

Behaviour Policy

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Policy prepared by (name and designation)	C Scaife Assistant Head Teacher
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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, we believe in building caring, trusting, authentic relationships between all members of the school community.

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.

Our Aims

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

- Keen and eager to attend school.
- Demonstrate positive behaviour for learning.
- Take an active interest in school life and activities.
- Build positive relationships that support self-esteem and self-discipline.
- Show courtesy, trustworthiness, and respect for others and property.
- Develop positive relationships with peers and adults.
- Reflect on their actions and their impact on others.
- Resolve differences and conflicts independently.
- Respect others' feelings, values, beliefs, and differences.
- Show initiative and take responsibility.
- Help create a safe, inclusive environment free from disruption, bullying, discrimination, and harassment.

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.

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.

Implementation

At Viewley Hill, we aim to ensure that children are physically safe, but also safe within their relationships. We do this by creating a welcoming, calm environment that is consistent and encourages social engagement. We create safety by investing in relationships and carefully considering individual needs to ensure everyone can be successful. Staff are available to children, and they know who they can speak to when they need to. Relationships are key and we ensure that children feel safe to talk about worries, concerns and experiences.

This approach is adapted 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. Staff are trained to reduce fight, flight, freeze response by engaging the use of their PACE understanding (Playful, Accepting, Curious, Empathy).



PACE

We use PACE to support our interactions with children to further cement positive relationships across school as part of our social engagement model. Staff have received training around the research and evidence-base behind PACE, in addition to its practical applications on a daily basis when interacting with our children. PACE is not hierarchical,

nor do all four aspects need to be applied in every situation: adults need to know the children well to effectively facilitate PACE.

Playfulness	A playful, warm and spontaneous way of interacting with children can support feelings of safety and build trust. When we interact this way, we encourage children to laugh, play, share, reflect and 'open up'.
Acceptance	We may not 'accept' a behaviour, but we always accept that there is an underlying cause or driver for what we see: thoughts, feelings, emotions, urges, experiences and perceptions can all trigger certain behaviours.
Curiosity	Curiosity allows the child to see that we really want to understand their meaning of an event – and in turn, we can support them to develop their own understanding further. Active interest from a place of non-judgement fosters feelings of safety in this exploration.
Empathy	Attuning to the child's current state, finding the right words to convey understanding, strengthens connections and relationships – it ensures children do not feel 'alone'.

Routines Matter

Children thrive on a sense of consistency and routine. For some children, school is the only place where they experience such stability. As such, we have clear routines and expectations at the centre of our behaviour approach – setting the tone from the second that the children and families arrive at school.

- Consistent arrival routines
- Line up and movement around school
- Consistently referring to our Viewley Values
- Consistent reward and recognition
- Consistent adult language and approach to behaviour
- Routines within the classroom

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

Children are rewarded for their behaviour, manners, attitude, kindness and for just being their best selves. This can be in the classroom with specific teacher awards or through the use of stickers.

- **Smiley Charts**- for work in books, for behaviour, for kindness or for any other reason, the children may be awarded smileys. This can be in the form of stickers, stamps or a smiley drawn in their book. Children are aiming to complete their whole book and work towards awards both in the class but as a whole school.

- **Spotted**-every day adults are looking out for children who have been spotted doing something extra. This could be for themselves or for others helping school be the best place it can be. This is for all staff and will be shared on a Friday in celebration assembly.
- **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 in the Friday newsletter.

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 on Seesaw
- Sending a child to another teacher for reinforcement
- Headteacher award

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
- overreacting – 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 reflecting and 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.

Phase 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, privately away from others, or by telephone to make them aware and ask for their support to discuss the unwanted behaviour with the child.

Senior Leadership Team

- 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 a member of the Senior Leadership Team. They will communicate behaviours with parents and make necessary decision about sanctions and next steps for the child. This may include a further day away from the classroom.

Completion of the graduated response record allows staff to identify patterns so that they may support the children more and potentially avoid situations in which behaviours occur.

Please see following section on persistent inappropriate behaviours.

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 support during OPAL play
- Nurture Activities with the Pastoral Team 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 level
- 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 (Specialist outreach services, ELSA support, CATs Therapist, Educational Psychologist, CAMHS) may be sought and strategies developed based upon the individual needs of the child. Targeted Early Help in the form of Family Help may be of benefit to the child.

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
- severely or persistently demonstrates behaviours that impact on the safety of other members of the school community
- damages property
- intentionally hurts another member of the school community
- absconds from the classroom, designated area or school site
- is openly and persistently defiant
- verbally aggressive towards staff
- participates in bullying which includes prejudice based and discriminatory actions (see Anti-Bullying Policy)

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

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. Graduated response documentation to be completed to look for patterns in behaviour that can be supported and avoided.

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.

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.

Appendix

Graduated Response



Viewley Hill Academy Our Behaviour System

1. Verbal Warning

Discussion including what the warning is for and what is expected of social or learning behaviour.

2. Time Out

Time to work within the classroom, but away from others for an age appropriate time.

3. Team Time Out

Time out away from the classroom, within the team or another classroom that is seen as suitable and is consistently used.

4. Isolation

Remainder of teaching session spent with member of TLR / SLT, returning when ready to learn after reflection time. Teacher to contact parent / carer (on the day of the incident) to ensure clear and positive communication with parents.

5. Internal Exclusion

Remainder of day spent with Senior Staff Member. Parents / carers informed and meeting / phone call to take place. Next steps of continued internal / external exclusion considered dependent upon severity of incident.

Indoor Behaviour Record



VIEWLEY HILL ACADEMY Graduated Behaviour Record

Class Teacher: _____ Week Beg: _____

Date	Pupil Name	Level Class TO Phase TO Isolation	Not following instructions	Refusal	Disrupting Learning	Playground Issue	Defiance and disrespect	Outcome

Outcome Key:

- ☒ Successful Return
 ☐ O – Managed return
 ☐ E – Escalated through graduated behaviour system (CPOMS entry at isolation stage)