



**Victoria Park**  
Primary Academy

# Behaviour Management Policy

2015

## INTRODUCTION

The Behaviour Policy at Victoria Park Academy relates directly to the vision statement and aims of the school in particular. Any reference to teachers refers to all adults that work with children.

From our Vision Statement:

We want our children to:

- Learn in a caring, happy, stimulating and safe environment.
- Feel valued, have high self-esteem and self-discipline, and are given appropriate opportunities to develop as independent learners.
- Are encouraged to respect the beliefs and values of the many different cultures in the community.

From our aims:

We will work with our children to:

- Develop an awareness of self and have self-confidence.
- Develop sensitivity to others.
- Develop self-discipline and understand what acceptable behaviour is.
- Develop self-esteem.
- Develop cooperation.
- Enable everyone to enjoy the same experiences regardless of sex, race or colour.
- Encourage individual children to develop a set of beliefs and values.
- Encourage children to develop confidence to make and hold moral judgements.
- Encourage all children to develop respect for beliefs and moral values of other religions, races and ways of life.
- Develop respect and care for themselves, their environment and the wider environment of the world.

## RATIONALE

There is an expectation that everyone who works at Victoria Park will accept responsibility for maintaining good behaviour throughout the school and will model the types of behaviour expected and stated in this policy.

To help staff achieve and maintain high standards in respect of behaviour management, appropriate management and peer support structures have been developed. Support documentation, Staff INSET and individual professional development have and will be organised, when appropriate, to:

- Maintain consistency of approach and standards for established staff.
- Support the induction of new staff.
- Support supply staff working in the school.

The Behaviour Policy has been developed and produced in such a way as to be clearly understood by pupils, parents and other school staff (e.g. dinner supervisors).

Any rules introduced, for instance as class rules etc., must be derived from the principles underlying this policy and consistent with them. A healthy balance between rewards and sanctions is expected in all situations. Both should be clearly specified. Pupils should learn from experience to expect fair and consistently applied sanctions for inappropriate behaviour, which make the distinction between serious and minor incidents apparent.

While all staff should ensure that the rules are applied consistently, there is flexibility to take account of individual circumstances. More specifically, staff should try to avoid sanctions for whole groups and NEVER consider sanctions that humiliate pupils.

Personal and Social Education is an integral part of our curriculum. Opportunities for discussion and activities related to behavioural aspects of school life should be part of planning for all year groups in PSHE.

The environment of the school, both inside and outside, plays an important part in setting the right atmosphere for positive behaviour. The displaying of pupils' work is important in creating an attractive environment, which increases the pupil's self-esteem and fosters a sense of ownership of the premises. All staff should actively encourage this.

The importance of efficient and sensitive timetabling to reduce any problems associated with the circulation, supervision and classroom management of pupils should be recognised, together with the strategic placing of senior staff during mass circulation periods. In the same vein, staff moving about the building should be aware of and take responsibility for all pupil behaviour.

Parents will receive positive and constructive comments about their child's work and behaviour as a matter of course and parents will be involved at an early stage when behaviour concerns arise. It should be recognised that the pupil's behaviour at home may differ markedly from their behaviour at school. This should be taken into account in discussions with parents.

Every effort will be made by the school to develop and maintain an active partnership with parents to promote good behaviour and to ensure a welcoming environment for parents at all times. Parental involvement in the school and in working with children at home will be encouraged. Communication with parents should be seen as an ongoing activity, not just reserved for formal parent's evenings.

In order to facilitate this communication with parents, the school's induction procedures for new pupils, will ensure that the school's behaviour policies are fully and clearly understood by both pupils and parents. The "Home-School Agreement" will have a key behaviour focus.

Parents and pupils will be reminded on a regular basis of expectations related to behaviour and any changes in this policy.

## POLICY INTO PRACTICE

Victoria Park's Behaviour Policy is underpinned by a commitment to adopting the "Assertive Discipline" approach to behaviour management

Assertive discipline requires a commitment from all staff at the school to adopt a consistent approach to behaviour management. Without this commitment the children will:

- Receive different messages about behaviour expectations.
- Feel insecure, when working with different staff in different situations.
- Not have a clear understanding of the boundaries within which they work in school.

The following guidelines inform staff about the assertive discipline approach and how this is put into practice at Victoria Park.

Assertive Discipline is recorded collectively for the whole class on a Behaviour Tracking Sheet; this covers levels 1 to 5.

These tracking sheets and records should be maintained and retained by the class teachers as a reference if further action is necessary.

The leadership team keep a Behaviour Log which is held centrally. This log details action taken by senior staff when a child is referred to them.

## KEY ELEMENTS OF THE BEHAVIOUR PLAN FOR PUPILS

### 1. RULES - which pupils are always expected to follow

There are two main sets of rules that need to be discussed and agreed with the children:

- General school rules which reflect the School Values
- Class rules

There are other situations when specific rules will need to be discussed and agreed with children. These are in situations such as:

- Extra-curricular activities.
- Working with specific equipment: e.g. computers, science equipment etc.
- School trips.
- Residential visits.

These rules should be agreed after consultation with the children. There needs to be an element of consistency between classes in year groups and between phases.

The actual words used are important, as the children must have a clear understanding of what the rules mean to them.

2. REWARDS - to be given when the pupil behaves to the expected level.

Rewards should be relevant to the age of the children, should be written in appropriate language.

3. CONSEQUENCES - to be used when pupil behaviour falls below the expected level.

It is very important that the children have a clear understanding of the consequences of not meeting behaviour expectations. These consequences should be discussed and explained, with examples of actions that would result in warnings etc.

Under no circumstances should corporal punishment be used or unreasonable force. Any member of staff who does so will be subject to disciplinary action that could result in dismissal.

### KEY ELEMENTS FOR TEACHERS

Teachers, in the classroom situation, are expected to:

1. Agree with pupils and then display a Classroom Rule Board

Make it a focus of the room and refer to it daily.

2. Give specific instructions for each classroom situation.

Plan instructions carefully. Be clear and concise.

Pupils should understand:

- What is required of them
- The time they have to complete a task.
- The resources to be used.
- The seating arrangements.
- The appropriate noise level.

(Try not to phrase instructions in the form of questions).

3. Give positive reinforcement for appropriate and on-task behaviour:

- Use plenty of praise.
- Use rewards such as house points, certificates
- Letters/phone calls home.
- Visit to SLT.

4. Use redirecting techniques for non-disruptive off-task behaviour:

- The "Look".
- Physical proximity.
- Include pupil's name in lesson.
- Give proximity praise.

5. Use behaviour consequences for disruptive and continually off-task behaviour.

Make sure pupils understand what is expected.

Pupils have to accept responsibility for the actions.

Give children the opportunity to make the right choices.

Pupils are to be encouraged to enjoy positive recognition rather than consequences – the peer culture effect.

Staff should think very carefully about their actions when a child is not responding to warnings and consequences:

- Don't become upset or angry.
- Keep control in a "matter of fact" manner.
- Don't be drawn into an argument with a pupil.
- Don't back yourself or the pupil into a corner- there must always be a way out. Move "in" and "out" as necessary.
- Use reminders and prompts to AVOID "circling" on the tracing sheet, but if this does not work carry the plan through and record each incident.
- After circling use the first opportunity you can to recognise positive behaviour.

If a child's behaviour continues to cause concern then further action will be required that involves the involvement of other members of staff. It is important all staff to know and follow the behaviour pathways and agreed structures so that, again, children receive a consistency of approach and treatment.

6. Work with colleagues and senior management.

- "Time out" in own classroom.
- "Time out" in another class.
- Reinforcement from Senior Leadership Team.

7. Communicate with parents. Where possible do this informally and sooner rather than later. Have a telephone contact number handy to contact parents, tell them about improvement as well as concerns. Inform your line manager of your actions.

8. Use individual Behaviour Plans for pupils with severe behaviour problems. The need for attainable targets and accurate records is essential. The aim being to reduce the risk of exclusion for children who do not respond to assertive discipline.

The drawing up of the Individual Behaviour Action Plan (BAP) must be done in consultation with the SENCo.

If a child is already on a BAP then the member of staff must consult with the SENCo to consider revising plan.

9. Document severe pupil behaviour.

Staff may be asked to keep detailed records on children who have very severe behaviour concerns. This is to aid senior staff in any further action that may have to be taken.

10. Work with other staff including supply teachers that take your class.

Other staff need to know about any specific needs in your class

Always discuss concerns with colleagues in your group/phase.

Staff meetings have agenda items to enable staff to share concerns regarding particular children.

Always ensure that Tracking Sheets and documentation are available in your classroom (Planning Folder) if you are not there, so that other staff know what the situation is for that day.

#### CLASSROOM BEHAVIOUR PLAN DISPLAY BOARD

This includes the key elements of the assertive discipline behaviour plan, details of the school house system and house point charts and the class credit system.

House point recording sheets are also available and these should be filled in using dry-wipe markers and cleared after monitors have collected the points on Thursday afternoons.

Monitors will also collect class and individual certificates for presentation in Friday's Achievement Assembly.

#### BEHAVIOUR MANAGEMENT

The Behaviour Plan has five levels, which will deal with different behaviour incidents.

Levels 1, 2, & 3. Minor behaviour concerns within the classroom or playground.

Managed by: Class teacher who maintains tracking sheet and monitors behaviour of child.

Level 4: Continual refusal to co-operate with staff.

Child continually reaching level 3.

Managed by: AHT and DHT, who will work with child and parents. The SENCo may be involved at this stage. Staff who referred child must be kept informed of action taken.

Level 5: Severe behaviour/refusal to co-operate/follow instructions.

Physical aggression (to staff or pupils)

Verbal aggression (to staff or pupils).

Unacceptable body language (towards staff).

Managed by: Leadership team.

If a child reaches level 5 this requires immediate referral to the leadership team (including the Head of School).

Action taken will involve immediate contact with parent/guardian of child.

Details of incident and action taken will be recorded in the "Behaviour Log" and copies of any reports from other staff, including tracking sheets etc., will be included.

In certain circumstances parents will be asked to take their child home for the rest of the day, and a meeting arranged for the next day to discuss the child's future behaviour and to agree a behaviour plan.

#### LUNCH TIME BEHAVIOUR PLAN:

Assertive discipline is an important aspect of the management of behaviour at lunch time. Lunch time staff will be expected to adopt the same attitude and principles, as all other staff, to the children, at this critical time of the day.

Bullying is treated very seriously at Victoria Park. The act of bullying is a very worrying aspect of any child's behaviour and it can have an extremely damaging effect on the child who is being bullied.

#### Identifying bullying

Everyone at the school must be aware of the serious nature of bullying and what steps to take if:

1. A member of staff encounters a situation where they suspect bullying is taking place.

Action: Staff should:

- Address the immediate situation.
- Separate the children involved and arrange for them to be seen by a member of the SLT as soon as possible.
- Make a written record of what you observed.

2. A child tells a member of staff that they are being bullied.

Action: Staff should:

- Listen sensitively to what the child tells them.
- Tell the child that they are going to write down what they have said and that they will speak to a member of the SLT immediately. Reassure the child that they have done the right thing in talking about what has been happening.
- Reassure them that now that they have told you the situation will be addressed immediately and that they will be told about what is going to happen.
- Report what has been disclosed by the child to a member of the SLT as soon as is possible.

3. A parent or other adult complains that a child is being bullied.

Action: Staff should:

- Arrange for them to be seen by a member of the SLT immediately if possible.
- If for any reason a member of the SLT is not available, then listens and records what the adult has to say.
- Tell them that you will be reporting their observations to a member of the SLT and that they will be contacted that day to arrange a convenient appointment to discuss the matter.
- Assure them that action will be taken immediately to investigate the matter and that any children concerned will be seen and reassured if appropriate.



### What will happen when an incident is reported to the leadership team?

- The matter will be fully investigated as a matter of urgency.
- All the children involved will be seen and their views on the matter recorded.
- If a case of bullying is established then the parents of all the children involved will be seen.
- A course of action to address the bullying will be agreed and implemented.
- Exclusion will be used as a sanction if appropriate and certainly if the bullying is repeated after the initial incident.
- Counselling and support will be arranged when appropriate.
- All the staff involved will receive feedback on the action taken and the matter will also be discussed at a Staff Meeting to inform all staff of the situation.

### Important note:

The word bullying means different things to different people, children (and parents) often use the word in the wrong context. Staff should be aware of this and why it is so important to inform senior leaders immediately so that the matter can be dealt with in a uniform and consistent manner. As a general rule, use STOP – Several Times On Purpose. An isolated incident of poor behaviour does not automatically constitute bullying.

### Internal referral

- Children who do not respond to assertive discipline and regularly reach levels 4 and 5 (see appendix for guidance) these children then become at risk of exclusion unless additional support and intervention is provided.
- Children whose behaviour suddenly changes as a result of external trauma e.g. family problems, death, illness etc.

### External referral

Children placed at the school through Special Educational Needs route.

These children will:

- Have had a statutory assessment and an EHCP to address their needs agreed.
- Children placed at the school following a request from the LA. These children will have been (or are at risk of being) permanently excluded from their previous school. Their placement is designed to explore the possibilities of the child being reintegrated back into mainstream.
- Quite often these children are in Y5 / Y6 and they need an appropriate environment in which they can be supported and assessed and a decision made in respect of their potential to move into secondary mainstream education.

The following process will be followed for the children who move onto a Behaviour Support Plan. It is recognised that the support and intervention provided will vary from child to child, but it is important that there is consistency of approach to the process so that all children are treated equally.

The process will differ initially in respect of Internal and external referrals in terms of assessment but once a child has been accepted onto the programme the process will essentially be the same. Throughout this process it is recognised that school will access from and work in conjunction with, the LA in terms of involvement from:

- Schools Educational Psychologist.
- Inclusion and Access team.

### Initial Referral and Assessment.

#### Internal Referral:

##### Stage 1.

- Concern is expressed by the class teacher in respect of the child's behaviour. A Referral is made to the Behaviour Support Team (BST) with a request for the child to be placed on a BAP.
- Evidence is provided in the form of:
  - Tracking sheets
  - In class behaviour plans
  - Details of specific incidents and action taken.
  - Details of incidents recorded by senior staff in School Behaviour Log.
  - Record of any contact, meetings with parents.
  - Details of any discussions with SENCo and consequent action.
- A meeting is set up with the relevant external agencies and school staff.
- The SENCo will consider the referral and have the authority to:
  - Ask for further information and assessment before making a final decision.
  - Suggest actions that the class teacher can take with the child. This will be supported by the SENCo and the SLT.

#### External Referral:

- A request is received from LA to place at child at the school, maybe additional support into mainstream.
- Evidence will be provided by the LA in the form of:
  - EHCP if child already assessed.
  - Action taken to date.
  - Documentation from previous schools.
  - Medical records (if appropriate).
- The SLT will consider the referral and have the authority to:
  - Place the child on a BAP
  - Ask for further information and assessment before making a final decision.

- Inform the LA (with supporting documentation) that a placement at the school, in this instance, is not appropriate.

Stage 2: (applicable to internal and external referrals)

- A meeting of the SENCo will be called to agree a Behaviour Support Programme for the child.
- The programme will agree
  - Placement of child within year group.
  - Identification of child's behaviour mentor.
  - Action required, addressing statement of need, if child has one.
  - Behaviour targets (short, medium and long term).
  - Support and resources to be made available to class teacher and year group.
  - Withdrawal strategy and if appropriate restraint procedures. (See restraint policy).
  - Arrangements for meeting with child and parents/ carers.
  - Date and time of first review meeting.

Stage 3:

The Behaviour Manager arranges meetings to discuss the BAP with parents/carer. Staff present at meeting will be:

- Member of the leadership team
- SENCo
- Class Teacher
- Child's mentor

The BAP will be discussed with parent and any queries answered and clarified.

Following this meeting, a further meeting will be held with the child present, when the BAP will be explained and agreed.

Present at this meeting will be:

- Parent / Carer
- SENCo
- Class teacher
- Child's mentor.

Stage 4:

The BAP will be reviewed as follows:

- By appropriate school staff, at times identified within the programme. This includes regular reviews between the child and their mentor.
- By the SENCo during normal monitoring procedures
- On a formal basis once every term when the team, who met to discuss the initial BAP with parents and child, will reconvene. Parent and child will be present and form an important part of the process.

## Stage 5:

This stage reflects the findings of the review process at Stage 4.

- Review concludes that the BAP has been successful recommends that the child can now come of the programme and return to normal AD procedures within the classroom and general school situation.
- Review concludes that the BAP is impacting upon the child's behaviour, but needs to be continued for a further period of time. New BAP plan is agreed as at Stage 2 and the process continued within specific time frame.
- Review concludes that the BAP is not impacting upon child's behaviour. Further action and assessment is required, with the possibility of a placement outside the school provision.

## Stage 6.

Child is referred to LA Panel for further assessment which could result in:

- Child receiving an EHCP
- Child being placed in specialist provision.

School will assist in this process, providing detailed evidence of actions taken (BAP); assessments carried out and review findings.

Parents and child are made aware of referral to LA and reasons for the referral.

## Monitoring and Review

This policy will be monitored and reviewed by the governing body. The Head of School will report how well behaviour is being managed through a termly report to governors.