

'Be Kind, Work hard, Aim High'

Orchards' Vision and Values

Jesus told his followers that, *"Everyone then who hears these words of mine and does them will be like a wise man who built his house on the rock."* Matthew 7:24

At Orchards C of E Academy, we enact this vision through

- Our school rules: **Be kind, Work hard, Aim high**
- Our school values: **Ambition, Perseverance, Respect, Responsibility**

So that ALL of our children may build the foundations to create successful futures.

Behaviour and learning behaviours.

In the 2009 article (and subsequent book of the same title) entitled 'Why Don't Students Like School?' Daniel Willingham states that -

'People are naturally curious, but they are not naturally good thinkers; unless the cognitive conditions are right, people will avoid thinking.' Daniel Willingham 2009

This is particularly true for pupils in our schools today. At Orchards C of E Academy we want to ensure that all children within our school community are able to create their own successful future and this means that we need to explicitly ensure that the cognitive conditions stated by Willingham are correct.

To achieve this, at Orchards, we strive to create a positive learning culture where

- Learning is important, individually and personally,
- Everyone in the room matters and is important,
- Good behaviour is the best way everyone can get what they need.

Tom Bennett Running the Room - 2020

We also understand that the foundations to successful learning in school must start with good behaviour. In order to achieve good behaviour, it must be taught as a curriculum in order to allow all children to succeed. At Orchards, we ensure that our behaviour curriculum is taught over the first two weeks of the new academic year and revisited at the start of every new term as a minimum expectation. This provides teacher and pupils the time to be able to explicitly model and teach the desired behaviours in class as well as around school. It also allows for consistency to be built across classes, Key Stages and ultimately school-wide as many of our systems and routines are embedded from EYFS through to Year 6.

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In designing our routines and structures, we carefully consider cognitive load theory (Figure 1). We know that what we attend to is what we learn, and that at any given point of a pupil's day, there are many potential distractors which can occupy a learner's short-term memory and so negatively impact their academic learning that is taking place.

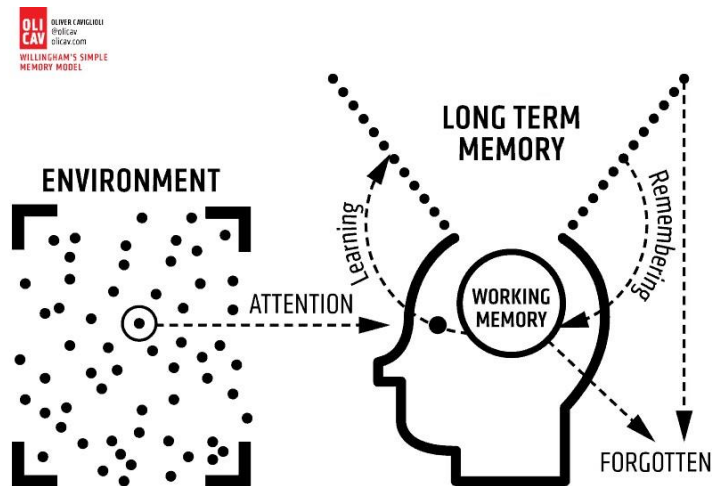


Figure 1. The simple model of working memory. Willingham et al

Our ultimate goal at Orchards C of E Academy is to provide every learner with a calm, purposeful learning environment. We will empower every pupil to be the very best version of themselves by ensuring that they are explicitly taught what good behaviour and successful learning behaviours are so that they can truly flourish during their time with us and go on to be highly successful in secondary school and beyond.

"What our pupils attend to is what they learn. Removing distractions, promoting participation, and optimising thinking time can help orchestrate attention" Peps McCrea, 2024.

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Our behaviour structure and routines.

Around the school		
What we do	Why we do it	Codification
<p><u>Attendance and punctuality:</u></p> <ul style="list-style-type: none"> We come to school on time and every day. 	<p>Every second of learning lost builds to minutes, hours, days and weeks of lost learning time that you will never get back.</p>	<ul style="list-style-type: none"> Adult to always greet children with friendly, positive interaction. 'Good morning _____ how are you today?' Good morning _____ I hope you're feeling better?' Good morning _____ I'm glad to have you back' <p>TLAC 3.0 Threshold p391</p>
<p><u>Walking through school (SHINE)</u></p> <p>Standing up straight Hands by our sides In our own space Not talking Eyes on the adult</p>	<p>Minimises chances of accidents if children all facing forwards</p> <p>Our school is a calm and safe environment</p> <p>We do not disrupt learning in classrooms</p> <p>We respect other people's space</p> <p>Transitions are quick and safe</p>	<ul style="list-style-type: none"> Pre-determined line-up order (e.g. register) All children single file Hands by their sides or behind their backs Facing the direction of travel No talking <p>TLAC 3.0 Habits of attention p 398</p>

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<p><u>Walking through school (Walking not talking)</u></p> <ul style="list-style-type: none"> • When walking through school as a class, we walk in a straight line in silence. • To help us stay safe, we will walk around school with an adult, unless we are going to areas immediately outside the classroom such as the toilet or water station. 	<p>Our school is a calm and safe environment.</p> <p>We do not disrupt learning in classrooms.</p> <p>Every second of learning lost builds to minutes, hours, days and weeks of lost learning time that you will never get back.</p>	<ul style="list-style-type: none"> • Children in predetermined line-up order • Adult at the front of the line leading • <i>'Ok children make sure to walk not talk'</i> • Adult actively checking (e.g. turning round to check that the line is in order) and reinforcing expectations
<ul style="list-style-type: none"> • We remember to say, 'excuse me', 'please' and 'thank you'. • We greet visitors and adults politely by looking and saying, 'Good morning / Good afternoon'. • We wait and allow adults to pass by us. 		<ul style="list-style-type: none"> • Second adult (if possible) brings up the rear of the line • Ensure walking not talking and children in single file, walking sensibly

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<p><u>Collective Worship:</u></p> <ul style="list-style-type: none"> • We walk into Collective Worship in silence. • We stand in straight lines (SHINE) and wait for the signal from the adult in charge of our class to sit down. • We sit down in our lines silently and show active listening. • We keep our hands and feet to ourselves. • We raise our hands to contribute where appropriate. • We join in with all parts of Collective Worship. • We are always respectful; • We use ‘good posture, pay attention, and SHINE • Standing up silently at the end of assembly when instructed to do so • Walking silently back to class 	<p>We are contributing to the vision and values of our school.</p> <p>It shows us, our peers and our teachers that we are focused and learning.</p> <p>To display and encourage positive Christian behaviours and attitudes.</p>	<ul style="list-style-type: none"> • Adult leads class into collective worship • Children stand in straight rows with space between children • Wait for all children to be in position and silent • Gesture with your hands for them to sit down • Praise positive role models <ul style="list-style-type: none"> • At the end of collective worship children are collected from the hall. • Adults gestures with their hands for children to stand • Adult leads first line out, second line joins on the end • Reinforce and model walking not talking <p>TLAC 3.0 Threshold p 391</p>
<p><u>Collective Worship: Turn and talk routine</u> □</p> <p>The adult will frontload the expectations.</p> <ul style="list-style-type: none"> • ‘When I say turn and talk go, I want you to discuss...’ • ‘Turn and talk, go’ 	<p>We show respect to each other by taking turns and listening</p> <p>We value all people’s views and opinions even if they differ from our own.</p>	<ul style="list-style-type: none"> • Adult will frontload the expectations. • ‘When I say turn and talk go, I want you to discuss...’ • ‘Turn and talk, go’

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<ul style="list-style-type: none"> • We turn to face one another. Partner A is on the left hand side and goes first whilst partner B listens. Then partner B speaks and partner A listens • We promptly stop talking and turn back to the front when the adult counts us down • 'Shine in 3, shine in 2, shine in 1 and shine' • If we have something to say, we indicate this with a thinking thumb. 		<ul style="list-style-type: none"> □ Partner A is on the left hand side and goes first whilst partner B listens. Then partner B speaks and partner A listens □ Count down to refocus children □ 'Shine in 3, shine in 2, shine in 1 and shine.' □ Give praise to positive role models <p>TLAC 3 Turn and talk p355</p>
<p><u>Communal areas around the school – including cloakroom spaces</u></p> <ul style="list-style-type: none"> • Keeping all areas neat and tidy and ensuring the floor is always clear. • Coats and belongings stored neatly on coat pegs. • Returning books to their correct place when choosing a book in our class reading areas and library. • Returning their library book before borrowing another. 	<p>Our school is a calm environment.</p> <p>We do not disrupt learning in classrooms.</p> <p>To ensure we are all safe.</p>	<ul style="list-style-type: none"> • Adults to model high expectations by leading by example e.g. picking up a fallen coat or piece of litter. • Positive acknowledgement

During lesson time		
What we do	Why we do it	Codification

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<p><u>Entrance into school at the start of the day</u></p> <ul style="list-style-type: none"> • Children to greet the teacher in a positive way at the door to the classroom • Enter the classroom in a calm quiet manner • Hang up bags and coats • Water bottles put away • Lunch box put away • Take their seat (EYFS/Y1 will sit on their carpet spaces and follow morning instructions / routines) 	<p>To start the day in a positive way for all pupils</p> <p>To ensure that the classroom is and calm and safe environment from the very start of the day</p> <p>We greet each other as a sign of respect and warmth amongst our school community. It lets everybody know that everyone is important and welcomed into class and that every day is a new day</p>	<ul style="list-style-type: none"> • Adult stands at the entrance to the classroom at the start of the day • Greet each child individually • Positive – smile, eye-contact, positive welcoming phrase • Whilst standing in the doorway – monitor the children within the classroom as the take their places and hang up bags etc. Clearly show you are watching, by craning your head obviously into the room and commenting with praise. • Routines for water bottles, lunch boxes and coats will need to be established and practised, with clearly labelled designated spaces for each. • Classroom will need to be arranged for easy access to places and children know where they sit (change when needed, but not too often as this can cause confusion) • Dojo rewards (at least 3 each morning)- EYFS/KS1 use lots of verbal positive praise <p>TLAC 3.0 Threshold p 391</p>
<p><u>When entering the classroom</u></p> <p><input type="checkbox"/> Children enter the class in silence and move swiftly to their seats/carpet seats</p>	<p>To ensure that all children are in the correct place from the very beginning of the lesson</p> <p>To ensure that all children are able to hear and follow the instructions straight away</p>	<ul style="list-style-type: none"> • Adult is at the front of the line and stands so that they can see the rest of the line and the classroom • Adult to invite children into the classroom. Children are able to have a quick drink at this

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<ul style="list-style-type: none"> • Enter the room, stand behind chairs and when the class is ready, all sit and begin learning. • Ensure they have all the equipment needed for the lesson ahead • Sit on their chair – 2 feet on the floor, sitting up straight, both hands on the desk (SHINE)/sit on the carpet, legs crossed and hands in lap (EYFS/KS1) • Silent, ready for learning 	<p>To create a safe and calm classroom environment</p> <p>Every minute matters</p>	<p>point if needed. 'Please silently come into the classroom and stand behind your chair.'</p> <ul style="list-style-type: none"> • Once all children are in and stood silently, give praise and indicate for them to take a seat. • <i>'Thank you for coming in silently. Please be seated and open your book / complete the activity on the board on your whiteboards...'</i> <p>TLAC 3.0 Threshold p 391</p>
<p><u>When sitting in class – SHINE</u></p> <p>Sitting up straight with folded arms Hands empty In our own space Not talking Eyes on the adult</p>	<p>We actively engage in all our learning</p> <p>We show respect by listening to those who are speaking</p> <p>We ask and answer questions to show our understanding</p> <p>We don't disrupt the learning of others</p> <p>We know how valuable every second of learning time is</p>	<ul style="list-style-type: none"> • <i>'Shine in 3, shine in 2, shine in 1 and shine'</i> • Arm gesture to show folding of arms • If children are already looking at you, this is a non-verbal arm-folding gesture • All children to be sat upright with arms folded • No talking • Identified children are able to have a small fiddle toy in their hand to aid concentration. <p>TLAC 3.0 Habits of attention p 398</p>
<p><u>When sitting in class we are shining</u></p> <ul style="list-style-type: none"> • We sit with our chairs tucked under the table. • All chair legs remain on the floor. • When we are working, we sit up straight and use our allocated workspace remembering to SHINE at all times. 	<p>It shows us, our peers and our teachers that we are focused and learning.</p> <p>We look successful.</p> <p>Good posture leads to good handwriting.</p>	

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<ul style="list-style-type: none"> • When we are on the carpet, we cross our legs and face the front and remember to shine at all times. • We raise our hand and sit silently when the adult raises their hand for attention (HUFA) 	<p>Every second of learning lost builds to minutes, hours, days and weeks of lost learning time that you will never get back.</p> <p>To ensure we are all safe.</p>	
<p><u>Transitioning from the carpet to our chairs</u></p> <ul style="list-style-type: none"> • We stand when asked and go and stand behind our chairs – ‘row 1 please stand’ • We all sit down together when the teacher says ‘Please sit down’ • We make sure to SHINE in our chairs 	<p>Our classroom is a calm and safe space</p> <p>We are considerate to all members of our class</p> <p>We ensure that no learning time is lost</p>	<ul style="list-style-type: none"> • Adult <u>stood at front of class</u> • Active scanning for compliance • <i>‘Row 1 please go and stand behind your seats’</i> • Gesture to stand and move to seats • <i>‘Row 2 please go and stand behind your seats.’</i> • Gesture to stand and move to seats • <i>‘Row 3 please go and stand behind your seats.’</i> • Gesture to stand and move to seats • Once all children are stood silently • <i>‘Thank you, please sit down and shine’ – with gestures</i> • Positive praise for good role-models • <u>Once embedded, all of the above can be reduced to non-verbal signals.</u> <i>I.E. indicate the row using fingers; raise hands up for them to stand; and gesture to their seats. Use a downwards gesture for all children to sit down.</i> <p>TLAC 3.0 Engineering efficiency and routine building p406-407</p>

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<p><u>Transitioning from our chairs to the carpet</u></p>	<p>Our classroom is a calm and safe space</p>	<p>☐ Adult at the front of the classroom.</p>
<ul style="list-style-type: none"> • We stand and tuck our chairs in when asked to • We walk row by row or section by section to our allocated carpet spaces. • When we have found our carpet space we remain standing. • We all sit down when the teacher says 'Please sit down' • We SHINE on the carpet 	<p>We are considerate to all members of our class</p> <p>We ensure that no learning time is lost</p>	<ul style="list-style-type: none"> • <i>'Eyes on me in 3, 2, 1 track me please'</i> • <i>'Everybody stand and tuck your chair under.'</i> • <i>'Row 1 please come and sit on the carpet'</i> • <i>'Row 2 please come and sit on the carpet'</i> • <i>'Row 3 please come and sit on the carpet'</i> ☐ <i>Shine in 3, shine in 2, shine in 1 and shine. Thank you'</i> • Positive praise for good role models • <u>Once embedded, all of the above can be reduced to non-verbal signals.</u> <i>I.E. indicate the row using fingers; raise hands up for them to stand; and gesture to the carpet. Use a downwards gesture for all children to sit down.</i> <p>TLAC 3.0 Engineering efficiency and routine building p406-407</p>
<p><u>Sitting on the carpet</u></p> <ul style="list-style-type: none"> • We sit in our allocated carpet spaces • We sit with our legs crossed and our arms folded • If we have equipment, this is placed onto the floor in front of us. 	<p>Our classroom is a calm and safe space</p> <p>We are considerate to all members of our class</p> <p>We ensure that no learning time is lost</p>	<ul style="list-style-type: none"> • Class teacher to allocate specific carpet spaces to children. • Consider partners for partner talk; possible negative behaviours; SEND needs

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<p><u>Partner talk in class</u></p> <ul style="list-style-type: none"> We listen to the teacher's instructions When directed, we turn to face our partner. Partner A talks first and partner B listens, then we swap. 	<p>We are considerate and respectful of our classmates</p> <p>No learning time is lost</p> <p>We value other's opinions</p>	<ul style="list-style-type: none"> The adult will frontload the expectations. <i>'When I say turn and talk go, I want you to discuss.....for 10 seconds'</i> <i>'Turn and talk, go'</i> Children turn bodies (and/or chairs) to face one another. Partner A is on the left hand
<ul style="list-style-type: none"> We stop talking and face the teacher when they count down. We use thinking thumbs to show that we have something to share 	<p>Everybody contributes to the class discussions</p> <p>All pupils are actively engaged in their learning</p>	<p>side and goes first whilst partner B listens. Then partner B speaks and partner A listens.</p> <ul style="list-style-type: none"> We promptly stop talking and turn back to the front when the adult counts us down □ <i>'Shine in 3, shine in 2, shine in 1 and shine.'</i> □ Positive praise for quick transition. If we have something to say, we indicate this with a thinking thumb. Routines to be established for when partner is not present – turn and join to make a three or move the lone children to create partners at the start of the session. <p>TLAC 3.0 Turn and talk p355</p>

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<p><u>Use of whiteboards</u></p> <ul style="list-style-type: none"> • We write neatly on our whiteboards • We don't doodle or scribble on our whiteboards • We ensure that the lid is on the pen when not in use • The sensibly hold up our whiteboards underneath our chins on the cue from the teacher 'Show me your white boards in 5,4,3,2,1 row 1 / table 1 / front row etc' • When indicated, we quickly and sensibly wipe our boards clean and place equipment in front of us with the cue 'boards clean in 5,4,3,2,1 and SHINE' 	<p>No learning time is lost</p> <p>Every pupil is actively engaged and focussed on their learning</p> <p>We look after our equipment</p>	<ul style="list-style-type: none"> • The adult front loads the expectation. • <i>'I would like you to write your answer onto your white board. Cover your answer when you have finished. You have 10 seconds... go'</i> • When the time limit has expired, the children show you their boards in a controlled manner. This will depend on the type of answer required. E.g. a single number could be collected whole class whereas a sentence may need to be collected row by row. • <i>'Show me your white boards in 3,2,1 row 1 / table 1 / front row etc'</i> • Teacher to use RADAR / Be seen to be looking to maximise data gathering • Teacher to gather data to inform next steps in teaching.
		<ul style="list-style-type: none"> • <i>'Please wipe your whiteboards clean in 5, in 4, in 3, shine in 2, shine in 1 and everybody shine. Thank you.'</i> • Positive praise for quick routines. <p>TLAC 3.0 Show me p104 TLAC 3.0 Means of participation p 307</p>

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<p><u>Handing out resources:</u></p> <ul style="list-style-type: none"> • Allocated child/children hand out the resources. • Minimal time is lost in class • Reduction in cognitive load 	<p>Every second of learning time lost builds to minutes, which builds to hours, which builds to days and weeks of time that you will never get back.</p>	<ul style="list-style-type: none"> • This may be phase dependent. • In EYFS/KS1, the adults will hand out and collect in equipment / books • KS2 – adults are still able to hand out / collect books efficiently however the children can also accomplish this with tight routines. • The easiest way to hand out materials are in rows. This could be adult led or by helping hands – N.B. this works best with a helping hand for each row • Adult to front load the expectations • <i>'Helping hands please can you hand out the books for your row. Please take your book, pass the rest on and write the date and LO on the next blank page.'</i> • Once embedded, this sequence can be shortened as the handing out of books/equipment won't need explaining. • <i>'Helping hands please can you hand out the books for your row. When you get your book, please write the date and LO on the next blank page.'</i>
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		<p>TLAC 3.0 Engineer efficiency and routine building p406 - 411</p>
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<p><u>Presentation in books:</u></p> <ul style="list-style-type: none"> • See Handwriting and Presentation of Work policy. 	<p>We know exactly what is expected of us so we can quickly fulfil this task when instructed and do not waste valuable learning time.</p> <p>Our books tell a story about how successful we are in our learning.</p> <p>An untidy book sends a message that we do not care about learning.</p>	<ul style="list-style-type: none"> • Teachers to dedicate time at the start of terms to re-emphasis and reset expectations around presentation in books. • This includes handwriting • Dates and titles underlined with a ruler • Margin in maths books – 4 squares wide and drawn with a ruler • EYFS and KS1 write in pencil • KS2 write in pen • Maths work is always completed in pencil
<p><u>Showing respect for our resources:</u></p> <ul style="list-style-type: none"> • We tidy up after ourselves. • We take care not to lose resources (children take care of their own pencil cases in KS2). • We hand in mobile phones/devices at the beginning of the day. These should be left at home where possible. • We never vandalise school property or anyone else's property. • We keep our pencils sharp, whiteboard pen lids on, and our glue lids on when not in use. • Treating all books with respect and care. • Reporting books/resources which are damaged to an adult. • We use computers and devices with care, and we follow e- safety guidelines. 	<p>We are considerate to other children and our cleaners.</p> <p>We need to be able to start learning as soon as we enter the classroom.</p> <p>To ensure we are all safe.</p>	

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<p><u>At the end of a lesson:</u></p> <ul style="list-style-type: none"> We take responsibility for tidying away our classroom by putting away our resources. We ensure the floor is clear. We tuck our chairs under our desks. 	<p>When we return, we need to be ready to learn immediately.</p> <p>To ensure we are all safe.</p>	<ul style="list-style-type: none"> Teacher to ensure that routines for tidying away as explicit. <i>When I say go, I would like you to pass your _____ to the end of the row. Helping hands please can you collect the equipment and put it away. Show me you're ready by shining. 3,2,1 Go. Thank you.'</i> <i>When I say go, please can you pass your books open to the end of the row for me to collect. Show me you're ready by shining. 3,2,1 Go. Thank you.'</i> Positive praise for quick routines. EYFS will line up in register order when able to (by the end of the first half term maximum) <p>TLAC 3.0 Engineer efficiency and routine building p406 - 411</p>
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Lunch Hall

What we do	Why we do it	Codification
<ul style="list-style-type: none"> Shine as we walk into the hall and either: <ul style="list-style-type: none"> Get our lunchbox from our class box and find a seat where directed, or Get in the school dinner line (once served, find a seat) We walk at all times in the dinner hall Talk quietly to people near you who are on the same table. 	<p>To ensure the lunch hall is a calm and safe environment for all.</p> <p>We show consideration to staff, other children and our cleaners.</p>	

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<ul style="list-style-type: none"> • When lining up for hot dinners, line up quietly. • Remember to use your manners. • Eat your own food and do not share. • Don't fiddle with items on the table. • Pick up any dropped food and put all rubbish back into lunchboxes or in the litter bin provided. • Eat with knife and fork unless it is finger food. • Scrape leftovers into the bins provided. • Ask permission to leave the table. • Do not go in the classroom without permission. • If you need the attention of an adult, put your hand up. 		
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On the Playground

What we do	Why we do it	Codification
<p>Playing:</p> <ul style="list-style-type: none"> • We do not kick, push, or grab other people when we are playing. We remain hands off in our play. • We walk away or alert an adult if an argument arises • Adults on playground duty will teach us games and supervise our team sports. • We only use kind words when we are playing and will not swear at our friends or staff. • If you are asked to stop by another child, you must stop. 	<p>We do not want to hurt anyone else.</p> <p>We want our peers and staff to be treated with respect.</p> <p>To ensure we are all safe.</p> <p>To ensure we have a successful playtime.</p> <p>To keep our playground tidy.</p>	

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<ul style="list-style-type: none"> • We follow all adult instructions without challenge first time every time. • We follow the timetable for our designated areas during lunch play. • Ask the adult on duty if you need to leave the playground including the toilet. . • Skipping ropes are for skipping games only. • Do not stand or sit on the tables. • We should be respectful to our natural environment. • We should treat others the way we wish to be treated. 		
<p><u>Lining up at the end of playtimes:</u></p> <ul style="list-style-type: none"> • When the whistle is blown, finish our games immediately and come off any equipment. • We help to tidy up by taking the equipment back to the shed. • Upon the 2nd whistle, we walk to line up, ready to go in. • Once in line, we wait patiently and SHINE until a member of staff walks us back to class. 	<p>To keep our playground tidy.</p> <p>To ensure we are all safe.</p> <p>We go back to our classrooms sensibly, so we do not miss any learning time.</p> <p>Every second of learning lost builds to minutes, hours, days, and weeks of lost learning time that you will never get back.</p>	<ul style="list-style-type: none"> • At the end of break time • One long whistle – children to stand still and stop talking. • <i>'On my next whistles, please can you sensibly and quickly walk to your line and line up. If you have equipment, please can that be put away first.'</i> • Two whistles – children pack away and line up in line-up order. <p>TLAC 3.0 Engineer efficiency and routine building p406 - 411</p>

Orchards CE Academy Behaviour Procedures (Structures and Routines)

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<p><u>Coming into school:</u></p> <ul style="list-style-type: none">• We SHINE as we walk into school• We meet and greet our teacher politely at the classroom door (on entry to school each morning, after break and after lunch)	<p>We go back to our classrooms sensibly, so we do not miss any valuable learning time.</p> <p>To ensure we are all safe.</p>	<ul style="list-style-type: none">• Children in predetermined line-up order• Adult at the front of the line leading• <i>'Ok children make sure to walk not talk'</i>• Adult actively checking (e.g. turning round to check that the line is in order) and reinforcing expectations
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Orchards CE Academy Behaviour Procedures (Structures and Routines)

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<ul style="list-style-type: none">• We hang coats/bags on pegs ensuring the cloakroom is tidy.• When we arrive in the classroom, we follow our classroom routines, and we are ready to start.•	<p>Every second of learning lost builds to minutes, hours, days, and weeks of lost learning time that you will never get back.</p>	<ul style="list-style-type: none">• Second adult (if possible) brings up the rear of the line• Ensure walking not talking and children in single file, walking sensibly• Positive praise for accurate routine <p>TLAC 3.0 Engineering efficiency and routine building p406-407</p>
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Our School Uniform		
What we do	Why we do it	Codification
<p>Uniform (all uniform should be named): Smartness and high standards of appearance are expected at all times, including:</p> <ul style="list-style-type: none"> • Black/Grey – skirt, skort, pinafore dress, trousers, or shorts • Green gingham dress or playsuit • Red polo shirt with or without logo • Green School Sweatshirt or cardigan with or without logo • Footwear – black school shoes • No trainers, sliders or crocs • Coat/waterproof jacket • No jewellery except small stud earrings or sleepers/huggies or medical alert necklace/bracelet • No make-up or nail varnish 	<p>We are part of our school community.</p> <p>To ensure we are all safe.</p> <p>We look smart.</p> <p>We have the correct mind-set to learn.</p>	<ul style="list-style-type: none"> • Adults to send a reminder about correct uniform to parents via Dojo. • Alert SLT if incorrect uniform is worn repeatedly so that a more formal letter can be sent. • Adaptations may be needed to support children’s sensory needs however these will be discussed with and agreed by the SENCo.
<p><u>PE uniform (to be worn on PE days)/Outdoor learning</u></p> <ul style="list-style-type: none"> • Plimsolls/trainers (change of shoes for outdoor PE) • Black/green tracksuit top • Black/green shorts, leggings or jogging bottoms • Plain black/white/green t-shirt or polo shirt • Wellies and old clothes for Forest School 	<p>We look smart.</p> <p>We have the correct mind-set to learn.</p>	<ul style="list-style-type: none"> • Adults to send a reminder about correct uniform to parents via Dojo. • Alert SLT if incorrect uniform is worn repeatedly so that a more formal letter can be sent. • Adaptations may be needed to support children’s sensory needs however these will be discussed with and agreed by the SENCo.

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<ul style="list-style-type: none"> Swimming costume and towel when required – 1 piece, (not tankini or bikini) or swimming trunks for boys. 		
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Behaviours for learning.

What we do	Why we do it	Codification
<p><u>Learning at our school:</u></p> <ul style="list-style-type: none"> We work hard. We use assessment for learning to identify gaps in learning. We listen to the person who is talking ensuring that we are demonstrating active listening. We put up our hand to ask / answer questions. 	<p>We can see what we don’t know and focus on what we need to learn.</p> <p>Having this knowledge makes us successful as we can engage in conversations, ask and answer questions and become lifelong learners</p>	<ul style="list-style-type: none"> School rules – Be Kind, Work Hard, Aim High School values – Ambition, Perseverance, Respect and Responsibility. Use of rules and values to promote scholarly behaviour amongst all members of the school community.
<p><u>Reading:</u></p> <ul style="list-style-type: none"> We read at home every night. We ensure our Reading Records are completed daily. We read at school every day. 	<p>With practice we will improve our decoding and fluency.</p> <p>Parents and carers are engaged with what children are learning and are able to support their reading and learning at home.</p> <p>Reading a variety of books improves our writing, vocabulary and general knowledge.</p>	<ul style="list-style-type: none"> Adults to check reading records at least once a week and record how many times a child has read. Praise for effort. A conversation to be held with parents if reading is not taking place at home. Importance of reading will be sent out to parents via school news letters.

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School trip/Local community behavioural expectations.		
What we do	Why we do it	Codification
<ul style="list-style-type: none"> • We show respect and good manners to members of the public, teaching staff, parent volunteers and peers. • We remember we are a member of Orchard C of E Academy even when we are walking to and from home to school and waiting for the gates to open in the morning. • We get off our bikes, scooters etc at the main gates or entrances to alleyways and walking them onto school property • No swearing, no fighting, no picking on anyone • We listening carefully to adults and following instructions– first time, every time • We show respecting the local environment by not littering or damaging property • We remember to use quiet voices to speak with our partner, particularly when walking through residential areas • We stay safe and keep close to the children in front when walking in a line • We remember to use our seatbelt when travelling in a car, on a bus or a coach • We stay seated when travelling on a bus or coach. • We take care of one another and stick with our group/partner. • We follow the Whole School Rules. 	<p>We are part of our school community and represent our community when we are wearing our uniform in and out of school.</p> <p>To ensure we are all safe.</p> <p>We want our peers, staff , parents and carers to be treated with respect.</p> <p>We show consideration to our peers, parents and carers and members of the local community.</p>	<ul style="list-style-type: none"> • School rules – Be Kind, Work Hard, Aim High • School values – Ambition, Perseverance, Respect and Responsibility. • Adults to model positive behaviours inside and outside of school at all times. • Positive praise for positive behaviours

Our roles and responsibilities

It remains the overall responsibility of the Headteacher, Deputy Headteacher and the Senior Leadership Team to ensure that high standards of discipline are maintained on a daily basis. However, at Orchards C of Academy, we acknowledge the responsibility of every person, adult and child, in promoting and maintaining high standards of behaviour at all times. **The Headteacher will:**

- *Ensure the promotion of the school's Vision Statement and the Whole School Rules in and around the school*
- *Ensure the health, safety and welfare of all staff and children*
- *Lead by example in the implementation of the Behaviour Policy, reinforcing the need for consistency throughout school*
- *Monitor that the Behaviour Policy is being implemented consistently by all staff members*
- *Reports to governors and Trust regarding the effectiveness of the Behaviour Policy and on the frequency of Significant Behaviour incidents*
- *Be a positive role model*
- *Praise and encourage positive behaviour through celebration assemblies and rewards*
- *Support staff in dealing with dangerous pupil behaviour*
- *To investigate and action Significant Behaviour incidents, updating CPOMs*
- *Ensure appropriate and proportionate use of sanctions*
- *Work closely with parents/carers of children displaying challenging behaviour and be open to parents' concerns or ideas*
- *Review the Behaviour Policy on a termly basis*
- *Ensure all teaching staff and lunchtime supervisors are provided with high quality CPD to support with behaviour management*

The Senior Leadership Team and teaching staff will:

- *Support the Headteacher to ensure the promotion of the school's Vision Statement and the Whole School Rules in and around school*
- *Assist with monitoring that the Behaviour Policy is being implemented consistently by all staff members*
 - *Implement the Behaviour Policy, reinforcing the need for consistency throughout school*
 - *Be a positive role model*
- *Support staff in dealing with difficult pupil behaviour*
- *Investigate and action Significant Behaviour where necessary*

All teaching and support staff will:

- *Promote the school's Vision Statement and the Whole School Rules in and around school*
- *Explicitly teach the Whole School Rules and routines to the children*

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- *Make sure that they are always present to supervise children in the classroom*
- *Be positive role models - using appropriate tone, language and volume to model good behaviour to pupils*
- *Prepare equipment and materials before each lesson*
- *Plan and deliver effective lessons, taking account of children's starting points and behavioural needs*
- *Be proactive and use a range of strategies which limit the possibilities for students to lose focus or misbehave (Appendix 1)*
- *Use praise and positive reinforcement as the primary technique for encouraging good behaviour*
- *Positive behaviours are encouraged and Dojos and other in-class reward systems will be used to reward pupils who go above and beyond expectations (Appendix 2)*
- *Celebrate children's success through selecting a weekly Star of the Week winner*
- *Use the graduated response approach consistently for Disruptive and Difficult Behaviour*
- *Work closely with Lunchtime Staff to promote good behaviour over lunchtime*
- *Work in partnership with the Senior Leadership Team / Inclusion Team to create Individual Behaviour Plans for pupils who need additional support with behaviour*
- *Record all Significant Behaviour incidents using Bromcom and inform a member of Senior Leadership Team*
- *Build strong links with parents, communicating successes as well as concerning behaviour in a timely manner*

All Lunchtime Staff will:

- *Promote the school's Vision Statement and the Whole School Rules during lunchtime*
 - *Be positive role models*
- *Be proactive and use a range of strategies which limit misbehaviour and confrontation*
- *Meet and Greet children as they enter the dining hall/classroom*
- *Use the children's names when addressing them*
- *Smile and say something positive to the children on a regular basis*
- *Think positively and identify good behaviour*
- *Narrate the positive: verbally praise children going above and beyond to promote good behaviour for all children*
- *Encourage the children to be active and facilitate fun games and activities on the playground*
- *Use Dojos and lunchtime award stickers to reward children who go above and beyond playground/dining hall expectations*
- *Ensure the children use Walking not talking when moving around school*
- *Insisting the children line up quietly and back into school silently*

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- *Communicate behavioural successes and concerns with the child's class teacher*
- *Use the graduated behaviour system consistently for Disruptive and Difficult Behaviour*
- *Report all Dangerous Behaviour to a member of SLT and record this as a Significant Behaviour incident on CPOMs*

Children will:

Live out the school's Vision statement, School values and Trust values

- *Follow the Whole School Rules, routines and expectations*
- *Accept responsibility for their actions and their impact on others*
- *Work cooperatively*
- *Accept sanctions and reflect on their actions, with a view to making good choices in the future*
- *Pupils in Year 5 and 6 actively take on additional responsibilities, including aiding staff in the supervision of younger pupils*
- *The roles of School Councillors are considered to be reflective of the positive attitudes and standards to which all pupils should aspire*

Parents will:

- *Promote the school's Vision Statement, School values, Trust values and the Whole School Rules*
 - *Support the school's Behaviour Policy*
- *Work in close partnership with the school, discussing problems that may arise with their child's class teacher in a calm and measured manner*
- *Behave appropriately on the playground/waiting areas, not using foul language, not arguing with other parents or members of staff*
- *Not displaying aggressive behaviour towards members of staff as per the aggressive behaviour policy*
- *Inform the school of any changes in circumstances that may affect their child's behaviour*
- *Attend Parents' Evenings*
- *Discuss the Whole School Rules with their child, emphasising their support of them and assisting when possible with their reinforcement*
- *Recognise that teaching and learning cannot take place without good behaviour being in place*
- *Support and complete the behaviour report card system if their child is given one*

DEMAT / the Governing Body will:

- *Carry out their statutory duty relating to exclusions and disciplinary issues*

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- *Review the frequency of Significant Behaviour incidents*
- *Evaluate the effectiveness of the policy with the Headteacher*

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Staff Code of Conduct

The Trust Code of Conduct Policy has been shared with all those working within our school community. This document details the staff code of conduct and gives further guidance on the roles and responsibilities of staff members.

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Rewarding Pro-Social Behaviour and Achievements at Orchards CE Academy

Rewarding pro-social behaviour is the first step that must be taken to modify behaviour both in class and in and around the school. We will seek to encourage and reward pro-social behaviour, good work or demonstration of positive values by:

- Positive and specific verbal feedback to individuals or groups
- Visual prompts to highlight individual's good behaviour e.g. stickers, Dojo points
- Phone calls home to parents
- Consistent use of Dojo/House Points
- Being sent to another member of staff to show their work
- Weekly 'shout out' to classes with the highest attendance and Dojo points.
- Weekly 'shout out' to the colour group with highest number of Dojo points along with termly running total.
- A celebration assembly is held weekly in celebration of pupils' success in and beyond the school day (Celebration of Achievement certificate presented to one child per class)
- Termly attendance certificates presented to children with most improved attendance.
- Termly celebration of children who have accrued the highest number of Dojo points.
- Yearly 'Achievement Awards' are presented to children (one per class) who have made excellent progress from their starting points and has consistently shown positive learning behaviours and demonstration of school values.

Pro-social behaviours include:

- Demonstrating one or more of our school values.
- For working hard in class
- For trying hard with our reading
- For consistently 'shining'
- For working hard on our presentation skills.
- For displaying positive learning behaviours
- For demonstrating working as a team
- For helping others
- Holding doors open
- Having the correct equipment to work
- Looking after school equipment
- Keeping the classroom tidy
- Using manners

'Be Kind, Work hard, Aim High'**Consequences**

Every consequence will be based on the level of risk to the child and/or others. Consequences will seek to restore and repair relationships and support the child in demonstrating consistently pro-social behaviour. Behaviours will have logical consequences, rather than punishments. These might be protective consequences (e.g. escorted at social times, 'time out') or educational consequences (e.g. learning about children from different cultures, reflection time, social skills support).

When dealing with behaviour incidents staff focus on preventative strategies and de-escalating incidents, rather than reacting to them. Children themselves aren't 'difficult' and don't need to be punished to 'learn a lesson'. We use a restorative approach – staff and children work together to rebuild relationships and repair any harm done. This is accomplished through the following principles:

- Feedback to be given immediately after the anti-social behaviour, causing the least possible disruption to the learning of other pupils
- Feedback to criticise the behaviour and not the child
- Feedback should be delivered in a calm and professional manner
- Feedback should be specific and include why the behaviour was unacceptable, the rule that was broken and what improvements need to be made
- Sanctions should be proportionate to the behaviour
- Tiered sanctions (see Tables 1 and 2) allow staff to remind children of the high expectations we have for behaviour and give children the opportunity to take responsibility for the choices they make and move forward. For many children the warning (verbal) is enough to encourage them to do this. However, at times, when children may be exhibiting a range of disruptive/difficult or dangerous behaviours it may be necessary to give additional warnings and sanctions.
- Adults in school are proactive and will always aim to limit situations where children lose focus or engage in disruptive/difficult behaviour.
- Before a verbal warning is given, staff will use non-verbal cues such as eye contact, body language, hand signals or general reminders about expectations to the whole class. If a child continues to exhibit disruptive/difficult or dangerous behaviours, adults will respond calmly following the staged responses.

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Our graduated / staged responses (Our behaviour sit behinds)

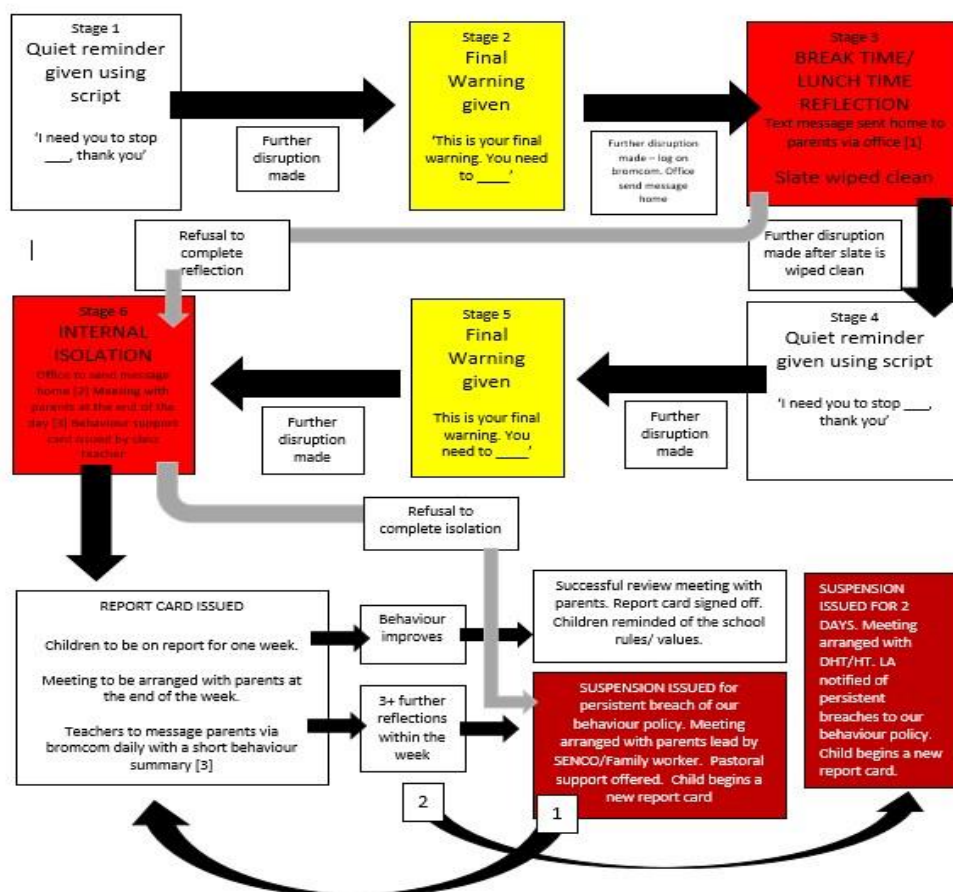
In school we have staged responses in place to ensure there is a consistent response to behaviours from all staff, these are outlined in Table 1; Table 2 details the behaviours included in each stage.

Guidelines for Implementing the Staged Response:

- be calm and matter of fact;
- be consistent; provide a consequence each time someone chooses to disrupt;
- give a clear direction;
- remind child of the relevant rule; ask a question if appropriate; repeat direction or question; re-state the rule;
- re-assert if the child is argumentative; direct the child to one side (if appropriate); give a simple choice with the rule;
- defer action until the session ends if necessary to maintain a positive learning environment;
- recognise a positive behaviour at the first opportunity after a consequence/sanction is applied.
- provide an opportunity for a child to discuss/explain their action,
- record the more serious incidents of inappropriate and disruptive behaviour

Behaviour can be classified into four categories: Desirable, Disruptive, Difficult and Dangerous.

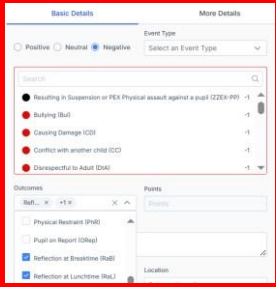
Behaviour Flow Chart



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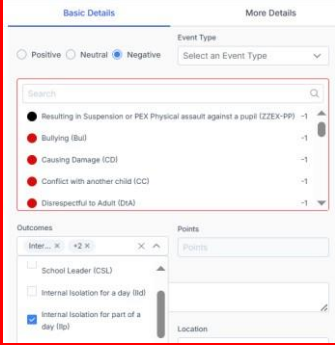
Table 1: Staged response



Stage	Behaviours exhibited (but not limited to)	Script and/or Consequences
0	Desirable behaviours observed	Praise given and Dojo points awarded.
1	<p>Quiet reminder verbal or non-verbal</p> <p>First time a rule or expectation is broken Breaking school dress code inc. jewellery Invading personal space e.g. fiddling with hair, poking, tickling Shouting indoors Misusing equipment, including throwing, bending, kicking Not sitting properly on chair Talking when others are talking Refusal to complete tasks/instructions Pushing (in line) Running indoors or 'WALK' areas Refusing to tidy up belongings or class/outdoor spaces Unkind behaviours such as name calling/teasing/laughing at someone inappropriately Deliberately excluding others Being rude to staff or peers Rough/inappropriate play indoors Disrupting games/activities Huffing/shrugging/rolling eyes inappropriate voice (disrespectful) Answering back Lying</p>	<p>No consequence Least invasive refocus non-verbal or verbal</p> <p>I need you to stop _____, thank you.'</p> <p>Or</p> <p>Remove objects Change seating Tap table Hover near child Reset</p>
2	Final warning – Yellow card	'This is your final warning, you need to stop _____. Thank you'
3	<p>Red card</p> <p>Continuation of yellow card behaviour</p> <p>Three red cards in two weeks triggers a report card.</p> <p>Straight red for:</p> <p>Refusal to complete work set within the lesson</p> <p>Intentional possession of a mobile phone/device (without permission)</p> <p>Inappropriate language / swearing – non-directed</p> <p>Objects thrown / tipped – undirected</p>	<p>Break time or lunchtime reflection.</p> <p>Logged on BromCom</p> <p>Negative point</p> <p>'Reason closest to matching'</p> <p>Reflection at break time or lunchtime</p>  <p>Text message sent home to parents</p> <p>Teachers to track red cards (Excel sheet)</p>

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<p>4,5,6</p> <p>6</p>	<p>Difficult behaviour</p> <p>Continued disruptive behaviour in same day after breaktime/lunchtime reflection</p> <p>Straight to internal isolation</p> <p>Absconding from class Vandalism/damaging equipment with intent Swearing/Offensive gestures - directed First use of prejudice related comments / language (inc. racial, homophobic) Inappropriate touching/exposure of self to others Stealing Causing harm to others, without intent Inappropriate use of technology Running around the school site to evade safe supervision Throwing objects directed</p>	<p>Removal to phase leader / SLT for remainder of session – internal isolation</p> <p>Logged on BromCom Negative point ‘Reason closest to matching’ Internal isolation for part of day</p>  <p>Text message sent home to parents. Meet with parents at the end of the day. Report card issued and monitored for a week.</p>
<p>6,7</p>	<p>Dangerous behaviour – straight to red</p> <p>Throwing items, with intent to cause harm Physical harming of an adult, with intent Physical harming of a child, with intent Directed and abusive swearing at an adult or child. Repeated use of racial or homophobic language directed at a child or adult Possessing (or use) of a vape in school</p>	<p>Internal isolation with member of SLT</p> <p>Or</p> <p>Suspension issued – if incident serious</p> <p>Letter issued to parent/s reintegration meeting arranged</p> <p>Meeting arrange with SENCO or family worker to look at further support</p> <p>Report card issued if not already done so. If issued, this is continued for a further week</p> <p>Whilst on report card, 3 further reflections over 5 days results in a full day suspension for persistent disruptive behaviour</p>
<p>7,8</p>	<p>Dangerous behaviour leading to suspension / permanent exclusion</p> <p>Frequency of Red cards is considered when deciding to suspend eg. 4 further red cards in a week would move to a Fixed Term Suspension as persistently difficult, dangerous behaviour.</p>	<p>Letter issued to parent/s reintegration meeting arranged</p> <p>Meeting arrange with SENCO or family worker to look at further support</p> <p>Report card issued if not already done so. If issued, this is continued for a further week</p>

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	Refusal to follow instructions when a red card has been issued – internal – external suspension Possessing a weapon in school (e.g. knife) Throwing large items eg. chairs (with intent to harm) Extreme or persistent anti-social behaviour, including physical or verbal assault towards other pupils or staff Defiant behaviour or refusal, which puts themselves or others in imminent danger -Absconding, or attempting to abscond off site. eg. Fence climbing with intent to leave the school site, running around school to evade safe supervision.	
8	Permanent exclusion	This will be considered in line with the DEMAT Exclusion policy

Break time behaviours		
0	<u>Desirable behaviours</u> Pupil observed following school rules or displaying school values	Positive praise, award Dojos
1	Disruptive behaviours Rough play on the playground E.g. Pushing, shoving, pulling on clothing, pushing children to the floor Inappropriate language E.g. indirect swearing, or name calling	5 minute time out to calm down.
2	Difficult behaviours Fighting, aggression or inappropriate language aimed at a child/ren or adults	Loss of remainder of break time and lunch time. If this occurs at end of the break, then loss of next break time as consequence
3	Dangerous behaviours Fighting, aggression or offensive inappropriate language aimed at a child/ren or adults e.g. swearing at a child or adult, use of racist or homophobic language	Depending upon the situation and incident sanctions to be considered from the following: Either loss of break time and lunch time the next day. If more serious or repeated behaviour Internal reflection for part or whole of day (reflection task and work) with SLT or phase leaders

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		<p>Suspension: Parents contacted immediately- authorisation to be given by Headteacher or DHT to inform of suspension.</p> <p>Suspension letter to be sent to parents via email/dojo or in hand.</p> <p>Meeting with Parents (SENCO if necessary) to plan a safe re-integration. This is essential and the child may not be permitted back into school until all parties have agreed the expectations for a child's future behaviour. Meeting minutes uploaded to BromCom as evidence of meeting.</p> <p>Work with Thrive practitioner if appropriate</p>
6	Permanent exclusion	This will be considered in line with the DEMAT Exclusion policy

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Table 2: Anti-social Behaviours

Anti-social behaviours	Staged response
First time a rule or expectation is broken	Yellow
Breaking school dress code inc. jewellery	Yellow
Invading personal space e.g. fiddling with hair, poking, tickling	Yellow
Shouting indoors	Yellow
Misusing equipment, including throwing, bending, kicking	Yellow
Not sitting properly on chair	Yellow
Talking when others are talking	Yellow
Refusal to complete tasks/instructions	Yellow
Pushing (in line)	Yellow
Running indoors or 'WALK' areas	Yellow
Refusing to tidy up belongings or class/outdoor spaces	Yellow
Unkind behaviours such as name calling/teasing/laughing at someone inappropriately	Yellow
Deliberately excluding others	Yellow
Being rude to staff or peers	Yellow
Rough/inappropriate play indoors	Yellow
Disrupting games/activities	Yellow
Huffing/shrugging/rolling eyes inappropriate voice (disrespectful)	Yellow
Answering back	Yellow
Lying	Yellow
Intentional possession of a mobile phone/device (without permission)	Red
Absconding from class	Red
Vandalism/damaging equipment with intent	Red
Swearing/Offensive gestures	Red
First use of prejudice related comments / language (inc. racial, homophobic)	Red
Inappropriate touching/exposure of self to others	Red
Stealing	Red
Causing harm to others, without intent	Red
Inappropriate use of technology	Red
Running around the school site to evade safe supervision	Red
Persistently causing harm to others, without intent	Red
Throwing items, with intent to cause harm	Red
Physical harming of an adult, with intent	Red
Physical harming of a child, with intent	Red
Directed and abusive swearing at an adult or child	Red
Possessing (or use) of a vape in school	Red
Possessing a weapon in school (e.g. knife)	Dark Blue

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NB: This is list is not exhaustive.

For a small number of pupils a Risk Reduction Plan may be applicable and will be reviewed with the SENCO and agreed by parents.

SEND Adaptations:

- 5 point scale used collaboratively with the child/parents
- Mental Health Support
- Social stories : repeated message being consistent across the team
- Use of language may be adapted where ADPR/EHCP actions require eg. economy of language used or particular phrasing where cards are triggers.

Graduated Response	Explanation and Feedback
1. Reminder	A verbal reminder of the rules can sound like this Example: “ , you are shouting out which is breaking our school rule of being respectful. This is your REMINDER. Please raise your hand in future.”
2. Warning	Explain that you have spoken to the child about breaking the rules and that they are now receiving a specific warning in relation to this behaviour – there will be a consequence if the behaviour does not change. Example: “ , you are shouting out which is breaking our school rule of being respectful. This is your XX WARNING. Please raise your hand in future.”
3. Playtime conversation with the class teacher	Explain that they have still chosen not to follow our school rules and as a consequence they must speak to you for a few minutes at break-time. If it is after lunch this may need to be done by another member of staff if it is felt the child will not understand the break between days. Example: “ , you have chosen to continue to shout out which is breaking our school rule of being respectful. You will need to speak to me at break-time.”
4. Removal of break/ lunchtime play or removal to SLTs/SENCo/phase leader’s classroom	Explain that they have continued to choose not to follow the rules and as a consequence they will now be removed from something eg. break, lunch or another class. Example: “ , you are continuing to break the school rule of being respectful. You need to collect your work and _____ will take you to the DHT.
5. Internal reflection with HT or (SLT if not in class)	Explain that they are going straight to internal reflection because _____. They will need to go to SLT or phase leaders.
6.FIXED TERM SUSPENSIONS	
7. PERMANENT EXCLUSIONS	May be considered in accordance with the Exclusion policy DEMAT

Restorative Conversations

Once a child has reached the second or third cycle of warnings, the conversation which follows should be based upon restorative justice principles.

Feedback from staff members should provide specific pathways to reconciliation and forgiveness by bringing together those who were affected by misbehaviour in a dialogue to address concerns, achieve understanding, and come to agreement about setting things right. In addition to serving the cause of fairness and justice, this approach contributes to the social and emotional learning of pupils.

A restorative response can be conducted verbally or through a written Behaviour Reflection (Appendix 3).

Copies of Behaviour Reflection sheets should be uploaded to the pupil’s BromCom profile and kept by the teacher for reference.

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Restorative feedback involves asking the following questions:

- What happened/which school rule was broken?
- What were you thinking/feeling at the time?
- What do you think and how do you feel now?
- Who has been affected by this behaviour?
- What is needed to put things right?
- How can we make sure that this doesn't happen again?

Additional support for persistent challenging behaviour

The school recognises its legal duty under the Equality Act 2010, consequently our approach to challenging behaviour may be differentiated to cater to the needs of the child.

The Inclusion Team / staff will evaluate a child who exhibits challenging behaviour to determine whether they have underlying needs that are not currently being met. A PACE approach will be adopted when dealing with a child who is dysregulated or is demonstrating challenging behaviour (Appendix 4). In conjunction with the class teacher, they will formulate a Risk Management Plan (Appendix 5) for the pupil if challenging behaviour persists. They may also use a personalised behaviour chart to monitor the child's behaviour and celebrate their success (Appendix 6).

Where necessary, support and advice will also be sought from specialist teachers, educational psychologists, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Bullying

Bullying is defined as the repetitive harming of one person or group by another person or group. It is deliberately hurtful and repeated, over a period of time. Bullying is unacceptable and will result in severe consequences. Details of our school's approach to prevention and addressing bullying are set out in our Anti-Bullying Policy.

Links with other policies

The behaviour policy is linked to the following policies:

- Anti-Bullying Policy
- Staff Code of Conduct
- Exclusions Policy
- Child Protection Policy

Sources used in the formulation of the Behaviour Policy:

Creating a Culture: How School Leaders Can Optimise Behaviour, Tom Bennett (2017)

Running the room, Tom Bennett (2020)

Teach Like a Champion, Doug Lemov (2015)

Improving Behaviour in Schools, The Education Endowment Foundation (2019)

When the Adults Change, Everything Changes, Paul Dix (2017)

Precision guidance, Peps McCrea (2024)

Appendix 1: Behaviour management strategies

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Strategy	Explanation
Meet and Greet	Teachers Meet and Greet the pupils at the classroom door at the start of the day, after morning breaktime and after lunch
“Do Now” activity	Use a short warm-up activity at the start of each day which children can complete without instruction or direction. This enables the learning to start before teaching begins
“Review Now” followup	Briefly recap the answers of the “Do Now” together as a class
SHINE	<p>Teach the pupils key baseline behaviours which help them to concentrate, focus and learn by using acronym SHINE:</p> <ul style="list-style-type: none"> ● <i>Sit up</i> ● <i>Hands to yourself</i> ● <i>In your own space</i> ● <i>No noise</i> ● <i>Eyes on the Speaker</i>
Engineer Efficiency	Teach pupils the simplest and fastest procedure for executing key classroom tasks, then practice so that executing that procedure becomes a routine
<p>Pastore’s Perch</p> <p>https://classteaching.wordpress.com/2021/04/27/how-to-pre-empt-poor-behaviour-and-avoid-un-necessary-confrontations-in-your-classroom/</p>	<p>Prevent non-productive behaviour by developing the ability to see it when it happens and subtly reminding students that you are looking</p> <p>Position yourself in the corner of the classroom so that you now able to see all learners simultaneously</p>
Be Seen Looking	Show that you are monitoring the class closely by tilting your head, scanning the room from left to right. Take a couple of minutes at the start of each lesson, once the children begin an activity, to show the students you are looking at them and that you care that they do what you have asked

'Be Kind, Work hard, Aim High'

Staff at Orchards C of E Academy use praise and rewards routinely, highlighting those pupils who are going above and beyond expectations to encourage desired behaviours. Teaching staff may use a combination of inclass rewards and house points when they see behaviour which goes above and beyond normal expectations. House points will be awarded to pupils who go above expectations consistently.

Desirable Behaviours that are expected by everyone:

- *Meet and Greet politely*
- *Following instructions – **first time, every time***
- *Enter the classroom in a quiet and orderly manner*
- *Begin the 'Do Now' activity promptly*
- *Is equipped for learning, (including PE kit), and in full school uniform*
- *Effort and focus sustained throughout the lesson*
- *Positive attitude to learning*
- *Looking after their belongings and school property*
- *Using Walking not talking when moving around the school*
- *Exhibiting the expected desirable behaviours above when others are not*
- *Holding doors for peers and staff members*
- *Assisting members of staff*
- *Being enthusiastic in lessons*
- *Improved effort with written work/class work/homework*
- *Making meaningful contributions to class discussions consistently throughout a lesson*

Some Examples of Behaviours that could receive Dojos

- *Being an exemplary talk partner*
- *Being a good friend to everyone*
- *Being a role model of excellent behaviour – going above and beyond expectations*
- *Thoughtful contributions during assembly*
- *Asking thoughtful questions*
- *Supporting their peers with their learning effectively*
- *Showing high levels of resilience when they find something challenging*
- *Working hard in subjects they typically find challenging*
- *Good effort with written work/class work/homework*
- *Reading more than is stipulated by the class teacher*
- *Acts of kindness*
- *Completing additional work outside of school*
- *Performing in assemblies/collective worship to a high standard*
- *Excellent effort with classwork/written work/homework*
- *Being an excellent ambassador for our school at inter-school events/on trips*
- *Raising money for charity*
- *Other forms of community contribution*

'Be Kind, Work hard, Aim High'

Today my behaviour has been: ___/10

- What happened/which school rule was broken?
- What were you thinking/feeling at the time?
- What do you think and how do you feel now?
- Who has been affected by this behaviour?
- What is needed to put things right?
- How can we make sure that this doesn't happen again?

But I know my behaviour can be 10/10

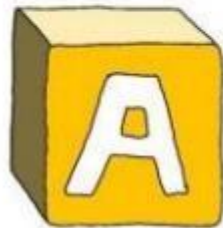
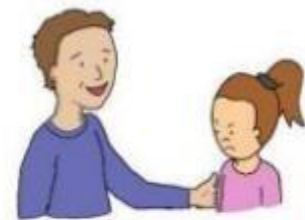
'Be Kind, Work hard, Aim High'

Appendix 4: The PACE approach



Playfulness

- Playfulness in interactions can diffuse conflict and promote connection
e.g. Maintaining a relaxed 'lightness' and can involve making a joke (though this has to be done carefully)



Acceptance

- Accepting needs and emotions that drive behaviour (not necessarily the behaviour) without judgement



Curiosity

- Being curious to where a behaviour has come from (in your head or out loud...)



Empathy

- Really connecting with how they are feeling and showing compassion



P.A.C.E is an approach developed by Dr Dan Hughes aimed at supporting recovery from developmental trauma. However, it can be a useful attitude to adopt with anyone who is emotionally dysregulated

Illustrated by Juliet Young

'Be Kind, Work hard, Aim High'

Appendix 5: Risk management plan

Risk reduction plan



Name	DOB	Date	Review Date
Photo	Differentiated measures. Not following Light system		
Pro social behaviours	Strategies to respond		
Anxiety behaviours (DIFFICULT)	Strategies to respond		
Crisis behaviours (DANGEROUS)	Strategies to respond		
Debrief Notes (reflect, repair and restore)			

