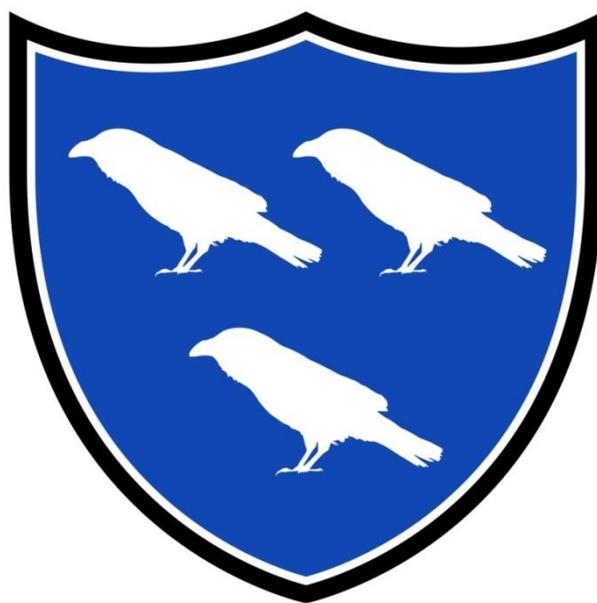


Valley Primary School



Behaviour Policy

Because we...

**Care – Learn together - Aim high
Be honest - Look after what we have**

We are...

Ready – Kind and Considerate - Safe

Updated: July 2019
Review Date: July 2020

Philosophy

Valley Primary School is committed to creating an environment where exemplary behaviour underpins productive learning. It is a place of safety where firm boundaries guide and support; where self-discipline outweighs compliance; where high expectations lead to lifelong learning; where care and respectful relationships build self-esteem. Everyone at our school is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. The school embraces a Restorative Approach as a means of empowering adults to be effective problem solvers, developing empathetic and responsible pupils. Successful Restorative Approaches foster awareness of how others have been affected by inappropriate behaviour. This is done by actively engaging pupils and adults in a process which separates the deed from the doer, allowing people to make amends for the harm caused. A restorative ethos places the value of relationships at the heart of the school. It teaches children responsibility, develops their emotional literacy, builds and nurtures relationships and promotes positive learning strategies and problem solving.

Aims of this policy

To provide simple, practical procedures for staff and children that:

- Create a culture that excellent behaviour is the minimum expectation for all; for learning, for relationships, for building a community.
- Ensures the language of our Core Values and Expectations permeate through our daily interactions.
- Create a culture of shared ownership for the behaviour of learners; where adults work together to teach appropriate behaviour through positive intervention. Adults working in every role are equipped and empowered to follow through with incidents of poor behaviour.
- Ensure that all learners are treated fairly; shown respect and good relationships are promoted.
- Ensure that learners are encouraged to take control over their behaviour and be responsible for the consequences of it.
- Enshrine consistency and certainty of response.
- Make consistent positive reinforcement easy with clear procedures for reinforcing, encouraging and celebrating great behaviour.
- Define the agreed consequences to be applied at the classroom level as well as established structures for more serious behaviours.

Five Pillars of Practice

- Consistent, calm adult behaviour
- First attention to the best conduct
- Relentless routines
- Scripting difficult interventions
- Restorative follow up

Three Expectations

Three rules that we promote and reinforce in our classrooms, assemblies, corridors, lunch hall, playgrounds:

Be Ready

Be Kind and Considerate

Be Safe

We teach the children, from Reception to Year 6, what it means to be Ready, Kind and considerate and Safe in different contexts within the school. (See Valley Vibe Posters)

Adult behaviours

- Meet and greet each pupil at the classroom door.
- Refer to 'Ready, Kind and considerate, Safe'
- Be fair and consistent.
- Give first attention to the best conduct.
- Model positive behaviours and build relationships.
- Listen to pupils and understand.
- Plan lessons that engage, challenge and meet the needs of all learners.
- Use a visible recognition mechanism throughout every lesson.
- Be calm and give 'take up time' when going through the stepped boundaries. Prevent before sanction.
- Follow up every time, retain ownership and engage in reflective dialogue with pupils.
- Never ignore or walk past pupils who are behaving badly.

Routines

- **Courtesy and good manners.** Pupils are recognised for showing great manners; through their words, actions and body language; shown consistently to all peers and adults in school.
- **Quick and focussed responses to a signal for attention.** Adults will use a range of techniques to gain attention of a group of learners, appropriate to the lesson or environment. These are made explicit to the pupils then positively reinforced.
- **Calm, orderly transitions – The Valley Vibe,** including lining up; walking quietly; holding doors. High expectations are set by all adults and relentlessly reinforced. Pupils develop self-discipline by managing transitions independently during less structured periods of the day.
- High expectations of the **tidiness and organisation** of the school environment are modelled and consistently pursued, in corridors; playgrounds; halls; classrooms; learning bays. Displays, interesting and varied signage, photographs of learners all reflect our Core Values and Expectations.
- Wearing **school uniform** with pride. Pupils are encouraged to show their sense of belonging to the school community by wearing the correct school uniform and PE kit and adhering to these boundaries.
- Consistent **environment** that displays the quality of the learning in our school, and echoes our Core Values and expectations, and has positive images of learners.

First attention to the best conduct

We recognise and reward learners who go 'over and above' our standards. Although there are tiered awards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public, reward. We are working towards recognition replacing reward, and to recognition systems being more collective than individual, where learners are interdependent.

- Recognition systems: Targeted, specific praise and names on board
- Use of class level reward and recognition tool kit: E.g. marbles in class jar to earn a class treat; chart/raffle tickets to earn first Golden Time choice
- Playtime/Lunchtime/Care club house tokens for half-termly own clothes day
- Praise post cards from teachers/support staff
- Gold stars with Head/Deputy Head

Recognition for Over and Above

- Praise postcard from the Head Teacher
- Treat Friday with the Head Teacher
- Head Teacher gold sticker award
- Core Value awards

Language and Microscripts for intervening with behaviour

- I have noticed you are ...
- That's not showing me our expectation of...
- I need to see you/I need you to/ I expect you to.... Thank you for listening (then refocus attention on the positive within the classroom)
- Show me what ready/kindness/safe behaviour looks like in our classroom/playground
- I know you will...
- I know you're going to get this right in a minute
- Thank you for showing me you are ready/doing that in a considerate/safe way/doing that safely
- Do you remember last lesson/week when you... This I who I need to see today
- The choice is...or ... The consequence will be...I'll give you some thinking time
- That's not showing me you are being safe/kind/ready – How could you show me that now?
- We will ...(have a better lesson/day/playtime tomorrow)

Stepped boundaries

1. **Reminder** A reminder of the expectations; Ready, Kind and considerate, Safe; delivered privately whenever possible to the learner. The adult makes them aware of their behaviour. The learner has a choice to do the right thing.
2. **Warning** A clear verbal caution delivered privately to the learner making them aware of their behaviour and clearly outlining the consequences if they continue. The learner has a choice to do the right thing. Learners will be reminded of their good previous good conduct to prove that they can make good choices.
3. **Final warning/Time out** The pupil is asked to speak to the adult away from others; boundaries are reset; the pupil is asked to reflect on their next step; again they are reminded of their previous conduct/attitude/learning; the pupil is given a final opportunity to re-engage with the learning/ follow instructions and given private thinking time. (3-5 minutes)
4. **Consequence** The pupil informed that they have chosen to not to change the behaviour they were asked to and a consequence is given, that can be followed through soon as possible to allow for a fresh start next lesson/day.
5. **Repair** Use of the Restorative Questions to structure a reparation conversation.

Restorative Language is a calm, fair and respectful way of communicating which allows each person to express their thoughts and feelings. It helps maintain positive relationships within the school. If there has been a conflict, it focuses on the harm that has been caused and ways to repair the harm and restore the relationship.

What happened/Thoughts and feelings

Can you tell me what happened? What were you thinking at the time? Do you know how you were feeling? What are you thinking/feeling now?

Harm and Affect

Who has been affected or harmed by what happened? How?

Needs

What needs to happen to make it right or for you to feel better?

Is there anything you could do to repair the harm?

Agreement / negotiation

If the same thing happened again, what could be done differently?

Consequences

Adults make the decision on what consequence is appropriate and fair and follow it through. For playtime and lunchtime staff, a teacher is on duty every playtime to support with restorative conversations. Once pupils reach the consequence stage, this is recorded on safeguard in order for incidents to be tracked and monitored. A paper version may be used when it is beneficial to make a written agreement with a child. (See Appendix 2) Class teachers should file these. Staff should use their knowledge of the pupil, taking into account their age and level of understanding, when deciding if, when and how to use consequences. Adults should consider how best they can encourage a pupil to achieve his or her best and allow others to do the same. They should consider if consequences have been used previously and what impact they had. Appendix 1 has some examples which are for guidance only.

Classroom	Playtime/Lunchtime/Care clubs
<ul style="list-style-type: none">• Sit on individual table/or sent to learning bay outside the classroom• Sent to another class for set period• Missed playtime (5/10 minutes – pupils should be given opportunity to get fresh air, get a drink/fruit, go to the toilet, in order for them to have the best chance to improve behaviour for the next lesson)• Missed Golden time (5 minute increments)	<ul style="list-style-type: none">• A fixed term ban from a specific game/equipment e.g. for the rest of that day/session• 5/10 minutes off the playground in designated place

Yellow stage intervention

If poor behaviour persists, and the agreements made in the restorative conversations have not been adhered to, a more formal agreement will be drawn up, using the paper forms. (Appendix 2) This must also be logged on Safeguard. Pupils will have their behaviour discreetly monitored by adults to show progress towards the agreed expectations. Parents will be informed via a meeting and /or in writing. This is managed by the class teachers, alongside the Lead lunchtime supervisors and Care club manager when needed, with the support of SLT.

Red stage intervention - Serious breaches

Actions that fall below our expectations of conduct and have caused serious harm/hurt to others or caused purposeful damage, will result in red stage intervention (formally a red card). A consequence will be issued, then a reparation meeting held, resulting in a formal restorative contract. The pupil completes a written reflection sheet. (Appendix 2) This is managed by SLT, alongside class teachers, the Lead lunchtime supervisors and Care club manager when needed.

Consequences

- A fixed term working in another classroom or the SLT office (morning/afternoon/day/week)
- A fixed term move to another school within CSAT, usually one week
- A fixed time off the playground, where a school based community service job can be imposed.
- Loss of privileges, such as peer mediator/sports leader/school council roles, representing the school on a sports team
- A lunchtime exclusion, where the pupil is sent home for the duration of lunchtime for a fixed period
- Withdrawal from a school trip or organised school event
- Fixed term exclusion

Behaviours that would lead to a red stage intervention

- Comments directed to another person, spoken with intent and understanding, that would be construed as racist, homophobic or discriminatory against a faith/culture/language/country of origin/disability
- Threatening language or actions
- Swearing directed at a person or rude gestures
- Shouting / being verbally aggressive to another pupil or adult.
- Repeated or more serious incident of stealing
- Repeated or more serious damage to school or another person's property.
- Purposefully causing more serious physical harm to another pupil or adult.
- Bullying behaviours – repeated, intentional harmful words or actions directed at one person or a group; encouraging others to join in with such actions.
- Actions that could cause danger to self or others; and refusing to comply with adult instructions.

Understanding individual needs

This policy is based upon our expectation that adults working in our school will build relationships, gain an understanding of individual needs and use strategies and approaches that enable all pupils to flourish. Where pupils have specific needs that make it difficult for them to be Ready, Kind and Considerate or Safe in certain situations; we seek to problem solve and put in preventative strategies. But, if incidents occur where the safety, wellbeing or learning of others has been seriously affected, even though adjustments have been made, a Yellow or Red stage intervention would be put in place. Staff are encouraged to be open and supportive of each other; we are working as a whole team to promote excellent behaviour. Support is available via the Senior Leadership Team and teacher support service provided by Place2Be.

Peer Mediators

A team of Peer Mediators from Year 5 and 6 are trained each year by Behaviour Matters to use a Restorative Approach to help pupils resolve low-level conflict. Teachers and support staff can send pupils to see the mediators, who are on duty every playtime, to help with both classroom and playtime problems. Pupils can also approach the mediators themselves. The mediators are trained in assessing if the problem is appropriate for them to deal with and refer back to the adults if necessary. (See Peer Mediator poster)

Responsibilities

Head Teacher and the Senior Leadership team

It is the responsibility of the Head Teacher to communicate this policy to the school community, to ensure that disciplinary measures are applied fairly, consistently and reasonably, and that a member of the senior leadership team has been identified to take overall responsibility.

Senior leaders will:

- Meet and greet learners and parents at the beginning and end of the day
- Be a visible presence in the school to encourage appropriate conduct
- Support staff by sitting in on reparation meetings and supporting staff in conversations
- Regularly celebrate staff and learners whose efforts go above and beyond expectations
- Ensure staff training needs are identified and targeted
- Regularly share good practice
- Support adults in managing learners with more complex or entrenched negative behaviours
- Regularly review provision for learners who fall beyond the range of written policies
- Use behaviour data to target and assess school wide behaviour policy and practice
- Ensure new staff are inducted into policy and procedures

Governors

School Governors take a lead role in monitoring and reviewing this policy.

Staff

All staff, including: Governors, senior leadership, teaching and non-teaching staff, to support, uphold and implement this policy accordingly.

Parents and Children

Parents and carers have a responsibility to support their children and work in partnership with the school as outlined by the Home-School Agreement and Working Together document, and pupils must follow the policy and other associated policies including the Appropriate Use of Technology contracts and Home-School Agreement.

Volunteers and Club Providers

Volunteers and Club Leaders are expected to speak and respond to pupils in accordance with this policy. In return, pupils should maintain the high expectations of conduct and courtesy we would expect in all other school situations. Club providers are given the Behaviour Blueprint and a leaflet that outlines the philosophy of our policy.

Monitoring and review: putting policy into practice

- The school will ensure that they regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied
- Any issues identified will be incorporated into the school's action planning
- The Head Teacher will be informed of bullying concerns, as appropriate
- The Head Teacher will report on a regular basis to the Governing Body on incidents of serious breaches or bullying.

Links with other school policies and practices

This policy links with a number of other school policies, practices and action plans including:

- Anti-bullying policy
- Exclusion policy

Appendix 1 Examples of responses to negative behaviour

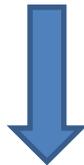
Playground

Pupil has been reminded that ball games are not allowed on that area of the playground and asked to return the ball to the adult. The pupil responds angrily saying it's not fair and throws the ball forcefully to the adult. She/he walks off towards a group, muttering.

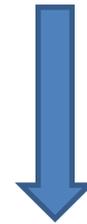


Adult stays calm, returns the ball, and interacts positively with other pupils playing. After a suitable calm down time, the adult approaches the group and asks the pupil to come to one side to talk.

The adult explains her/his actions were not considerate or safe, or in keeping with agreed routines of the playground and asks her/him to sit on a bench for a moment to reflect, saying she/he will return to speak to her/him in a few minutes.



The adult returns and uses the Restorative questions to structure the conversation. If the pupil acknowledges the harm, takes responsibility and offers an apology and reassurance it will not happen again, the adult can ask the pupil to continue the playtime as long as she/he is ready to be Kind and Considerate and Safe.



The adult returns and uses the Restorative questions to structure the conversation. The pupil is unwilling to engage in the discussion and does not take responsibility for her/his actions or offer an apology to help repair the harm.

The adult take the pupil to the teacher on duty. The teacher repeats the restorative questions, where possible with the adult present. If the pupil is unwilling to participate, she/he remains with the teacher on duty and an arrangement is made to meet next playtime. If she/he does take part, the teacher and adult on duty agree a fair consequence, such time off the playground to write a reparation letter.

An agreement is made to set the expectation for future playground conduct.

Record on safeguard then RJC can carry out a check in.

Appendix 1 Examples of responses to negative behaviour

Classroom

Pupil calls out in lesson. You have used non-verbal cues and given a discrete reminder but the calling out continues, distracting others and interrupting the flow of the lesson.



You remind the pupil of a lesson where they successfully listened without interrupting and remind them there is a consequence for continuing. Walk away. You acknowledge a great contribution/ attitude / work from another pupil.



Pupil continues with unwanted behaviour. You approach pupil at eye-level and calmly re-state your expectation and give a choice to improve behaviour or get a consequence. If appropriate, ask him/her to move away from other learners to give thinking time. Walk away, don't respond to any secondary behaviours (but note these) and continue to recognise positive learning and behaviour.



If pupil continues, calmly ask him/her to work out of the classroom for remainder of lesson. Arrange to speak to him/her at the next available break time.



If pupil engages in the lesson without calling out, acknowledge this quietly. Use whole class marble jar if this change results in whole class meeting the high expectation of learning behaviour.



At playtime, explain what the consequence will be, referring Ready, Kind and Considerate, Safe. (For example 15 minutes missed lunchtime play to catch up on the work missed.) Remind him/her of previous good conduct and reset expectations for next lesson.



Follow through with consequence as soon as is possible then use the Restorative questions to seek to understand if there were any triggers for behaviour. Use the questions to guide the pupil to understand the negative impact of his/her actions and to take responsibility for it. End with an agreement of what will change.

Record on Safeguard.

Class teacher checks in after a week.

Appendix 2



Because we...

Care – Learn together - Aim high - Be honest - Look after what we have

We are...

Ready – Kind and Considerate – Safe

Record of Restorative Conversation after incident

Name:

Class:

Date:

Main issue

Swearing/inappropriate language or actions <input type="checkbox"/>	Teasing/unkind language or actions <input type="checkbox"/>	Physical harm <input type="checkbox"/>	Damage to Property/Stealing <input type="checkbox"/>
Friendship dispute/controlling behaviours <input type="checkbox"/>	Non-compliance with routines/not responding to instructions/unsafe actions <input type="checkbox"/>	Inconsiderate behaviour to adults <input type="checkbox"/>	Derogatory/discriminatory language or actions <input type="checkbox"/>

Date of incident/s	Time	Location	Consequence if needed
	Playtime <input type="checkbox"/>	Playground <input type="checkbox"/>	Missed playtime <input type="checkbox"/>
	Lunchtime <input type="checkbox"/>	Pod <input type="checkbox"/>	Time out of class <input type="checkbox"/>
	Transition <input type="checkbox"/>	Corridors <input type="checkbox"/>	Missed Golden time <input type="checkbox"/>
	Lesson <input type="checkbox"/>	Classroom <input type="checkbox"/>	Time out of playtime/ <input type="checkbox"/>
	Care club <input type="checkbox"/>	Hall <input type="checkbox"/>	Care club <input type="checkbox"/>
	Other <input type="checkbox"/>	Other <input type="checkbox"/>	Ban from an activity <input type="checkbox"/>

Who is involved and how?

Name	Class	Involvement

Agreement	Signatures

Monitored by:

Check in date:

Check in

Issue resolved <input type="checkbox"/>	Issue improved, but more work needed <input type="checkbox"/>	Issue not improved (Consider yellow stage intervention) <input type="checkbox"/>
---	---	--



Yellow Stage Intervention

New intervention

Continued intervention

Name:

Class:

Date:

Reason for intervention:

(Types of behaviours, triggers, locations, time, others involved, impact on learning and wellbeing, response to prior restorative conversations, consequences used prior to this and impact)

Behaviours we want to see:

(Up to three realistic goals, agreed in conjunction with the pupil, linked to our high expectations of conduct)

Expected behaviour	Any adjustment/support needed

Monitored by:

Review date:

Pupil signature:

Parent signature:

Review

Expected behaviour	Successes	Further actions needed?

Intervention successful

Intervention to continue

(Complete new form)



Red Stage Intervention

New intervention

Continued intervention

Name:

Class:

Date:

Reason for intervention:

(What is the serious breach of our expectations, trigger, location, time, others involved, impact on learning and wellbeing, previous relevant incidents, response to prior restorative conversations, consequences used prior to this and impact)

Consequence:

(Refer to Behaviour Policy)

Behaviours we want to see:

(Up to three realistic goals, agreed in conjunction with the pupil, linked to our high expectations of conduct)

Expected behaviour	Any adjustment/support needed

Monitored by:

Review date:

Pupil signature:

Parent signature:

Review

Expected behaviour	Successes	Further actions needed?

Intervention successful

Intervention to continue

(Complete new form)



Because we...

Care – Learn together - Aim high - Be honest - Look after what we have

We are...

Ready – Kind and Considerate – Safe



Red Stage Intervention

Name:

Class:

Date:

PUPIL REFLECTION

What happened?

How did you come to be involved? What were you thinking/feeling at the time? What were you hoping/expecting would happen? What made you decide to do that? Which parts are you responsible for? How are you feeling about it now?

Harm and affect

Who has been affected or harmed by your actions and in what way? How do the other people involved feel about what happened?

Needs

What do the others involved need to make this better? What do you need? What can you do to repair the harm? How can you restore people's trust in you? What needs to change? What do other people need to see from you?

Agreement

What needs to happen to ensure this doesn't happen again? What actions/changes can we agree to that are fair to all those involved?

