

# Behaviour policy

Scotch Orchard Primary School



Approved by: **James Chapman** Date: 22nd May 2025

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Next review due by: **January 2026**

## Introduction: The Scotch Orchard Way

At Scotch Orchard Primary School, we believe that *every behaviour is a form of communication*. We are committed to understanding, teaching, and supporting behaviour just as we do with any academic subject. Our behaviour policy is built upon the foundations of *restorative practice*, *strong relationships*, and *high expectations*. Through the “Scotch Orchard Way,” we develop character, foster belonging and shape responsible citizens who are polite, respectful, and caring.

## Core Behaviour Principles

Our behaviour approach is anchored in three clear and consistent rules:

- Be ready.
- Be respectful.
- Be safe.

These principles have been chosen to support children in developing character, fostering belonging, and shaping future responsible citizens. Similarly, these three rules have been implemented to be used, purposefully, in all parts of the school day and to be implemented at home. These principles guide every behaviour-related decision, ensuring consistency and fairness throughout our school community.

## Our approach to behaviour

### A) Teaching behaviour through a behaviour curriculum

Behaviour is taught explicitly through our behaviour curriculum. The behaviour curriculum is:

- Launched in the first week of the Autumn term and revisited each term.
- Supported by Rosenshine’s Principles of Instruction.
- Reinforced with consistent routines, explicit modelling, and practice opportunities.
- Embedded through cultural, procedural, and academic behaviours.

- Rooted in cognitive science, ensuring children have the opportunity, through spaced practice, to see taught curriculum into their long-term memory.

We recognise that children bring unique experiences that impact how they respond to school life. As such, we:

- Use trauma-informed approaches.
- Make reasonable adjustments for children with additional needs.
- Emphasise structure, predictability, and high expectations.

#### B) The role of adults

All staff model our behaviour values through the '5 Pillars of Pivotal Practice':

- 1) Consistent, calm adult behaviour
- 2) Relentless routines
- 3) First attention to best conduct
- 4) Scripting difficult conversations
- 5) Restorative follow-up

When staff follow these five pillars of pivotal practice, they provide the consistent, modelled behaviour that their children need.

#### **Recognition and Positive Reinforcement**

We believe in recognising and celebrating the behaviour that meets our three school rules and behaviour that is positive, rather than identifying and prioritising behaviour that does not meet the three school rules.

To do this, we use the following strategies:

- Privilege certificates: Weekly recognition for exceptional behaviour, effort, or attitude. Each class chooses five 'privileges' at the beginning of the year, which children can earn through positive behaviour. Some privileges include 'Coming to school in non-school uniform,' 'Helping SLT.' Etc.
- Behaviour recognition awards: Awarded during Friday celebration assemblies. One behaviour award is given each week for a child in the school for demonstrating positive behaviour.
- Lunchtime and breakfast club awards: Recognising children who shine in less structured times.
- Daily praise: positive phone calls and notes home, Praise Postcards, Hot Chocolate Friday, and celebration from SLT further reinforce our values.

### **Sanctions and consequences**

Our response to inappropriate behaviour is based on restorative principles and a belief in growth and learning. However, we maintain firm expectations and clear boundaries.

Members of staff in school follow a graduated response system if children demonstrate behaviour which does not meet our three school rules:

- 1) Reminders and restorative conversations in the moment: Initial response for low-level disruption or poor choices.
- 2) Reflection time: A chance to repair and reset in the classroom or outside of the classroom with a trusted adult.
- 3) Restorative Conversation: If a child's behaviour does not improve after step one or two, a restorative conversation will be held with an appropriate member of staff at breaktime or lunchtime.
- 4) If a child has several restorative conversations with appropriate adults in a short space of time, the child will be placed on a Behaviour Contract, which will be signed by parents.
- 5) If the Behaviour Contract is not followed and if behaviour does not improve, suspensions will be issued as appropriate.

Suspensions

Suspensions will be issued to children for behaviour which puts other children or themselves at risk of significant harm. The suspension process can be seen below:

- 1) **Internal suspension.** This will involve the child being removed from the classroom and school playground/field, and spending time with a trusted adult to complete restorative work linked to the serious incident which took place.
- 2) **External suspension.** If a further significant incident occurs following an internal suspension, external suspensions will be issued. These will incrementally increase if behaviour continues to cause significant harm .
- 3) **Permanent exclusion.** If a child poses significant risk of harm to themselves or others, and if the relationship between home and school breaks down, permanent exclusion will be considered as a last resort.

## **Parent/Carer Involvement**

We involve parents early and constructively:

- When behaviour does not improve after classroom strategies.
- When developing *Individual Behaviour Plans* or support plans.
- To ensure consistency and shared expectations between school and home.

## **Supporting Individual Needs**

We tailor our behaviour approach with *reasonable adjustments* and *additional support* for pupils who need out. This includes:

- Visual reminders of school rules
- Reward charts
- Small, achievable tasks
- Breaks from learning and structured parts of the school day.

- ELSA support
- SEMH interventions
- Involvement from external agencies
- Scaffolded support from support staff in school

Our aim is always to help every child succeed and feel a sense of belonging.

### **Staff development and consistency**

To ensure consistency across school, all staff receive regular training and guidance on:

- The behaviour curriculum and routines
- Trauma-informed practices
- De-escalation and positive handling strategies
- Restorative approaches and scripted conversations

New staff receive induction on our behaviour expectations and restorative ethos. Leadership supports staff with coaching, team teaching, and access to behaviour support where needed. Leadership design behaviour-curriculum lesson content in the first instance to model ways the curriculum can be embedded and taught effectively.

### **Monitoring, evaluation and impact**

We regularly monitor behaviour through:

- My Concern incident logging and pattern tracking
- Leadership behaviour walks
- Pupil and parent voice surveys

- Regular staff discussions and feedback loops

Behaviour trends inform updates to our behaviour curriculum each half-term. This ensures it remains relevant, contextual, and focused on the needs of our pupils.

### **Partnerships with families**

Positive behaviour thrives when school and home work in partnership. At Scotch Orchard we:

- Communicate openly and regularly with parents.
- Involve families in behaviour plans and reviews.
- Share successes and concerns early.
- Offer support and guidance when families need help at home.

We are committed to working with parents to rebuild trust and promote shared responsibility for a child's success. In cases where a relationship between home and school breaks down, we will always attempt mediation and restoration before considering further action.

### **Policy in action: A typical day at Scotch Orchard**

Our children thrive in a calm, consistent, and positive environment where they:

- Are greeted warmly at the door.
- Know the routines and expectations.
- Are recognised for good conduct and effort.
- Are given second chances and space to repair.

- Feel emotionally safe and physically secure.

Staff use shared language, consistent routines, and collective support to uphold standards and meet needs — the “Scotch Orchard Way.”

## Review and implementation

This policy is reviewed annually and is shared with staff, advocates, Trust Strategic Leads and parents. The implementation is monitored through behaviour logs, pupil voice, and leadership oversight. Following regular review of EEF articles and evidence-informed approaches to behaviour, changes will be made to the policy as appropriate.

## Summary Statement

At Scotch Orchard Primary School, we believe that **strong relationships and high expectations** are not mutually exclusive — they are interdependent. Children feel safest when boundaries are clear, adults are predictable and every effort is made to understand and support them to feel like they not only belong, but they matter to the school.

Our policy is rooted in the belief that all children can learn to behave well with the right teaching, modelling, and support. We are proud to provide a nurturing yet firm foundation for our children to grow into respectful, resilient, and responsible young people.



The Scotch Orchard Way:

# Scotch Orchard Primary School

Our approach to behaviour and relationships. 'The Scotch Orchard Way.'



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## **Introduction**

At Scotch Orchard, we know and understand that all behaviours are a form of communication and usually signal that a child has become dysregulated or has an unmet need. We are wholly committed to teaching appropriate behaviours in the same way as we approach other curriculum areas, for example Reading. We understand that this teaching needs to be progressive and accumulative, and revisited many times. This is especially true when a child's early experiences may not have equipped them with a stress-regulation system that enables them to settle, to feel safe, to concentrate, to be curious or to be willing to work alongside their peers in collaborative ways.

At Scotch Orchard, we develop children's character through the 'Scotch Orchard Way' curriculum. In order to build character, we define the behaviours and habits that we expect children to demonstrate. We want to support our children to grow into adults who are polite, respectful, grateful and who put others before themselves. We believe that, as pupils practise these behaviours over time, they become habits that positively shape how they feel about themselves and how other people perceive them. It directly links to our school values, belonging, believing, learning, and achieving.

## **Teaching the behaviour curriculum**

The curriculum is taught explicitly during the first week in Autumn term alongside the traditional National Curriculum subjects. Children should learn the content of the curriculum so that they can recall the information and act upon it. At the start of each term, the 'Scotch Orchard Way' curriculum is revisited with pupils and will continue to be reinforced throughout the year. As with other curriculum content, this should be taught using explicit teaching based on the 'Principles of Instruction' set out by Barak Rosenshine including regular quizzing to check and strengthen retention. Teachers will also demonstrate these behaviours and ensure pupils have many opportunities to practise these (particularly in the first few days of each term). For example, a lining up order should be taught in the classroom but must be reinforced in different locations and times throughout the school day e.g. at lunchtime or playtime. It is expected that all pupils will know this content.

## **Reasonable adjustments and adaptations**

While this curriculum is intended for all pupils it will be applied differently in different year groups depending on pupils' ages and may be applied differently depending on individual pupils' SEND needs. For example, pupils who may find it very uncomfortable to maintain eye-contact with adults. Sensitivity must be applied at all times when teaching the behaviour curriculum. Where children need further support to be successful with their behaviour, reasonable adjustments will be identified and shared within a behaviour plan.

## **Trauma informed and aspirational.**

All of our staff have had significant training on the impact of trauma on children and how this might be communicated. We use this to help us with strategies for children who may find parts of school life difficult. Alongside this, we know that children thrive from routine and predictability and feel safe when they understand what comes next and what is expected of them. Therefore, our approach to behaviour and relationships is built around the two themes of 'support' and 'high expectations.'

As such, we have three principles which we expect all pupils to demonstrate when they are at school. They are: be ready, be safe and be respectful.

## The Scotch Orchard Way: Three School Rules

**Paul Dix, in ‘When the Adult changes, everything changes,’ writes the following about school rules:**

“THE POWER OF READY, RESPECTFUL, SAFE: There is something very simple and clean about ready, respectful, safe (or RRS).

RRS works because it is a memorable set of three and strikes the right balance between rules and values. There are often displays around the site that demonstrate what each rule means in different contexts.

It is not long before you hear parents adopting RRS and it becomes a consistent reference point.

RRS can be introduced and embedded within 30 days: a high profile launch, a letter to parents explaining the simplification and some time spent with students discussing what RRS means in different lessons. Within days every adult is using RRS in every conversation about behaviour. The language becomes quickly ingrained into the life of the school.”

At Scotch Orchard, we have adopted this strategy and included a number of taught behaviours that we believe will support children in displaying the three school rules in school. These taught behaviours are included in our school’s behaviour curriculum, which can be found below.

Be ready	Be respectful	Be safe
<ul style="list-style-type: none"><li>• We attend school regularly and on time.</li><li>• We bring the correct equipment to school (iPad, PE Kit, reading book)</li><li>• We enjoy our learning and take part in all of the activities.</li><li>• We show staff that we are ready to listen, to learn and follow instructions.</li></ul>	<ul style="list-style-type: none"><li>• We say please and thank you.</li><li>• We treat all staff equally and show gratitude to all adults in our school.</li><li>• We behave with care, courtesy, and consideration for others.</li><li>• We look after personal and school property.</li><li>• We show pride for our own and other people’s achievements</li></ul>	<ul style="list-style-type: none"><li>• We follow any instructions we are given, first time.</li><li>• We stay in our classrooms. We only leave if we have had permission from an adult.</li><li>• We are kind through our actions. We do not cause harm to others.</li></ul>

### **The Scotch Orchard Way: Three types of behaviour in school**

Doug Lemov, in Teach Like A Champion 3.0, outlines the three types of behaviour routines that help school's implement and embed a behaviour curriculum:

<b>Academic Behaviour</b>	<b>Procedural Behaviour</b>	<b>Cultural Behaviour</b>
Helps students engage in tasks that are part of the learning process	Helps students manage materials and how they will get from one place to another	Helps students manage materials and how they will get from one place to another

**At Scotch Orchard, we have decided on specific behaviours for each of these routines that need to be specifically taught in order to support children in their development and understanding of positive behaviour.**

<b>Academic Behaviour</b>	<b>Procedural Behaviour</b>	<b>Cultural Behaviour</b>
Helps students engage in tasks that are part of the learning process	Helps students manage materials and how they will get from one place to another	Helps students manage materials and how they will get from one place to another
<ul style="list-style-type: none"><li>- Fantastic listening</li><li>- Attention signal.</li><li>- Think-pair-share.</li><li>- Use of iPads</li></ul>	<ul style="list-style-type: none"><li>- Fantastic walking</li><li>- Silent entry</li><li>- Eating at lunchtime</li><li>- Transitions</li><li>- Rewards/consequences</li><li>- Playtime routines</li></ul>	<ul style="list-style-type: none"><li>- How to greet staff/adults</li><li>- Playing safely and respectfully</li><li>- Being a learner</li><li>- Ways of speaking to staff/adults/peers</li><li>- Being respectful</li><li>- Resolving conflicts</li></ul>

## The Scotch Orchard Way: Behaviour Curriculum

At the beginning of our new behaviour curriculum, it is important to teach the most important behaviours linked to the school's context. Following feedback from staff, children and parents and leadership monitoring across school, it is clear that classroom behaviour; movement around school; and the embedding of school rules are the most important content to be taught first.

And following the EEF's Guide to Implementation (2024), all implementation processes need to be structures, flexible and ongoing. As a result, Scotch Orchard Primary School aim to deliver a small number of behaviour curriculum areas each half tern, to ensure that they are delivered efficiently and based on the school's context. However, these curriculum areas are flexible and can change if the school's behaviour context changes at any time.

Similarly, Sweller (2017) emphasises the importance of retrieval and spaced practice to ensure knowledge is stored in the long-term memory. We have decided to implement a three-year behaviour curriculum, which revisits each behaviour curriculum topic to support children's behaviour as they progress through school.

Below, is a three-year implementation plan for the behaviour curriculum:

### 2024/2025:

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>RESEARCH FOR IMPLEMENTATION OF BEHAVIOUR CURRICULUM.</b> <ul style="list-style-type: none"><li>- We attend school regularly and on time.</li><li>- Rewards/consequences</li><li>- Use of iPads</li><li>- We say please and thank you</li></ul>	<ul style="list-style-type: none"><li>- Fantastic Walking</li><li>- Fantastic Listening</li><li>- Silent entry</li><li>- We stay in our classrooms.</li><li>- We only leave if we have had permission from an adult.</li></ul>	<ul style="list-style-type: none"><li>- We enjoy our learning and take part in all activities.</li><li>- Attention signal.</li><li>- We follow any instruction we are given, first time.</li><li>- Think-pair-share</li></ul>	<ul style="list-style-type: none"><li>- Eating at lunchtime</li><li>- We treat all staff equally and show gratitude to staff in school.</li><li>- We bring the right equipment into school.</li><li>- <b>Fantastic Walking</b></li></ul>	<ul style="list-style-type: none"><li>- Transitions</li><li>- Playtime routines</li><li>- Playing safely and respectfully</li><li>- <b>Fantastic listening</b></li></ul>	<ul style="list-style-type: none"><li>- We behave with care, courtesy, and consideration for others.</li><li>- We show pride for our own and other people's achievements.</li><li>- Being a learner</li><li>- <b>Silent entry</b></li></ul>

**2025/2026:**

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<ul style="list-style-type: none"> <li>- We stay in our classrooms. We only leave if we have had permission from an adult.</li> <li>- Rewards/consequences</li> <li>- We are kind through our actions. We do not cause harm to others.</li> <li>- We attend school regularly and on time.</li> <li>- Use of iPads</li> </ul>	<ul style="list-style-type: none"> <li>- How to greet staff/adults</li> <li>- Ways of speaking to staff/adults/peers</li> <li>- Being respectful</li> <li>- We enjoy our learning and take part in all activities</li> </ul>	<ul style="list-style-type: none"> <li>- Resolving conflict</li> <li>- We look after personal and school property.</li> <li>- Attention signal.</li> <li>- We show staff that we are ready to listen, to learn and to follow instructions.</li> </ul>	<ul style="list-style-type: none"> <li>- Think-pair-share.</li> <li>- Eating at lunchtime</li> <li>- We follow any instruction we are given, first time.</li> <li>- We say please and thank you</li> </ul>	<ul style="list-style-type: none"> <li>- We treat all staff equally and show gratitude to staff in school.</li> <li>- We bring the right equipment into school.</li> <li>- Fantastic walking</li> </ul>	<ul style="list-style-type: none"> <li>- Transitions</li> <li>- Playtime routines</li> <li>- Playing safely and respectfully</li> </ul>






**2026/2027:**

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<ul style="list-style-type: none"> <li>- We attend school regularly and on time.</li> <li>- Use of iPads</li> <li>- We behave with courtesy, care and consideration for others</li> </ul>	<ul style="list-style-type: none"> <li>- We show pride for our own and other people's achievements.</li> <li>- Being a learner</li> <li>- Silent entry</li> </ul>	<ul style="list-style-type: none"> <li>- We are kind through our actions. We do not cause harm to others.</li> <li>- How to greet staff/adults</li> <li>- Ways of speaking to staff/adults/peers</li> </ul>	<ul style="list-style-type: none"> <li>- Being respectful</li> <li>- Resolving conflict</li> <li>- We look after personal and school property</li> </ul>	<ul style="list-style-type: none"> <li>- We show staff that we are ready to listen, to learn and to follow instructions.</li> <li>- Playing safely and respectfully</li> <li>- We follow any instruction we are given first time</li> </ul>	Review

## 5 Pillars of pivotal practice

Paul Dix also writes about 'The 5 Pillars of Pivotal Practice': The five behaviours adults in school should adopt to support children in developing positive behaviour practices in school and to embed positive classroom and school cultures.

In order for us to successfully implement, the 'Scotch Orchard way' there are 5 elements of practice which are crucial.

Consistent and calm adult behaviour	Relentless routines	First attention for best conduct	Scripting difficult conversations	Restorative follow up
				
<p>Do not shout or respond emotionally to poor behaviour.</p> <p>Responses are always rational and planned.</p> <p>Adult behaviour is deliberately modified to make the team effort consistent.</p> <p>Your model of being a rounded human being does a lot of the heavy lifting.</p>	<p>You will get more of the behaviour notice the most.</p> <p>School culture shifts when the focus shifts to the 95% of children who come every day, who do the right thing, who are honest, disciplined and diligent.</p> <p>Recognition mechanisms are used in every lesson to acknowledge effort, not achievement.</p> <p>Positive notes, positive phone calls and Hot Chocolate Friday are huge wins for minimal effort.</p>	<p>Meet and greet at the door of every classroom and position non-teaching colleagues strategically throughout the school.</p> <p>The rules are limited to three words: ready, respectful, safe.</p> <p>Deliberate teacher routines are designed to make transitions easy for everyone (e.g. calling the class to silence, signals for the start of a task/end of a lesson, transition rituals).</p>	<p>Interventions are designed so that staff can hold the boundaries while staying calm.</p> <p>Rational steps to address poor behaviour include scripted interventions and planned conversations.</p> <p>Consistent use of the 30 second intervention script by all adults.</p>	<p>Restorative conversations are chosen for incidents that need restoration.</p> <p>Relational paths out of difficult events are preferred to punishment roads.</p> <p>Students get what they need, not just what they deserve.</p>



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### **Step 5: Ongoing concerns**

If children are regularly reaching step 4, consider an individual behaviour plan or risk assessment with SLT.

### **Step 4: Restorative Conversations**

Conversation held with a member of staff involved or member of Senior Leadership Team.

### **Step 3: Time out (time to regulate)**

If children are not correcting behaviour, they will sit in a calm corner with a sand timer to earn the right to rejoin the class. Any incomplete work to be completed at breaktime or lunchtime.

### **Step 2: Warning**

Adult will give children a clear warning to make them aware of their behaviour and how it is not meeting school rules.

### **Step 1: 'The Scotch Orchard Way'**

This is where everybody should be. Demonstrating being safe, respectful and ready and showing our school values.



FANTastic

Walking

Face forward, silently

Arms by sides

Neat line, one behind  
the other

Take time to walk, no running.



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FANTastic  
listening

Face forward, hands  
together

Always sit up straight

Nothing in my hands

Track the speaker



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## Privileges

**Privilege**

Name - \_\_\_\_\_

Has been awarded this privilege because...  
\_\_\_\_\_

They have chosen the following privilege...  
\_\_\_\_\_

They will take this privilege on...  
\_\_\_\_\_

The certificate features a crest in the top right corner with the text 'SCOTCH ORCHARD SCHOOL' and 'VIRTUTE ET INDUSTRIA'. The background is decorated with a grid and several stars.

**At Scotch Orchard, we recognise the importance of identifying positive behaviour and rewarding it. As a result, children can be rewarded with Privilege Certificates for showing exceptional behaviour. This can be linked to achievements aside from academic recognition, such as effort and behaviour for learning. Teachers and pupils create their own privilege rewards together and create a list of no more than seven privileges. Privileges will be given on a Friday, linking to school's attendance strategy of improving school attendance. Teachers can give up to 4 privileges a week. Children also wear a lanyard when it is their privilege day so that all staff members can see that the child has gone above and beyond and can therefore be praised by all staff, not just their class teacher.**

## **Behaviour Recognition Award**

During our celebration assembly on a Friday, one 'Behaviour Recognition' certificate will be given to a child for demonstrating exceptional behaviour. The year group for children eligible of receiving the certificate will change each week. However, more than one behaviour certificate can be given if exceptional behaviour is noticed.

## **Breakfast Club and Lunchtime Behaviour Recognition Awards**

During our celebration assembly on a Friday, two certificates for exceptional behaviour in Breakfast Club and from lunchtime will be provided by our Senior Lunchtime Supervisor and Breakfast Club manager, Paula Borton. One certificate will be given to a child in Early Years/Key Stage One and one in Key Stage Two.



