

VALE VIEW

Behaviour Policy



CONTENTS

Introduction/Responsibilities	4
Rules	5
Rewards and Consequences.....	6
Consequences/Restorative Justice	7
Parents, Pastoral Support/Support Plans.....	8
Serious Incidents/Record Keeping/Use of Reasonable Force.....	9
Use of Reasonable Force/Searching.....	10
Conduct Outside School.....	11
Appendix 1.....	12

Behaviour Policy

INTRODUCTION

A clear behaviour policy applied consistently and fairly, underpins effective education. At Vale View School we recognise that high expectation, clear policies and a culture of mutual respect and trust between pupils and between staff and pupils are essential. The behaviour policy aims to:

- Promote good behaviour, self-discipline, respect and appropriate conduct through the whole school community;
- Encourage, praise and reward greater effort, both in work and behaviour;
- Prevent bullying;
- Ensure that pupils can learn, free from interruption;
- Teach pupils how to regulate their own behaviour and conduct and develop as caring and responsible citizens;
- Help establish a safe, caring and happy school;
- Provide a framework whereby a whole-school, consistent approach is used by all staff in the school – teaching and non-teaching;
- Ensure that parents and children are aware of our behavioural expectations, the systems in place to promote good behaviour and the disciplinary procedures.

This policy has been written in line with current DfE guidelines and should be read in conjunction with other school policies, such as SEN Policy, Anti-Bullying Policy and the Safeguarding policy.

Every child has the right to learn; no child has the right to disrupt the learning of others.

RESPONSIBILITIES

All members of the school community – teaching and non-teaching staff, parents, pupils and governors work towards the school aims by:

- providing a well ordered environment in which all members of staff are fully aware of behavioural expectations;
- respecting the rights, values and beliefs of all pupils and staff;
- fostering and promoting good relationships and a sense of belonging to the school community;
- offering equal opportunities in all aspects of school life and recognising the importance of different cultures;
- rejecting all bullying or harassment in any form;
- helping to develop strategies to eliminate undesirable behaviour both within and outside the classroom and applying these consistently;
- caring for, and taking pride in, the physical environment of the school; working as a team, supporting and encouraging each other.

The behaviour policy is supported at all times by senior staff to provide the necessary back-up to staff in fulfilling these responsibilities.

PROMOTING GOOD BEHAVIOUR

Rules

A clear set of rules, consistent throughout the school provides the framework for our expectations of how children and adults should conduct themselves. The rules have been adopted after training and discussions with all members of the school community. All rules will be displayed in the appropriate place.

The rules will be the same throughout the school. The rules will be displayed in all classrooms and known by all children and staff. They will be agreed by the staff and renewed each year. The rules are:-

1. We always follow instructions first time.
2. We always speak kindly and listen politely to others
3. We always keep hands, feet and objects to ourselves
4. We always treat school property with care
5. We always ask permission before touching other people's belongings
6. We follow class and school routines

The rules will be applied firmly and fairly. The child will be told which rule they have broken. Adults will discuss the behaviour and the choice made rather than talking about a child being 'naughty'.

Playground Rules

- Choose a game or activity to play on each playtime.
- Keep equipment in the correct zone.
- Respect all toys and equipment and use them correctly.
- Only play in the areas allowed.
- Ask adults to help resolve any problems you may have.
- Ask the adults on duty to do a circle if you have an argument with someone else.
- Move safely and carefully around the playground and on the stairs.
- Use the adventure playground safely by following the adventure playground rules.
- HAVE A SAFE AND HAPPY PLAYTIME!

Other Rules

From time to time it may be necessary to introduce a set of rules for a particular activity such as assembly, lunchtime, use of the toilets etc. These will be introduced as and when necessary with pupils being involved in their development.

Rewards

At Vale View we have a system of rewards in place to promote the highest expectations of our pupils; that they will attend school regularly, not be late, wear correct uniform, behave well and try hard in their learning. We encourage, praise and reward good behaviour through a system of rewards which run through the school. We believe that high expectations and quality rewards for encourages all our pupils behave appropriately and conduct themselves well. It is important that children who do behave well all, or most, of the time feel recognised and that their behaviour is a cause for celebration.

Merits and Reward Trips

Children are rewarded with a Merit for every day they attend school, are not late, wear their uniform and behave appropriately in school by not breaking the school rules. By rewarding good behaviour, effort and other areas of good conduct (uniform, attendance and punctuality), we instil the highest expectations in our pupils whilst they attend Vale View. At the end of the year children are rewarded with a Gold, Silver or Bronze trip to celebrate their success during the year. These will be accrued from Term 6 to Term 5 as follows:

- 180 – 190 merits: Gold Trip
- 150 – 179 merits: Silver Trip
- 120 – 149 merits: Bronze Trip

The Vale View merits and Reward Trip system:

- Upholds the school rules and acts as an incentive for children to keep them.
- Ensures that good behaviour is recognised and rewarded
- Ensures that pupils realise that to succeed they need to attend school and being punctual
- Instils high expectations of all round conduct and behaviour
- Encourages consistent good behaviour through the year; children cannot behave well in the short term and expect to be rewarded

Consequences

Consequences will be the same throughout the school and linked clearly with the rules. Consequences become increasingly serious the more times rules are broken. There are seven consequences for years 4-6 agreed by the staff and reviewed each year.

The consequences are:-

1. Verbal warning.
2. Name on the board.
3. Time out for 5 minutes
4. Write a letter explaining which rules have been broken (age and ability appropriate.)
5. Take the letter to a senior member of staff – this is a conversation which focuses on how the child is able to put it right and avoid further consequences
6. Seclusion*
7. Other consequences may be considered in liaison with parents, such as after school detention

Where possible consequences will not be carried over to the following day, each day will be treated as a new beginning and the child will be told this. There may be exceptions to this, e.g. if an incident happens at the end of the day, or if an incident is not investigated until the next day.

The rules and consequences will apply to all children regardless of their levels of need or their previous behaviour.

In R, 1,2 and 3 the Golden Time approach is used, where children start each week with 30 minutes Golden Time (a 30 minute session of fun activities chosen by the children.) They lose their Golden Time in 5 minute increments as consequences for breaking the school rules. (A verbal warning is given first.) If all 30 minutes are lost, the child will have time out with a member of the SLT, or in another class. When returning, their name will be moved up to 20 to give them a chance to reflect and improve their own behaviour. Golden Time can be earned back. Time out in class may be used if appropriate (using a thinking chair in R and 1.)

Restorative Justice

The school uses a system of Restorative Justice to promote a positive ethos throughout the school and help children learn to take responsibility for their actions. Together, the children involved will have the opportunity to discuss how they have felt because of an incident and be part of the process of how to put it right. This may involve just two individuals or a group. Children are expected to sit in a circle and put their side to the incident, acknowledge wrong doing and how it made them feel, and agree solutions and consequences. This gives opportunity to understand the impact of their actions and to put situations right. Circles will be facilitated by an adult; wherever possible the adult who witnessed the incident or dealt with it at the time.

We recognise that children can become upset or angry at the time of an incident; therefore circles will be arranged once children are feeling calm. This may be later in the day or the day following the incident.

Parents will be advised about more serious incidents, where significant upset or physical hurt has been caused.

When necessary a more formal conference will take place where parents will also be invited to understand the actions and feelings of both sides. This will be undertaken generally by a member of the senior leadership team.

Liaison with parents

We work closely with parents to help support children's behaviour. Behaviour is routinely reported to parents at parent consultation meetings.

In cases where a child is struggling to maintain expected behaviour or there has been a significant incident, an early meeting is arranged with parents. During these meetings the school's expectations are reinforced and ways forward are discussed – both to support the child/family and the sanctions which will be imposed. Through such meetings school will suggest Early Help or sign-post to other services which may support the child. Next-step sanctions will be agreed with parents, including possible after school detention – the message to the child is 'more school not less'. Detentions will only be imposed with full parental consent.

Home/school behaviour logs support communication. Children have clear behaviour targets and are given a score out of 5 each day. This numerical system makes it very clear to all parties whether behaviour is improving/deteriorating and which areas of behaviour are causing concern and affecting learning.

Pastoral Support

Our school provides high levels of Pastoral Support for all pupils. This is achieved through the provision of teaching assistants and a teacher in all classes, a Pastoral Support Mentor, who works across all Key Stages, as well as a FLO. All senior managers promote and support pastoral support to ensure pupil's well-being is at the forefront of all we do. All children in our school have access to a trusted adult to whom they can talk.

Where children are experiencing difficulties in behaving the pastoral support offered can be increased and arrangements can be put in place to support. This may include – named TA to monitor incidents, more close supervision in class, visual timetables and task planners, additional playtime support, small group lunchtime support, special arrangements for the beginning/end of the school day, learning breaks, bespoke reward systems, more regular liaison with parents, carrying out recommendations from outside professionals, use of a time out space.

Support Plans and Risk Assessments

Where children fail to respond in a positive way to the rewards and sanctions outlined in this policy and continue to disrupt learning, the school will work closely with parents to attempt to find solutions. A Personalised Provision Plan will be drawn up with parents and the pupil stating clear targets for behaviour and detailing the support in place. This will clearly determine the expectations of all parties involved – school, pupil and parents.

Risk assessments are carried out for any pupil who may cause harm to themselves or others. Risks are minimised as much as possible. These plans do not exempt any child from meeting the expectations of all school policies.

Serious Incidents

In cases of extremely disruptive behaviour over a prolonged period of time, or in the case of violent, dangerous or aggressive behaviour the HOS, in consultation with the Executive Head) may impose fixed-term or permanent exclusion (DfE Exclusion from maintained schools, Academies and pupil referral units in England Sept 2017).

Where a child is subject to exclusion they may lose merits gained towards the end of year reward.

All cases of serious or violent incidents must be referred directly to the HOS, SENCo or AHT, with details of the incident recorded on an Incident Sheet.

Children Going Off Site

Removing themselves from school site represents a serious Health and Safety risk. Such incident will be dealt with according to procedures detailed in Appendix 1.

Record Keeping

Clear, factual record keeping is vital to ensure that incidents are dealt with fairly. When any member of staff deals with a significant incident an 'Incident Report Sheet' is used. Circles are used to establish the facts of the incident, with all children involved having the opportunity to state their point of view and express their feelings. Consequences are agreed, in accordance with this policy and parents are advised when the incident is serious.

Incident reports are filed centrally in order that links can be made and any patterns which may indicate bullying can be spotted.

ABC sheets are raised for individual children. These are used to help understand the patterns of behaviour shown, which will allow us to put support arrangements in place.

The Use of Reasonable Force

'School staff have a power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.' (DFE Use of Reasonable Force July 2013).

In accordance with the above document, Vale View school staff may use reasonable force to;

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- Restrain a pupil at risk of harming themselves through physical outbursts.

Force will only be used to either control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

Pupils with Special Educational Needs will be given special consideration and this will be detailed in their individual risk assessment or provision map and Pastoral Support Plan. Reasonable force, however, will still be used where deemed necessary.

Members of Vale View staff that have been trained in the use of Positive Handling techniques and whenever possible these members of staff will be used should a restraint be necessary. There may be occasions when trained member of staff may not either be available or present at the time of an incident and it is the duty of all members of staff to intervene if necessary.

There is no requirement for parental consent to use force on a pupil.

We will always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring a pupil, as recognised in DfE Guidelines Use of Reasonable Force (2013).

Searching, Screening and Confiscation

School staff have a statutory power to search a pupil or their possessions, confiscate any prohibited items found and screen pupils, including their electronic devices, where necessary (DfE Searching, Screening and Confiscation January 2018). Where there is reasonable grounds to suspect a pupil had prohibited items they will, in the first instance be asked to hand the item(s) to a member of staff. If they refuse to do so the head teacher may exercise the power to search the pupil, in accordance with these guidelines. Searching of pupils' electronic devices will only be undertaken by a DSL and only where there is no likelihood of illegal content being viewed. Caution should be exercised – especially when viewing images on a pupil's device. Where there is any suspicion that illegal content may be present, the device will be confiscated and the police informed.

Conduct Outside the School Gates

In line with DfE guidance (DfE Behaviour and Discipline in Schools Jan 2016), the sanctions detailed in this policy will be applied to incidents which occur outside the school gates, witnessed by a member of staff or reported to the school. We will discipline pupils for:

- Misbehaviour when the pupil is:
 - Taking part in any school organised or school-related activity
 - Travelling to or from school
 - Wearing school uniform
 - In some way identifiable as a school pupil.

- Or misbehaviour at any time, whether or not the conditions above apply, that:
 - Could have repercussions for the orderly running of the school
 - Poses a threat to another pupil or member of the public
 - Could adversely affect the reputation of the school

Appendix 1

Child going off site procedure

This flow chart is to be followed when a child leaves or attempts to leave the school site by climbing the perimeter fence or leaving through the front entrance.



