

Cherry Orchard Primary School

Policy to Promote Good Behaviour

Updated May 2015

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CHERRY ORCHARD SCHOOL, WORCESTER

POLICY TO PROMOTE GOOD BEHAVIOUR

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1. Rationale

We embrace the values of *Every Child Matters* and our policy is to provide the best opportunity for children to be healthy, stay safe, enjoy and achieve and make a positive contribution both in and out of school. Learning how to manage their own feelings and behaviour is integral to this. At Cherry Orchard Primary School (COPS) we believe that the standard of an individual's behaviour is a personal choice. Good behaviour is expected as the norm at Cherry Orchard because it allows learning to take place in a safe and harmonious environment. Unacceptable behaviour is seen primarily as the responsibility of the individual, although we acknowledge that some pupils will need extra support to behave acceptably. Poor behaviour has an adverse effect on the individual and those around him or her. Through teaching and modelling of social skills, positive contact with parents, clearly understood rewards and sanctions, as well as actively listening to those connected with the school, the Cherry Orchard community is committed to promoting excellent behaviour.

2. School Philosophy

Our philosophy is to promote good behaviour and discourage poor behaviour through:

- Explicitly stated and shared expectations
- Assemblies
- Circle Time
- Zone Board
- Golden Time
- House Points
- Appropriate Sanctions and Rewards
- Personal Responsibility
- Setting of behaviour targets in a Pastoral Support Plan where necessary
- Use of Social, Emotional and Aspects of Learning (SEAL) materials

- Use of Home/School agreement

We also have a responsibility to help those children who, for a variety of reasons, find it hard to conform to the expected standards, and acknowledge that some children need more support than others to achieve this.

3. **School Rules**

Children at Cherry Orchard know and follow these Golden Rules as the benchmark for good behaviour. We begin each academic year by highlighting them through assemblies and Circle Time activities. They are also displayed prominently in school. Whenever possible, staff will tell children which rule they have broken or shown awareness of through use of the zone board.

We are kind and helpful	We don't hurt anybody's feelings
We listen	We don't interrupt
We are gentle	We don't hurt others
We are honest	We don't cover up the truth
We work hard	We don't waste our or others' time
We look after property	We don't waste or damage things

4. **Rewarding good behaviour**

In every instance we seek to recognise and encourage appropriate behaviour through a range of strategies-

- Verbal praise and positive comments
- Stickers
- Housepoints
- Special Mention assemblies
- Award board (Key stage 1)
- Golden Time- we timetable 30 minutes each week where children may choose from a range of activities. Children who have behaved well all week will enjoy the full 30 minutes. Any child who has been on red during that week will forfeit 5 minutes of Golden Time for each occasion up to a maximum of 25 minutes. They sit watching the activity they are missing and use a sand timer so they know when they may join in.

5. **Managing unacceptable behaviour**

5.1 General sanctions: Most incidents requiring sanctions will be dealt with through the zone boards in each classroom. They fall into the category of Stage 1 of the Sanctions table: persistent low-level concerns or 'one-off' incidents.

Zone Board at COPs

1. All children start each day on **green zone**.
2. After a warning child is moved to **yellow zone**.
3. If misbehaviour continues (in any form) move to **red zone**.
4. If child remains on red at end of day they lose 5 minutes of Golden Time that week and are asked to write a letter or draw and write to show what they have done wrong and how they could have behaved differently. Parents are informed through this letter, which they must sign. This sheet must be dated and held as a record in the behaviour folder.
5. If a child wilfully physically hurts another they will ALWAYS move to red and parents should be informed at the end of the school day, or as soon as possible after this.
6. If another child is injured, parents MUST be informed and a meeting arranged between the teacher (and another staff member if necessary) and parents to agree strategies to deal with the problem.

5.2 Specific Procedures for Dealing with and Recording Incidents and Sanctions leading to exclusion:

(Children can move through the stages of this table in order but they do not have to. Some behaviour will mean that a child is moved directly to a higher level on the table)

STAGE	PEOPLE POTENTIALLY INVOLVED IN DISCUSSIONS	ACTION
1. Minor incidents in the classroom or playground	Pupil Class Teacher Teaching Assistant Lunchtime Supervisor	Classroom Management strategies (as outlined in 5.1). Make use of Golden Rules (resulting in loss of Golden Time), zone board and record persistent poor behaviour through collection of behaviour letters.
2a. Persistent misbehaviour – child not responding to the zone board.	As Stage 1 Phase Leader (liaises with Head/ Deputy) Parents	Behaviour strategies implemented. Formal notes made and held in the Behaviour File . Contact made with parents to inform about incident and school's response.
2b. Causing physical or emotional injury.	As above but Headteacher/ Deputy become centrally involved.	Behaviour Action Plan is drawn up in collaboration with school staff, parents and outside agencies, if appropriate. Behaviour targets set and reviewed regularly. Review at specified points.
3a If it is decided that there are conflicts within a class that create behavioural	As Stage 2 Headteacher	The option to move individuals permanently into another class may be implemented. Continue to adhere to the Behavioural Action Plan.

problems.		
3b. Persistent misbehaviour that has not responded to previous sanctions- see County Guidelines	As Stage 2 Headteacher Chair of Governors	Suspension or exclusion become an option at this stage. Evidence from the Behaviour File is used to support the punishment. A Pastoral Support Plan (PSP) is drawn up with the help of outside agencies. Taking into consideration the work already undertaken by the Behavioural Action Plan. Exclusions from school become an option.
4 Situation has not been resolved- see County Guidelines	As Stage 3 Divisional Education Officer	Permanent exclusion from school by Headteacher and Governing Body. Evidence from the Behaviour File is used to support the punishment. Parents will be informed of their right to appeal against this decision. Information is available from the office.

- * ANY racist behaviour MUST be reported to the Headteacher
- * Any action taken by staff and parents should be appropriate, but must always have as priority the victim's right to be protected and to feel safe. These may include:
 - Listening to and taking seriously any reported bullying incidents
 - Discussing the issues involved with all children involved.
 - Separating children at known flashpoints, such as playtime.
 - Excluding the bullying child from playtimes, either through internal or external exclusion.
 - Permanent exclusion

6. Equal Opportunities

Everyone has a right to feel safe at school, regardless of sex, age, size, race, religion, skin colour, level of ability, disability, or any factor that others may perceive as 'different'. It is our responsibility to create an environment where pupils should feel safe. If we achieve this, we know that children are more likely to reach their learning potential and to grow up into self-confident, empathetic individuals who will act responsibly toward others (Refer to School Equality Policy if necessary).

7. Monitoring

This will be achieved through liaison between the Headteacher, Senior Management Team, including Learning Climate and Standards Teams. We will also find out the views of a range of people connected with school, which could include pupils, parents, teachers, teaching assistants, lunchtime supervisors, School Council, responses from school trips, visitors to school and neighbours of the school.