

Whole School Policy for:

BEHAVIOUR

including PSHE, SRE and SMSC

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J Lynch (PSHE Leader)



N. Parker (Headteacher)



Ann Purt (Chair of Governors)

Policy Statement

Orchards School works in partnership with pupils, parents, staff, governors and the community encouraging children to learn from first hand experience and take an active part in the learning process. We aim to create a whole school ethos with an expectation of the highest standards of behaviour, personal relationships, respect and attitudes.

Section 1 of the Education Reform Act 1988 places a statutory responsibility upon schools to provide a broad and balanced curriculum which:

- Promotes the Spiritual, Moral, Cultural, Mental and Physical Development of Pupils at the school and of Society
- Prepares pupils for the opportunities, responsibilities and experiences of adult life.

(NCC 1990 Curriculum Guidance 3 The Whole Curriculum)

If we wish to influence the behaviour of the children in our school, we need to raise awareness through knowledge. We also need to help them develop skills and attitudes in order for them to make the right decisions now and in later life.

KNOWLEDGE

P.S.H.E. deals with the whole child and the relationships which he or she has both now and in the future. Although children are very influenced by their home environment it is our role to support and promote good attitudes, practices and understanding conducive to good health. This takes place through both the formal curriculum and the informal, hidden curriculum.

AIMS & OBJECTIVES

It is our belief that everyone in our school has a right to feel safe and happy.

Above all we encourage our children to show:

- CARE - For each other and their school
- COURTESY - Towards all people in school
- CONSIDERATION - Of others on everything they do
- CO-OPERATION - The success of our school is based on us all learning to work together

INDIVIDUAL AIMS

- To develop one's self-esteem
- To develop an understanding and respect for other people's views, beliefs, cultures and experiences
- To develop skills which help us to listen and communicate with others
- To develop confidence in making the right decisions especially towards risk taking
- To be able to express their views confidently
- To be able to cope with peer pressure
- To encourage children to work constructively and confidently together
- To learn how to cope with change
- To make and sustain good relationships
- To keep oneself safe
- To learn ways of developing and sustaining a Healthy Lifestyle
- To learn how to understand and cope with feelings

CONTENTS OF THE POLICY

- 1 Curriculum
- 2 Achievement
- 3 Rewards
- 4 Self Esteem
- 5 Promoting Good Behaviour
- 6 Anti-bullying

Appendices

- A. Behaviour procedures – 'The Cloud System'

Linked policies

SRE (Sex and relationships education)
SMSC

1 CURRICULUM

Rational for teaching PSHE:

Personal, Social, Health and Economic education promotes pupils' personal social and emotional development, as well as their health and wellbeing. It helps to give children the knowledge and skills they need to lead confident, healthy and independent lives. It aims to help them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up. It gives children an understanding of the rights and responsibilities that are part of being a good citizen and introduces them to some of the principles of prudent financial planning and understanding.

The Teaching of PSHE:

Orchards School follows the Cambridgeshire PSHE scheme of work, as well as using the SEAL (Social and Emotional Aspects of Learning) materials to teach many of the elements of PSHE. We recognise that there are areas that SEAL does not cover and these are addressed with specific lessons where that occurs. Our Curriculum Map shows the PSHE units which are covered by each year group throughout the academic year.

Each class teacher has a copy of the PSHE scheme planning for the year and folders containing the SEAL topics for each year group are kept centrally with the PSHE resources.

In addition, teachers will aim to set aside time in class to discuss matters arising from school council meetings.

We recognise that **Circle Time** is a very useful teaching model for many of the aspects of PSHE and have spent time to train teachers and support staff in the skills of circle time, such as Racoon Circles.

PSHE and Citizenship will enable children to practise specific skills in structured contexts and in their daily life including:

- Encouraging everybody to take responsibility for their actions e.g. through the agreement of class rules.
- Involving children in the setting of their targets for learning.
- Encouraging children to recognise and respect differences between people.
- The election of a school council in a democratic manner, which actively develops the direction of the school.
- Encouraging children to take responsibility for their behaviour.

There are wider Opportunities for personal and social development at school. These include:

- The development of each child's ability to work as part of a team, become active within the school community and recognise the qualities of good citizenship.
- Consideration of the holistic needs of every child with regard to their race, culture, language and faith.
- Planning class visits and trips which widen children's experiences beyond the immediate local environment.
- Coming together as a school for collective worship to celebrate academic and personal achievements.
- Planning events which encourage the school to work together for example: Christmas Nativity, international events e.g. Diwali Days, Science Week, Summer Fair.

We seek to promote a healthy lifestyle and self-confidence for our community by:

- The provision of a range of lunch time and after school clubs e.g. football, choir, dance, ICT, Art and Homework which help foster a healthy lifestyle and encourage children to explore individual talents.
- Providing opportunities in school for children to learn a musical instrument.
- Promoting walking or cycling to school.
- Healthy eating promotions during the year and posters encouraging a healthy diet in the school hall.
- Attention to the needs of SEN/EAL children.
- Attention to the needs of Gifted and Talented children.

We seek the involvement of the whole school community through:

- Encouraging parents/ carers to support trips or whole school events.
- Half-termly newsletters sent to parents/ carers.
- The Home/ school agreements (where appropriate)
- The Friends of Orchards Parents Group.

Time Allocation

Each class teacher will aim to allocate a minimum of 20 minutes each week to PSHE.

Display

Each classroom should have a dedicated display/area, which may be a 'working wall', linked to learning in/through PSHE.

Resources

Resources for PSHE and SRE are kept in the PSHE central resources area outside the Deputy's office. All the Cambridgeshire PSHE schemes of work and SEAL materials are available on the server and can be downloaded from the National Curriculum website.

Monitoring

The Coordinator will carry out a programme of sampling lessons over the year and write an annual report to governors.

Equal Opportunities

PSHE follows the Equal Opportunities Policy of Orchards CofE Primary and Nursery School.

Responsibilities

The PSHE Co-ordinator is responsible for:

- Monitoring the teaching and learning of PSHE.
- Overseeing and implementing the policy.
- Writing a bi-annual action plan for The School Improvement Plan and evaluating progress throughout.
- Attending CPD, leading training and providing staff with appropriate feedback
- Identifying training needs for staff

Each class teacher is responsible for delivering the agreed PSHE scheme of work, which may also include SEAL topics to their class and being aware of where extra lessons are needed to cover aspects omitted from SEAL.

2 RECOGNITION OF ACHIEVEMENT

As a school we want to ensure that children have a positive image of:

- themselves
- their school
- learning

3 REWARDS

Rewards are used to show recognition of achievement, skills and appropriate behaviour. We aim to praise rather than give negative comments.

Methods of Positive Reinforcement for Achievement may include intrinsic and/or extrinsic motivators such as:

Stamps/ stickers

Placed in books for good work, improvements, trying their best and Motivation to do well. Given to individuals to encourage positive behaviour. Children are sent to other members of staff and the head teacher to share good work. The head teacher has her own set of stickers which indicates the child has produced a good piece of work, has improved their behaviour or has been chosen by the staff as the child of the week in their class for any number of criteria.

Certificates

Awarded in school for swimming, presentation, representing the school in sporting activities and out of school certificates achieved in music, dancing and various sports are presented in assembly.

School Council

Each year group chooses a boy and a girl to represent them on the school's council; in addition the school will elect a boy and a girl from Year 6 to be School Captains. Meetings are held every few weeks; the council look at suggestions made for improving our school environment as well as improving and maintaining attendance. They have been involved in meeting and asking questions of candidates applying for some jobs within the school.

Endeavour Cup

This award is presented at the end of an academic year to a Year 6 boy and girl who have shown outstanding endeavour throughout the year.

Praise

Verbally given for work, behaviour and recognition of achievement. Written work is marked to the lesson objective and improvement / achievement feedback is given. This is done either at the end of a specific piece of work or a block of work.

4 SELF-ESTEEM

Children need to feel secure and know that they are appreciated as individuals and to have a real sense of belonging to a group.

Self-esteem building exercises in the classroom

In addition to our positive approaches to managing children in the classroom there are two specific ways of including self-esteem-building exercises in our curriculum:

- Circle Time

- Specific days.

1. Circle Time

Circle time is a time for children to share their thoughts, feelings and aspirations. It is a time when everyone in the class is given an opportunity to speak, and in order that all can be seen and heard, children and their teachers sit comfortably in a circle. It is desirable to create a caring understanding atmosphere within the group so a few basic principles are important:

- The classroom ground rules are remembered and followed
- Everyone has the right to be seen and listened to
- Anyone can miss their turn should they have nothing they want to say by using I choose to pass.
- No-one is allowed to interrupt the person speaking
- Everyone must think carefully about what they are going to say
- Everyone needs to listen carefully and not to "put down" the person talking
- Classes can pass an object round the circle, so that only the person holding the object may speak e.g. Soft toy, shell etc.

Circle time can include rounds; energisers, games and role-play with discussions.

- *Rounds* – is a way of bringing the children together acknowledging each other's membership of the group and reminding them of the value of their relationship with others.
- *Energisers and games* – give children a feeling of shared enthusiasm and fun.
- *Role-play* – allows the children to explore and experiment with strategies in a contrived situation but where the feelings are real. It can be effective in dealing with issues such as feelings, friendships, peer pressure, bullying, name calling, sexism, racism, isolation and tale telling. Each class has a specific themed role play area.
- *Discussions and listening experiences* – allow children to share, learn about and be comfortable with their feelings.
- *Special theme days / weeks* – are to help children gain a sense of security, identity and belonging. All children are special, so it is the day/week that is special for one child rather than they're being one special child on that day/week.

5 PROMOTING GOOD BEHAVIOUR

We aim to promote good behaviour by the use of positive discipline and discipline and mutual respect. By encouraging care, courtesy, consideration and co-operation, our school will be a happy place with everyone learning to work together.

Staff need to be positive in their approach to children and must display the behaviour and attitudes we would hope to see in the children.

It is important that all staff take responsibility for all pupils' behaviour and not just those they are immediately responsible for.

All staff need to be approachable, understanding and professional in their dealings with children. There needs to be continuity and a common approach in dealing with problems.

Keeping children motivated

- *The inside environment*
It is a central part of the school's ethos to provide a caring, well organised, respected environment. Displays should be interesting, equipment available and valued. By

providing a spacious, organised and uncluttered environment we send positive messages to our children. We show them that their work is valued and respected.

- *The outside environment*

The playground rules displayed provide aims to promote caring and respecting others. Murals and playground games painted on the tarmac provide the children with permanent resources for their play. We respect differing needs and provide areas for quiet sitting, running and skipping.

- *The curriculum*

We ensure that we present a broad based, appropriate, stimulating curriculum that is developmental. Children need to be regularly assessed in order to assist planning and setting realistic targets.

- *Working atmosphere*

Once children are actively involved in their work, the teacher should continually monitor and control the situation, checking that children are on task and being aware of what all of the children are doing, whether they are working independently, in a small group or with another adult. In order for a teacher to be aware of the class, it is important to always position oneself carefully so all of the children are in view.

- *Expectation and interactions*

It is essential that all children know the expectations and high standards that the teacher sets and that they are fairly and justly administered. Children will respond to positive encouragement and become motivated in an environment where there is consistency, praise and reinforcement. A child is more likely to achieve his or her full potential when achievements are recognised and celebrated – smiles, congratulations, stickers and certificates are all part of building up a good self-image and high self-esteem.

Negotiating class ground rules

"Students are more likely to own rules if they feel they have had some part in their foundations."

Bill Rogers "You know the fair rule." 1990.

The school's Golden Rules are:

- 1 Keep Safe
- 2 Be Polite
- 3 Show Respect
- 4 Do your Best
- 5 Smile – it's a moan free zone

They can do this by:

- a) a whole class mind mapping
- b) children can then discuss, adapt and prioritise
- c) children may need to work through discussion of behaviour they don't like, before moving on to behaviour they do want in the classroom.

It is important that the rules should be positive, stating what they **should do** and *not* what they should not do.

These rules should become a living part of the classroom. So it is important that they are displayed and constantly referred to.

To ensure that we have positive behaviours we use the cloud system. (See appendix)

We record all incidents and are they kept as a reference for parents meetings and to pass onto the next teacher.

The Phase Leader will discuss ways of helping the child to improve their behaviour and a copy of these suggestions will be given to the child to remind them.

Classes with challenging behaviour

Teachers may use a variety of ways of dealing with this behaviour in an attempt to find a way that works for these children.

The Wellbeing Team will support class teachers with individual strategies to support challenging behaviours of identified children. These children will have an IBP that is written by all staff concerned and supported by parents. The child may be put on a behaviour contract, which will be monitored by the class teacher, Phase Leader, Head and Deputy.

Strategies for dealing with misbehaviour

There will always be children who do not meet the high expectations we have of them, despite being in a positive, caring and motivating situation. When dealing with such children we must ensure that we are consistent in our approach and that we are fair in our judgement.

Misbehaviour in class

- All interventions with children should be dealt in a consistent manner aiming for a non-confrontational approach, always condemning the act and not the child.
- Always follow the same approach and have the next step in mind.
- T.I.B. – Tactically ignore behaviour which isn't worth getting involved with.
- Give SIMPLE INSTRUCTIONS eg. "Please stop flicking rubbers. You're stopping other children from working". Remind the child of the rule they are breaking.
- Redirect the child to the task they should be doing and then move away assuming compliance and putting behaviour ownership back on the child.
- REPEAT instructions (or adapt to new problem) and redirect to task.
- GIVE A CHOICE either you get on quietly or you move to work by yourself.
- ISOLATE "Because you chose to carry on doing... you have chosen to sit by yourself."
- EXIT – If the problem persists child should be removed from the room. Either send for the teacher you have arranged to do this with (usually the Phase Leader) or take the child quietly and unobtrusively with work. The child stays removed till the next learning session.
- RE-ESTABLISH NORMAL RELATIONSHIPS – Be sure the child knows why the action was taken and that he/she knows it was as a result of his/her choices. Do NOT indulge in a lengthy post-mortem.
- Withdrawal of privileges by Phase Leader may be taken if behaviour problems continue.
- Persistent offenders should be notified to the Head and parents will be invited in to discuss their behaviour and be part of a behaviour contract.

Misbehaviour at playtimes

- Warn the child about his/her behaviour and suggest more appropriate behaviour.
- Offer the child a choice. "You will play properly or you will have 5 minutes time out."
- Move the child to the wall (chill-out zone) for 5 minutes.
- If the child re-offends send him to the Phase Leader who will deal with the situation in line with school policy.

- Persistent offenders will follow the sanction procedures and the head will invite their parents in and put the child on a behaviour contract; this may involve the child participating in managed play or lunch with the Wellbeing Team.
- Some children's behaviour does not respond to normal incentives and sanctions. They tend to be children with emotional or physical needs which have not or are not yet being met. It is possible that there is a lack of support from home for these children. They are often unhappy, angry or suffering from low self esteem. Consequently they believe they do not have a chance of being good so they do not bother to try.

As a school we aspire to help these children break out of their negative pattern of behaviour, like adults children will be unhappy and suffer bad moods and they must understand that this is normal and they can talk about it.

It may be necessary to devise a 'special contract' tailor made for the child which includes achievable targets and consequent rewards. These contracts are signed by the child, teacher, parent and Phase Leader/Head.

We must identify the areas of behaviour that need improvement and target them. If the contracts which are drawn up with the child fail to work then we may need to include outside agencies and Governors as and when their inclusion is felt necessary. Should it be necessary the parents will be called into school and the child excluded there and then awaiting further action.

6 ANTI-BULLYING

Bullying is not to be tolerated and must be dealt with. We need a listening and discerning ear in order to distinguish between truth and mere tale-telling.

Bullying is:

- Persistent
- Deliberate
- Repetitive

It involves:

- Gestures
- Verbal Abuse
- Physical Abuse
- Extortion
- Exclusion
- And IT HURTS

BULLYING IS UNACCEPTABLE BEHAVIOUR and where it occurs we will take it seriously.

A flexible but effective approach is needed. When it occurs we will:

- Listen to both sides
- Ask if this is an isolated incident or has it happened more than once.
- Record the incident in a unit log.
- A member of staff/guardian angels will monitor those involved.
- If necessary parent co-operation will be sought (of those involved).

What we can encourage the children to:

- Tell a friend, teacher or parent.

- Use P.S.H.E. to discuss bullying issues on a regular basis, so that children can help themselves to recognise when they are being bullied and what they can do. Also to make them aware when their actions could be defined as bullying.
- Help one another. Take an active role if they witness any incidents.

The following action plan should be followed when incidents occur to whatever stage is deemed necessary.

- Children are encouraged to report all incidents of bullying.
- The member of staff to whom the incident is reported will make the situation safe if necessary.
- The class teacher should be informed of the incident. If the class teacher is unavailable then the Headteacher or Deputy should be informed.
- The class teacher should interview the bully and the victim separately and speak to any witnesses.

For more information, please refer to the school's Anti-bullying Policy.

ORCHARDS Whole School Behaviour Procedures

The Weather Systems

An overview of the weather System was sent home to inform parents and a copy will be available on the school website. School's Council have gone through the system to ensure pupil voice is considered.

The System works as follows:

- Each day begins with a sunshine page with every child's initials on it.
- The first time that a child does something positive, beyond expectations (linked to learning) then their name will be added to the **Moon**, the second time their name will be added to the **Stars** and the third time to **Tickled-Pink** and they will get a signature in their Tickled Pink Book. The name remains on the board for all to see for the rest of the week. Once they have completed their Tickled Pink Book they are presented with a certificate during Celebration Assembly. To complete their book KS1 need 10 signatures and KS2 need 20 signatures.



1st reward



2nd reward



3rd reward

- If a child behaves in a way that is not up to the teacher's expectation then their name will be added to the first cloud page. In KS1 & KS2 the name remains there for the rest of the session. At the end of the session this page will be wiped clean ready for new start at the next session i.e. 4 sessions a day.
- If the same child behaves below expectation again then they will be moved to the second cloud. Again, their name will be removed at the end of the session and reset on the sun.
- If the same child behaves below expectations for a third time then they will need to exit the room and be taken to Phase Leader, unless other arrangements have been made (e.g. in special circumstances). A log of all exits will be kept by the Wellbeing Team.
- However, if a child displays behaviour of a dangerous, offensive, prejudiced, violent, is disrespectful to an adult or if the child chooses to exit themselves, then they can be immediately exited based on the teacher's decision, following the same strategy as above.
- Children who are exited will be given a sheet to fill in. This is to be done independently and they are not to disturb the lesson to which they have been sent. If this was to occur the member of Wellbeing would be called to deal with the situation. Decisions about 'next steps' will be made on individual basis, taking all factors into consideration.
- After three exits a child will be given a detention. This can be arranged to happen either before or after school. Parents will be informed and suitable arrangements made.



1st warning



2nd warning



3rd warning