



Orchard Academy

Behaviour Policy 2022/23

'Every child deserves to be the best they can be'

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Scope: Orchard Academy	
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<i>Statutory</i>	Replaces Academy's current policy
Policy links with: <p style="text-align: center;">EMAT Behaviour Policy EMAT Anti Bullying Policy. Orchard Academy Anti-Bullying Policy Orchard Academy Positive Handling Policy Keeping Children Safe in Education</p>	

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Philosophy

At Orchard Academy, Every Child Matters. We believe the most important function of the school is to maintain an environment in which every member of the school can achieve success and self-fulfillment. We achieve this by all staff applying strategies in line with school policies and staff CPD.

1. Consistent, non-negotiable application of our Whole School Routines and Expectations.
2. Attachment Theory - developing positive relationships at a young age is vital for the development of the child
3. Principles of Dr. Bill Rogers – behaviour / classroom management
4. Quality First Teaching and Teacher Standards

All staff should take pride in the school and its environment, and endeavour to make it the best it can be. We encourage the children to develop caring, responsible, and helpful attitudes towards each other and those who work with them. Our aims are to follow the School Creed, promote responsible citizenship and prepare pupils for life in modern Britain to:

- develop respect for other people and their opinions, regardless of race, gender, physical and intellectual abilities
- create a positive environment where children feel happy and secure
- help children realise their own self-worth and potential
- develop self-control and independence
- develop a sense of responsibility and pride for our school
- to respond to any concerns about bullying, investigating them thoroughly and resolving, without delay
- meeting the Social, Emotional and Mental Health (SEMH) needs all Children and Young People (CYP).

Whole School Routines and Expectations

At Orchard Academy we believe consistency is key.

All staff need to follow our routines to ensure high standards and expectations are met by the pupils.

This is our basis to achieving an effective learning environment for all, from which we can then be flexible and support individual needs.

We also believe a consistent approach with high expectations makes every class teacher more able to ensure their class is calm, well-behaved and 'Respectful & Ready to Learn'. We want staff to be take ownership and responsibility of the behavior in their class in a **calm** and **assertive** manner.

General Routines and Expectations

Task	Routine	Expectation
Gaining pupil / class attention. Getting silence. Respectful & Ready to Learn	Hands Up – Non-verbal cue, Member of staff raises their hand. Start every lesson like this.	Pupils copy the teacher by raising their hand and stop talking. This should take no longer than counting to 5 in your head. Pupil are R&RL
Lining up in silence	All classes will always line -up in register order .	It is the class teacher's responsibility to ensure their class knows their register order and can do this in silence.
Getting a class to line up	1 – 2 – 3 Non-verbal, whilst pupils and staff hands are up and once silence has been achieved, the teacher signals 1, 2, and 3 with their fingers.	1 = Stand up, tuck chairs in stand behind desk. 2 = Lineup at the door in register order. 3 = Leave the class to the desired destination in silence.
Walking around school	All pupils and adults will walk on the left-hand side of the corridors. Pupils will be silent.	Pupils to walk calmly and quietly on the left-hand side. It is the class teacher's responsibility to ensure the pupils in their class know the expectations.
Walking through school as a class	Classes to walk in single file in their register order.	Class teacher to use 'Hands Up' to control this process and their class routine. Teachers to 'stop-start' monitor their class they move through the school. Maintaining silence.
Entering Assembly	Pupils enter assembly as a class in alphabetical order by surname - 'register order' - in silence .	It is the class teacher's responsibility to ensure this happens. Use the 'Hands Up' on your way to help.
Assembly	Classes sit in silence , width ways across the hall, facing the drop-down screen. Class teachers - please line your class up and tell them to sit down when you feel they are ready. Class teacher to sit beside their class.	It is the class teacher's responsibility to ensure this happens. Class teachers to monitor their class's behavior, attitude and focus throughout the assembly. Staff to not have drinks / phones / work with them.
Changing classrooms for SETS	Hands up and 1,2,3 system.	Pupils lie up in silence. Pupils walk quietly outside to their next classroom and lined up before being allowed in.

Commented [SJ1]: Do we need to be explicit for staff to say that they need to be silent too until all children are silent?

	<p>Pupils leave via the external doors and line up outside their next classroom. Teachers wait at the external door of their classroom.</p>	
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Arriving at, and leaving, school

Task	Routine	Expectation
Pupils arrive at school	Gates open at 8:25am. Classroom doors open at 8:30am. Pupils line up outside the classroom in the order they arrive.	Site Team to open gates at 8:25am. SLT will be on external gates. Pupils go straight to line up outside of their classrooms. Class teacher responsibility to make sure their class knows this.
Entering the classroom (Years 3 and 4)	Classroom doors open at 8:30am. Pupils enter the classroom, line up at the internal door. Class teacher then leads pupils to the cloakroom. Pupils hang up bags, coats and then lineup. Pupils then led back to class by the class teacher. When seated pupils start reading in silence / completing independent maths task in silence.	Class teacher stands at the classroom door and welcomes the pupils as they come in. Class teacher monitors the cloakroom area before walking all pupils back in their line.
Entering the classroom (Years 5 and 6)	Classroom doors open at 8:30am. Pupils enter the class, hang up bags, coats. When seated pupils start reading in silence / completing independent maths task in silence.	Class teacher stands at the classroom door and welcomes the pupils as they come in. Class teacher monitors the cloakroom area.
Collecting belongings (Years 3 and 4)	Pupils line up and are walked to the cloakroom. Pupils gather their belongings; line up and then return to class. Pupils stand behind their desk and wait to be dismissed a table at a time .	The class teacher uses the Hands Up system. The class teacher stays with their class in <u>the</u> cloakroom. Class teacher stands at the external door and dismisses pupils from their desks.
Collecting belongings (Years 5 and 6)	Class teacher selects a table at a time . Pupils then return to their desk and stand behind their chair. When all pupils are ready the class teacher moves to the external door and dismisses the pupils a row at a time and dependent on whether their parents are there.	Pupils are in silence. The teacher dismisses pupils in a controlled manner. Pupils wait at their desk.

Commented [SJ2]: Do we need to say that a TA is in the cloakroom monitoring?

Commented [SJ3]: Row or table as most classes will be going back to tables now

Break and Lunch

Task	Routine	Expectation
Going to Break / Lunch (Years 3 and 4)	1 – 2 (get snack from tray) – 3 Class teacher walks pupils to the cloakroom. Then either straight out or pupils get coats. When lined up and ready, the class teacher walks the class all the way onto the playground. Class teacher supervises until at least 2 members of duty staff are present.	Pupils walk in silence, in register order, led by their class teacher.
Going to Break / Lunch (Years 5 and 6)	1 – 2 (get snack /coat from bag) – 3 When lined up and ready, the class teacher walks the class all the way onto the playground. Class teacher supervises until at least 2 members of duty staff are present.	Pupils walk in silence, in register order, led by their class teacher.
Break / Lunch	Staff on duty to spread out across the designated area and supervise / interact with the pupils in their area. Active supervision. MUGA OAAA Main Playground Year group Table Tennis tables. Quiet Area.	Pupils play in designated areas. Quiet area – Outside year 3 metal seated are. No running or playing games. Table Tennis, OAAA, Gym – Pupils taught how to play in PE lessons in week 1.
End of Break / Lunch (Years 3 and 4)	1st Whistle – Duty Lead Pupils stop playing and stand still in silence. 2nd Whistle – Pupils walk to their class lines and line-up in register order in front of their class teacher. When silent, HOY dismiss each class at a time. Pupils walk in silence in single file back to class.	All duty staff remain in their areas and ensure pupils follow the instructions / procedure. Class teachers for next lesson meet pupils at their line and ensure they are silent. Staff members to walk up and down the line as they meet and greet the class.
End of Break / Lunch (Years 5 and 6)	1st Whistle – Pupils stop playing and stand still in silence. 2nd Whistle – Pupils walk to their class lines and line-up in register order in front of their class teacher. When silent, HOY dismiss each class at a time. Pupils walk in silence in single file back to class.	All duty staff remain in their areas and ensure pupils follow the instructions / procedure. Class teachers for next lesson meet pupils at their line and ensure they are silent. Staff members to walk up and down the line as they meet and greet the class.

Orchard Academy's 'Attachment Aware' Approach

Attachment is a deep and enduring emotional bond that connects one person to another across time and space (Ainsworth, 1973; Bowlby, 1969). Attachment behavior in adults towards the child includes responding sensitively and appropriately to the child's needs. (<https://www.simplypsychology.org/attachment.html>)

Behaviour Regulation means different things to different people. At Orchard Academy we understand the Behavior is a form of communication and our aim is to support all our pupils in a proactive rather than reactive way – to foster a positive environment where children exhibit a sense of wellbeing, responsible citizenship, commitment and pride in the school, promote excellent home/school partnerships and genuinely celebrate the success of each other.

Commented [LB4]: I have moved this paragraph down from the previous section. It was straight after the bullet points above.

Key guidance to being Attachment Aware from staff page 6,7 of *Brighton & Hove schools Guidance (3.1 Key Premises) 2018*

- Being fair is not about everyone getting the same (Equality) but about everyone getting what they need (equity).
- Behaviour is a form of communication. Behaviour as a communication of an emotional need.
- Taking a non-judgmental, curious and empathetic attitude towards behaviour.
- Putting relationships first.
- Maintaining clear boundaries and expectations around behavior.
- Understanding that not all behaviours are a matter of choice.
- Behaviour must always be viewed systemically and within context of important relationships. Encouraging parental engagement and involvement is absolutely crucial when addressing and planning support for CYP's SEMH needs.
Whole School Approach to achieve authentic inclusion & wholehearted Learning.
In our everyday interactions show; PACE – Playfulness, Acceptance, Curiosity, Empathy, Love.
- Understand and implement Emotion Coaching – (4Ws sheet / consequence interviews, Social groups, Zones Of Regulation)
- Consider all children. Those with Adverse Childhood Experiences (ACEs) can have their past traumatic experiences brought back up with a Behaviourist approach. An approach is needed to teach CYP with ACEs how to express their emotions in a more appropriate manner.

Principles of Dr. Bill Rogers – Behaviour / Classroom Management

Orchard staff will apply key principles from Dr Bill Rogers' ethos and practice.

- 1- Speak to pupils **confidently** and **respectfully, calmly assertive**
- 2- Address the **primary behaviour**
- 3- Use **non-verbal cues**
- 4- Careful with your **language** choice – don't ask a question.
- 5- Give clear, **directive instructions**
- 6- **Repeat** the direct instruction
- 7- Give pupils **Take-Up Time** (TUT)
- 8- **Tactically Ignore** secondary behaviours (TI)
- 9- Get them onside with **Partial agreement** (PA)
- 10- **Positive relationships**

The following are our key focuses for the Spring and Summer term 2022.



Useful video links of Dr Bill Rogers in action

<https://youtu.be/Q1blQ1Hg00c?t=3> – Students who just say “NO”

<https://youtu.be/KTxGXiuLgb4> - Bill Rogers on Behaviour

<https://youtu.be/doNJS7ACp1c> - Dealing with distractions confidently

<https://youtu.be/Q1blQ1Hg00c> - Students who say No – Refusal 5:32min

<https://youtu.be/PLFcaovsriA> - Ensuring a settled and focused class

Quality First Teaching – Teacher Standards

Praise and Reward System - Steps to Success

Our aim is to celebrate success which will raise the self-esteem of the child and their corresponding behaviour at home and school. If a child is emotionally intelligent, feels good about themselves and is achieving, they focus upon this and build on the positive foundations laid. Orchard Academy have developed a series of individual awards:-

- **Responsible Citizen Status** – All pupils start every half term with this ‘Status’, it gives them the freedom to represent the school and access all privileges / whole school rewards and celebrations.
- **Effort Marks** gained for consistently showing our values, meeting our school Creed and being a responsible Citizen. Awarded in and out of lessons.
- **Merits** – All pupils have a Success Passport. Aiming to complete the book by the time they finish in year 6. Collect Merits Badges – each page is a different colour – progress through the book during their time at Orchard.
- **Star of the Week** celebration assembly linked to weekly effort and attainment awards.
- **Weekly house cup** winners - Effort Marks counted for the whole week. Winning House earns the Trophy.
- **Attendance Awards** – Weekly class attendance trophy.
- **Inter House** Sporting Competitions celebrated in Weekly assembly in line with House effort marks.
- **Lunch with Mr Brown** - Special lunch invitations linked to Headteacher Star awards (1/2 termly).
- **Represent School** - Selection for school teams, productions, extra-curricular clubs etc.
- Being voted onto the **School Council**.
- **Student Leadership and Responsibilities:** House Captains, Anti-Bullying Ambassador, Sports Ambassadors,
- Half Termly Attendance – Certificates to 100% attendance pupils.

Guidelines for awarding Effort Marks - these start from zero each week, recorded on the class chart.

Effort Marks Awarded	Reason
1 - 2	Working hard, producing your best work, asking a good question, small successes, being a responsible and respectful citizen
5	Representing Orchard Academy / EMAT in the wider community (eg Sporting fixture, Musical performance, visit to local community event)

Guidelines for awarding Merits – Success passports show an ongoing record.

Merits Awarded	Reason
1	Earning 20 Effort Marks in one week.
1	Being chosen as Star of the Week / Headteacher’s Star
1	Outstanding commitment to learning and personal achievement over a prolonged period of time.
1	Outstanding contribution to the school community and being a leading Responsible Citizen role model e.g. Student Council
1	Outstanding achievement outside of school

Commented [LB5]: I have added these. Any others reasons we give Merits?

Commented [CB6R5]: Exceptional piece of work?

We also encourage a collective approach where the children take a responsibility for each other’s behaviour. All children will receive a Reading Record Book (Years 3,4) or a Yearly Planner (Years 5/6) which will be used alongside their Success Passport to record their Effort Marks, Learning Muscles (Orchard Stars) and other weekly achievements.

Dealing with Incidents of Misbehaviour Within school hours– Steps to Correction

Remember, the problem is the problem, not the pupil. It is also not the severity of a consequence that makes an impact, it is the certainty that there will be a consequence. That consequence may be a Consequence Interview.

QUALITY FIRST TEACHING - MANTRAS

Problem is the problem not the pupil.

Make the ordinary extra ordinary.

Catch them doing it right.

Praise in public – reprimand in private.

Fight Fire with.....water.

If you can predict it, you can prevent it.

Calm when its going wrong, happy, overjoyed when it's going right.

Body language – think about what we give off.

At Orchard Academy we use the Behaviour and Attitude Ladder to demonstrate Steps 'To Success' and 'Steps to Correction' for all our pupils. This is displayed in every classroom. When pupils need to work on Steps to corrections, we have stages in place to track where they are.

We use 'Zones of Regulation' as a tool to help pupils self-regulate and monitor their own behaviour and emotions, we also have '**R&RL Warning System**' where all pupils start every lesson '**Respectful & Ready to Learn**' (R&RL). When a child's behavior isn't acceptable, they will be given a non-verbal cue, a verbal reminder of what they should be doing and then a verbal First warning, the first step on the Ladder for 'Steps to Correction'.

Inclusive Quality First Teaching Strategies which meet the Teacher Standards must be applied before moving up the Steps to Correction and or considering referrals (SEND).

Prevention / Reducing the likelihood

Point 1: The following will prevent the majority of problems

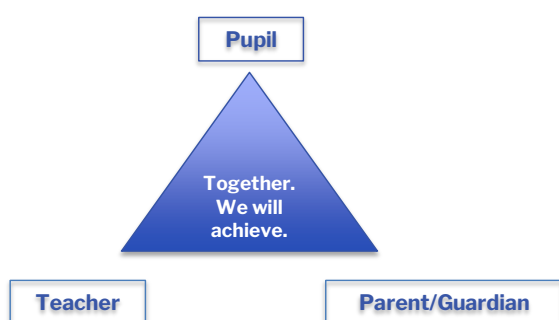
- Get the year off to a good start – establish an ethos and shared expectations at class and year group level. Make and publish class rules and a Charter which links to our School Creed, keep them few, simple with pupil input / ownership.
- Set and follow Orchard's Routines and Expectations.
- All pupils start every lesson 'Respectful & Ready to Learn' (R&RL). Use the hands up signal.
- Classroom layout – effective use of space, seating plans and access to resources.
- Together with the pupils take pride in your classroom.
- Making sure that the work we ask the children to do is challenging, interesting and achievable (matched to their individual needs), this prevents distraction.

Point 2 : Useful classroom management strategies

Thorough lesson preparation, prompt arrival at your lesson, good supervision (walking around your classroom), standing next to the person talking or misbehaving, non-verbal communication and eye-contact, tactical ignoring of minor, irritating behaviour, and use of humour (not sarcasm) to deflate minor incidents. These are general, good teaching habits which will help you develop a positive relationship with your class.

Know your pupils, consider different strategies that work for them, new seating plans, appropriate level of challenge, differentiation and pace to your lesson too. Consistent use of the schools behavior systems – positive and consequences.

Develop relationships with the pupils and parents (Guardians), if you are proactive and show empathy these will become positive relationships and will benefit all parties.



Useful Classroom Tips

Praise In Public (PIP) – catch pupils doing it right and share their good practice, others will copy. Help pupils grow and feel like giants. Big them up. Positive shout out from across the classroom.

Reprimand In Private (RIP) – Don't humiliate, don't highlight their mistake, be calmly assertive, crouch beside them, 1:1. Done in the classroom with others present!

Give pupils Take Up Time (TUT) – Time to process information and follow instructions, or turn their behavior round. Some pupils need more time than others, be patient, deep breathes.

Tactically Ignore (TI)- ignore low level noise, low level deliberate disruption, this takes away the satisfaction the child gets from low level disruption. Link with RIP, a calm, quiet, controlled reaction from the teacher takes away what the pupil may have wanted to cause.

Partial Agreement (PA) – when dealing with a confrontational child, partial agree with what they are angry about, this will calm them down and show them you are listening, then reflect back on their behavior which wasn't acceptable. E.g...Yes I agree J. Blogs was annoying you, however that doesn't mean you can hit. What would have been a better choice of action? Give some SICOT, TUT and then go back to work.

Self-Imposed Cool Off Time (SICOT) – in the classroom or with a member of staff somewhere safe, some individuals have a safe place.

Fair Go For All (FGFA) – strategies for all to be involved in lessons, answering questions, receiving praise, differentiate work, no hands up, lolly sticks, sharing jobs out,.....Make everyone feel part of the class / community.

Useful reflective tips – moving forward

Consequence Interview (CI) –linked with TORT, relate actions with consequences, impact on others, develop empathy. Allow pupils to think about suitable consequences for themselves, ways to make up for their poor behavior. Allow pupils to reflect. After, you may use a 4W to formalise and consolidate the child's learning.

Time Out and Reflective Thinking (TORT), during your lesson, at break, use of the 4W sheet. Think about the questions you ask, get pupils to think about their impact, develop empathy.

Solution Focused Approach (SFA) – On a scale 1-10, where is the child in terms of where you want them to be. What can you do to improve / raise them up 1 notch at a time?

Share Good Practice (SGP) – what are others doing with the same pupil, what are others doing with similar pupils, what have others done in the past.

Zones of Regulation

The Zones of Regulation Framework and Curriculum (Leah Kuypers, 2011) teaches learners scaffolded skills toward developing a cognitive pathway to build awareness of their feelings/internal state and utilise a variety of tools and strategies for regulation, prosocial skills, self-care, and overall wellness. It is crucial to emphasise that there is no such thing as a 'bad zone'. At Orchard Academy, we aim to teach our children how to identify their emotions and decide if they need to regulate or manage them. This is a whole school strategy, used in all classes. It will also be used in small group target intervention if required.

Commented [LB7]: I have changed how this was written. I think a 4W should be done after the CI has taken place. Too often a 4W is given and completed with no CI. A 4W does nothing without a CI.

Commented [CB8R7]: @Luke Bartishel agreed.

Commented [LB9]: @Callum Brown @Diane Clarke thank you Diane. I just deleted the traffic light comment so the focus is on the ZoR. Also added another sentence at the end. Is that ok?

Commented [DC10R9]: Looks fine to me

Commented [LB11]: @Diane Clarke can you add some detail here please? I wasn't there for the training and feel you have a better understanding of ZoR purpose, application and desire impact. Do we want it used as a whole school tool from day one?

Responsible & Ready to Learn System (R&RL)

Unfortunately, even with such positive messages reinforced, not all children get it right all of the time. However, at Orchard Academy we never react to misbehavior in a negative way. We never shout at a child or show sarcasm towards them. **No child must ever be put outside the classroom door or in a corner.** However, at times it may be necessary to have children working at individual workstation to support them managing their behaviour. It is our duty to show children the error of their ways, to make mistakes and most importantly to learn from them.

If a child misbehaves, is defiant, rude, and disrespectful or deliberately ignores instructions, then the following stages are introduced:

- **Respectful & Ready to Learn** - All children are at this stage at the start of each session or lesson.
- **FIRST Warning** – leads to a discussion with the child and appropriate sanctions or time out within class
- **SECOND Warning** - Time out in next door classroom or HOY / shared area and completes a Pupil Incident form or a 4W sheet?
- Pupils return to **R&RL** at the start of the next lesson.

Commented [LB12]: This happens. JK / Ronnie often have a few mins outside before Dan / Theresa come a speak to them. They use it to de-escalate the disruption.

Commented [CB13R12]: @Luke Bartishel do we want to change it from 'No child must ever' then, or do you think we need to make this clearer to teachers?

Commented [LB14]: @Callum Brown @Jonathan Wilson @Sam James @Diane Clarke can we commit to this? I want to, means if I child needs removing staff will need to follow the formal policy. Time out / work station needs to be IN a supervised classroom.

Commented [SJ15R14]: @Luke Bartishel They need to be in the line of sight of an adult at all times. If that's only practical in the class room then it needs to be the classroom or next door. Not in the corridor out of sight or alone.

Commented [LB16]: I am thinking about creating an incident sheet, where pupils write what happened. This may help those who get and angry and don't like to talk. It would lead discussions and a follow up with be a 4W completed with the teacher.

Stage	Teacher Action	Pupil Action
R&RL	Hand up signal for silence before starting the lesson.	Hand up, silence, listening, ready to learn.
1st Warning	Non-verbal signal to stop and follow task.	Stop. Re-focus. Follow instructions.
	Verbal reminder about what the pupils should be doing and next step on consequence ladder. Directive instruction.	Stop. Re-focus. Follow instructions.
	1 st Warning Given.	Stop. Re-focus. Follow instructions.
2nd Warning	Non-verbal signal to stop and follow task.	Stop. Re-focus. Follow instructions.
	Verbal reminder about what the pupils should be doing and next step on consequence ladder. Directive instruction.	Stop Re-focus. Follow instructions.
	2 nd Warning Given. Pupil exited to another classroom / HOY to complete a 4W. 10mins then return to original class.	Pupil completes 4W. Reflection / consequence interview with class teacher.

Guidance for applying the R&RL Warning System

This behaviour system is to be used on a lesson by lesson basis.

R&RL	What / Why / When / Who
Respectful & Ready to Learn (R&RL)	All pupils start every lesson as 'Respectful & Ready to learn'
FIRST Warning	If pupils don't follow instructions or are rude then they should move to FIRST warning. Make sure the pupil knows, have a quiet 1:1 word with them. With continued improved behavior pupils can return to R&RL. With continued poor behaviour then move pupil to Second Warning..
SECOND Warning	Exited to Head of year for a 10 minute time out, or in next door classroom - complete the 'Pupil Incident Form'. Pupil to complete a 4W reflection sheet. Class Teacher to keep the 4W sheet in a class behaviour folder. Pupil returns back to class R&RL..
2 x SECOND warning in a day	Pupil sent to a member of Senior Leadership Team (Deputy Headteacher / Assistant Headteacher) If the above are unavailable; Sam James (Designated Safeguarding Lead), Diane Clarke (SENCO) Behaviour Incident form completed by Class teacher / member of staff in charge at the time. Behaviour Incident Log (BIL) - logged on SIMS. Class Teacher / HOY (SLT - depending on the incident) to contact parents and the child will have Reflection Time, lunchtime detention that day or the next day (depending on the time the SECOND warning was given).

Commented [LB17]: As mentioned earlier, I would like the use of the 4W changed / re-focused. It needs to be used as a reflection tool with the class teacher / teacher involved. I have created a 'Pupil Incident form' - appendix 8, which can be used by the child to explain what has happened and possibly help them calm down before doing a 4 W.

Set consequences for certain behaviours

Behaviour	Action / Consequence	Parents informed by...
Walking out of class without an official 'Time Out' card.	Supervised Isolation for the rest of the day – possibly next day too.	Class teacher
Swearing out loud in class / corridors	4W Loss of Lunchtime and breaktime 3 days (Art Studio detention)	Class teacher
Swearing out loud on the playground	Loss of Lunchtime and breaktime 3 days (Art Studio detention)	If repeated,
Swearing at a member of staff	1 st incident – Supervised Isolation 2 nd incident - Suspension	SLT
Hitting another pupil		Class Teacher
Hitting a member of staff	2-5 day Suspension	Headteacher
Fighting		SLT
Not Following the instructions from DHT /AHT/ HT	1 day Supervised isolation	DHT/ AHT / HT
Bullying	4W, Reflection, Suspension	Class teacher, DHT/ AHT HT
Repeated Bullying	5 – 10 day suspension	HT
Defamation of school / staff on Social Media	10 day Suspension	HT

Commented [SJ18]: I like this table, it's clear and useful for staff. We have a section for not following the instruction of AHT/HT. Do we need one for not following the instruction of the class teacher/TA too?

Commented [SJ19]: Does this mean parents are only informed if repeated?

Break and Lunchtime Incidents

Any child who has received a SECOND Warning during break time/lunchtime will be reported to the lead member of staff who is on duty that day / time.

Class Teachers will be informed about any incidents. Children to complete a 4W sheet whilst in Reflection. Staff may need to complete a Behaviour Incident form and hand to HOY / AH or HT after taking any relevant actions e.g. making any phone calls to parents/carers, removing from activity / area.

See 'Official Steps' for possible action taken by DHT, AHT or HT.

Behaviour and Attitude Ladder

Steps to Correction

Level	What / Who / Where / When
Behaviour Incident Log on SIMS (BIL)	Repeated daily SECOND Warning in a lesson to be logged on SIMS by the class teacher.
Step 4	<p>2 x SECOND Warning in a day be logged on SIMS, 4W completed, and parents contacted by class teacher unless require SLT conversation.</p> <p>3 x SECOND Warnings in a week to be logged on SIMS, 4W completed, and parents contacted by class teacher and meeting requested, possible SLT involvement</p> <p>A standalone incident of a serious nature, e.g – Any form of Bullying, Racism, physical Assault, and others – Logged on SIMS by SLT. Parents contacted.</p>
Success Card	<p>3 x behaviour incident forms (Logs on SIMS) in one ½ term the child will then have a success card. Targets to be set by the Class Teacher in conjunction with one of: SENCo, Behaviour Lead or member of SLT. Copies of all behaviour incident forms to be passed to Behaviour Lead for recording on SIMS. This will be shown to the SENCo / Class teacher / SLT at lunchtime and at the end of the day and end of the week.</p> <p>Parents are expected to comment daily on the child's success.</p> <p>A child will remain on a Success Card until they have achieved their targets and achieved agreed points target. We aim for this to be a maximum of a two weeks' process, if it looks like it needs longer then a meeting will be called to review the situation and behaviour.</p>
Loss of Responsible Citizen Status	<p>4 x Behaviour Incidents Logged (BIL) on SIMS in a half term results in loss of Responsible Citizen status. Assessed and discussed with Assistant Headteachers, Headteacher, SENCo and parents.</p> <p>Loss of privileges – no extra celebration days / events, discos, can't represent school.</p> <p>When accumulated 4 x BIL early in a ½ term then the Headteacher may provide an opportunity for recouping the Responsible Citizen Status by exemplar behaviour (a lifeline).</p> <p>Responsible Citizen Status - is always re-instated at the start of new half term.</p> <p>A risk reduction plan with be discussed. Is it needed? How will it help?</p>
Risk Reduction Plan	<p>2 x Success Cards in a Half-term.</p> <p>Class Teacher to discuss with Behaviour Lead, Pastoral Support and SENCo their concerns. Class Teacher to complete Risk Reduction Plan linked to Success Card Targets. This will be shared with Parents/Carers. Meetings to be minuted and copies given to all parties (Class teacher, SENCo, DHT and AHT). Class Teacher to liaise with Pastoral Support regarding support sessions for individual children. The risk reduction plan will need to be reviewed with Parents/Carers regularly e.g. weekly / fortnightly. The SENCo, HT, AHT to support in all meetings. In addition, some children with a Statement/EHCP will have their own personal behaviour and education plan.</p>
Children Beyond	<p>If children continue to display behaviours that don't meet our expectations, standards and they don't fall in line with our School Creed, further action will be taken by the DHT and /or the HT.</p> <p>Such behaviour might be a continuation of poor behaviour whilst on a Success Card / risk reduction plan, or receiving 3 or more separate success cards in a year, or a standalone incident of a serious nature, e.g – Bullying, Racism, physical Assault.</p> <p>See Section 5 - 'Official Steps' for possible action</p>

Commented [LB20]: What do we think? Is this too many / too lenient?

Commented [SJ21R20]: I think this is the point we call parents. It could just be an off day for the child. Otherwise, we will be calling parents constantly and then it could lose the impact of calling home?

Commented [LB22]: Review difference between Success Cards and loss of RC

Commented [LB23]: Is this OK? Should it be 3 x success cards in a year?

Commented [SJ24R23]: Agree it should be per year or per term maybe. I think a success card should run for several weeks until the positive behaviour is embedded in their daily behaviour and shouldn't stop until it is. In this case, 2 SC a half term would automatically happen and is therefore irrelevant.

Commented [LB25]: I would like a new name for this level.

Peer on Peer abuse

Peer on peer abuse is any abuse of a child or children that is perpetrated by another child or children. This includes all forms of sexual harassment, sexual violence and abuse. We strive to create a culture of safety, where children are free from harassment or abuse of any kind. We take a zero-tolerance approach to sexual violence and sexual harassment – it is never acceptable and it will not be tolerated.

We know that even if we do not receive any reports relating to peer on peer abuse, it does not mean that it is not happening. We support and encourage anyone – especially our pupils – to come forward to share any concerns about peer on peer abuse so that we can take action to keep all children safe.

Peer on peer abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence, such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nudes and semi nude images and or videos (also known as sexting or youth produced sexual imagery);
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).^[1]

^[1] Keeping Children Safe in Education (2021)

All children are capable of abusing their peers and we recognise that girls are more likely to be the victims of peer on peer abuse and boys' perpetrators. All peer on peer abuse is unacceptable and will be taken seriously.

Reporting Incidents of Peer on Peer abuse – Anti-Bullying

DSL to be informed immediately. Investigation and reporting of this behaviour is in line with our Safeguarding, Anti-Bullying and Behaviour Policies.

Behaviour will be logged on SIMS and reported to necessary authorities and organisations. Moved straight to Section 5 of the Behaviour Policy - Official Steps.

Direct guidance for responding to incidents of sexting: (UKCCIS 2016)

[Click Link for Guidance](#)

Report it to your Designated Safeguarding Lead (DSL) immediately.

- Never view, download or share the imagery yourself, or ask a child to share or download – this is illegal.
- If you have already viewed the imagery by accident (e.g. if a young person has showed it to you before you could ask them not to), report this to the DSL.
- Do not delete the imagery or ask the young person to delete it.
- Do not ask the young person(s) who are involved in the incident to disclose information regarding the imagery. This is the responsibility of the DSL.
- Do not share information about the incident to other members of staff, the young person(s) it involves or their, or other, parents and/or carers.
- Do not say or do anything to blame or shame any young people involved.
- Do explain to them that you need to report it and reassure them that they will receive support and help from the DSL.

If a 'sexting' incident comes to your attention, report it to your DSL.

Logging Incidents on SIMS

All serious behaviour incidents and those that are repeated behaviours will be logged, either on the 'Behaviour Incident Form' (Appendices 7) and then onto SIMS or directly onto SIMS. All class teachers are trained to log incidents on SIMS in the correct way. This ensures we have consistency and accuracy, which in turn means records are clear and will not discriminate against the pupils. The Senior Leadership team will monitor and the Assistant Headteacher leading on Behaviour will review logs, producing a termly report.

Behaviour Incident Log (BIL) - Key reminders

- Complete all the drop downs options / menus.
- In your comments be clear and concise, you have limited characters.
- All logs should be classed as resolved – log completed when the issue is resolved /fully investigated and actioned.
- Role – selected Aggressor or Victim
- Send – us the mail function to inform Mr Bartishel, HOY and CT that an incident has been logged.

Dealing with Incidents of Misbehaviour Outside of School Hours

At Orchard Academy we teach our pupils to have pride in themselves and our school, reminding them that they are always representing Orchard Academy and our local community. This continues when pupils are off the school site and out of school hours.

Incidents of poor behaviour which have taken place out of school hours, and which are reported to school will be reviewed by the Assistant Headteachers and the Headteacher.

Following a review an appropriate response will be planned and any external agencies will be contacted if required.

Any behaviours deemed to be in breach of our anti-bullying policy will be dealt with following the policy.

Other behaviours going against the School Creed will be addressed with the support of parents.

Positive Handling Procedure

Staff at Orchard Academy recognise that the use of reasonable force is only one of the strategies available to secure pupil safety/well-being and also to maintain good order and discipline.

For further detail and guidance please read the Orchard Academy Positive Handling Policy.

Malicious Allegations Against Staff

If an allegation is made the DSL should be informed straight away following the procedures set out in our Safeguarding policy and the KCSIE guidance.

There are two aspects to consider when an allegation is made:

1. **Looking after the welfare of the child** - the designated safeguarding lead is responsible for ensuring that the child is not at risk and referring cases of suspected abuse to the local authority children's social care as described in Part one of this guidance;
2. **Investigating and supporting the person subject to the allegation** - the case manager should discuss with the LADO, the nature, content and context of the allegation, and agree a course of action.

The school will follow the guidance set out in KCSIE, dealing with allegations, schools and colleges should:

- Apply common sense and judgement;
- Deal with allegations quickly, fairly and consistently; and
- Provide effective protection for the child and support the person subject to the allegation.

Records will be kept of any investigation and decisions that are made. Advice and support from EMAT, LADO will be sought. Any investigation will be have an appointed case manager. Where further enquiries are required to enable a decision about how to proceed, the LADO and case manager should discuss how and by whom the investigation will be undertaken. In straightforward cases, the investigation should normally be undertaken by a senior member of the school's or college's staff. Where there is a lack of appropriate resource within the school or college, or the nature or complexity of the allegation requires it, the allegation will require an independent investigator.

Official Steps to be sanctioned by the Headteacher and Assistant Headteachers

Parents must be informed of any sanctions that are being put in place that go beyond a Consequence Interview, loss of Breaktime, and loss of Lunchtime.

Further appropriate sanctions that may be applied are:

- Home/School Book (HOY, DHT, AHT, HT)
- Success Card (CT, HOY, DHT, AHT, HT)
- Loss of Responsible Citizenship Status (DHT, AHT, HT)
- Reflection/removal from playground (CT, HOY, DHT, AHT, HT)
- Removal from school teams/extra-curricular clubs (DHT, AHT, HT)
- Exclusions from certain areas of the school (DHT, AHT, HT)
- Supervised Isolation (DHT, AHT, HT)
- Minor suspensions (fixed-term exclusions) (HT)
- Major suspensions (HT)
- Permanent exclusion (HT, Governors)

Staff Training and Professional Development in Managing Behaviour

Behaviour Policy updates and strategies will be shared with staff on September training days. Further staff meetings and 'Twilight sessions' can also be used if needed throughout the year.

The Behaviour Policy itself is a tool for staff, and they should make use of the 'Useful Classroom Tips' and Quality First teaching points on how to proactively manage their classroom and deal with behaviour. These should always be in place before using the R&RL Warning system and going further up the Steps to Correction Ladder.

In addition to this, Orchard staff are encouraged to:

- Speak to, and gain support from their Year leader,
- Speak to the Behaviour Lead,
- Speak to members of the SLT,
- Discuss concerns during appraisal meetings and plan for further training.
- Request further training from the CPD lead.

Staff Agreement

At Orchard Academy, through consistent behavioural regulation, we will give each child the best preparation for life in a changing environment, instilling in them the values of continual learning, self-respect, caring for and tolerance of others. Linked to the journey of being a responsible citizen.

I have read and understand the 'Behaviour Policy'. I will follow the guidance and support outlined in the policy, applying strategies consistently in line with the school expectations. When unsure I will seek assistance from my Year group leader or Senior Leadership team.

Print Name:

Signed:

Role:

Date:

Now signed off on MyConcern, either on the September training day or on joining the school.

Appendices

Appendix 1 –classroom flowchart display

Appendix 2 – Our journey to being a responsible citizen, classroom display

Appendix 3 – Lunch and Break Duty Rota

Appendix 4 – 4W Reflection Sheet

Appendix 5 – Risk Reduction Plan

Appendix 6 – Success Card

Appendix 7 – Behaviour Incident Form (Adult)

Appendix 8 – Behaviour Incident Form (Child)

Appendix 9 – Behaviour and Attitude Ladder, classroom display.

Our Journey to being a Responsible Citizen

<p>Respectful & Ready to Learn</p>	<p>Good Looking, Good Listening, Good Thinking, Good Speaking, Good Sitting, Growth Mindset = Responsible and Respectful Citizen</p> <p>Prompt → Pre Warning → FIRST Warning</p>
<p>FIRST Warning</p>	<p>I am reflecting on how I can change my behaviour to a R&RL learner → back to R&RL if showing good behaviours.</p> <p>Prompt → Pre Warning → SECOND Warning</p>
<p>SECOND Warning</p>	<p>I must stop because I am disrupting my own learning and that of others. I am not being respectful or showing I am a responsible citizen.</p> <p>I will reflect and complete the 4W sheet. I will go back to a R&RL learner at the beginning of the next lesson.</p>



Our Journey to Being a Responsible Citizen

We will show respect to all members of our school family at all times.

We will always listen carefully to the person speaking.

We will talk through our issues with support to help resolve problems.

We will work hard and try our best to achieve our goals.

We will be fair, honest, and truthful.

We believe in the school creed and what it represents.

Enjoy the journey. Enjoy success. Together, we will achieve.

Appendix 3



Lunchtime Duty Rota

	TA		MDS	SLT		MDS	Paid Lunch Staff	
	Hall	Hall	Hall	Outside	Outside	Outside	Outside	Outside
	12:05 – 12:30	12:30 – 13:00	12:05 – 13:00	12:05 – 12:30	12:30 – 13:00	12:05 – 13:00	12:05 – 12:30	12:30 – 13:00
Monday			MDS 1 MDS 2			MDS 3 MDS 4 MDS 5		
Tuesday	Year 3 TA		MDS 1 MDS 2			MDS 3 MDS 4 MDS 5		
Wednesday	Year 4 TA		MDS 1 MDS 2			MDS 3 MDS 4 MDS 5		
Thursday	Year 5 TA		MDS 1 MDS 2			MDS 3 MDS 4 MDS 5		
Friday	Year 6 TA		MDS 1 MDS 2			MDS 3 MDS 4 MDS 5		

Before /After School /Break Time Duty Rota

	Monday	Tuesday	Wednesday	Thursday	Friday
Before School 8:20 – 8:35am					
Break Duty 10:00 – 10:15am					
After School 15:00 – 15:15					

*Duty Leader in **Bold**, to organise their team in a rotation as in the table below for playground duty.

Break Duty Staff Organisation

Playground	Duty Staff	Wet Weather	Duty Staff
Netball Court main playground	1	All staff to classrooms. Year team staff to rotate and circulate between the classrooms / shared area so everyone gets a break.	
Basketball Court	1		
Tunnel doors to toilets	1		
Table Tennis + link tunnel	1		
MUGA	1		
Outdoor Adventurous Activities Area (OAAA)	1		

Break time MUGA and OAAA rotation – Soft Ball Games

Day	Year Groups	MUGA	Outdoor Adventurous Activity Area	Outdoor Fitness Gym
Monday	Year 3	Play Equipment	25 pupils	25pupils
Tuesday	Year 4	Play Equipment	25 pupils	25 pupils
Wednesday	Year 5	Play Equipment	25 pupils	25 pupils
Thursday	Year 6	Play Equipment	25 pupils	25 pupils
Friday	CEDAR / PE Target groups / Social Groups (DS and SJ to coordinate) Yr group Rotation			

Orchard Academy 4W's Reflection Sheet



Name:		Date:		Lesson:	
What did I do? (Think back to what happened)			What rules / expectations were broken?		
What impact did my actions have on others? (Think about how they feel)			What do I need to do to put it right?		
Discussed with:			Further action:		



Risk Reduction Plan

Name: _____ **DOB:** _____ **School Year:** _____

Date of 1st Plan: _____ **Date of subsequent plans:** _____
 •

People involved in drawing up the plan:

- Role
- Role
- Parent/Carer

To be shared with:

To be reviewed on: _____ **And every (How often):** _____

Identified Risk (Target)	High/Medium/Low	How will the risk be reduced? (This will include steps which can be taken to reduce the risks)	Review (This will include a review of activities undertaken which were successful and those which were not in order to identify new risks and strategies to manage and reduce them)

TARGETS

I will try to:

1.

2.

✓✓ I have met my targets.

✓ I have met most of my targets.

× I have not met my targets.

Orchard Academy
Enjoy the Journey. Enjoy the success.
Together, we will achieve!



Together we will achieve.

Success Card

Name:

Class:

Success Card Number:

Week Beginning:

What have you done today to make you feel proud?

	Morning Work	Lesson One	Break	Lesson Two	Lesson Three	Lunch	Lesson Four	Lesson Five	Parent / Teacher Comment
Monday									
1									
2									
Tuesday									
1									
2									
Wednesday									
1									
2									
Thursday									
1									
2									
Friday									
1									
2									

Remember that you can do it if you really try your best! PMA - Positive Mental Attitude

Previous Ticks Achieved.....

Tick Target:/.....

Next TickTarget:

Appendix 7

Behaviour Incident Form (Staff)



Name of child instigating behaviour:

Name of class teacher:

Year group: class:

Date of incident	Approximate time of incident	Lesson / Subject / Activity	Where did the incident take place?

Name of staff involved / Teacher	Name of other children involved (instigating)	Name of victim/s

Description and Type of incident:

Action taken:

Further action / intervention required? Y / N (if Yes please give details)

Parents contacted? Y / N Phone or meeting? P / M	Views of parents?

Discussed with senior member of staff? Y / N

Signed:.....

Name of member of staff who recorded the incident:



Together we will achieve.

Behaviour and Attitude

Steps To Success

Steps To Correction

	Head Teachers Award	Step Six 6	Loss of Responsible Citizen Status	
	Star Of the Week	Step Five 5	Success Card	
	Merit	Step Four 4	Behaviour Logged	
	ORCHARD Stars	Step Three 3	4 W Sheet Reflection and Correction Time	
	Effort Mark	Step Two 2	SECOND WARNING	
	Respectful & Ready to Learn	Step One 1	FIRST WARNING	