

Behaviour and Learning Policy



Victoria Park
Primary Academy

The school has a positive and inclusive approach to managing behaviour. We believe in encouraging good behaviour through a range of positive behaviour management strategies.

Through this positive approach we aim to pre-empt inappropriate behaviour, thus enabling us to focus on good behaviour. We believe strongly in the importance of promoting and praising good behaviour.

We put great emphasis on the importance of interacting with others in respectful ways through speech, actions and relationships.

We aim to provide care and support for our children and guide them to learn how to manage their behaviour appropriately.

We give children choices and make it clear as to the consequences of the choices they make. We believe that children have rights and responsibilities

Children have the right to be safe, treated politely and to learn without disruption. Children have the responsibility to care for themselves, other people and their school.

We expect all adults and children to:

- Treat each other with courtesy and consideration, by treating others as we wish to be treated ourselves.
- Talk and listen to one another in order to understand and respect each other, making sure we hear all sides and do not jump to conclusions.
- Be fair and consistent to each other, however we recognise that by treating people fairly we may not treat everyone the same.
- Value, take pride in and care for the school by looking after school property and equipment.

Our Values

- F** - Focus on Family
- I** - Insist on Excellence
- D** - Do good as you go
- E** - Embrace Innovation
- S** - Seize Success

Focus on Family

- All staff take pride in the whole school environment/work/displays
- Staff have high expectations in all they do and expect the same from others
- All staff implement agreed policies and procedures
- **All staff are responsible for behaviour - We all own everyone's behaviour**
- Staff clearly understand the vision of the school and focus on common goals All staff believe in a culture of support and not blame
- All staff are responsible for their own CPD and use this to develop as a leader.

Insist on excellence

- All staff encourage all pupils to reach their full potential and to strive for personal excellence
- All individuals are of equal worth and have equal rights to have their needs met and their potential developed.
- All staff understand that raising achievement is seen as a fundamental aim of education
- Staff show a readiness to try out new ideas / projects and incorporate current research into existing good practice
- Staff have high expectations set for standard of work in books from all pupils.
- High expectations for pupils' behaviour in and out of school.

Do good as you go

Embrace Innovation

- All staff create an inspiring environment – role play areas, displays, outside activities, trips and visits.
- NICER curriculum is embedded across the school to provide real and purposeful learning opportunities.
- Planning incorporates a range of learning styles to inspire pupils – RISK TAKING
- All staff learn from each other – modelling – team teaching -2:1 – coaching and modelling.

Seize Success

- Positive Reinforcement and Rewards
- The school talks about values regularly and how these are reflected in children's behaviour.
- Class rules
- Each class create their own set of class rules at the start of each academic year. The rules are worded positively, are an integral part of every class and may change and evolve over the year.

Contents of this policy:

1. Positive behaviour reinforcement (Rewards)
2. Inappropriate behaviour (Sanctions)
3. Expectations in school
4. Around the school and at play times (Guidance for lunchtime supervisors)

Appendices:

1. In class Behaviour Flow Chart
2. Positive behaviour strategies table
3. Hierarchy of consequences table
4. Behaviour referral forms

Positive behaviour reinforcement (Rewards)

Good behaviour is celebrated and rewarded at Victoria Park Academy. Some of the ways we celebrate good behaviour are:

Positive behaviour reinforcement: Class Traffic light system – *catch them being good*. Dojo, stickers, praise, encouragement, certificates, non-verbal acknowledgements, roles and responsibilities, correctly pitched and engaging work. **Positive relationships.**

Behaviour traffic lights

All classes to display traffic lights on wall (laminated card circles). All children's names are written on pegs and all start on green. Teachers recognise positive behaviour by moving children up. Children can nominate others for good choices. (Reinforce that these moves are for behaviour choices (not learning outcomes). Anyone who has been on gold during the week will have their name entered into draw during celebration assembly.

Peaceful places/Reading corners

Each class has a peaceful place. This is a place where children can go to take 'time out' in a positive way. Peaceful places are also used to encourage children to reflect upon their actions. Timers may be used if appropriate or necessary to limit the time spent in the peaceful place. (These should not be used as an option by children to avoid work or an awkward situation – in these cases a timer must be used.)

Responsibility

Children are given responsibility in class and around school in a variety of ways ranging from class monitors, school monitors, house captains and sports leaders as well as through the school council.

Curriculum

At Victoria Park we strongly believe that the curriculum plays a very important part in the positive approach towards behaviour management. A stimulating and enjoyable curriculum, with well planned, interesting and challenging activities promotes independence and good behaviour. School encourages systems and routines to keep well-ordered classrooms (for further details see the staff handbook)

The values and school rules are reinforced by the adults in school by:

- Giving clear and concise directions to children so that misunderstandings do not arise
- Praising pupils who comply
- Backing up verbal praise with action

Inappropriate Behaviour (Sanctions)

At Victoria Park we will not tolerate behaviour which impacts on other peoples learning and /or safety.

Incidents of inappropriate behaviour should be dealt with promptly and fairly. In no way is it the intention of the sanctions to humiliate or embarrass the children involved.

In all instances our first approach to addressing inappropriate behaviour is through positive behaviour reinforcement, and welcoming the child back to their learning. However, if inappropriate learning behaviour persists, then we have a clear sanctions structure to follow:

Low level disruption: Verbal reminder – move to yellow, encourage to return to green. **Continued low level disruption:** Positive behaviour reinforcement, possible reflection in 'book corner/calm space' – if behaviour persists then move to red. Again, encouraging to return to green by end of lesson.

If still on red at the end of the lesson: Child and adult discuss reasons and co-decide relevant sanction: repeating/completing work, missing part of break, missing part of lunchtime, reflection sheet completed. *If this has failed to deescalate the behaviour then...*

Timed (10 minute) reflection in partner class: Behaviour referral completed, child to complete reflection sheet. (log sheet with SLT) **Welcome child back to class for a fresh start.** If behaviour persists...

Timed (10 minute) reflection with phase leader: Behaviour referral updated.
Welcome child back to class for a fresh start.

If all of the previous stages have failed to deescalate or affect the behaviour – child accompanied to SLT. Or – if one-off behaviour is deemed severe (risking safety, racist dangerous, threatening, bullying)

1. SLT to deescalate and return to class **Welcome back for a fresh start** or
2. SLT to investigate, agree sanctions and inform teacher and parent

Persistent challenging behaviour: SLT made aware through behaviour referral sheets. Class teacher to co-design behaviour support/recording chart – using positive, motivation to encourage behaviour choices – share this with parents, all sign off weekly and send copy to SLT. If no improvement, teacher, parent and SLT to meet for inclusion support meeting.

(If within the agreed system, the sanction is to lose break time, it is the class teacher's/ TA's responsibility to supervise children in their classroom.)

The above model may not be suitable in all occasions; for instance, where a child is deliberately putting themselves or others at risk or physically hurting anyone it may be necessary to involve Headteacher/Deputy Headteacher immediately.

Incidents are to be recorded on a behavioural referral form and forwarded to the Deputy Headteacher. This will help keep track on how often children are displaying inappropriate behaviour and therefore whether or not more intervention needs to take place.

If inappropriate behaviour occurs at break times, the staff members on duty need to deal with it immediately. Children will be asked to sit in the 'thinking zone' for an agreed amount of time in order to reflect on their inappropriate choices. If asked to stay there until the end of break time, they will then need to be collected by their class teacher who will then follow up the incident once back in class.

If inappropriate behaviour continues over a period of time and the above procedures are not having an impact then an Individual Behaviour Plan may be drawn up and the following actions may occur (see appendix).

Discussion between teacher/child/parent - agreeing on targets for behaviour

- Seclusion in school
- Child excluded from lunchtimes (If lunchtime related)
- Child reduced to a part time timetable
- Fixed term exclusion
- Permanent exclusion

It can only be the decision of the Headteacher or Deputy Headteacher to seclude or exclude a child or reduce a pupil's timetable.

It may also be necessary to involve out of school professionals, such as the Educational Psychologist, Community Paediatrician and the Pupil Referral Service throughout the above process.

In some instances, it may be necessary to restrain a child if it is felt either the child or other children's safety is at risk. (Please refer to Positive Handling Policy.) If while doing this, a member of staff is physically hurt, they need to record the incident using the appropriate form and then inform the Headteacher or Deputy Headteacher so they can take necessary action.

To support all school staff with implementing the behaviour policy some guidance notes have been drawn up.

Expectations in school

Uniform

It is the expectation of the school that all pupils wear school uniform. This helps to promote a positive identity, supports discipline, set standards and prevents pupils from wearing unsafe or unsuitable 'fashion clothes' which are often more costly.

School uniform (Year 1 -6) consists of:

- Navy blue v-neck jumper with Academy logo
- Plain white shirt (not a polo shirt)
- Red, gold and blue striped school tie
- Grey or black trousers or skirt
- Grey or black shoes

Girls may wish to wear blue and white checked dresses in the Summer time. Shorts may be worn in the summer as well.

School uniform for Reception consists of:

- Navy blue round-neck sweatshirt with Academy logo
- Plain white polo shirt (from Asda or other stockists)
- Grey or black trousers or skirt
- Grey or black shoes
- Wellies, raincoats, gloves, hats, scarves etc for when playing outdoors in all weathers

Children will be encouraged to tuck shirts in, especially if they are tailed shirts. Children will be encouraged to make sure their uniform is clean and presentable – spare clothes may be issued if needed. Persistent problems with 'dirty' clothes should be reported using a CP form. Jumpers and cardigans to be worn correctly; not off the shoulders or tied around waists.

Jewellery No jewellery should be worn in school. Children have pierced ears small studs may be worn – these should be removed or covered for PE. If children are wearing jewellery it should be removed, placed in a named envelope, and sent to the office for safe keeping until the end of the day.

Expectations of behaviour

Walking around school quietly, respecting the learning environment. Holding the doors open for others Respecting property and belongings by:

- keeping cloakrooms areas tidy
- putting books back on shelves correctly
- not leaving items on the floor
- Keeping exercise books tidy etc.
- Expecting polite responses from children and adults by:
- Always saying please, thank you and excuse me
- Trying to have eye contact (depending on nature of child)
- Acknowledging when people are speaking to you, by responding and not shrugging, nodding etc.
- Using 'Pardon' and not 'What'

Around the school and at play times (Guidance for lunchtime supervisors)

If children display inappropriate behaviour at lunchtime, they are to be sent to the Senior Lunchtime Supervisor. This will be supervised by Senior Lunchtime Supervisor who will record why they have been sent in. Children should be able to come unaccompanied and explain why they have been sent in. If they are unable to explain, another child can be sent in with them to explain the situation. Please try to avoid coming in yourself as you are needed elsewhere! If a child refuses to come in, send a responsible child in to inform the Senior Lunchtime Supervisor. The lunchtime supervisor will meet weekly with the Deputy Head Teacher to monitor activity and identify trends.

If you are sending in children to explain what happened then please make this aware to them and that they are not necessarily in trouble themselves, as children have vivid imaginations and will automatically assume they are in trouble!

The Senior Midday Supervisor may request for other children to come in so they can establish the facts. She will decide on the punishment – this may be a warning, to stay in for a short period of time, or to miss further lunchtimes. These will be recorded. If Senior Midday Supervisor feels the incident is a major one, she will call for the Headteacher or Deputy Headteacher.

The bench in the hall should be used when other methods of positive discipline have been used but have been unsuccessful. The following table may be useful to assess whether to send a child in.


Behaviour	Action 1	Action 2
Physical fighting between two or more pupils	No warning	Sent in straight way
One child physically hurting another	1 Warning about behaviour, reminder not to do that and explain why	Sent in if it happens again despite warning
Not listening to adult, refusal to go somewhere or do something	1 Reminder of the behaviour that is expected. 2 Warning that if they persist to refuse then they will go to the hall.	Sent to time out after steps 1 and 2
Swearing	Swearing as part of conversation - not directed at anyone – 1 warning	Sent in if it happens again despite warning If the swearing is directed at someone then send straight in.
Name calling / teasing / following another child / pestering another child / disagreements between children (nonphysical)	1 talk to children involved and try to sort out problem 2 reminder about appropriate behaviour 3 warning if it happens again they will be sent in	Sent in after steps 1 to 3 have been used.

Dealing with Aggressive and/ or Poor Behaviour and Pre-empting Inappropriate Behaviour

- At all times your behaviour will have a big impact on how the children will respond to you and others.
- We always listen; listen to all sides of the story before making assumptions or issuing punishments, there are always two sides to a story. If children know they will be listened to, then they will be less defiant and rude when they get angry.
- We are always respectful of others; never belittle, humiliate or deliberately embarrass children.
- Avoid shouting at children, never stand over them if they are sitting or are smaller than you. Always try to deal with children at their level and in a calm voice.
- If you feel that you are losing your temper, stop or walk away, ask someone else to deal with the situation. ☒ Use Physical intervention as a last resort.
- Don't greet a child's anger with your own, be calm and rational
- When a child gets angry it may take up to 45 minutes for a child to calm down enough for you to meaningfully engage in conversation to tackle the problem.
- Early warning signs that a child may have an outburst – physical agitation, change in facial expression, body posture, tone of voice, moving around, over sensitivity. At this point an adult's reaction will have huge consequences on the child – do not use phrases like 'don't be silly, don't start that, pull yourself together, you're acting like a baby' this will only inflame the child's agitation. Try to distract, relocate or change their activity instead. This could be done by finding a quick job to do, moving them to a new activity, changing their seating position in the class etc. However remember these strategies are there to prevent a situation from arising where you have seen warning signs and not to be used all the time. It is also important that these are not viewed as rewards which can be associated with poor behaviour.

Lunchtime helpers:

Children should not be in the building unaccompanied at lunches. So that lunchtime supervisors can monitor children who have been asked to stay-in or help a teacher, they will need to show a lunchtime pass:

 Victoria Park Primary Academy	Class: _____
	Name: _____
	Job: _____
	Date: _____

Appendices:

In class – Behaviour flow chart

Victoria Park Academy

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Behaviour	How it might look	Positive strategy to use prior to sanction being given
Swearing	<p>In-voluntary act / swearing as part of conversation / not directed at a person</p> <p>Swearing at a person</p>	<p>Warning / reminder about appropriate language</p> <p>None</p>
Non – compliance	<p>Refusal to complete work, refusal to do as asked, not attending specific lessons or activities e.g. assembly, PE</p>	<p>Give a choice</p> <ol style="list-style-type: none"> 1. the work has to be done now or completed in break / lunch / at home etc – if child is not disturbing rest of class ignore behaviour – be sure rest of class understand this is what you are doing “ xxx has chosen not to do his/her work now but will be doing it later” 2. Do what you want them to do OR they will have to work in another class? See **** miss a break / playtime**** give them time to choose – I will give you 2 minutes to do as I have asked or you are choosing for me to ****(whatever set consequence is)
Showing disrespect to children	<p>Laughing at other children’s abilities</p> <p>Speaking rudely to children</p> <p>Making derogatory comments</p>	<p>Explain why that is inappropriate – give reflection time and make apologies.</p>
Showing disrespect to adults	<p>Speaking rudely to adults, refusal to speak/listen</p> <p>Answering back</p> <p>Walking away when being spoken to</p>	<p>Explain why that is inappropriate – give reflection time and make apologies.</p> <p>Judge situation – (these situations could be caused by something else and overreaction by adult may inflame the situation)</p>
Leaving teaching areas without permission		<p>Judge situation – (these situations could be caused by something else and overreaction by adult may inflame the situation)</p>
Showing a lack of respect for resources and equipment	<p>Damaging school books drawing on exercise books</p> <p>Breaking rulers/pencils etc. Leaving resources on the floor</p> <p>Not putting away resources correctly.</p> <p>Deliberate damage of property</p> <p>Taking/using resources they have not asked to use</p>	<p>Warning / reminder about appropriate behaviour and expectations.</p>

A Hierarchy of consequences	
Non verbal messages	'The Look', moving in closer to the pupil who is not behaving appropriately, visual prompts such as finger to lips.
Tactical or planned ignoring	The teacher decides not to notice specific behaviour from a specific child. This is part of a planned method of dealing with that's child behaviour and it will be discussed with the child and an appropriate time.
Description of reality	A simple statement of fact. Simply describe the inappropriate behaviour- 'Malcolm you are talking', 'Martha you're pushing Laurie.' This is a calm statement of what is happening and will often end the behaviour there and then.
Simple direction	Clear statement of the required behaviour Jane, turn around thank you. James give Tom his pencil, thank you. The use of thank rather than please is a subtle way of showing you expect compliance rather than asking for it.
Rule reminder	Restate the relevant rule – 'Scott our rule is that we put our hands up to answer.' 'Amy remember the rule about lining up'
Question and feedback	Asking a prompt question to show you have noticed inappropriate behaviour 'What is happening here boys?' is often sufficient enough to alert the children to the fact that you have noticed and will stop the behaviour
Blocking/Assertive statement	Where a child does not immediately comply with lower level interventions it may be necessary to insist firmly on what is required. You can use the 'broken record' technique where you repeat the instruction until the child complies, or is there is resistance and argument acknowledging the child's point of view but reiterating the instruction can be effective 'Put your pencil down please, I understand you haven't finished but I need you to put your pencil down'
Choices and Consequences	Enable a pupil to take responsibility for his or her own actions 'Shane I have asked you to move away from Billy, if you continue to sit there you're choosing to stay in at playtime. It's your choice.'
Exit Procedures	On rare occasions, when none of the other strategies a teacher has used have been effective it may be necessary for the child to be removed from the classroom.



Behaviour Referral Form

Date		Child	
Class		Referring Adult	

Referred to YG partner (1)		Referred to Phase leader (2)		Referred to SLT (3)	
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(Please Tick as appropriate)							
Single behaviour incident		Repeated Behaviour Incident		Racist behaviour		Bullying Incident	

Outline of Incident

Signed Referring Adult	
Signed SLT	

(SLT tick as appropriate)			
Parents contacted		Letter home	

Brief description of how incident was dealt with

Behaviour reflection chart

Reasons for my behavior choices...

Reasons for my behaviour choices...

Description of my behavior actions...
(I was not: following rules/being respectful/being safe/being caring/being cooperative/being responsible)

Consequences of my behaviour:

How do I feel?

How do other people feel?

Has my behavior choice affected others?

Plan for improvement – what different choices can I make next time?

Signed: (Name) _____ (Signature) _____