



Viewley Hill Academy

Behaviour Policy

Approved by the Governors of Viewley Hill Academy on:20.1.14

Date	Amendment	Signed
4.3.15	Updated in line with Feb guidance Behaviour and Discipline in Schools DfE guidance	HM
29.3.17	FGB review: updated to include new lunchtime award (p3), new 'fresh face' stage (p5) and references to Marvellous Me and CPOMs.	

Academy Ethos

The staff at Viewley Hill work hard to create a calm and friendly atmosphere in which children will develop and thrive. Children are taught how to manage and understand their own feelings. By developing an atmosphere of consistency and trust, we aim to foster positive attitudes throughout the academy. **The staff have high expectations of children's behaviour and lead by example.**

The academy has adopted a positive approach to behaviour management, the purpose of which is as follows:

- to maintain levels of good behaviour;
- to provide a consistent approach in rewarding good behaviour and responding to unacceptable behaviour;
- to ensure that behaviour does not inhibit learning or impede potential.

The staff ensure that the learning environment is secure and safe. Well-resourced and attractively presented teaching areas encourage the children to become interested and caring members of the academy family. High expectations of teaching and learning ensure that work is presented in exciting and motivating ways, well matched to the needs of individuals. When working with children, staff are extremely aware of the need to 'Catch them being good' and strive to develop children's positive self-esteem.

Parental support is highly valued and staff work closely with parents to promote a high standard of behaviour throughout school. We aim to help children to develop a mutual respect for others and to help them to feel a sense of ownership and community within the academy.

To support the teaching of good behaviour and citizenship, we use PSHE lessons, plus assemblies, in order to ensure both consistency and progression are addressed on a whole academy, class, small group and individual level. We enable children to discuss emotions and feelings, explain choices to children and develop a sense of personal power in the child's ability to act.

Our Aims

In teaching the children at Viewley Hill, our aims are that pupils:

- are keen and eager to come to school;
- show good behaviour for learning;
- show interest in academy life, and are involved in the range of activities the school provides;
- are involved in the decision making of the school through the Ambassadors;
- behave well in lessons and around the academy, and are courteous, trustworthy and show respect for property;
- form constructive relationships with one another, and with teachers and other adults;
- work in an atmosphere free from unacceptable behaviour, such as bullying, sexism and racism;
- reflect on what they do and understand its impact on others;
- respect other people's differences, particularly their feelings, values and beliefs;

- show initiative and are willing to take responsibility;
- have high levels of attendance.

We have established a set of Viewley values which underpin our behaviour management and promote positive behaviour. These values are:

- We try our best
- We listen
- We are respectful
- We are honest
- We are kind and helpful

Rewards

We understand the need to promote good behaviour through effective teaching and rewarding children's efforts. Our behaviour system is based on a scheme of rewards which are for individual endeavour but also promote teamwork. We also understand that rewards can lose their effect if they become expected or over-used. Rewards can be tangible e.g. a smiley, or of a more intrinsic nature e.g. praise. Staff will try to ensure that rewards are used to their maximum effect by:

- Giving rewards as immediately as possible
- Making rewards as specific as possible
- Never taking away a reward
- Being unexpectedly generous
- Making rewards cumulative
- Building in variety and surprise

1. **Smileys** - children receive smiley tokens for good behaviour, good effort or good learning. Smileys can be awarded to individuals, groups or classes who are working well and/or trying hard. Smileys cannot be taken away from children. There will be a class reward when all the children in the class have achieved their Bronze certificate for 100 smileys, then their Silver (200), then their Gold (300).
2. **Star of the Week** – each week one child per class who has worked very hard and behaved well, worn academy uniform and attended school every day will receive a certificate during assembly. They will also be given a ribbon to wear for the week that tells other children and adults of their achievements. Parents will be informed using the Marvellous Me app which shows a picture of the child from the assembly with their award and certificate.
3. **Lunchtime Award**- the class that has the most lunchtime behaviour tokens over the course of a week will be awarded 'First for Lunch' on the Monday of the next week. Tokens will be awarded by lunchtime staff for good manners in the dining room, making good choices and enjoying themselves on the yard and exemplifying the Viewley Values.

Children receive a silver certificate the second time they win Star of the Week in the same academic year. The third time they win they receive a gold certificate. These rewards will be applied regularly by staff but may also be supplemented with some of the following:

- Verbal praise and/or stickers;
- Positive comments written on work;
- Positive messages sent to parents either by telephone, note or Marvellous Me;
- Sending a child to another teacher for reinforcement.

Early Years Foundation Stage

The Early Years Foundation stage children and staff use similar procedures to those practised in school but in a simplified format. Rewards and praise are the mainstay of EYFS practice. The 1,2,3 'Magic Mat' strategy is used successfully in school to help children to understand where behaviour is unacceptable. This involves very little explanation to the child at the time of the incident but short periods of removal from an activity to a 'Magic Mat' (thinking mat). Parents are informed about the system and from time to time are offered support and resources in using the same system at home. This is very effective in maintaining consistency between home and school and in ensuring that parents use simple but clear boundaries. The system requires that once the child has left the mat the incident is forgotten and no reminders are used to give reinforcement to negative behaviours.

Behaviour targets

Teachers may use targets to encourage children to maintain excellent standards of behaviour. Targets need to be SMART and should not last for longer than a half-term in order to gain maximum impact. Smileys are used as rewards to encourage children in ensuring their target is met. Children may be paired with a buddy in order to encourage good behaviour skills and success with targets.

Sanctions

All children are expected to follow the Viewley Values. However, for those children who choose not to adhere to the school rules, the following procedures will be followed. The aim of the procedure is to retain the child in the classroom as long as possible. It is important that when behaviour for learning is not as expected, and work has not been completed as a consequence then this needs to be completed at the discretion of the teacher. This may be during another lesson or may be during playtime or lunchtime. These sanctions may be altered to suit the child and their needs in that moment and discretion will be applied for children with Social Emotional or Mental health difficulties.

- i. The child is given a verbal or non-verbal warning that his/her behaviour for learning is inappropriate and a reminder about appropriate behaviour. A visual reminder will be placed on the board for the child. The child will be given 3 warnings to show that they need to respect the classroom rules and complete the work that has been asked of them. The child's name will not be written on the board.
- ii. The child is given time away from the group (Time out) whilst still being part of the teaching activity in the class. The child is expected to move quietly to a different area in the classroom and to work for 5-10 minutes before being

readmitted to the usual seating position. A child may have 1 Time out in their own class.

- iii. No more warnings will be given. Should the child continue to misbehave, he/she is sent with a yellow Time Out card to another class for around 15 minutes (Time out). The child should not disturb the class unnecessarily and will be given a general task to address behaviour and emotions.
- iv. Should the child continue to disrupt the class following Time out, he/she will be taken with an orange card to another class for 'Fresh Face' time. This is time in another classroom to deal with emotions and be with another adult who has not been involved in the poor behaviour. Should the disruption or behaviour warrant it, the child will be escorted, with a red card, to a SLT member for an Isolation away from the children and the activities that they are doing. The child can return to class when he/she is deemed ready to do so. A letter will be sent home to inform parents and ensure partnership between home and school in managing behaviour.
- v. Should the child continue to cause serious disturbance to the class, the Headteacher will call parents and the child may be excluded from the class by either internal exclusion or exclusion at home.

Staff will take corporate responsibility for behaviour within the academy. Incidents will be recorded on CPOMS, which is on the academy computer system.

Serious actions which override behaviour procedures

If a child displays behaviour which is of a more serious nature the teacher may override the procedures of timeout and send the child to the 'Fresh Face' class or isolation. Such instances might include:

Using inappropriate language

Hitting another child

Be openly defiant or aggressive

Leaving the group, class or building without permission

Exclusion

The academy has a very clear policy on promoting good behaviour and ensuring firm boundaries to support children in maintaining high standards of good behaviour. Our aim is to have zero exclusions but we know that sometimes a child needs time away from the academy in order to regain calm and begin learning again. The academy needs to be prepared for such eventualities whilst endeavouring to work as a team to keep such incidents to a minimum.

Whilst recognising that exclusion is used only as a last resort, the health and safety of the pupils and staff are a priority. The learning of other children should not be disturbed seriously by the behaviour of other children.

The academy has put together the following guidance in the hope that we can ensure consistent boundaries and safe learning for our pupils. Whilst recognising that we cannot

predict the range of behaviour our children may present, we have tried to consider the most frequent serious incidents in order to produce a framework for decision making. For that very reason, the guidance cannot be definitive and at times professional judgement may lead to a different course of action being taken, for instance where child protection may be an issue.

Senior Staff Intervention

In dealing with a serious situation senior staff need to ensure:

- That they have support from other staff if necessary;
- They are informed of the full situation which led to the incident (this should occur immediately after the incident has been diffused if not possible at the time);
- That all other forms of intervention have been deployed in an attempt to diffuse the situation e.g. cool down time, isolation if appropriate;
- They are aware of their own emotional response to the situation;
- A full report will be made.

Main reasons for exclusion

- A child maliciously injures another person
- A child puts themselves, others or property in a seriously dangerous situation
- Serious acts of defiance which are either prolonged and/or cause unacceptable disruption to the learning of other children i.e. where the child cannot be isolated or calmed.

Whether children act in defiance or frustration, the same course of action will follow to ensure the stability of the academy and that the child is ready for re-entry.

Parents

Parents will be informed as soon as possible when serious incidents occur. These incidents may not necessitate removal of the child from the site but parents will be encouraged to attend school in person to discuss the difficulty.

Incidents should be followed by short term consequences in school e.g. removal from the class for a half-day, or a play-time exclusion

Reintegration of a pupil following exclusion

It is important that we consider how, after a serious incident, the child is brought back to the learning ethos that the school holds in high esteem.

1) Where children can repair the damage this should always be encouraged e.g. apologising to the injured party. Reparation should be done as soon as the child is calm enough to engage effectively.

2) Parents should be encouraged to have regular contact with the school after a serious incident or exclusion. Where frequent events have occurred, this could be written into a Behaviour Monitoring Plan in order to be effective.

3) On reintegration following an exclusion, the class will need to be prepared for the return of the child. Children should be encouraged in supporting a good start for the excluded pupil whilst not revisiting the reason for exclusion or sensationalising the event.

4) Exclusions of more than a half day should result in work being sent home for the child. This should be prepared by the class teacher as a matter of course. At this point parents are made aware of their responsibility in supporting the child in completing and returning the work and also in the need to ensure that their child is not in public places within academy hours.

5) Re-entry for a child following exclusion should begin with a re-entry meeting for the parent and child with a senior member of staff. The purpose of this meeting is to ensure staff and parents are working together to support the child's good behaviour. It also enables staff to ensure that the seriousness of the incident has been understood by the child and that the child's attitude to re-entry is conducive to learning.

Exclusions are normally kept to a minimum interval in which the child can then return to academy. The academy abides by the DFE 6-Day rule requiring that if such a period of exclusion is necessary, the academy will provide appropriate education either at another site or through tuition from Viewley Hill. In all such cases the Head teacher would contact the LA to inform of the need for a longer period of exclusion and the appropriate arrangements made for the child.

Assemblies

Assemblies take place at 8:55am. Staff support the person taking assembly by ensuring that children are quiet on entry and prepared to listen. Children who may be unsettled before assembly should be calm before being allowed to enter the academy hall, spending time with individual staff if necessary in order to calm down.

Breaktimes

In order to support children's good behaviour we endeavour to provide as much quality support as possible in playground areas. Children will not be allowed into the building during playtime and are expected to use toilets before or after the break. Children need to be appropriately dressed on leaving the building i.e. not returning for coats. At lunchtime, the same rules apply. The Safety Squad will check that cloakrooms are empty and that everyone is outside on the yard. Children will go to the toilet either in their cloakroom before lunch or in the hall toilets during lunch. They will be wearing a High Visibility Tabard to show that they are in the building with the consent of the adult in the hall or on the yard.

Children will be rewarded for good playground behaviour either by the Lunchtime Supervisors or the dinner hall staff. These adults have their own behaviour tokens that they will issue as appropriate. In cases of extreme behaviour, dinner ladies call on the Headteacher or a senior member of staff for assistance.

Wet playtimes

Children stay within their own class area or in Key Stage 1 gather in one area. Activities are used which allow children to cooperate and remain calm. Staff are on duty with the children.

Gaining children's attention

All staff use a mixture of claps, bells or 'May/can I have your attention please?' as a way of eliciting the attention of a group. The teacher praises those who respond quickly in order to encourage good listening skills.

Parental Support

Parents are informed and supported in helping their children with the high expectations which the academy has of behaviour. Information sheets, informal support and parent workshops are used when suitable to ensure that academy and parents work together to support good behaviour.

Viewley Hill Academy values parental support highly. Parents are informed about both good and poor behaviour, either directly through contact with staff or by Marvellous Me alerts. Parents are encouraged to talk to their children and support is offered from staff for such discussions to take place in academy where appropriate. The head teacher has an 'open door' policy which encourages parents to discuss their children if this is appropriate

Inclusion

Children who present behaviour problems will be given specific targets which are designed to improve behaviour. Staff who are concerned about persistent behaviour difficulties may discuss provision with the SENDCo as outlined in the SEND Policy and procedures. Some of the strategies which may be used as part of our in-school management of such difficulties are:

- Use of individual home-school record books;
- Specific target and reward systems negotiated with the child;
- Lunchtime Nurture Group to support children who have difficulties at lunchtime;
- Nurture Activities with the PSA and the child to help build relationships;
- Support and advice from the PSA;
- Transition support;
- Increased parental involvement;
- Discussion with class teachers about teaching and learning styles or attainment levels;
- The use of self-esteem building tasks e.g. work based on what a child can do or is good at;
- Roles of responsibility organised to suit the child.

The help of outside agencies (The Bungalow, Play Therapy, Educational Psychologist) may be sought and strategies developed based upon the individual needs of the child.

Emotional, Physical or Verbal Abuse

The academy has a strong policy of anti-bullying. Bullying is not tolerated and the academy aims to provide an environment where bullying will not thrive. The teacher will deal with any issues which arise sensitively with both the bully and the victim either on a one-to-one basis or through class discussion. Parents will be informed as soon as possible for issues which are a concern. A senior teacher will be informed where issues arise which are persistent or worrying in nature. See also Anti-bullying policy

Pupils' Conduct outside the School Gates

Following guidance from DfE regarding Behaviour and Discipline in Schools, Viewley Hill will respond to non-criminal bad behaviour and bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school by parents or members of the community.

Viewley Hill may 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 other way identifiable as a pupil at the school.

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.

Pastoral Support

The Assistant Head and Parental Support Advisor, work with pupils and families to try to ensure that children attend school regularly and have the correct behaviour for learning in order to achieve. Families are supported where behaviour causes concern either at home, at school or in the wider community or where difficulties in the family home make it harder for the child to function well in school. Support may consist of working directly with the child and family or sign-posting to other agencies for more specialised support. The PSA and AHT are involved in Pastoral Support meetings and CAF/TAF reviews for those children who need more support than can be provided by school alone.