



Behaviour Policy

Signed by:	
Head Teacher	Mrs Sarah Bitcon
Chair of Governors	Mrs Suzanne Clarke
Date Adopted	14 September 2023
Date Reviewed	19 November 2025
Date of Next Review	Spring Term 2026

Introduction

We are a THRIVE school. For us, this means that we have THRIVE embedded within our ethos and THRIVE approaches are followed across our whole school setting.

The THRIVE approach supports and encourages the development of confident, curious, creative and capable children and young people, who are open to learning and better equipped to deal with life's ups and downs.

We have a commitment to continually deepen our understanding of how social and emotional learning develops and how this can be supported in school.

We recognise that behaviours can be learnt and be held within our cognitive awareness, but also that they can be unconscious, patterned, non-problem-solving defence or discharge responses. Attentive, observant adults working with children are required to recognise behaviours, identify underlying needs and respond in appropriate ways.

Intent

At Orchard Primary and Pre-school, our staff regularly undertake CPD in order to deepen knowledge. Our school ethos, environment, resources, learning approaches, timetable and planning are all informed by our understanding of how importantly each impacts on social, emotional and academic development and learning. Drawing all these elements together has been a long-term vision for our school.

Aims

At Orchard Primary and Pre-School, we want all our children to develop and learn to the best of their ability; this includes learning about their behaviour and emotions. We need to ensure that we have an effective approach to securing high quality personal development and well-being through:

- Being taught to understand, regulate and manage emotions;
- Applying thinking between feeling (sensation and emotion) and action;
- Increasingly showing empathy and understanding to others;
- Being taught the skills to develop resilience and responsibility in readiness for them taking their place in society.
- Being encouraged to take a sense of pride in themselves and to build self-awareness

Just as in other curriculum areas, these skills need to be directly taught in a 'right time' age appropriate way. **For some children, this may not be their chronological age.**

Our Behaviour Expectations

We expect children to demonstrate our expectations – Be Engaged, Be Respectful and Be Safe:

The School's Code of Conduct

The school has a Code of Conduct for all pupils, staff, parents and visitors to the school to follow. Within the codes are clear and simple lists of expectations that ensure positive relationships are developed and maintained.

Approaches to developing positive relationships

- High quality, adapted education which involves pupils, builds on success, ensures progression and involves and informs parents.
- Social, emotional and academic learning to be recognised, planned for and with explicit descriptive feedback across the day.
- Whole class THRIVE screenings and use of online tools to enable a strategic response to individual, group and class development.
- A planned programme of Citizenship and PSHE (SCARF) used in conjunction with specific THRIVE class targets.
- Encouraging children to recognise sensations and therefore emotions, to manage their feelings by separating them from actions and allowing opportunities for thinking to take place between the two.
- For children to become increasingly self-aware, taking responsibility for themselves and their actions in development appropriate ways (for most children this will be their chronological age).
- Where need is identified, for structured, tailored group and individual programmes to be incorporated into action plans using the THRIVE online tool.
- For children with additional needs to be recognised within our relational systems. They are provided appropriate, scaffolded support to ensure they can operate within boundaries that are recognised as fair and consistent for all.
- By reinforcing positive behaviour choices based on clear and consistent responses within boundaries that offer safe containment.
- By recognising that supporting some pupils appropriately may require adults to develop and employ new skills.
- By rewarding positive behaviour, challenging inappropriate behaviour and setting achievable targets for development.
- Understanding that fixed term internal and external exclusions may be part of a positive relationship approach once all other avenues have been explored.
- Ensuring that expectations around behaviour, rewards and sanctions are understood and reviewed and revisited regularly.

Rewards

The school will always look to reward positive behaviour in children against the school's Code of Conduct through:

- Public praise – this is our easiest and most effective tool in maintaining a positive ethos and encouraging good behaviour – **GREAT TO BE GREEN!**
- Stickers to highlight good behaviour, good work and a positive ethos.
- House points - given out readily in conjunction with praise for effort and achievement.
- Citizenship awards - awarded to children for good citizenship and demonstrating the Trust values (Aspiration, Collaboration, Respect, Responsibility, Kindness).
- Celebration Assemblies – pupils from each class receive an individualised certificate at a special end of week assembly.
- Golden Tickets.

Quality First Teaching

We aim to make our lessons lively, stimulating and high-quality experiences. We know that the quality of teaching and learning has a direct impact on good behaviour. The Quality First Teaching at our school consists of:

- Positive climate.
- Quality delivery.
- Adapting to the individual.
- Securing learning ready for the next step.

Behaviour as Communication

At Orchard Primary School, we believe that all behaviour is communication and that a child's inappropriate behaviour is a sign that they are upset or that something is not right. As adults, we should be assisting the child to appropriately deal with these behaviours. Inappropriate sanctions can often lead to a worsening of the situation or create a sense of shame for the child who may be unable to regulate the way they are behaving. In line with this belief, Orchard Primary School does not believe in the use of corporal punishment either in or outside of school.

Three Rs - Regulate, Reason, Repair

In order to deal with a child's inappropriate behaviour, we use the Three Rs - Regulate, Reason and Repair as described by Dr Bruce Perry:

- **Regulate:** While a child is dysregulated they will be unable to control their behaviour. An adult will need to be alongside them as co-regulator at this time in order to model how calm down and take them out of flight/fight mode.
- **Reason:** The adult needs to understand what the behaviour is trying to convey by building bonds with the child to show them that we are interested in helping them and that we care.

- **Repair:** Once the child is feeling regulated and knows that we want to help, we can work together to solve the issue in a calm way. This may be a personal or written apology or an agreed helpful act.

Consequence System

Despite all of the measures taken to ensure positive behaviour, sometimes children make choices which are not in line with our expectations and staff will need to refer to this section of the Policy. 'Consequences' work in conjunction with our school values, the THRIVE principles and our behaviour guidelines.

In order for children to experience consistency in expectations and consequences the school has an agreed set of the thresholds which outline which types of behaviours may be displayed and the appropriate level of consequence. These thresholds are guidelines and when applying them staff should take account of children's individual needs and chronological and/or developmental age.

This is not an exhaustive list and any staff members who are in doubt of the Threshold level should seek guidance from a member of the Senior Leadership Team.

Avonreach Primary Positive Behaviour Steps

STEP 1- First Reminder	
Step 1- Remind	<p>Behaviour that is oppositional to those agreed - This may include:</p> <ul style="list-style-type: none"> • Calling out. • Talking at inappropriate times. • Not completing work set or • Not completing it to the expected standard. • Not adhering to the school expectation of safety in all areas of the school.
	Teachers Actions
	<p>Praise the positive behaviours you want to see.</p> <p>Where behaviour does not meet your expectations, give a reminder of the expectations for children of Engage, Respect, Safe.</p> <p>Private verbal reminder or other signal of our school expectations (engaged, respect, safe) will be used.</p> <p>A discussion between the teacher and child about their behaviour to uncover any underlying triggers.</p>
	Notes to consider/ adaptations
	<p>Where a child has a socio-communicative difficulty, visual prompts may be beneficial.</p> <p>Any child with an individual THRIVE Plan or EHCP may have a personalised approach as documented.</p>

STEP 2 – Final Reminder / Warning	
Step 2- Final Reminder, Record On CPOMS	<p>Second example of negative behaviour after the first warning. Continuing behaviour that is oppositional to those agreed.</p> <p>This may include</p> <ul style="list-style-type: none"> • Calling out. • Talking at inappropriate times. • Not completing work set or not completing it to the expected standard. • Not adhering to the school rules of safety in all areas of the school.
	Teachers Actions
	<p>The 30 second script, at the child's level, involves a conversation with the pupil that goes to redress their behaviour in the first instance. The key to these conversations is framing the pupil in the positive light we know they can exhibit:</p> <ul style="list-style-type: none"> • I noticed you are having trouble with [state the behaviour you see to separate the behaviour from the child]. • I am wondering if you are feeling [.....]?
	Notes to consider/ adaptations
	<p>Does the negative behaviour occur:</p> <ul style="list-style-type: none"> • At particular times of the day/week? • In certain lessons? • With certain adults? <p>Does this reveal an underlying anxiety for the child that makes it difficult for them to access their learning?</p>

	<ul style="list-style-type: none"> You know we have an Engaged, Respect, Safe rule in the classroom. It was the rule about [lining up / bringing toys into school / not allowing others to learn] that you broke. Do you remember when you [did that kind thing for.....]? That is who I need to see today. When I come back in * minutes, I want to see your wonderful [.....]. Thank you for listening. <p>Now walk away but remember to return at the given time! Record on CPOMs in order to determine any behavioural patterns.</p>	<ul style="list-style-type: none"> ? What visual reminders are in place? ? What timetable adaptations have been made? ? What curriculum adaptations have been made? ? What seating plan is in place?
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STEP 3 – Time In / Time Out		
Step 3- Time In / Time Out and recorded on CPOMS	<p>Examples of behaviour - If a child reaches this stage, they are beginning to dysregulate.</p> <p>Continuing or escalating behaviour that is oppositional to those agreed. This may include</p> <ul style="list-style-type: none"> Calling out. Talking at inappropriate times. Not completing work set. Not completing work to the expected standard. Not adhering to the school expectations of safety in all areas of the school. 	
	Teachers Actions	Notes to consider / adaptations
	<p>The child may be asked to go to the 'Time in/out' space in the classroom where they will access a calm box containing items to support the child's regulation. Items within the box will help the child to re-engage their prefrontal cortex, such as breathing and grounding techniques.</p> <ul style="list-style-type: none"> The teacher will have a chance to speak to the child away from the class and will use WIN; 'I am wondering, imagining, noticing...' Boundaries are reset. Child is asked to reflect on their next step. Again, they are reminded of their previous positive behaviour for learning. Usually, after no more than 10 minutes the child is given the opportunity to re-engage with the learning and / or follow instructions. If this is at playtime, the child should have 'time in' by standing with the adult. 	<p>There may be occasions where there is significant dysregulation and 'time in' at the wellbeing space is not appropriate.</p>

For there to be a positive outcome from Time In, the focus should be on the level of connection and support. This step is about giving pupils the opportunities and the tools to be successful. This doesn't come from isolation of shame; it comes from practice and supported learning.

Step 3 always concludes in "Repair" with the adult where (or with whom) the rupture occurred.

Staff member will continue to explain clearly the reason for child reaching this stage, and at this point offer the child an opportunity to rectify actions by one of the following options:

Moving seats - independent learning space as appropriate.

Time in (well-being space) - child is invited to sit somewhere, near to a staff member to help with regulation.

Time Scale - Setting an agreed expectation with the child completing task in order for consequences to stop progressing. eg "You will have 10 minutes to complete up to question 5"

Adaptation of task - Teacher will use their knowledge of the child, especially in the case of SEN or individual THRIVE profile, to adapt a task if this is causing the contention eg due to a child's high levels of anxiety during a test or the level of challenge presented.

STEP 4 - Red Letter / Behaviour Support Form

Examples of behaviour - Fourth negative behaviour or continuation of Step 2 behaviour.

If Step 3 is unsuccessful, or if a child refuses a Time-In within the classroom, then the child will attend the **Thrive Base or HT office** at the point of need or at a time where reflection, followed by a restorative conversation, would lead to a positive outcome.

Immediate support at the Thrive Base will be provided where the level of **dysregulation increases risk for the child, other pupils or the staff member.**

Teachers Actions/STEPS

Notes to consider/ adaptations

Step 4- Removal From Classroom

	<p>A member of the SLT will escort the child from the classroom and give them time to regulate and reflect on their behaviour.</p> <p>The pupil will be given the opportunity to complete their work in a designated place, decided by and arranged by the class teacher and appropriate to the child's age and need (eg a quiet space, another classroom, with another member of staff). The length of time away from their base class will be decided by the class teacher and discussed with a member of the SLT, as appropriate.</p> <p>They may miss some playtime on that day (as deemed appropriate by the teacher). On their return to class, the final stage of the Three Rs (Repair- Restorative conversation) will be discussed and a 'clean slate' approach will be used from that moment.</p> <p>Parents will be informed at the end of the day. RED LETTER/BEHAVIOUR SUPPORT FORM</p> <p>Incident is logged as a Step 4 on CPOMS.</p>	<p>Instantaneous Step 4 would be given for behaviour that causes concern for health and safety of the child, other pupils staff and school property, such as:</p> <ul style="list-style-type: none"> • Destruction of classroom equipment (defacing tables, snapping pencils etc). • Swearing, • Bullying, • Refusal to complete a Step 3 request, • Disruption to the classroom or classroom environment where other children or staff are not at risk of harm e.g. throwing a book to the floor or ripping up own work.
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STEP 5- POSITIVE REPORT CARD		
Step 5 – Positive Report Card	<p>If a child is dysregulating regularly, then they will have individualised targets. Where a child continues to struggle with showing improved behaviours in school further support structures will be implemented in the form of a Positive Report Card. This will be a holistic approach by putting in wellbeing interventions alongside monitoring.</p> <p>Decisions to place children on any formalised behaviour monitoring will be taken by the Head Teacher, in collaboration with the class teacher and SENDCo.</p> <p>Children, in consultation with Perryfields/Alternative Provision, may be on a part-time placement at this stage to support their well-being</p> <p>Fifth negative behaviour or immediate due to Health and Safety concerns which may result in a fixed term exclusion. (If it is deemed that removal from the playground or classroom will not regulate the behaviour or that the risk to other children and staff cannot be managed).</p>	
	Teachers Actions	Notes to consider/ adaptations

	<p>The Positive Report Card will support the child by setting a precise behaviour target that is achievable. The behaviour target will remain in place for a week, broken into 30 minute slots. An achievement target (the number of stickers to be achieved) will be set by the Head Teacher, Class Teacher and SEND lead in conjunction with the child. A review is held at the end of each week and a decision made as to the best course of action.</p> <p>A child must achieve 5 Green Days for 2 weeks running for it to be considered that the PRC is no longer needed for support. A mentor will be assigned to the child to offer support.</p> <p>The SLT member will determine a space appropriate to the school and the age of the child where the child will work for the remainder of the session or day depending on age and individual needs.</p> <p>They will not be able to access lunchtime or playtime, whichever is first, and the SLT member has the discretion to keep them off the playground if this puts other children at risk.</p>	<p>Continued behaviour, following receipt of a Step 4 on the same day OR regular receipt of a Step 4 (eg daily over the course of a week). Instantaneous where health or safety is of concern:</p> <ul style="list-style-type: none"> Putting themselves at risk (eg climbing up on school equipment or property). Refusing to hand over an inappropriate object that could be deemed dangerous. Running away from a member of staff or adult. Leaving classroom without permission. Putting others at risk (e.g. throwing kicking classroom equipment, shouting and swearing in the classroom and distressing peers. Extreme sexualised behaviours. Putting staff at risk (e.g. threats or actual of acts of violence) . Threat or actual destruction of school property
	SLT ACTIONS	
	<p>A meeting with parents will be held with class teacher and member of SLT in order to discuss the triggers as noted on CPOMS and to seek a positive solution to avoid further negative behaviours from happening.</p> <p>The Head Teacher has the discretion to apply a fixed-term exclusion at this stage. <i>Fixed term exclusions must meet the statutory guidance as set out in DFE Exclusions from Maintained Schools and Academies and Pupil Referral Units (2017).</i></p> <p>Incident is logged as a Step 5 on CPOMS.</p>	

Step 6 - Well-Being Plan	STEP 6 – Well-being Action Plan
	<p>If a child continues to be dysregulating regularly, then they will have an individualised plan.</p> <p>An Individual Behaviour Plan is put in place when less formal measures have not been successful in helping to improve a child's behaviour. Its purpose is to promote social inclusion and help to reduce the need for Suspension or Exclusion.</p>

Reasons for a Step 5 and consideration for exclusion (fixed or permanent) can include (but are not limited to):

- Persistent disruptive behaviour.
- Deliberate physical assault against a pupil.
- Other verbal abuse.
- Threatening behaviour against an adult.
- Physical assault against an adult.
- Verbal abuse/ threatening behaviour against a pupil.
- Theft.
- Sexual misconduct.
- School damage.
- Bullying, including Cyber-Bullying.
- Racist abuse

Teachers Actions	Notes to consider/ adaptations
<p>Rewards and reinforcements used to promote positive social behaviour must be immediate and at a high frequency in the early stages of a WAP for maximum success, especially with younger children.</p>	<p>A child's behaviour may deteriorate before it improves when a WAP is introduced.</p> <p>The WAP will include clear expectations for behaviour and targets that provide limited (maximum of three) unambiguous and, above all, achievable targets for the child's behaviour. 'To stay on task at all times' is not a realistic target for any child.</p> <p>Specific targets will be identified through the Thrive assessment.</p>

SLT

The effectiveness of the WAP relies on identifying the underlying causes of the child's behaviours; the Head Teacher will seek to identify the barriers to behaviour through an individualised Thrive assessment and action plan. The action plan will be shared with parents as part of the [WAP \(Wellness Action Plan\)](#) meeting and help to form the formal targets for the child's [WAP](#). A mentor/ [emotionally available adult](#) will be assigned to the child.

Referral for Exclusion due to escalation through the stages or instant in the circumstances of behaviour which are Stage 5 behaviours.

This can only be given when a child has worked their way through Consequences. If there is an immediate situation that warrants exclusion, then a Fixed Term referral needs to be made by the class teacher to the Head Teacher. The decision to exclude lies with the Head Teacher.

Fixed term and permanent exclusions must meet the statutory guidance as set out in DFE Exclusions from Maintained Schools and Academies and Pupil Referral Units (2017).

Positive Report Card

Name:

Date:

	Monday	Tuesday	Wednesday	Thursday	Friday
9 am					
9.30 am					
10 am					
10.30 am					
11 am					
11.30 am					
12 am					
12.30 pm					
1 pm					
1.30 pm					
2 pm					
2.30 pm					
3 pm					

	Monday	Tuesday	Wednesday	Thursday	Friday
9 am					
9.30 am					
10 am					
10.30 am					
11 am					
11.30 am					
12 am					
12.30 pm					
1 pm					
1.30 pm					
2 pm					
2.30 pm					
3 pm					

	Monday	Tuesday	Wednesday	Thursday	Friday
9 am					
9.30 am					
10 am					
10.30 am					
11 am					
11.30 am					
12 am					
12.30 pm					
1 pm					
1.30 pm					
2 pm					
2.30 pm					
3 pm					

Behaviour Support Form

Name:

Date:

Did you follow the school rule appropriately?

- Yes
- No

How did you behave?

Context/*A-B-Cs

What did you want? (put a tick next to the appropriate statement)

- I wanted attention from others.
- I wanted to be in control.
- I wanted to avoid doing my work/homework.
- I wanted to cause problems because I am sad inside.
- I wanted to cause other problems because they don't like me.
- I wanted

Did you get what you wanted?

- Yes
- No

How could I have prevented the problem?

What could you do differently next time?

Were you able to return to class appropriately?

- Yes
- No

Have you apologised to anyone?

- Yes
- No

Child's Signature

Teacher's Signature

Parent's Signature

.....

.....

.....

Parent's comments

*Antecedent, Behaviour, Consequences of Behaviour.

Date:

Dear Parent/Carer of

I am writing to inform you that today, in accordance with our Behaviour Policy, your child was given the sanction of:

Sanction/Consequence:

Reason:

We would appreciate your support in reminding and encouraging your child to behave appropriately whilst at school and to make the most of every learning opportunity.

We will keep you informed of your child's progress in this area.

Yours sincerely

Class Teacher

Head Teacher

<i>Office Use:</i>	<i>Text sent home</i>		<i>Telephone Call</i>	
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Reply Slip:

Child's Name:

I have read the letter dated regarding my child's behaviour and will speak to them about it.

Signed:

.....

Date:

.....



Name:

Date:

I chose to:

I could have:

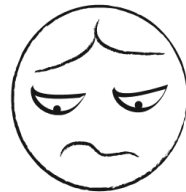
I am feeling:



Angry



Happy



Guilty



Frightened



Sad



Embarrassed

Did I apologise?

Yes

No

Do I need to apologise?

Yes

No

Child's Signature

Teacher's Signature

Parent/Guardian's Signature