



**VALE VIEW  
SCHOOL**

*'Being the best I can be'*

# Behaviour Policy

## Autumn 2025

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## Behaviour Policy

### INTRODUCTION

This behaviour policy is underpinned by our school aims, vision and values, as well as a strong sense of awareness and understanding of rights and relationships, not just of children but of everyone in the school and wider community.

At Vale View School, we recognise that high expectations, clear policies and a culture of mutual respect and trust between pupils and between staff and pupils are essential. Our school community is committed to ensuring that all children achieve their full potential and leave us “being the best they can be.” We want to create responsible citizens of the future who have the skills for lifelong learning.

We use the following school value characters to help our children relate to our values:



We seek to place moral purpose at the heart of our school in order to develop a rich and positive learning culture; we do this by developing the children’s understanding of the UN Convention on the rights of the child through our assembly programme, talk times and our own charters.

### **Our values and rights are reflected in our school rules:**

**Be a Respectful Rhino** – be considerate of the feelings of others; give space and time, look after our school and the things in it and talk politely and show kindness.

*We are all different and all have the right to be respected. We respect our school, our community and our environment.*

**Be a Collaborative Cat** - work well with others, listen and share ideas, know our role and play our part.

*We all have the right to share our thoughts freely, be listened to and to be taken seriously when working alone or in different groups.*

**Be a Determined Dog** – try hard to reach our goals, keep going and show resilience and find ways to overcome obstacles and problems.

*We all have the right to develop our knowledge and skills and to follow the goals that we set for ourselves.*

**Be a Responsible Rabbit** – make good decisions about our behaviour, take part and make positive contributions and be in charge of our learning by doing our best.

*We all have the right to be treated well and not to be hurt by anyone.*

**Be a Positive Penguin** – say cheerful things to inspire ourselves and others, show enthusiasm and find the good in everything.

*We all have the right to an education and time to relax and play.*

**Our values are reflected in our ‘social norms’ which help us to create a calm and safe environment in our communal areas:**

**Determined Dogs** show 5 learning behaviours – lips still, sensible sitting, eyes looking, joining in and active listening.

**Collaborative Cats** put laptops and iPads away on charge for others to use.

**Responsible Rabbits** keep their locker areas tidy.

**Respectful Rhinos** walk quietly in the corridors as others are working.

**Positive Penguins** say good morning to each other and congratulate each other’s successes.

**Our values are reflected in our playground and class charters which help us to create a calm, predictable and safe environment for all children throughout our school:**

For example:

RIGHTS HOLDERS CHILDREN WILL RESPECT THESE RIGHTS BY...	OUR RIGHTS	DUTY BEARERS ADULTS WILL RESPECT THESE RIGHTS BY...
We put up our hand to speak. We always listen when it's someone's turn to speak. We respect others' opinions.	Every child has the right to express their views, feelings and wishes and to have their views considered and taken seriously. Children have the right to share freely what they think, think and feel, by talking, drawing, writing or in any other way unless it harms other people. Children can choose their own thoughts, opinions and religion but this should not stop other people from enjoying their rights.	Giving everyone a chance to talk. Listening to children's views and asking for their opinion.
We look after our equipment like laptops and books. We use the internet safely.	Children have the right to get information from the internet, radio, television, newspapers and books.	Teaching children how to use the internet safely. Providing access to lots of different types of books.
We always have kind hands, kind words and kind hearts.	Children have the right to be protected from violence, abuse and being neglected by anyone who looks after them.	Providing a safe and happy classroom. Following the behaviour ladder.
We positively remind each other to do well. We will include everyone in our learning and not distract.	Every child has the right to an education and to learn. Children should be encouraged to go to school to the highest level possible.	Making learning fun and interesting. Making sure that everyone can understand and achieve.
We share things and we let others join. We use the Zones of Regulation tools.	Every child has the right to rest, relax, play and take part in cultural and creative activities.	Providing access to games and sensory tools to help children stay in the green zone. Ensure everyone does exercise time.

RIGHTS HOLDERS CHILDREN WILL RESPECT THESE RIGHTS:	OUR RIGHTS	DUTY BEARERS ADULTS WILL RESPECT THESE RIGHTS:
We think before we speak and listen to everyone's ideas about the games we play. We make rules clear to everyone. We speak kindly.	Every child has the right to express their views, feelings and wishes and to have their views considered and taken seriously. Children have the right to share freely what they think, think and feel, by talking, drawing, writing or in any other way unless it harms other people. Children can choose their own thoughts, opinions and religion but this should not stop other people from enjoying their rights.	Adults will be led by children's interests when choosing activities or zones. Adults on the playground will listen to all children involved in incidents or disputes.
We tidy all equipment away and share with others.	Children have the right to get information from the internet, radio, television, newspapers and books.	Adults will provide a range of engaging books for the quiet area.
We are gentle and play non-contact games. We stay in the correct zone and are mindful of others around us.	Children have the right to be protected from violence, abuse and being neglected by anyone who looks after them.	Adults will monitor the zones and activities for safe play. Adults will use the behaviour ladders rules.
We make playtime fun by being positive and showing kindness. Everyone can join in.	Every child has the right to an education and to learn. Children should be encouraged to go to school to the highest level possible.	Adults will help children to stay positive and ensure the playground is a fun place to be.
The Anti-bullying Ambassador will support on the buddy bench. We will be good losers.	Every child has the right to rest, relax, play and take part in cultural and creative activities.	Adults will lead playground games and ensure that every child is successful.

**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 including teaching and non-teaching staff, parents, pupils’ trustees and governors promote positive behaviour in line with our core values by:

- Modelling and promoting our school values at all times.
- Reinforcing our agreed ‘social norms’ and charters at all times to maintain a calm, safe and orderly school environment and culture.
- Fostering and promoting positive relationships and a sense of belonging to the school community.
- Offering equal opportunities in all aspects of school life and celebrating difference and diversity.
- Working to prevent bullying in any form through The Diana Award project and the use of our Anti-Bullying Ambassadors.

- Ensuring that all aspects of learning and our environment are accessible for all in order to reduce the likelihood of undesirable behaviour.
- Using a restorative approach to consistently managing undesirable behaviour and conflict.
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## PROMOTING POSITIVE BEHAVIOUR

At Vale View School, we have a system of rewards in place to promote the highest expectations of our pupils. We encourage praise and reward positive behaviour through a variety of rewards which run through the school. We use the values to motivate and guide the children to understand positive behaviours for learning and these are displayed in all classrooms.

### Class 'Ladders'

In every classroom, there is a visual display to encourage and motivate children. Each child has a name peg that attaches to this display. Each day all children begin on 'Great Day'. If a child consistently displays **positive behaviour for learning**, their peg will be moved towards the top. Children who end the day at the top of the ladder will be awarded with a certificate which they can take home with them to share behavioural achievements with their parents/carers.



### Charters

Each class has created and agreed their own charter. This is a unique set of rules for the children and adults to follow in order to establish a positive and respectful culture; these are developmentally appropriate and bespoke to each class. Our playground charter has also been created with the children, led by the school council. The playground charter sets clear guidance and expectations for the children and adults for playtimes. It seeks to create a stimulating and positive atmosphere in order for all children to be successful.

## Certificates and Celebration Assemblies

Every Friday, children attend a weekly Celebration Assembly which focuses on the school values. During this assembly, certificates are awarded to children who have been a positive role model, displaying **one of the school values** over the course of the week. Another certificate is awarded to one child in each class that has shown a determination to be the **best they can be**. Parents of children receiving a certificate will be invited to attend our achievement assemblies each week. Additional certificates are given to recognise pupil effort and achievement in other curriculum areas. A 'Golden Assembly' is held on the last Friday of each term where children's efforts and attainment across the term are recognised.



## Termly Rewards

Every term the children will have the opportunity to earn a 'Values Badge'. These badges are awarded to children who have demonstrated the characteristics of the Value Animal that is the focus for their class during that term. Teachers will be responsible for collating data to establish whether each child is rewarded with their termly badge. As the children progress through the school the expectations become higher and are developmentally appropriate for the children. Children are aware of the expectations as they have been taught them explicitly through our Values Characteristics document, whole school and class assemblies.



## Sharing Success with our Senior Leadership Team

Children showing determination to be the **best they can be** are invited to 'Hot Choc Friday' following the assembly with a member of the Senior Leadership Team.

## MANAGING NEGATIVE BEHAVIOUR

If at any time a child is not displaying our school values/rules, the procedures outlined below will be followed.

### For low level or disruptive behaviour:

- Non-verbal reminders may be given to the child or class. This could include use of eye contact or a symbol / visual, silently indicating a child needs to stop talking or put an object down, or removing an item of distraction.
- Positive framing may then be used to encourage desired behaviours. e.g. *"We need everyone listening."* *"Well done to all the Responsible Rabbits who are taking responsibility for focusing on their learning."*
- Should the behaviour continue, the child will verbally be asked to modify their behaviour and will be reminded of the school value/rule that has not been adhered to.
- If the behaviour continues, the child's peg will move down on the Behaviour Ladder. At this point, the teacher will have a restorative conversation with the child about their behaviour and why their peg was moved, as well as supporting the child in understanding what needs to be done to rectify the situation. This will be linked back to the school value that has not been adhered to. The child will have the chance to move back up to Great Day should their behaviour show **significant** improvement and teachers will actively seek to 'positively notice' children's efforts. Teachers will use their knowledge of each child in order to evaluate the effort and determination that each child is making to improve their behaviour.
- If the behaviour continues to deteriorate, the child's peg may be moved down further on the ladder, and at this point will be asked to take 5 minutes thinking time in another area of the classroom to reflect on their behaviour. In the reflection area there will be resources to support the child to refocus. A restorative conversation will take place so that the child understands why their behaviour was not appropriate and which value they have failed to display. They will be supported to reflect on the impact this has had on themselves and others. A restorative circle may be required if others have been impacted by the behaviour so that relationships can be repaired.
- If behaviour continues to disrupt the learning of others, a child may be removed from class to work in another classroom for **15 minutes**. If this point on the behaviour ladder is reached parents would be informed at the end of the school day. It is the responsibility of a member of the class staff to take and collect the child from another classroom.
- If a child's behaviour continues to be disruptive and their peg has been moved to the bottom of the ladder they will be asked to see a member of the senior leadership team, parents will be called and the child will be directed to attend a playtime reflection with a member of the school's leadership team (KS1 morning playtime / KS2 lunch playtime)



### Restorative Justice

The school uses a system of Restorative Justice to promote a positive ethos throughout the school and help children to learn to take responsibility for their actions and seek to repair relationships that have been broken. 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 share their side of the incident, acknowledge any 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.

### Working 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 to support the child/family. Through such meetings school will suggest Early Help or sign-post to other services which may support the child. Home/school communication is often helpful and the class email address should be used as a way of sharing information. Parents will be notified by the class teacher if the pupil has been sent 'somewhere else' and by a member of the leadership team if a pupil has reached the bottom of the behaviour ladder and a playtime reflection has been enforced.

### **De-escalation Techniques**

All staff are trained to use a range of de-escalation techniques in order to support pupils. Staff use the vocabulary of the Zones of Regulation in order to support pupils to identify which zone they are in and why, and what techniques might support them to move out of that zone into a more desirable one. Staff may support pupils to use calming approaches such as breathing techniques or the use of sensory resources or sensory breaks. Physical activities may also be an approach used such as movement breaks, heavy work or walking and talking.

### **Pastoral and Special Educational 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, specialist advice from our SENCO and a Pastoral Support Mentor who works across all Key Stages. All senior managers promote the use of 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 with regulating their behaviour the pastoral support offered can be increased and arrangements can be put in place to offer additional support in consultation with the SENCO. This may include – named TA to monitor incidents, closer support 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 and the use of a time out / safe 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 experience difficulties with their behaviour, the school will work closely with parents to attempt to find solutions. A Pastoral Support 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.

### **Suspensions and Exclusions**

In line with the DFE (August, 2024) expectations, all schools within the Whinless Down Academy Trust have the ambition to create high standards of behaviour in schools so that children and young people are protected from disruption and are in a calm, safe, and supportive environment that brings out the best in every pupil.

For the vast majority of pupils, suspensions and permanent exclusions will not be necessary, as other strategies can manage their behaviour. However, if these approaches towards behaviour management have been exhausted, then suspensions and permanent exclusions will sometimes be necessary as a last resort.

The reasons below are examples of the types of circumstances that may warrant a suspension or permanent exclusion. This list is not exhaustive and is intended to offer examples rather than be complete or definitive.

- Physical assault against a pupil or adult
- Verbal abuse or threatening behaviour against a pupil or adult
- Persistent disruptive behaviour
- Damage to property
- Use, or threat of use, of an offensive weapon or prohibited item
- Persistent bullying

- Racist abuse, or abuse related to sexuality or disability

Suspensions can only be enforced by the Headteacher, in consultation with the CEO, and usually take the form of a fixed number of days. However, suspension can also be for parts of the school day. For example, if a pupil's behaviour at lunchtime is disruptive, they may be suspended from the school premises for the duration of the lunchtime period.

Pupils at risk of suspension will have a Pastoral Support Plan (PSP) in place, which outlines the extra provision in place to support the pupil, and how both the school and parents can support them. In the rare instance that a child without a PSP receives a suspension for a significant incident, then the implementation of a PSP will be discussed in the re-integration meeting. (See below.)

Following a period of fixed term suspension, a reintegration meeting with a member of school SLT will always take place to support the pupil's return to school. At this point, the reasons for suspension will be discussed, as well as strategies for moving forward. Pastoral Support Plans may be discussed at this meeting. The pupil will be expected to attend all or part of this meeting, as hearing their thoughts and views (in an age- appropriate way) is paramount to forward planning.

A permanent exclusion is when a pupil is no longer allowed to attend a school. The decision to exclude a pupil permanently should only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school

### **Direction Off Site and Managed Moves**

Where interventions or targeted support have not been successful in improving a pupil's behaviour, off-site direction may be used to arrange time limited placements at an alternative provision, such as one of the other schools in the Whinless Down Academy Trust.

A managed move is used to initiate a process which leads to the transfer of a pupil to another mainstream school permanently. Managed moves should be voluntary and agreed with all parties involved, including the parents and the admission authority of the new school.

Managed moves should only occur when it is in the pupil's best interests.

### **Children Going Off Site**

Removing themselves from school site represents a serious Health and Safety risk to a pupil. It is important that staff do not chase children who leave the school site as being near a road could pose additional risks to the child's health and safety. In these incidences a dynamic risk assessment would be carried out and if necessary Police and parents would be called.

### **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. If it has been necessary to use reasonable force or restraint this will be documented in line with our school procedures.

Pupils with Special Educational Needs will be given special consideration and this will be detailed in their individual risk assessment or Personalised Provision 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 a 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 July 2022). 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 Headteacher 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.

## **Reintegration**

At Vale View our reintegration strategy will offer pupils a fresh start; helping them to understand the effect of their behaviour on themselves and others, re-teaching them how to meet the high expectations of behaviour in line with the school culture, fostering a renewed sense of belonging within the school community for them and building their engagement with

learning. The reintegration strategy should be clearly communicated at a reintegration meeting at the beginning of the pupil's return to school, with their parent. During the reintegration meeting, the school will ensure that the pupil is made to feel valued, and that their previous behaviour should not be seen as an obstacle to future success. To ensure ongoing progress, the strategy should be regularly reviewed and adapted where necessary throughout the reintegration process in collaboration with the pupil, parents, and other relevant parties. At the reintegration meeting pastoral support will be agreed in order for the pupil to be successful – approaches may include more regular 'check-ins' with an attuned adult, more regular information sharing with parents via the class email, the use of an exit card and for a limited period of time, consideration of a reduced timetable. The reintegration strategy for each child will be written into their reintegration plan by the Headteacher and will be reviewed with parents every two weeks.

### **Conduct Outside the School Gates**

In line with DfE guidance (Behaviour and Discipline in Schools Jan 2016) the law allows schools to issue sanctions relating to pupil conduct outside of the school premises. Sanctions will be enforced where a pupil's behaviour could:

- have repercussions for the orderly running of the school
- poses a threat to another pupil or member of the public
- adversely affect the reputation of the school.

Sanctions can only be imposed when a pupil is on school premises or elsewhere when the pupil is under the lawful control of a member of school staff. The pupil may be:

- taking part in any school-organised or school-related activity
- travelling to or from school
- wearing school uniform or in some other way identifiable as a pupil at the school.