.
- Encourage positive relationships. Where a relationship has broken down, the restorative approach will be used to repair and rebuild the relationship. This should be applied in a positive manner where previous incidences are not referred to and should focus on the way forward.
- Help the growth of tolerance, empathy and consideration in members of the school community.
- Ensure the safety and wellbeing of all members of the community and the environment in and out of class (including transitioning around the school).
- Be fully inclusive, allowing all to thrive.

## **Practices**

- Staff are trained to develop skills and knowledge in communication, social understanding and emotional well-being.
- Staff are trained in behaviour management strategies.
- Staff are trained in liaising with parents and carers effectively.
- Staff use positive behaviour management strategies, e.g. public/private praise to individuals and groups (informal and formal), House points and Dojo points
- School values are promoted in assemblies, PSHE lessons and reinforcement of these when speaking to children.
- Staff focus on emotional understanding, the language of PACE, Jigsaw/Circle time and group discussions

- Thrive practitioners and staff use a restorative approach to re-build damaged relationships.

Our positive behaviour policy intends to develop positive behaviours related to our values: to develop enthusiastic, respectful, responsible people who have courage to take risks, know how to keep themselves safe and who act with integrity and empathy. We aim for everyone to be included so that everyone sees themselves as part of a happy learning community. Our values are:

**Ambition, Perseverance, Respect, Responsibility.**

We have very high expectations of our school community's behaviour and hope to develop children's understanding of the impact of choices they make, whether positive or negative. Good behaviour and achievement is not automatically learned. Instead, positive behaviours must be modelled, explained, taught, supported and recognised. Ultimately it is through the development of respectful and caring relationship, appropriate to the context, that the school can empower children to be self-regulating and reflective about their contribution to the wider school.

All adults will model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.

The school will still have a system of rewards and responses to help children regulate, reflect and restore relationships, without the need to enforce sanctions that can shame and ostracise children and young people from their peers, school community and family, leading to potentially more negative behaviour.

### **Our 3 RULES**

1. Be Safe
2. Be Ready
3. Be Respectful

In order to support lining up and moving around school we are also going to implement two further strategies.

1. Walking not talking. This applies to all members of our school community.
2. **Stand up straight**  
**H**ands by your sides  
**I**n your own space  
**N**o noise  
**E**yes on the speaker.

### **Opportunities to Celebrate Achievement**

#### **Dojos**

A dojo is to be used as an instantaneous reward/celebration of good behaviour. This can be in class or any other setting within school or on school trips. Teachers, teaching assistants, support staff and midday supervisors can award dojos. Pupils should be encouraged to enter their own dojos on the class tablet. If someone other than the class teacher awards a dojo it should be communicated by email or verbally to the child's class teacher, by the person awarding the dojo.

Dojos can be awarded for the following reasons:

Helping others; on task; outstanding work; participating enthusiastically; persistence; being ready to learn; teamwork; working hard; thoughtfulness, etc.

#### **Rewarding the highest number of Dojos**

- Children from R-6 can earn 'brag tags' for achieving varying numbers of Dojo points. The tags will be collected on a keyring in celebration of their achievements.
- At the end of each half term we will celebrate the 2 children who have earned the most Dojos in each class with a certificate and special prize in assembly.
- At the end of each half term we will celebrate the class with the highest number of Dojos with a non-uniform day.

- Additionally, at the end of each year, from each class, the child with the highest number of dojos across the whole year will receive a certificate and a medal as acknowledgement of their achievements.
- Additionally, a number of other awards will be used to promote good behaviour:
- Star of the week will be awarded by the teacher in class each week.
- Values certificates will be awarded as part of weekly phase assemblies.
- Pen licenses will be awarded in class by the teacher where appropriate.

## **Attendance**

At the end of every half term children with 98% or above will have their name put in a hat and will receive a sticker. At the end of the year, a name will be pulled out to receive a fantastic prize.

## **Sanctions:**

Positive behaviours will be encouraged and praised throughout the day but, should pupils break the rules, the following course of actions will result.

## **123 Magic at Orchards (Approach credited to Thomas W Phelan)**

1, 2, 3 Magic is a behaviour management program that has been adopted as a whole school strategy.

### Basis of approach

There are three steps to effective discipline.

**Step 1** – Controlling unwanted behaviour: To get pupils to STOP doing what you don't want them to do.

**Step 2** – Encouraging good behaviour: To get pupils to START doing what you want them to do.

**Step 3** – Strengthening your relationship: Reinforce the bond between you and your pupils. 123 Magic relies upon the understanding that a good teacher is 'Warm and demanding', which is a focus upon the person and production.

The 123 Magic approach refers to 'The Little Adult Assumption' that other behaviour management strategies may endorse. This is considered a false assumption, that many adults believe children are basically reasonable and unselfish, with a 'heart of gold'. That by reasoning with a child, about an incident the words will change the child's behaviour.

Thomas Phelan argues that this approach can lead to the 'talk – emotion – persuade – argue – yell – hit syndrome' where there is too much talking and too much emotion. The best way to ensure a child continues to do something you don't like is to take this route, as the child feels empowered, by the negative attention and can make you go through the 'talk – emotion – persuade – argue – yell - hit cycle.

Therefore the first rules of 1, 2, 3 Magic are **no talking** and **no emotion**. Which can be compared favourably to a 'Wild Animal Trainer' which has a training method of gentle, non-verbal, repeated and consistent approach. Too much talking can be like water off a ducks back, it just becomes noise to the pupil.

Emotion is good when it's positive; 'Warm', when negative it needs restraint. To be 'Challenging' there is no time to talk, just count.

The overall idea of 1, 2, 3 Magic is that the teacher is in charge of the classroom and that the classroom is not a democracy!

### Benefits of 1, 2, 3, Magic for teachers

- The system is clear and simple, clear boundaries
- Does not waste time, more time to teach
- Teacher does not get exhausted by discipline
- Misbehaviour is treated routinely and not treated as it's the worst thing in the world or a personal insult
- No attention for misbehaviour
- Teacher authority is non negotiable
- Consequence is short and sweet
- Testing and manipulation are identified
- It works on the playground
- Parents can use it

### Presenting Problems

There are two basic kinds of problems students present to their teachers;

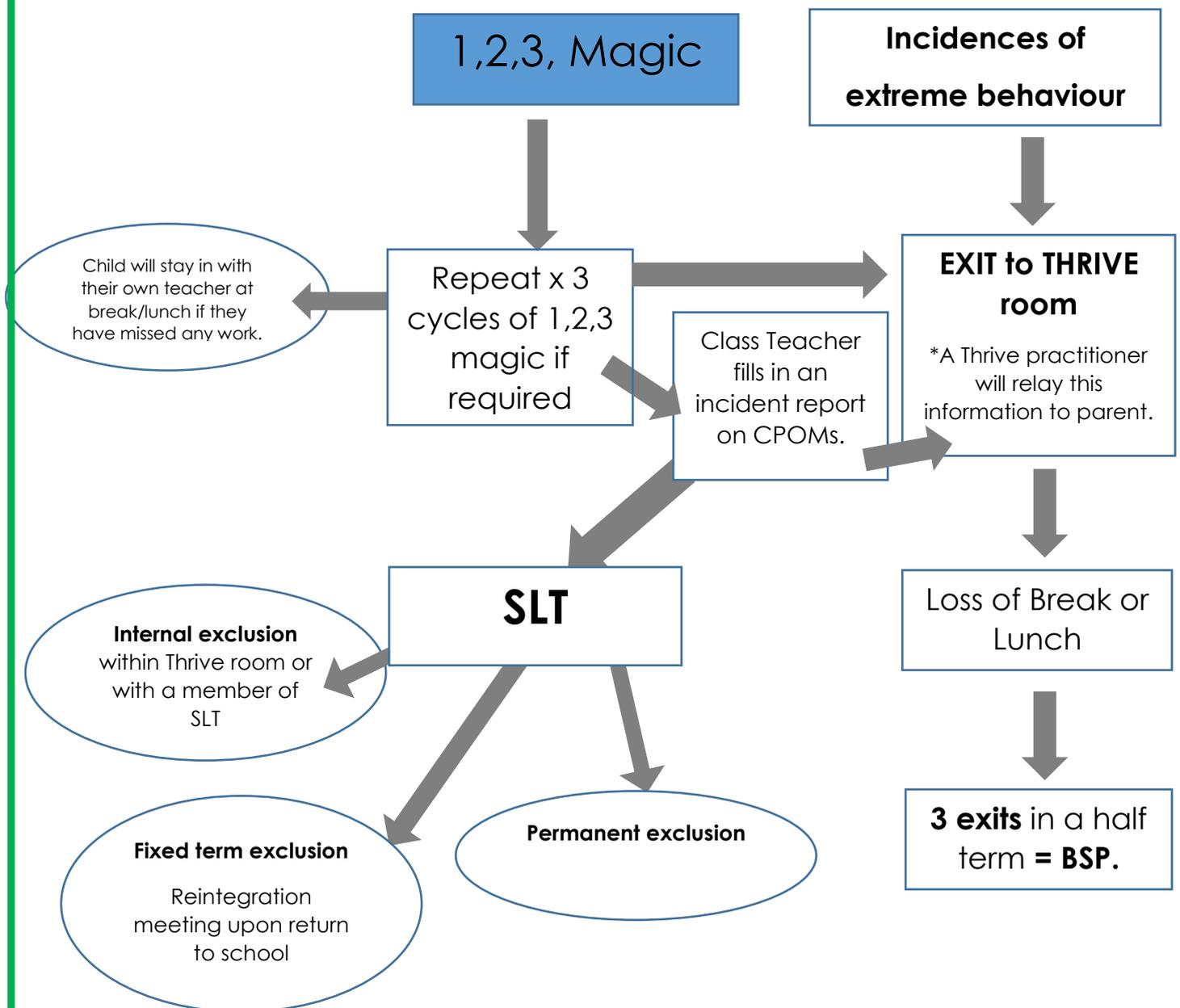
- Doing something you want them to **stop**, e.g. frequent minor disruptions, etc
- Not doing something you like them to **start**, e.g. their work, raising their hand, etc

For stop behaviours you will use the counting procedure and for start behaviours there are a range of strategies to try, from praise and positive reinforcement, simple

requests, timed challenges, class currency, natural consequences, timetables for recording success, take up time, etc.

In certain circumstances the pupil may need to be removed from the classroom. For example; refusal to follow sanction, continuation of behaviour, rudeness, aggression, inappropriate language. In these cases normal Exit Protocols should be followed.

## Behaviour Flow Chart



When a teacher exits a child the following actions must occur.

In order that parents can be contacted in a timely manner, then the class teacher should complete a behaviour incident log on CPOMs as soon as possible after the incident. It is the staff member's responsibility to log the incident by the end of the school day. If this hasn't been actioned then the class teacher must let the parent know on the same day and then add the behaviour log to CPOMs.

The Thrive Team will contact parents to inform them of their child's exit by text giving a reason and whether it is the first, second or third exit in a half term.

The child will be sent to the Thrive room to discuss what went wrong with one of the practitioners. They will be given the chance to reflect and calm down, before returning to class when they are fully regulated. Children may stay in the Thrive room to complete work if not fully ready to return to class. Children will then return to the Thrive room to complete a sanction at break and/or lunch depending on the severity of the incident.

### **Fixed Term and Permanent Exclusions**

Most incidents of dysregulation will be dealt with by the 1,2,3 Magic approach but this system will be bypassed for the following offences and either internal or fixed term external exclusion will follow. This should be carried out in a constructive manner; condemning the behaviour without humiliating the child. Any intervention must be proportionate to the behaviour displayed and applied in private.

- Refusal to follow instructions following an exit
- Premeditated and extreme acts of disruption or vandalism
- Verbal or physical abuse towards other children or members of staff
- Absconding from the school site
- Prohibited items e.g. Bringing cigarettes/drugs/knives/fireworks/pornographic images onto the school site

After an external fixed term exclusion the pupil will not be reintegrated back into school without a reintegration meeting between staff and parents to agree expectations of their child's future behaviour. This will be documented and where applicable, will be reviewed through a Behaviour Support Plan and be subject to the same '3 cycles' ruling.

In extreme cases of the above a permanent exclusion might follow.

For a minority of children, a Behaviour Support Plan and Risk Assessment will be drawn up to identify risks and agree how these behaviours could be prevented as well as design interventions to address them should they happen. This is to ensure a consistent approach by all members of staff. These are discussed and agreed with parents, and a child-friendly version shared with the child. The key professional in

supporting a child is the class teacher who has initial responsibility for the child's welfare.

### Behaviour Outside of School

The school also has the statutory power to regulate the behaviour of pupils when off school premises and not supervised by school staff e.g educational visits, journey to/from school, when wearing uniform in public places. Pupils who choose to display inappropriate behaviours such as bad language/malicious gossip/ social networking site comments that are derogatory towards members of the school community (parents, staff, pupils, and school's name) will be reminded of the school ethos and parents informed.

The child's parents will be contacted and next steps discussed. For some children advice may be sought from Behaviour Support Services or an Educational Psychologist.

### **Use of Reasonable Force**

Very occasionally, and as a last resort, a child might need to be physically removed when they repeatedly refuse to do so. Orchards has designated members of staff who have been trained in positive handling procedures. Where possible these members of staff will always be called to support those incidents that require positive handling. DfE guidance states: *"A member of the staff may use, in relation to any pupil at the school, such force as is reasonable in the circumstances for the purpose of preventing the pupil from doing (or continuing to do) any of the following, namely: committing any offence; causing an injury to, or damage to the property of any person (including the person himself) or engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school or among any of its pupils, whether the behaviour occurs during a teaching session or otherwise."*

Based on this legal framework the working definition of "reasonable force" is the minimum force necessary to prevent a pupil from physically harming himself/herself or others or seriously damaging property, but used in a manner which attempts to preserve the dignity of all concerned.

All incidents involving positive handling must be logged on CPOMs and the parent must be informed as soon as possible after the incident.