



Victoria Primary School

Behaviour Policy



At Victoria Primary school we seek to build upon the skills and abilities of all members of the school community to encourage children to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of others.

Aims

- To create a secure, safe and happy environment
- To develop positive self esteem
- To develop self respect and respect for others
- To strengthen partnership between home and school and other agencies
- To establish an effective learning environment
- To foster an ethos of caring for one another

We will achieve this by;

- Having a positive whole school approach to managing behaviour
- By informing and involving parents / carers
- By expecting parental support
- By setting clear systems for celebrating appropriate behaviour and dealing quickly with inappropriate behaviour
- By teaching a behaviour curriculum through the PSHE curriculum, assemblies and day to day expectations
- By supporting the role parents play through parental learning opportunities such as Family Links parenting programme.

Promoting good behaviour

1. Catch them being good

Be constantly alert to appropriate behaviour and acknowledge it immediately. Be generous and honest with your praise.

2. Teach children the behaviours you want them to use

Don't expect the children to know what to do. Be specific...for example, "When I say **stop working** I want you to stop working straight away, put down your pencil and look at me. When I say **sit properly at the table** I expect you to put your legs underneath the table."

3. **Give rewards** for work and behaviour. Give both individual and class wide rewards. Make sure the reward is achievable. Individuals can earn rewards for the whole class.
4. All the adults in school will model the expected behaviour in their relationships with the children, the parents and each other.
5. Peer mentoring, building self-esteem of some individuals through working with younger children.
6. Buddying. For example, children carrying out responsibilities for staff or working alongside other children around school.

Dealing with inappropriate behaviour

1. **STAY CALM.**
2. **Separate the child from the behaviour.** For example tell the child, "The behaviour you have chosen is not acceptable because..." Instead of saying "You are a rude boy/girl...", say "Your behaviour is rude..."
3. **Maintain respect.** Model respectful behaviour and language.
4. **Use colleagues.** If there is a likelihood of the situation becoming confrontational, a fresh face can often bring a swift conclusion. It is not personal to you and you are not 'losing face' if you let someone else intervene.
5. **Use the behaviour stages sheet.** This is displayed in all classrooms. The most important thing to remember is to be assertive and consistent but not hostile or aggressive.
6. **When giving a warning** according to the behaviour stages, state that the child has chosen to receive a warning in a matter of fact manner and check that the child understands why they have received the warning. For example, "You have chosen not to follow instructions and have chosen to receive a warning." A yellow card is issued as a warning.
7. **Use proximity praise.** Praise the child or children next to the one who is not behaving.
8. **For the more difficult situations try the following:**

- Use of language - "I want you to get on with your work"
- If the child protests say " I understand what you are saying, but I want you to....or "Your instructions are to...."
- Some children need a little more time to control their behaviour. Give the instruction, "In two minutes I want you to be doing your work", or "when the long hand is on 2, I want you to....or use a sand timer.
- If the behaviour persists a red card can be issued. A red card results in break time detention.

SCHOOL RULES

We will:

- Be ready to learn and show resilience when things are challenging
- Respect everyone and all belongings
- Listen actively and respond appropriately
- Keep our hands, feet and objects to ourselves
- Only use kind words and treat others the way you want to be treated
- Walk sensibly and quietly

Class rewards

- Each class works towards a shared reward
- All classes will have a reward chart/class dojos
- Ten stickers/points equals a reward
- Stickers given can be to individuals, groups or the whole class
- Rewards will be negotiated with the children but within teacher set boundaries

Individual rewards

- Praise
- Stickers
- Recorded in achievement file & celebrated in achievement assembly
- H/T postcard posted home to parents
- Starfish - earned for being kind, having good manners etc
- Dojos

The school acknowledges the efforts and achievements of children both in and out of school. Children are encouraged to share out of school achievements eg. Swimming badges, football trophies. All school achievements will be celebrated on our achievement boards. This will be in the form of a photograph.

Yellow and Red Cards

- If children do not follow the school rules they can be issued with yellow or red cards and have their name recorded on the behaviour stages sheet
- A yellow card is a warning that they need to improve their behaviour
- A red card will be issued if this behaviour does not improve or is more serious behaviour
- Children who are given a red card will miss break time in detention and will be given a behaviour card for the week

Class Rewards

Class rewards need to be carefully considered, suggestions are:

- An extract from an appropriate DVD
- Extra playtime (staff will be responsible for supervision)
- Non uniform day (staff will need to ensure parents are notified)

Use of time out

Children will have 'time out' in the following classes if necessary and will be escorted to the other class by an adult, not expected to go alone. They will take appropriate work with them to do. The child will go to another class within their phase. Foundation Stage children will be given 'time out' within their own classrooms. In Nursery children sit on the thinking chair for time out.

Foundation Stage

Foundation Stage operate a traffic light system and all children start on green every day. They are moved to orange for minor incidents and are moved to red if these minor incidents persist or if there is a more serious incident. More serious incidents are recorded on the pink sheet. Children can move up or down the traffic light system. Children who do a good deed or are good role models will move from green to 'superstar'.

Behaviour cards

Children repeatedly committing Stage 2 behaviours or committing a stage 3 or above behaviour will receive a behaviour card. These are issued by the Headteacher following a review of the behaviour monitoring over the week by the Headteacher/Deputy/Assistant Head. The card has the child's name, class and reason for the card written on. The child must get the card signed by an adult for all sessions in class, on the playground and at lunchtime. The card is sent home daily and parents are expected to sign it every day. If a child does not return the card to school, a member of staff contacts parents and requests that they bring it in to school. Behaviour cards may be given immediately in some instances, for example if there is a breach of the ICT acceptable use policy. If a child persistently has a behaviour card, parents will be invited into school to speak to members of the Senior Leadership Team.

Communication with parents / carers

The school administrator, Mrs Hudson, will communicate to parents / carers by text to inform them that their children are in the achievement file and invite them to attend achievement assembly on Friday morning to see their child receive their reward. Mr Iqbal or another member of staff will speak to parents / carers to inform them that their child has a behaviour card and to remind them of the school expectations of them to sign the card every evening.

Lunchtime arrangements

- The lunchtime team are responsible for managing behaviour at lunchtimes
- The lunchtime staff will follow agreed school strategies for promoting positive behaviour
- The Senior Lunchtime Supervisor has overall responsibility and will meet with the lunchtime team regularly to review behaviour.
- Serious / very serious misbehaviour will be brought to the attention of the Headteacher, Deputy Headteacher or Assistant Headteacher who will take the necessary actions.
- Lunchtime staff, Headteacher, Deputy Head or Assistant Head will keep class teachers informed where necessary.

Procedures in the event that a member of staff needs support from another member of staff

Each room has a fluorescent card displayed on the wall. These are for staff to send with a responsible child, if they need support from another member of staff. This may be when first aid is required urgently or it may be that a child, or a class, needs removing from a situation to ensure the safety of themselves or others. If a child is refusing to co-operate or fighting it can

be helpful for a third party to take over dealing with that child as someone coming neutral to a situation can often help to diffuse things so that they can be dealt with calmly. Children with specific behavioral needs have an individual Positive Handling Plan.

All incidents referred to the Headteacher/ Deputy Headteacher /Assistant Headteacher will be taken seriously making it clear to our children, parents/carers that such behaviours will not be tolerated.

An investigation will be carried out and parents kept informed. Parents will be consulted. Outside agencies will be involved where necessary.

Actions to take if a child leaves the school premises

In the event that a child leaves the school premises the following procedures will be followed:

- inform any available staff and do an immediate "sweep" of the building and surrounding area
- if the child is not located, phone parents and inform them that the child has left the premises
- the police will be informed

Roles and Responsibilities of adults in school

- It is the responsibility of all staff to ensure that the rules are kept and that children behave in a responsible way. Do not expect someone else to deal with it.
- All adults will treat all children fairly. They will treat each child with respect and understanding.
- Class teachers liaise with the Inclusion Leader to involve external agencies as necessary, to guide and support the progress of each child.
- Class teachers report to parents about the progress of each child in their class in line with whole school policy.
- All adults model expected behaviour in relationships with children, each other and parents.
- Adults will record the name of any child displaying stage 2 or above behaviour on the monitoring sheets in classroom or in the playground / lunchtime books.

Role and responsibility of Headteacher

- It is the responsibility of the Headteacher to implement the school behaviour policy consistently throughout the school, and report to the Governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all the children in the school.

- The Headteacher monitors behaviour weekly and retains records of all reported incidents. These are contained in the behaviour file which is kept in the Headteacher's office.
- The Headteacher or Deputy Head / Assistant Head in the absence of the Headteacher, has responsibility for carrying out exclusions and informing all relevant parties. (see Appendix 2 - Exclusion.)

The roles and responsibilities of children

- To help to formulate their classroom charter
- To have a positive attitude to learning and work
- To follow the school rules and the behaviour policy
- To take responsibility for their own possessions and to treat the possessions of others with respect
- To respect the school and classroom environment, value all resources and treat them appropriately
- To accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of others.

Children in all classes will be given responsibilities eg. Registers, filling water bottles, tidying areas of the classroom, getting out books.

Children will be expected to:

- To return completed home learning on time
- To ensure all pencils, rulers and resources are returned to their correct place
- To keep all exercise books clean and free from graffiti
- To maintain the learning environment in line with the school policy
- To present their work to a high standard in line with the presentation policy
- Return any resources they have used
- Complete monitor duties as appropriate

The roles and responsibilities of Parents / Carers

- Parents / carers are expected to work in partnership with the school so that children receive consistent messages about how to behave at home and at school.
- Parents are expected to support their child's learning and to co-operate with the school as set out in the home/school agreement. This will be signed annually in the home school diary.

The roles and responsibilities of governors

- The Governing Body has a responsibility for setting down these guidelines and reviewing their effectiveness. The Governing Body supports the Headteacher in carrying out these guidelines.

- The Headteacher has the day to day authority to implement the school behaviour policy but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.
- To have in place a committee which acts on behalf of the governing body to consider any exclusion appeals.

Monitoring

The Headteacher monitors the effectiveness of this policy on a regular basis. She also reports to the Governing body on the effectiveness of the policy and if necessary makes recommendations for further improvement. This work will be done in collaboration with the School Improvement Committee.

The Headteacher keeps a record of any child who is excluded.

Any child who displays stage 2 behaviour or above has their name recorded on the behaviour monitoring sheets which are retained and reviewed weekly by the Headteacher, Deputy Head or Assistant Head.

Lunchtime staff record any incidents in the lunchtime monitoring books. KS2 playground has a monitoring book that is taken out by a member of staff on duty. Any incidents are recorded in that book at playtimes. These books are also reviewed weekly by the Headteacher or Deputy Head or Assistant Head.

The governing body are responsible for monitoring the number and frequency of exclusions and ensuring that the policy is implemented fairly and consistently.

Review

The policy will be reviewed every two years by the governing body. It may be reviewed earlier if necessary.

All staff and children will be consulted in the updating / amending of the policy.

Behaviour Stages

Strategies and sanctions to be used and action to be taken

Stage	Example of behaviour	Strategy / sanction	Action
1	<ul style="list-style-type: none"> × Calling out × Being disruptive × Ignoring instructions × Interrupting × Name calling × Play fighting 	<ul style="list-style-type: none"> • Proximity praise, e.g. praising children displaying the appropriate behaviour • Use of eye contact / frown • Reminder of expected behaviour, e.g. "I would like you to..." • 'Time out' in another class or against the wall if in the playground 	<ul style="list-style-type: none"> • Warning • Request an apology • Warning about receiving a warning on the behaviour tracker
2	<ul style="list-style-type: none"> × Hurting others - e.g. nipping, poking, pushing, tripping, kicking 	<ul style="list-style-type: none"> • Use the above strategies / sanctions • Remove a privilege e.g. playtime, lunchtime 	<ul style="list-style-type: none"> • Request apology • Record on the classroom behaviour tracker • Record behaviour on behaviour monitoring sheet or book
3	<ul style="list-style-type: none"> × Pattern of continually hurting others continues × The child has seriously misbehaved (see list below) × The child's name appears three times on the pink sheet or in book (monitored weekly by the headteacher) 	<ul style="list-style-type: none"> • Immediate involvement of the headteacher or deputy headteacher • The child will be given a behaviour card - progress discussed with child by classteacher and senior lunchtime supervisor • The child may be placed on the SEN register at School Action. Behaviour modification strategies will be included in IEP targets 	<ul style="list-style-type: none"> • Parents / carers will be informed by letter or telephone and may be asked to come into school • Head / deputy may apply stage 1 or stage 2 strategies / sanctions particularly with younger children • Child given a behaviour card and it monitored by Headteacher or Deputy Head • If there is no improvement after involvement of parents, outside agencies may also be involved

4	<ul style="list-style-type: none"> × Serious misbehaviour continues and does not improve with an agreed review period in spite of applying strategies / sanctions at RED stage × An incident of very serious behaviour occurs 		<ul style="list-style-type: none"> • The child may be excluded (see Appendix 2 - Exclusion - p.13) • The chair of Governors will be informed
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<p style="text-align: center;">STAGE 3</p> <p style="text-align: center;">Examples of serious misbehaviour</p>	<p style="text-align: center;">STAGE 4</p> <p style="text-align: center;">Examples of very serious misbehaviour</p>
<ul style="list-style-type: none"> • Refusal to co-operate • Disrespectful language directed at a member of staff • Abusive language directed at another child that has been heard by others • Fighting or causing injury to another child • Spitting at another child • Bullying (see appendix 1 in behaviour policy and safe school policy) • Deliberate racial, sexual or offensive remarks • Vandalism to property • Theft, including lack of respect of property • Leaving the premises without permission • Breaching the school acceptable use policy for ICT 	<ul style="list-style-type: none"> • Abusive language / verbal aggression directed at a member of staff • Planned or repeated assault by one child against another • Uncontrolled assault by one child against another • Bullying (see appendix 1 in behaviour policy and safe school policy) • Assault by a child on a member of staff • Wilful damage to school property • Repeatedly leaving the school premises • An act that would constitute a criminal offence

Exclusion

The school will use a varied range of strategies for children who have specific behavioural needs. If these fail over a period of time or a one-off incident is such that allowing the child to remain in school would seriously harm the welfare of children or staff in the school then a decision will be taken by the Headteacher to exclude the child.

Lunchtime exclusion

This would be for a fixed period of time where a child's behaviour is disruptive. If on return the behaviour continues this may lead to permanent exclusion at lunchtime.

Temporary Exclusion

The very serious misbehaviours listed on the behaviour stages chart may result in a temporary exclusion from school. This will be when alternative strategies are in place but the unacceptable behaviour continues / a one off or repeated incident puts the welfare of others at risk. The exclusion may initially be for one day. Further exclusions for the same type of very serious misbehaviour will increase in the number of days each time. The exclusion will be either the same day or the next day if this is more appropriate.

The Headteacher or the Deputy Head/Assistant Head acting on behalf of the Headteacher is the only person that can exclude a child.

Permanent Exclusion

A permanent exclusion may be the result of a serious one off offence or may be a last resort for persistent and defiant misbehaviour where alternative strategies and sanctions have not worked. At the point of permanent exclusion the Headteacher will have concluded that allowing the child to stay in school would seriously harm the welfare or education of other children or staff. The final "trigger" incident would be sufficiently serious to warrant permanent exclusion. All exclusions are reported to the Governing Body and the local authority.
(REF Pupil Exclusion manual Sept 2005)

Restraint

Staff would intervene to restrain children to prevent them hurting another child or adult. Staff will remove other children away from the potential risk situation in the first instance. For further details please see the Use of Force to Restrain Pupils Policy. Following any restraint a record will be completed by the member of staff involved on CPOMS.

Reviewed