



Behaviour Policy

Date	Amendment	Approval
4.3.15	Updated in line with Feb guidance Behaviour and Discipline in Schools DfE guidance	FGB
29.3.17	Updated to include new lunchtime award (p3), new 'fresh face' stage (p5) and references to Marvellous Me and CPOMs.	FGB
11.11.19	Amendments to update Exclusion information, reference to Reasonable Force Policy and external agencies accessed	FGB
	Full review to reflect implementation of Restorative Practice	

1. Introduction

The staff at Viewley Hill work hard to create a calm and friendly atmosphere in which children will develop and thrive. We place an emphasis on teaching the children how to understand and manage their own feelings and encourage them to develop self-discipline. By creating an atmosphere of consistency and trust, we aim to foster positive attitudes throughout the school. The staff have high expectations of children's behaviour and lead by example.

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 school 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 school.

2. Our Aims

In our positive and restorative approach to behaviour at Viewley Hill, our aims are that children:

- are keen and eager to come to school;
- show good behaviour for learning;
- show interest in school life and are involved in the range of activities the school provides;
- develop positive relationships which promote self-esteem and self-discipline;
- are courteous, trustworthy and show respect for people and property;
- form positive relationships with one another, and with teachers and other adults;
- reflect on what they do and understand the impact of their actions on others;
- develop the ability to resolve difference and conflict independently;
- respect other people's differences, particularly their feelings, values and beliefs;
- show initiative and are willing to take responsibility;

3. The Viewley Values

We have five well-established school rules called the Viewley Values. These 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**

These values are explicitly taught and reinforced in every class. They are displayed in school, on playgrounds and shared in assemblies; children know these values well. Rewards and praise are given in recognition of children exemplifying the Viewley Values.

4. The Restorative Approach

We believe that implementing the principles of Restorative Practice helps us to focus on building better relationships with each other, taking the time to ensure that every member of our school feels listened to, valued and respected. Being 'Restorative' focuses on building positive relationships based on respect and fairness. In turn, this creates a community that is supportive, accountable and respectful. We believe that every individual is responsible for his or her own behaviour and the restorative approach is based upon 'knowing the effect that I have on others'.

We support pupils in developing the skills to maintain positive relationships with others and to resolve disagreements and problems themselves. It is our role to teach our pupils to understand how their behaviour affects others and its impact on others. Pupils are supported to identify ways they can put right the harm they have caused. This approach ensures we are helping them to become empathic, considerate people who have the skills to avoid and resolve problems independently.

To support our children we place a high emphasis on developing their understanding of the different emotions we experience. Knowing that our children sometimes find it hard to name their feelings or the feelings of others, we spend time teaching a range of common emotions through storybooks, PSHE lessons, role play and visual aids. We support children with a consistent use of Emojis through school to describe and illustrate emotions.

When there have been incidences between two children key questions will be asked to find out what has happened and how the individuals involved can make things right again, or repair the harm caused. Our aim is not to ask 'Why?' something has happened but to determine what has led up to an issue and resolve it in a positive way. We have a 'restorative conversation' with the child/children or ask them to have one between themselves. This is a structured conversation, which deals with the main points of what happened, the impact and how to move on.

4.1 Implementation

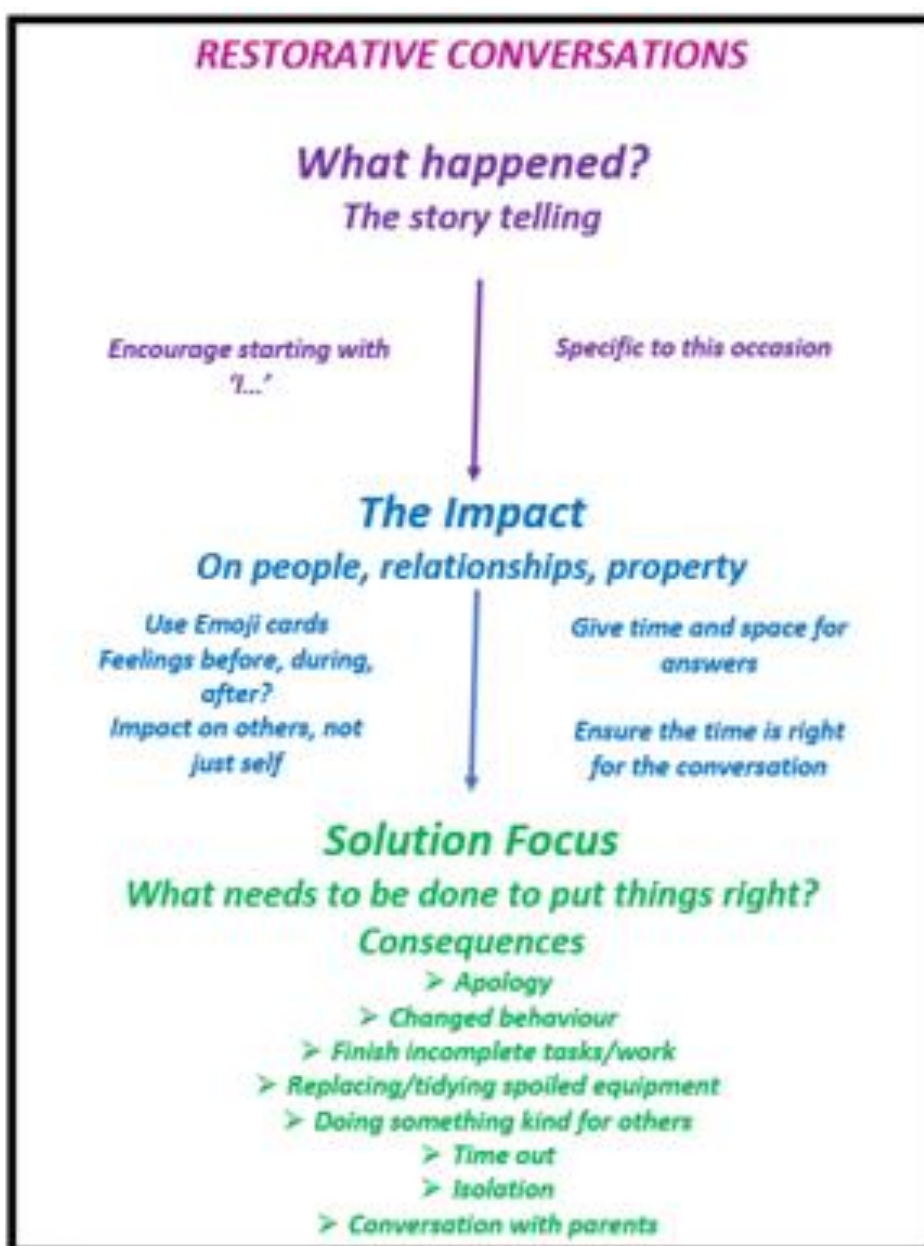
At Viewley Hill, we recognise that all children are unique individuals and therefore we are flexible in the manner in which we address any incidences of negative behaviour. The stages of the Restorative Approach underpin our method in dealing with behaviour issues but we are conscious that we adapt our approach to ensure it is suitable for the pupil's age and level of understanding.

When working with pupils in the Early Years Foundation Stage our focus is on the initial stages of the Restorative Approach. Staff working with these pupils focus on helping them to grasp the concepts of feelings and how they are caused. Modelling, small group work, peer support and visual resources such as Emoji cards and photographs are all used to support the pupils' understanding and development of empathy. 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). This is followed up by an appropriate conversation depending on the child's stage of development. 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.

As children progress through Key Stage 1 and Key Stage 2 we continue to support children with visual aids, Emojis and conversation scaffolds to help them discuss their choices and reflect on what they would do differently.

This approach is also adapted for other pupils throughout the school. Pupils with low levels of emotional maturity or with Special Educational Needs can require support in recognising how their actions have affected others or how they feel about an incident. Pupils are supported in developing their understanding of the Restorative Approach using tailored resources, lessons and at their own pace. Children identified as having significant social, emotional or mental health needs may require an alternative approach, which will be discussed and decided upon by the team around the child on an individual basis. Staff use their discretion and knowledge of the pupils involved to determine how best to implement this approach and who to involve.



5. Celebrating Positive Behaviours

We understand the need to promote good behaviour through effective teaching and rewarding children's efforts. Our behaviour system is based on 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

We have two whole school reward systems that children can be recognised for on a daily or weekly basis:

- **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).
- **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. Parents will be informed using the Marvellous Me app which shows a picture of the child from the assembly with their award and certificate.

Children receiving the awards will also be shared through our social media platforms.

We also aim to reinforce positive behaviour with descriptive praise and recognition through rewards such as:

- Verbal praise and/or stickers;
- Positive comments written on work which may be copied and sent home;
- Positive messages sent to parents either by telephone, note or Marvellous Me;
- Sending a child to another teacher for reinforcement;
- Headteacher award

As part of promoting positive behaviour pupils are provided with the opportunities to take on responsibilities within their own class, and across their school. These include, but are not limited to:

- Playground buddies;
- VIP Lunch
- Dinner Squad
- Classroom and school wide monitor jobs;

6. Dealing with Inappropriate Behaviours

Good discipline is the shared responsibility of all staff. We know that if we expect the children to behave well, the adults in the school must model good behaviour themselves. We strive to avoid:

- humiliation – it breeds resentment;
- shouting – it diminishes us;
- over reacting – the problem will grow;
- blanket punishment – this is unjust towards the innocent;
- harsh sarcasm;
- threatening children with someone else’s discipline;

Incidences of negative behaviour are dealt with in a fair, respectful and appropriate way, with the key focus on individuals taking responsibility for their behaviour, repairing any harm done, rebuilding and restoring relationships. The key principle when dealing with issues is to give all the people involved a chance to have their say and become actively involved in the process.

All children are expected to follow the Viewley Values. However, for those children who choose not to adhere to these, the following procedures will be followed. The aim of the procedure is to refocus the child back onto positive behaviours and learning if it is within a lesson. It is important that when behaviour for learning is not as expected, and work has not been completed as a consequence, that this is completed at the discretion of the teacher. This may be during another lesson or may be during playtime or lunchtime. We believe in flexible consistency which means that 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. Early Years implement an appropriate age and stage of development approach to these procedures with an emphasis on addressing unwanted behaviours quickly, rewarding positive behaviours and building children’s knowledge and understanding of what appropriate behaviour in school looks like.

Warnings

- 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. In most cases, a child will be given 3 warnings to show that they need to follow the Viewley Values and complete the work that has been asked of them.

Time Out - in class

- ii. The child is given time away from the group 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 returning to their usual seat. A child may have one Time Out in their own class.

Time Out - out of class

- iii. Should the child continue to misbehave, he/she will be taken to another class for around 15 minutes. The child should not disturb the class and will be given some time to reflect on their actions and how they can return to being successful and/or a general task to complete.

Key Stage Leaders

- iv. Should the child continue to disrupt the class following Time Out, he/she the child will be referred to the Key Stage Leader. The Leader will decide on the next course of action which might include isolation away from their usual class for a morning or afternoon session and/or a loss of playtime or lunchtime. If a child has reached this point in the procedure, the class teacher will speak to parents either at the gate or by telephone to make them aware and ask for their support to discuss the unwanted behaviour with the child.

Headteacher

- v. Should the 4 point process not be successful in positive reintegration , and the child continue to cause serious disturbance, the child will complete remainder of the day in isolation with the Headteacher. The headteacher will communicate behaviours with parents and make necessary decision about sanctions and next steps for the child.

Please see following section on persistent inappropriate behaviours.

6.1 Persistent Inappropriate Behaviours

There can be a range of reasons why a child may persistently not adhere to the Viewley Values. Staff will take a holistic approach to trying to identify any factors at school or at home, that might be negatively impacting a child's behaviour. This will involve conversations with parents/carers/, other staff in school who know the child well and any external agencies who are involved with the child/family. 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 Activity or 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 for parents from the PSA;
- ELSA support in school;
- Transition support;
- Alternative timetables;
- Alternative off site provision;
- 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 (RTMAT, CATs Therapist, Educational Psychologist, CAMHS) may be sought and strategies developed based upon the individual needs of the child.

7. Dealing with Serious Incidents

On occasion, there are incidences where behaviours are more serious for example when a child:

- severely and or persistently interrupts the learning of others
- damages property
- intentionally hurts another member of the school community
- absconds from the classroom, designated area or school site
- is openly defiant and verbally aggressive towards staff

In these cases, the Headteacher, Deputy Headteacher or Assistant Headteacher will be involved in addressing the behaviour.

It may be appropriate for senior staff to be called to support staff with more serious incidents. In dealing with a serious incident, 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, time out if appropriate;
- They are aware of their own emotional response to the situation;
- A full record is made.

It may be necessary at times to remove a child from a location or guide them towards another area in school. All members of school staff have a legal power to use reasonable force. This power applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit. Please see Reasonable Force Policy for further information.

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.

7.1 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.

The decision to exclude is the responsibility of the Headteacher. Exclusions should only be used as a sanction in response to serious or persistent breaches to the school's Behaviour Policy, and if the pupil remaining in school would have a serious effect on their, or other pupils', education or welfare.

Whilst recognising that exclusion is used only as a last resort, the health and safety of the pupils and staff are a priority. Children's learning should not be disturbed seriously by the behaviour of other children. We recognise that we cannot predict the range of behaviour our children may present and therefore guidance on what may lead to exclusion cannot be definitive. At times professional judgement may lead to a different course of action being taken, for instance where safeguarding may be an issue.

Example reasons that may lead to exclusion are similar to those considered serious incidents:

- 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
- Persistent breaches of the school rules (Viewley Values)

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.

Exclusions of more than a half day should result in work being sent home for the child. 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.

Re-entry for a child following exclusion should begin with a re-entry meeting for the parent and child with the Headteacher. 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 child has understood the seriousness of the incident and that the child's attitude to re-entry is conducive to learning.

It is important that we consider how, after a serious incident, the child is brought back into the school positively and able to move forward. A Restorative approach is used here to help the child understand the impact of their behaviours and to identify any steps they can take to avoid repeating the same behaviours. Where children can repair the damage, this should always be encouraged e.g. apologising to the injured party/making up lost learning time. Parents are encouraged to have regular contact with the school after a serious incident or exclusion.

8. Playground Behaviour

In order to support children's positive behaviour we endeavour to provide a good range of games and activity equipment on each playground area. Staff on duty outside are expected to play with the children and engage them in positive activities. Expectations for behaviour are the same over lunchtime and the Viewley Values are to be followed. Children are expected to interact with Lunchtime Supervisors in the same manner as other school staff. Lunchtime staff will deal with any low level incidents in a calm and positive manner. More complex incidents are referred to the member of staff on duty or, if appropriate, a member of SLT.

9. Working with Parents

We believe that children achieve best when there is a partnership between home and school and this applies particularly to behaviour. We expect parents to support the school in maintaining good discipline, which in turn ensures good learning. We aim to work with parents and keep them informed of any concerns we have.

As far as possible, parents/carers will also be informed of achievements so they can share in their child's rewards.

Staff may use the informal 'chat at the gate' approach or contact parents/carers by telephone. Parent Consultation Evenings also provide a forum for discussion. Parents may be invited on an individual basis to attend a meeting to discuss strategies for improving their child's behaviour at school.

The Headteacher, Deputy Headteacher, Assistant Headteacher and Parental Support Advisor work with children 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.

10.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.