



Behaviour Policy

Incorporating Rewards and Sanctions, Effort Grade Procedure and Focus Card Procedure

(Whole School Including EYFS)

First Issued:	September 2010	Next Review:	Spring Term 2027
Last Reviewed:	Spring Term 2025	Version:	7.2
Responsible:	Senior Leadership Team		

1. Safeguarding Statement

At Orley Farm School, we promote a culture of respect for others through providing a caring, friendly and safe environment for all our pupils so they can learn in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by or invited to deliver services at Orley Farm School. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying.

This policy will be reviewed annually.

2. Aims

This policy aims to:

- Encourage all pupils to adopt the highest standards of behaviour, through respecting themselves and others.
- Ensure that there is a consistent approach to the management of behaviour which is applied to all pupils
- Define unacceptable behaviour, including bullying and discrimination
- Make clear the expectations of how pupils should behave
- Identify any safeguarding concerns that may be the root of any unacceptable behaviour
- Clearly state the roles and responsibilities of behaviour management for everyone in the school community
- Detail our system of rewards and sanctions.
- Determine the extra support we can offer to those pupils who are at a higher risk of exclusion or pupils who are particularly vulnerable to the impacts of exclusion

3. Legislation and Statutory Requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Searching, screening and confiscation at school](#)
- [School suspensions and permanent exclusions](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice.](#)
- [Mental Health and Behaviour in Schools](#)
- Section 175 of the [Education Act 2002](#), outlines the school's duty to safeguard and promote the welfare of its pupils
- [DfE guidance](#) explains that maintained schools must publish their behaviour policy online

4. Definitions

a. Misbehaviour

Misbehaviour refers to actions by students that disrupt the positive learning environment or fail to meet expected standards of respect and conduct within the school setting. Examples include talking out of turn, minor disruptions, failing to follow instructions, or behaving in a way that detracts from the focus of others.

b. Serious Misbehaviour

Serious misbehaviour involves actions that significantly disrupt the learning environment, compromise safety, or show a deliberate disregard for school rules and respect toward others. Examples include bullying, physical, sexual or verbal aggression, criminal behaviour, repeated refusal to follow instructions, or behaviour that could potentially harm the well-being of others. Such behaviours may necessitate immediate and serious intervention, including external authorities if required.

c. Bullying

- i. The definition of bullying is the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is:

- Repeated
- Intended to hurt someone either physically or emotionally
- Often aimed at specific groups, for example, because of race, religion, gender or sexual orientation

- ii. **Types of Bullying**

- Emotional
- Physical
- Prejudice-Based and Discriminatory
- Sexual
- Verbal and Indirect
- Cyber-Bullying

5. Incidents involving Protected Characteristics

- a. The school has a zero-tolerance policy for any harassment, violence or discrimination based on protected characteristics. All reports are taken seriously and student are encouraged to report any incident that make them uncomfortable.
- b. The school responds to each case with appropriate, individualised support.
- c. Clear procedures are in place for addressing concerns related to student safety or well-being.
- d. Depending on the situation, the school may:

- Address the issue internally
- Involve Early Help services
- Refer to children's social care
- Contact the police

e. For further information, please see our Child Protection and Safeguarding Policy.

6. Behaviour Off-Site

a. Sanctions may apply for off-site misbehaviour when a pupil is:

- Participating in a school-organised or related activity
- Wearing school uniform
- Travelling to or from school
- Identifiable as a member of our school

b. The school may also sanction off-site behaviour at any time if it:

- Is deemed threatening to another pupil or member of the public
- Disrupts the orderly running of a school activity or trip
- Harms the school's reputation

c. Sanctions will only be issued on school premises or when the pupil is under staff supervision (e.g. on a school trip).

7. Allegations of Malicious Intent

Malicious or false allegations against staff or other pupils will result in disciplinary action as outlined in this policy. The school will assess whether the pupil making the allegation requires support and may make a referral to children's social care if needed. Support will also be provided to staff and pupils falsely accused. For more information, refer to our Safeguarding and Child Protection Policy.

8. Support for Pupils

- The school has a legal duty under the Equality Act 2010 to prevent any disadvantage for pupils with a protected characteristic. Therefore, we may take a differentiated approach to challenging behaviour to cater to pupils' needs.
- The SENDCo will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.
- Support and advice will then be taken from e.g., specialist teachers, an educational psychologist, medical practitioners and/or others to identify or support specific needs.
- Likely misbehaviour triggers will be identified, and support will be put in place to prevent them. In the case of acute needs being identified in a pupil, liaison with external agencies will result in a support plan for that pupil. It will be shared with parents and reviewed regularly.

9. Power to Search pupils Without Consent and Confiscation

- Section 550ZB(5) of the Education Act 1996 defines prohibited items (**listed in [the Definitions section](#)**), which will be confiscated if found in pupils' possession. These items will not be returned to pupils.
- Any item which is harmful or detrimental to school discipline will be confiscated. These items will be returned to pupils following a discussion with parents and senior leaders, where appropriate.
- Searching and screening pupils is conducted per the DfE's [latest search, screening and confiscation guidance](#).

10. Safeguarding

There is an understanding by the school that a pupil in need of help or protection may display changes in behaviour. Therefore, any changes in behaviour will be assessed to see if there is any indication of harm. In such cases, we will follow our Child Protection and Safeguarding Policy.

11. Transition of Pupils

To support effective transitions and maintain consistent behaviour expectations, staff will share relevant behaviour information with receiving staff during transition meetings, whether within the school, to a new section within the school, or to a new school. This ensures appropriate support is in place. Additionally, all pupils will participate in transition sessions with their new teachers to facilitate a smooth progression to the next year.

12. Training

Training on managing behaviour, including, where appropriate, the proper use of restraint, will be given to all staff as part of the induction process.

Behaviour management training will also be part of our programme of continuous professional development.

13. Roles and Responsibilities

a. The Governing Body

The Governing Board/Education Committee is responsible for reviewing and approving the Written Statement of Behaviour Principles ([Appendix 1](#)). They will hold the Head to account for this policy's implementation and regularly review its effectiveness.

b. The Head

The Head is responsible for ensuring the Deputy Head(s) review this behaviour policy with the support of the Education Committee. The review must consider the school's Statement of Behaviour Principles ([Appendix 1](#)).

It is the Head's responsibility to ensure that the school's culture promotes positive behaviour and that the staff identify and deal with poor behaviour in a consistent approach. The Head will ensure the Deputy Head(s) monitor how the staff implements this policy, ensuring that rewards and sanctions are consistently applied to all groups of pupils.

The Head will ask the Deputy Head(s) to ensure that the Behaviour Policy works with the Safeguarding and Child Protection policy, offering pupils support and sanctions when necessary.

The Head will ask the Deputy Head(s) to ensure that the data from the behaviour log system is reviewed on a weekly basis, looking for trends and dealing with them in accordance with this policy.

c. Staff

The responsibilities of Staff are to:

- Ensure positive behaviour is modelled, consistently implementing the Behaviour Policy across the school.
- Meet the specific behavioural needs of all pupils by providing a personalised approach where necessary.
- Ensure behaviour incidents are recorded on the school's system.
- Staff will be supported by the Senior Leadership Team, who will respond to behaviour incidents as requested.

d. Parents

The expectations for Parents are to:

- Support their child in meeting the expectations of the school's rules and codes of behaviour
- Keep the school fully informed of any changes that may affect their child's behaviour
- Speak promptly with their child's designated teacher about any behavioural concerns

14. Behaviour Expectations

The expectations for pupils are to:

- Behave with self-control and in an orderly way
- Respect each other and all members of staff
- Quietly move around the school
- Behave in class in such a way that it enables all pupils to learn
- Ensure they always wear the correct uniform
- Respect school property and buildings, treating them with care
- Ensure that their behaviour does not bring the school into disrepute, including when outside school
- Accept sanctions when given

15. Rewards and Sanctions (see Appendix A)

At Orley Farm we take a positive approach to behaviour management and always look to reinforce positive behaviour through a strong rewards-based culture at the school. For the behaviour of any child with SEND, careful consideration will be given as to whether the pupil has understood the instruction or rule given. There will always be due consideration as to whether their SEND needs have impacted their behaviour. Likewise, the school will assess the necessity and/or appropriateness of any consequences or sanctions to be issued and whether any reasonable adjustments need to be made.

16. Monitoring of Policy

The Deputy Head(s) will review this Behaviour Policy and present to the Education Committee at least annually and address any findings from regularly monitoring the behaviour system/ log (as per the [Roles and Responsibilities](#) section). The policy will be approved by the Head at the end of each review.

The Education Committee will also review the Written Statement of Behaviour Principles annually.

17. Links to Other Policies

This Behaviour Policy is linked to the following:

- [Exclusions Policy](#)
- [Child Protection and Safeguarding Policy](#)

Appendix A – Rewards and Sanctions

a. REWARDS

Positive behaviour will be rewarded in

Rewards for Positive Behaviour	Pre-Prep	Middle School	Upper School
Golden Time	Golden Time; Good work certificates; Weekly award stickers; Class animal for 'Star of the Week'; House Points	Golden Time	Not applicable
Effort Grades (weekly)	Not applicable	Effort grades given weekly across subjects; Form of the Week award based on effort	Effort grades given weekly across subjects; Form of the Week award based on effort
House Points	House Points for Years 1 and 2 towards overall House system	House Points for upholding school values, recognizing thinking skills	House Points for upholding school values, recognizing thinking skills
Weekly Celebrations Assembly	Weekly Celebrations Assembly	Weekly Celebrations Assembly	Weekly Celebrations Assembly
Termly Cups and Awards	Termly House Cup	Head of Middle School Cup; Conduct/Courtesy Cup; Termly Form Merit Certificates	Reliability and Courtesy Cups; Termly Final Assemblies for excellence
Certificates and Commendations	Not applicable	Certificates at thresholds: 50 (Head of House), 75 (Deputy Head), 100 (Heads' Commendation); Colour badges in Drama, Music, Sport	Certificates at thresholds: 50 (Head of House), 75 (Deputy Head), 100 (Heads' Commendation); End of term subject prizes
Class/House Leadership Roles	Not applicable	Not applicable	House Captains / Vice Captains
Additional Incentives	Raffle tickets, Kindness award, Stickers	Raffle tickets, Beanbag Cheer, Thinking Skills stickers, Heads' Commendation	Beanbag Cheer, Colour badges, Scholarship recognitions
Termly Celebrations	Termly House winners	Excellence and achievement cups Effort certificates Form Merit certificates, awarded termly by Form Teachers	Excellence and achievement cups Effort certificates Form Merit certificates, awarded termly by Form Teachers End of term subject prizes

b. SANCTIONS

We intend consequences to be related to the misdemeanour so that children gain an understanding of cause and consequence. They will be reasonable and fair. We believe in positive correction, which includes the application of sanctions when necessary. For repeated poor behaviour, the Deputy Head (s), Head of Section, Year Group Lead or Head may be involved.

Sanctions can include:

Sanctions for Misbehaviour	Pre-Prep	Middle School	Upper School
Verbal Warnings	Warning from staff	Warning from Form Teacher, possible note in diary	Verbal reprimand and warning
Loss of Privileges/Free Time	Time out in playground; Minutes lost from Golden Time	Minutes lost from Golden Time; Withdrawal of privileges/break time	Withdrawal of privileges; Loss of free time
Behaviour Reflection Tools	PP MS Think Sheet.docx used for behaviour reflection	Reflective breaks; PP MS Think Sheet.docx for 2 Formal Warnings, written apologies	Reflective breaks; US Think Sheet for 2 Formal Warnings, written apologies
Detentions	<p>Detention with Head of Pre-Prep during Golden Time if more than 3 crosses in a week</p> <p>If pupils do not follow our school values, they will be prompted by a member of staff to reflect and change their behaviour. If they continue to make poor choices, they will receive a warning. If this behaviour continues a further warning will be given. If pupils consistently make poor behaviour choices despite being given warnings, they will then get a cross on their Golden Time chart. This will result into them missing 5 minutes from their Golden Time.</p>	<p>School detention with Head of Middle School (30 minutes) for 3 Formal Warnings in a term</p> <p>Deputy Head Detention After-School (until 17:30) for 6 Formal Warning in a term</p>	<p>School detention with Deputy Head (30 minutes) for 3 Formal Warnings in a half term</p> <p>Deputy Head Detention After-School (until 17:30) for 6 Formal Warnings in a half term</p>

Formal Warnings and Records	Form teachers will monitor the Behaviour Log in iSAMS of children in their form groups or class	Formal warnings recorded; Poor effort grades documented and logged in ISAMS	Formal warnings recorded; Poor effort grades documented and logged in ISAMS
Focus Cards	Not applicable	Focus Card LINK issued for repeated poor behaviour or poor effort grades	Focus Card LINK for repeated poor behaviour or effort grades
Action to be taken following one week on Focus card	Not applicable	<p>If progress / improvement is evident, a note in the diary could inform the parents of this and the pupil might come off the card if it is felt that it has served its purpose.</p> <p>If some progress / improvement was made, the pupil(s) should continue to use the card for another week; parents will need to be kept informed. The process will be reviewed at the end of the second week.</p> <p>If no progress / improvement was made, or the situation deteriorated further the parents will be invited to organise an appointment with the relevant Deputy Head / Head of Section, who will decide on the next course of action.</p>	
Parent Involvement	Parents informed after serious incidents; Meeting with Head after 3 recorded events	Parents informed; Meeting scheduled for serious issues	Parents informed; Meeting after repeated warnings
Suspension/Exclusion	Suspension or Exclusion as per Exclusion Policy	Suspension or Exclusion as per Exclusion Policy	Suspension or Exclusion as per Exclusion Policy

Think Sheets and Detentions Procedure

- i. The Deputy Head Pastoral will release weekly Formal warning totals and work with the Year Group Leads to ensure Think Sheets and detentions are being administered. School Detention with the Deputy Head (s) last 30 minutes and usually take place on Friday at 1:35pm. Details are recorded in the School Sanctions Log on MIS - ISAMS and parents informed;
- ii. Deputy Head(s) After School Detention - Following a detention, an After-School Detention may be appropriate if behaviour does not improve. In this case the parents will be called in for a meeting and the pupil will be required to stay in school until 17:30. This is recorded in the School Sanctions Log;
- iii. Head's Detention - Serious or repeated breaches of discipline would trigger a letter from the head to parents. The pupil would be issued with a Head's Detention which takes place on a Saturday morning.

Suspension

Serious breaches in discipline, including violence, may result in an Internal Suspension. Parents will be informed, and the sanction will be logged;

Fixed Term Exclusion or Permanent Exclusion (as set out in the [Exclusion Policy](#)).

Pupils and parents in consultation with the YGL will complete a [Re-entry to school Form Template.docx](#) to support the pupil returning to school.

Appendix B - Grades Procedure for Effort Expectations

Step/Description	Procedure
Effort Grades in Lessons	Grades indicate students' effort (attitude to learning) each lesson.
Grade '2' Explanation	A grade '2' indicates unmet expectations. Explanation recorded on iSAMS; pupil receives an explanation of the 2 grade.
No Prep Indicator	No Prep tick box on iSAMS allows teachers to note incomplete or missing prep.
Teacher Responsibility for Grades	Teachers provide explanations for grades below '3', with reasons recorded in the log. Grades 4 may have an explanation and 5 should include a written explanation.
Form Tutor Follow-Up	Form tutors follow up on any grade less than '3' on a weekly basis.
Year Group Lead Follow-Up	More than one grade '2' in a week prompts follow-up by Year Group Lead.
Deputy Head Follow-Up	More than three grade '2' grades in a half term result in a Deputy Head review meeting. This may involve work completion, parent involvement or a focus card.
Grade Entry Deadline	Teachers enter grades electronically by 18:30 each Wednesday.

Effort Score Definitions

5	Outstanding	Outstanding behaviour for learning and full concentration in class always. On some occasions the pupil voluntarily produces pieces of work beyond the criteria set. Enthusiastic participation in class discussions and activities with evidence that the student is inquisitive and independent about their learning. Fully equipped for all lessons.
4	Exceeding	Excellent behaviour for learning and full concentration in class at all times. Enthusiastic participation in class discussion and activities. Fully equipped for all lessons and prep completed as requested.
3	Expected	Good behaviour for learning and a good level of concentration in class. Class work generally complete. Some participation in class discussion and activities. Fully equipped for most lessons; prep completed as requested.
2	Coasting	Inconsistent behaviour for learning and concentration in class. A limited effort is made with class work. Reluctant to participate in class discussion and activities. Often needs to borrow equipment and / or prep is occasionally not completed as requested. There is a need for improvement in the student's effort.
1	Poor	Poor behaviour for learning and poor concentration in class. Minimal effort is made with class work. Minimal participation in class discussion and activities. Often needs to borrow equipment and / or prep is often not completed as requested. There is an immediate need for improvement in the pupil's effort.

Appendix C Management of Behaviour

Classroom Management

All staff, both teaching and support, are responsible for setting the ethos and providing the environment for positive behaviour within the classroom.

Their role is to:

- Develop and maintain an environment that encourages pupils to be engaged
- Develop and maintain positive relationships with pupils. These include:
 - Establishing clear routines
 - Positively welcoming pupils in the morning/at the start of lessons
 - Making clear expectations of behaviour through effective communication, both verbally and non-verbally
 - Promoting, praising and highlighting expected behaviour
 - Starting each day afresh and ending each day positively
- Dealing quickly with any low-level disruption
- Always use positive reinforcement as opposed to negative responses

Classroom Removal

- Unless extreme behaviour warrants immediate removal, students will only be removed from a classroom when other behavioural strategies have been attempted and exhausted.
- Where a pupil is being unreasonably disruptive and significantly affecting other pupils' learning, removal may help restore order and enable the disruptive pupil to continue learning in a managed environment.
- For pupils who are frequently removed from class, the school will consider an alternative approach to behaviour management and will work closely with the SEND department.

The Use of Reasonable Force (Physical Restraint)

- Section 93 of the Education and Inspections Act 2006 states that all school staff members have the legal power to use reasonable force. The decision on whether to physically intervene is down to the professional judgement of the staff member concerned. Using force is considered 'reasonable' if it is proportionate to the consequences intended to prevent. Therefore, in some circumstances, staff may use reasonable force to restrain a pupil to prevent them:
 - Hurting themselves or others
 - Damaging property
 - Causing disorder
- The use of physical restraint must:
 - Always be used as a last resort
 - Always be applied with the minimum amount of force and for the minimum amount of time possible.

- Always be used in a way that maintains the safety and dignity of all concerned.
- Never be used as a form of punishment, as this is unlawful
- Be recorded and reported to parents

Appendix D: Written Statement of Behaviour Principles

- All pupils have the right to feel safe, respected, and valued. They have the right to learn and be free from the disruption of others.
- All staff and volunteers should always be excellent behaviour role models for pupils.
- All people, including pupils, staff and visitors, should be free from discrimination.
- There is consistency in the use of rewards, sanctions and reasonable force by all staff at all times, in line with the behaviour policy.
- All pupils and staff understand the Behaviour Policy.
- Exclusions are only used as a final resort and are clearly explained in the Exclusions policy, which outlines the processes involved in suspensions and exclusions.
- Pupils are encouraged and taught to take responsibility for their actions.
- The school involves families in behaviour incidents to foster good relationships between the school and pupils' home life.
- Violence or threatening behaviour will not be tolerated in any circumstances.

Appendix E – Celebration Assemblies

Pre-Prep Celebrations Assembly Format	Middle School and Upper School Celebrations Assembly Format
<ul style="list-style-type: none"> • ‘The week that was’ photo reel, this is then placed on the TV screens around school 	<ul style="list-style-type: none"> • ‘The week that was’ photo reel. This is saved in the folder and placed on the TV screens around school
<ul style="list-style-type: none"> • Awarding any certificates based on the past week – Maths awards etc 	<ul style="list-style-type: none"> • Reports from special events that took place during that week at school
<ul style="list-style-type: none"> • The YGL reviews the weeks work and awards good work stickers for each form (normally x3 in each) 	<ul style="list-style-type: none"> • Heads’ Commendations – These are recorded in the celebrations assembly folder
<ul style="list-style-type: none"> • House Totals (HPs in line with MS & US totals) 	<ul style="list-style-type: none"> • Sports Report, read out by captains. Videos are saved to the folder and placed on the screens
<ul style="list-style-type: none"> • Weekly Birthdays 	<ul style="list-style-type: none"> • There will now be 3 trophies for ‘Form of the week’: Yr 3&4, Yr 5&6 and Yr 7&8.
<ul style="list-style-type: none"> • Hymn 	<ul style="list-style-type: none"> • Effort score winners will be as follows:

	<p>Y3&4: x10 for the best scores that week and x4 for the most improved that week</p> <p>Y5&6: x10 for the best scores that week and x4 for the most improved that week</p> <p>Y7&8: x5 best scores, x2 most improved)</p>
<ul style="list-style-type: none"> • Message 	<ul style="list-style-type: none"> • Hero of the week – Lottery spin to include all names from the above competition in Yr3 /4, Yr 5 / 6, Yr 7 & 8
	<ul style="list-style-type: none"> • <i>HP scores – ongoing individual totals read out to sustain interest – read by Heads of school – From Jan 2025</i>
	<ul style="list-style-type: none"> • Weekly House Cup (Effort and HPs) (Light in OFS sign changed, along with house signs in SGH).
	<ul style="list-style-type: none"> • Form of the week
	<ul style="list-style-type: none"> • Bean Bag cheer
	<ul style="list-style-type: none"> • Musical segment from a child to play the school in or out