

## Cherry Orchard Primary Academy

### Behaviour Policy

At Cherry Orchard Primary Academy, we understand that good behaviour makes effective teaching and learning possible.

Our vision is for our children to develop self-awareness and be respectful of others, to contribute positively to the School Community and to develop exemplary behaviour in line with the School Rules, so they can work and play together safely and happily.

#### **Aims**

- To provide a stimulating and safe environment where the achievements of children are recognised and praised.
- To define clear, acceptable standards of behaviour and be consistent in our approach to inappropriate behaviour.

Specifically, we want to ensure that:

- Staff are confident in managing difficult issues both in the class and at play time.
- Staff understand the use of rewards and sanctions and ensure that they are used consistently throughout the school.
- All adults model exemplary behaviour throughout the school.
- Pupils know the school rules, the reasons for them and can make the right choices.
- Pupils know and understand the consequence and effect of their behaviour.
- Pupils experience school life full of positive relationships and free from bullying.

#### **Traffic Light System**

We use the '*Good to be Green / Great to be Shiny*' system (see Appendix 1) as the basis for simple everyday rules and routines. Every child at Cherry Orchard Primary Academy has the right to high quality learning in a safe and supportive environment. Where the actions of a child prevent other children from these opportunities, firm and proportionate measures will be put in place. We recognise the close relationship between high expectations and behaviour and adopt an '*Every day is a fresh start*' approach, wherever possible sanctioning inappropriate behaviour on the same day.

#### **Responsibilities**

##### Leadership Team

Pupils of concern are discussed at regular staff meetings. If necessary, persistent behaviour issues are then brought to the attention of the Leadership Team. The Leadership Team will ensure a consistent approach across the Academy to engage pupil respect.

Teaching teams will:

- Display the Traffic lights in every classroom.
- Make references to 'Good to be Green/Great to be Shiny' during the day.
- Make explicit links to whole class and individual reward systems.
- Staff are responsible for creating a positive learning environment and supporting those who struggle to follow the school rules.

In particular, Staff are responsible for:

- Providing a well ordered environment, in which all are fully aware of the Academy's expectations of behaviour
- Treating all children and adults as individuals and promoting mutual respect.
- Promoting good relationships and a sense of belonging to the Academy Community
- Encouraging, praising and positively reinforcing good behaviour and reminding pupils that 'Every day is a Fresh Start'.
- Tackling all bullying or harassment in any form.
- Helping to develop effective behaviour management strategies and applying them consistently.

Office and Site Staff will:

- Display 'Good to be Green' in the office.
- Encouraging, praising and positively reinforcing good behaviour and reminding pupils that 'Every day is a Fresh Start'
- Model appropriate behaviour to pupils, parents, visitors and each other.

Mid-day Meal Supervisors will:

- Have a full understanding of the Behaviour Policy and 'Good to be Green/Great to be Shiny' system
- Display 'Good to be Green' in the dining hall and corridor queuing area.
- Make reference to 'Good to be Green' during lunchtimes.
- Use the 'traffic lights' vocabulary and highlighting behaviour that is 'Good to be Green'.
- Encouraging, praising and positively reinforcing good behaviour and reminding pupils that 'Every day is a Fresh Start'
- Model appropriate behaviour to pupils and each other.

In particular, MMS's will:

- Give a verbal warning to pupils displaying inappropriate behaviour in the dinner hall or playground.
- Direct children continuing to exhibit poor behaviour to 5 minutes 'time out' standing by MMS side, allowing them to quietly consider their behaviour, recording names in a notebook (ie dark green)
- Record names in a notebook and refer children who still do not make the right choices to the Duty Teacher in the Reflection Room for next steps. (i.e. Amber)

Governing Body will:

- Model appropriate behaviour to pupils, parents, visitors and each other.

- Have an understanding of the Behaviour Policy and ‘Good to be Green/Great to be Shiny’ system

### Pupils

Pupils are asked to follow the ‘*Good to be Green/Great to be Shiny*’ rules of the Academy (see Appendix 4). These are displayed in all classrooms and at key locations around the school and referred to by staff in supporting appropriate behaviour.

### Parents/Carers

At Cherry Orchard Primary Academy we recognise the importance of working closely with parents and carers. Parents of all children involved are informed by the Leadership Team via a red slip about serious incidents. Regular meetings with parents of persistent offenders provide an opportunity to agree on a shared approach and to put this in writing through a behaviour plan, where appropriate.

### **Rewards**

Rewards play a key role in all areas of Academy life; raising attainment, self-esteem and maintaining good standards of behaviour. The following rewards apply across Cherry Orchard Primary Academy:

- Pupils in Key stages 1 and 2 work towards earning time at an end of term event. Pupils begin each term with 60 minutes towards their Golden Afternoon, and those who are consistently well behaved - by remaining on shiny green - earn an additional 5 minutes per week up to a maximum of 90 minutes per term.
- A whole school ‘Golden Afternoon’ of fun activities will take place on the last Thursday afternoon of each term, where pupils can sign up to their choice of activity. Activities will then be assigned in line with minutes earned.
- In EYFS children work towards a weekly golden afternoon rather than a termly one in Terms 1 – 5; in Term 6 they move onto Termly Golden Afternoon in readiness for their move to KS1. They also have a traffic light system that works in a similar way to the main school. However, Parents will be spoken to by the class teacher if they are moved to red instead of the Senior Leadership Team.
- All Pupils are assigned to a house to encourage collective responsibility for the Academy. House-points are awarded for learning and behaviour throughout the Academy. On a weekly basis the house with the most points is celebrated, as is the class who wins the most house-points. The winning house is recognised on a display board and the House Cup is decorated with the appropriate coloured ribbons for the week.
- Star of the week awards are presented at our weekly Celebration Assembly and entered into the Smiley Book for good work. Pupils are awarded certificates with detailed reasons for the award.
- Celebration postcards are sent home in the post when the teacher deems it to be appropriate, signed by the class teacher. These are awarded for an excellent attitude, high standard of learning and exemplary behaviour.

### **Sanctions**

- Pupils who move from shiny green down to dark green, at any point in the week will lose the privilege of earning an additional 5 minutes that week.
- Pupils lose additional minutes if they consistently display inappropriate behaviour i.e. 10 minutes if they end the day on amber, and 20 minutes if they receive a red slip.

- Pupils who move their names down can earn time back during the same day - if behaviour improves - by moving back up to the dark green zone and should be actively encouraged/praised to do so. Pupils cannot move back up to shiny green in the same day but by ending the day on dark green, are celebrated and praised for being *'Good to be Green'*.
- Pupils who receive a red slip for a single serious incident cannot earn their time back but should be encouraged and praised to move back up the ladder to finish the day in the *'Good to be Green'* zone.
- This system will be monitored and recorded by the class teacher in consultation with MMSs and Duty Staff.
- Children should move their own names up/down the traffic light to encourage them to take responsibility for their own behaviour.
- Wherever possible, inappropriate behaviour is managed by Teaching Staff the same day, either by time out from play at break or lunch time or parents contacted in the event of a serious incident.

### **Pupils with Challenging Behaviour**

At Cherry Orchard Primary Academy we recognise that some pupils may need additional support to manage their behaviour effectively. Where a pupil is moved to red on the traffic lights, this will be recorded by the Academy Family Liaison Officer (FLO) using the red slip system. For a very small minority of pupils, the *'Good to be Green'* system may not be the most effective way to manage behaviour, and in these cases short-term, individualised programmes may be put in place, until the pupil is able to return to the *'Good to be Green'* system. In some cases additional systems may need to be put in place to support the child in engaging with the *'Good to be Green'* system, for example a timetable to break down the day into more achievable chunks of time.

Please refer to Appendix 2 for 'Tactics and Language' to use when dealing with challenging behaviours.

Challenging behaviour is tackled through a graduated approach.

- Time out – Pupils timed out in class or to a partner class, with work to complete (see Exit Procedure – Appendix 3)
- Playtime or lunchtime 'reflection' time
- Working outside of the classroom for half day – internal exclusion; with the work that peers are completing in class.
- Working outside of the classroom for a full day – internal exclusion; with the work that peers are completing in class.
- External exclusions – with work sent home so as to not be detrimental to attainment.
- Managed moves - A managed move is a voluntary agreement between schools, parents/carers and a pupil for that pupil to change school or educational programme under controlled circumstances. Managed moves are often used as an alternative to permanent exclusion; the result is that no exclusion is formally logged on the pupil's school record.

### **Positive Handling**

The Academy recognises that there may be occasions when a member of staff has to take action that involves a degree of physical contact with a student. The Academy uses the definition of reasonable force as being *'no more than is necessary in the circumstances'*. The Academy recognises the DfE guidance that

reasonable force is used most often to restrain or to control a student. All members of staff at the Academy have the power to use reasonable force.

The Academy may use reasonable force to:

- Prevent pupils committing an offence;
- Injuring themselves or others;
- Damaging property;

### **Anti-bullying (See also Anti-Bullying policy)**

Bullying is defined as: *'Behaviour by an individual or a group, usually repeated over time that intentionally hurts another individual either physically or emotionally.'* (DfE 'Preventing and Tackling Bullying' November 2014)

We support the pupils to understand the difference between bullying and other hurtful behaviour by exploring the definition with them. We follow national awareness days and offer pupils a range of activities to promote social inclusion.

Pupils are encouraged through a range of systems to talk about bullying:

- Circle time.
- Reporting bullying to staff, including when witnessing bullying.
- 'Worry Box' or other individual class systems to pass messages.

The Senior Leadership Team will act to ensure that:

- Bullying is an open and high profile subject throughout the school;
- Staff are well trained and feel confident in their roles when responding to bullying;
- Staff have a say in how bullying and anti-social behaviour is addressed;
- There is support where an incident needs to be investigated further and meetings with parents held;
- All interested parties have access to our Behaviour Policy and Anti Bullying Policy.

This policy will be reviewed on an annual basis.

Issued: May 2017

Review Date: September 2018

**If I do this:**

- ✓ Keep hands/feet to myself
- ✓ Make the right choices
- ✓ Be a good member of the School Community
- ✓ Do as I am asked straight away
- ✓ Move safely around the school
- ✓ Look after School equipment
- ✓ Always try my best and join in
- ✓ Listen when someone else speaks
- ✓ Keep the School Rules

**If I do this:**

- × Calling out or making noises
- × Snatching equipment (not sharing)
- × Poking or touching others
- × Arguing with peers/making unkind comments
- × Distracting others
- × Running in the classroom or corridor
- × Talking when someone else is talking

**If I do this:**

- × Continuous disruptive behaviour after in class consequence in place
- × Behaviour seriously disrupting others' behaviour
- × Refusing to do what an adult has asked me to do
- × Back chatting/inappropriate responses to adults
- × Throwing, misusing or breaking equipment
- × Being physically rough with friends or hurting them

**If I do this:**

- × Continued disruptive behaviour or behaviour gets worse after out of class consequence in place
- × Fighting, injuring another pupil /physical contact to staff
- × Speaking aggressively to staff e.g. shouting and swearing
- × Complete refusal to do work or following instructions to go to 'time out'.
- × Swearing, abusive language or racial comments heard by adult
- × Deliberately damaging school property or stealing
- × Behaviour likely to endanger themselves or others
- × Being in possession of dangerous or illegal items

**The rewards include:**

- ✓ Staying shiny for 1 week – earns 5 minutes extra golden time.
- ✓ Student of the week/term
- ✓ Winning a prize for collecting stamps (KS1)
- ✓ Receiving a postcard home
- ✓ Receiving a phone call home.

Note: Staff may issue a verbal warning before moving to dark green to remind pupil of behaviour.

**If pupils end the day here, the consequences are:**

- × Lose the right to earn additional 5 mins GA time
- × Be reminded of rights/responsibilities
- × Seating or grouping change
- × Thinking (Reflection) time alone in classroom
- × Move to time out area in class
- × Some loss of play supervised by adult
- × Finally a warning that pupil will have to leave class they do not let others have their right to learn

**If pupils end the day here, consequences include:**

- × Losing 10 minutes Golden Afternoon Time
- × Sent to another class for 10 minutes 'time-out', continue class based work or write a letter of apology if appropriate
- × Loss of play supervised by an adult
- × Behaviour support team informed
- × Asked to pay/contribute towards cost of broken equipment

**If pupils end the day here, consequences include:**

- × Pupil sent to Leadership Team.
- × Lose 20 minutes Golden Time
- × Isolation from class for a fixed period
- × Loss of play and daily rewards
- × Parents/carers informed with a red slip sent home. A telephone call to parents/carers will be made.
- × Asked to attend Reflection Room
- × Repeated incidents may result in a behaviour plan
- × Behaviour logged and tracked by Leadership Team.
- × The PrinciTal may consider fixed term exclusion.

## Tactics and Language

- avoid confrontation
- acknowledge the behaviour and rectify as swiftly as possible.
- remember that raised voices lead to raised tempers, loss of control and signal an unprofessional approach
- tactically ignore minor incidents and stand by to see if situation resolves
- use positive language and discuss with a child what they think would resolve the problem
- uphold the values of this policy in the way you speak to children
- tackle the problem not the person
- consider possible triggers and what could be done to avoid them
- make sure that consequences are fair and relevant
- use conferencing, counselling or a quiet chat
- use the rules the children have agreed to
- use circle time
- offer choices
- use humour
- try to have personal contact with children as individuals during the day and acknowledge pupils who have maintained previously set targets for a short time afterwards ('light touch' support)

**EXIT PROCEDURE**

CLASS TEACHER / TEACHING ASSISTANT GIVES VERBAL REMINDER



MOVED TO A SEPARATE DESIGNATED AREA IN THE CLASSROOM (DARK GREEN)



MOVED TO PARTNER CLASS (AMBER)



FLO / Principal issue red slip and inform parents (RED)



Sanctions to be decided and may include Reflection Room if appropriate



**Cherry  
Orchard**  
Primary Academy

**OUR SCHOOL RULES**

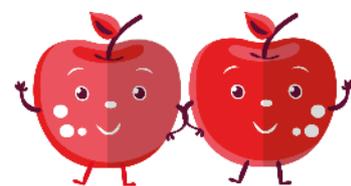
We have kind  
hands, kind feet  
and kind words!

We join in  
every lesson  
every day!

We always try  
our best and  
never give up!

We work, play and  
learn together as  
a team!

We are proud of  
our School and  
look after  
everything in it!



**Cherry Pips**  
Nursery