

## The Victory Primary School Behaviour Policy - 'The Victory Way'

 <p><i>The Victory</i> Primary School</p>	<p><u>Reviewed: Autumn 2016</u> <u>Revision Due: Autumn 2017</u></p> <p><u>Signed by:</u> <u>Chair of Governors</u></p> <p><u>Date:</u></p>
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### Mission Statement

At The Victory Primary School we believe that the successful management of pupil behaviour is a crucial element in the education of all children "in a happy, caring, supportive environment which strives to achieve the highest quality and standards of education".

### Aims

- To make the school community aware of the ethos of the school;
- Be clear on what is appropriate and inappropriate behaviour
- To identify and provide for children, staff, governors, parents and visitors a clear framework of procedures that enable them to effectively manage matters concerned with both positive and negative behaviour
- To create and maintain a positive learning environment where children and adults receive positive feedback through praise and reward so that they thrive and excel

### Principles

The 'High-5 Values' that we aim to promote at the school are:

Kindness

Respect

Determination

Teamwork

Excellence

These values inform our behaviour policy and practice including our school rules.

At The Victory Primary School we believe that:

*Pupils should develop an awareness of the need for self-discipline through:*

- Learning how to evaluate their own behaviour
- Regular dialogue with staff, parents and other pupils
- Understanding that, when behaviour is unacceptable, taking responsibility and being honest is essential. □ Understanding the consequences of their inappropriate behaviour □ All staff using a script for learning including positive descriptive praise.
- A consistent, conscientiously followed approach, to behaviour by all staff and for which all take collective responsibility
- A positive, caring relationships fostered through a positive classroom and school environment
- A common framework for behaviour management, but within which there must be flexibility in order to meet individual needs
- A clear set of rules, with shared ownership, which are clearly understood and promoted by all and reviewed annually
- Agreed steps for rewarding good behaviour/work and agreed sanctions applied when behaviour is unacceptable

#### School Rules

- Treat others with respect – be kind and caring to each other.
- Be told once at home and at school.
- No fighting, No swearing – if you are hurt with words or actions let the adults know.
- Behave sensibly around the school.
- Be an organised person.
- Work co-operatively with one another – Don't distract others from their learning.
- Always try your hardest – Never give up.

**Acceptable Behaviour** Is that which demonstrates compliance with the High 5 values and the school rules.

**Staff consistency:**

1. All staff should deal with situations in the agreed way ensuring that there is consistency throughout the whole school.
2. Members of staff shouldn't ignore any situation ( e.g. running in school )
3. Staff need to follow school rules identified in the behaviour policy
4. Staff follow the 'script' for conversations about behaviour. (see annex 1 behaviour script)

## **Managing Behaviour-Agreed Common Practices**

Read in conjunction with Annex 1 The script and Annex 3 Sanctions flow chart.

### **Wave One**

#### **Good behaviour practices**

The school has a number of practices which promote an orderly, safe and well-mannered school. These relate to school uniform, time keeping, moving around the school, good learning practices, tidying up, behaviour in assembly etc. These are regularly communicated to parents and are promoted at school level through assemblies, within the classroom and around the school by all staff.

#### **Using Praise and giving rewards**

In our school we believe that the praise and reward of children's efforts both academically and socially is central to achieving high standards. **Praise should be related to the High 5 values and the school rules.** Children need this consistently signposted. All staff should use 'Sleuth' to record instances of good behaviour. The children's involvement in this process is important.

- Smiley face
- Verbal praise
- Sending good work to Head teacher and other colleagues.
- Positive reports on Sleuth
- Weekly celebration Assemblies-child of the week, certificates, praise, showing good work, Values cup class award □ Golden time-see annex 2
- Stickers
- Telling parents
- Postcards home

#### **Rewards can be given for behaviour in line with the ethos of the school:**

- Kindness – helping others, sharing, taking turns, comforting others, etc.
- Politeness – saying 'please, thank you, excuse me, pardon'
- Helpfulness – doing things without being asked, e.g. picking things up

- Trustworthy – being able to work independently when appropriate

### **Nurturing good behaviour**

#### **Good Behaviour is nurtured at The Victory Primary School by:**

- Children having a clear understanding of what constitutes good behaviour
- All staff having a consistent expectation of what constitutes good behaviour and an orderly school
- Setting examples from both adults and children
- Promoting behaviour issues in 'Circle Time'
- Sharing and discussing stories with moral meanings (in Religious Education lessons, Assemblies and Personal, Social Health Education lessons)
- The use of positive descriptive praise (not just rewards)
- Negotiating class codes of conduct
- The children being engaged in values-based assemblies

### **Using Restorative questioning.**

Restorative questioning will be used to address negative behaviours

1. Listen to the pupil
2. Find out the facts before acting
3. Check out with other pupils / staff what happened
4. Use of school behaviour policy for dealing with behaviour
5. Use school behaviour policy for classroom management
6. Use of sanctions as and when necessary (be consistent)
7. Ensure that if more than one pupil is involved that the sanctions are the same if the part that they played was the same.
8. Keep it short and sweet don't waste much time on trying to totally solve the mystery
9. Contact to parents where felt necessary
10. Find the child doing something well and encourage good behaviour

### **Using the Rewards Board**

All teachers will use the rewards board in the following way:

All children start on the home symbol, (green).

Moving towards the Desert Island-Positive.

- Positive behaviour seen, verbal descriptive praise, move up to aeroplane, (amber).
- Positive behaviour seen, verbal descriptive praise, move up to Desert Island, (yellow).

Moving towards Time Out-Negative.

- 1<sup>st</sup> instance – verbal warning. (At 1<sup>st</sup> opportunity praise improvements in behaviour-catch them doing the right thing).
- No change in behaviour move name to jelly, (light blue) and remind pupil of the behaviour required. (At first opportunity praise improvements in behaviour-catch them doing the right thing). Move name back to green.
- No change in behaviour move name to time-out, (dark blue). Once 1 minute time-out is completed move name back to light blue.

All rewards boards should be consistent in design and should include the school rules. However they can be customised for e.g. topics of class name.

## **Wave 2**

Individual instances of unacceptable behaviour are recorded by staff using Sleuth. This is used by the behaviour manager and SLT to identify where staff training/support is needed and where children's behaviour falls below what is acceptable.

When wave 1 strategies are not successful in ensuring acceptable behaviour for a particular child, an individual approach to behaviour management will be needed to work alongside Wave 1 strategies.

All wave 2 children will have either an Individual Behaviour Plan (IBP) or a Personal Support Plan. These will be written by the behaviour manager and the class teacher and be shared with the child and parent/carer.

Both plans, which will be recorded on form, will determine expectations and support according to the child's needs. This could include actions such as:

- Learning mentor support
- SEAL APP social skills groups
- HFLW involvement
- Nurture group support

## **Wave 3**

When wave 3 strategies have not been successful outside agencies are involved. These might include:

- The Multi-agency behaviour support team (MABS)
- The school seeking a statement of special educational needs.
- The school seeking alternative provision

## **Exclusions**

The Head teacher, or the Deputy Head teacher in the absence of the Head, has the right to exclude a child from school either for a fixed period or permanently. Exclusion is a serious step and will only be used as a final sanction when the Head teacher has determined that by allowing the pupil to remain in school it would seriously harm the education or welfare of the pupil or of others in the school. Exclusion, whether for a fixed period or permanent will be reported immediately to the chairperson or

Vice chairperson of the Governing Body and to the Local Education Authority.

At The Victory Primary School we will follow the Portsmouth City Council Exclusion Guidelines (a copy of the guidelines is available for viewing at the school office).

## **Restraint**

Staff have been Team Teach trained. In the unlikely event of needing to restrain a child at The Victory Primary School we will follow the Council Restraint Guidelines. See Restraint policy annex 4.

## **Lunchtime**

The Senior Supervisory Assistant, supported by the Behaviour manager, will be responsible for dealing with the majority of behaviour issues. More serious incidents will be referred to the Deputy or the Head Teacher.

## **Lunchtime Exclusion**

The Headteacher has full discretion to exclude any child from school and its premises during lunchtimes if behaviour is regularly unacceptable at this time. Prior warning of any intention to exclude will be given to parents and the Headteacher may discuss an alternative sanction with parents.

## **Anti-Bullying (see anti-bullying policy)**

There are various definitions of bullying and our school has determined to adopt the following criteria (extracted in part from the Anti Bullying Alliance i.e. DfES 2007):

**“Bullying is behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.”**

‘Hurtful Behaviour’ may be:

- **Physical** – kicking, hitting, pushing, removing or tampering with possessions/property, forcing a child/person to carry out an act against his/her will
- **Verbal** – name calling, bad language, insulting or racist remarks

- **Indirect** – spreading stories, intimidation or rumours or excluding a child/person from the social group □  
**Cyberbullying** – What is cyberbullying?  
 “The use of information communications technology (ICT), particularly mobile phones and the Internet, deliberately to upset someone else.”

\* This list is not an exhaustive list and the school reserves the right to treat each incident on its merits.

### **Dealing with Bullying**

- Children and families will be taught about bullying so that they:
  - Know what bullying is/isn't
  - Know that bullying is wrong
  - Know what to do in the event that they feel they have been a victim of bullying
- Children are encouraged to tell someone, either by telling an adult or putting their worries in the “Unhappy Box.”
- Bullying will not be tolerated at The Victory Primary School
- The school will positively encourage any child being bullied to disclose the bullying incident to an adult (maybe a parent or family member, class or other teacher, other known adult)
- The school will positively encourage disclosure of any bullying incidents to an adult
- Adults will be encouraged to consult the child's class teacher to report and/or discuss the child's disclosure
- The school will investigate any allegation of bullying. The Bullying and Racial Incidents Record will always be completed and careful records will be kept
- A log of bullying incidents is maintained by the class teacher in his/her personal records as well as by the Head Teacher.
- The School Council will be consulted annually for their views on Bullying and their opinions included in this policy when appropriate.
- The Head teacher will be informed of all incidents of bullying or unsolved problems
- Action will be taken to address any incidents of bullying. This will depend on the incident itself and the age of the children. There will be an element of collaborative problem solving in the resolution of bullying incidents
- The parent/carer of the children concerned will be included in this process

**Reviewed: Sept 2016**

**Next Review: Sept 2017**

**Annex 1 Behaviour Script**

**Annex 2 Golden Time**

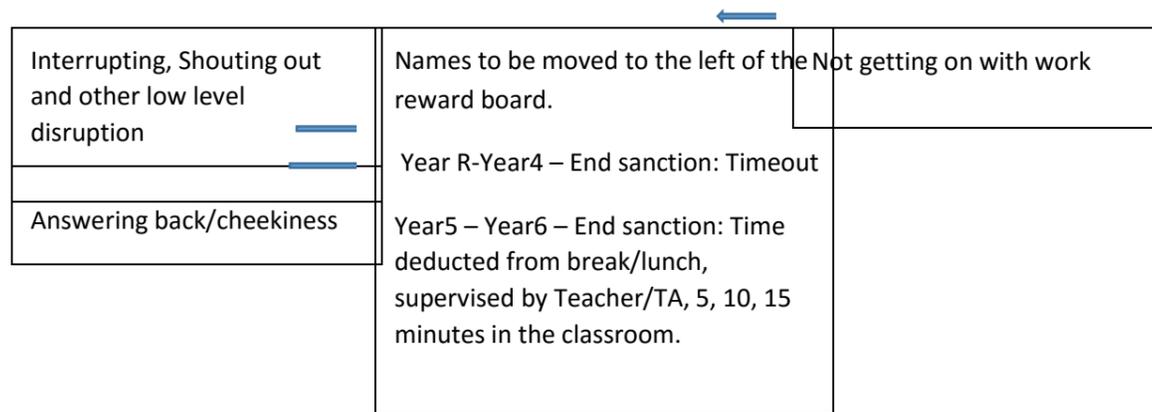
**In response to the wishes of parents and children golden time has been introduced to reward those who are consistently well behaved. It will take place every week in the classroom and will last for 30 minutes and will involve a choice of two fun but educational activities. For each occasion that a child has a lunchtime or after school detention (or if they have misbehaved to the same degree but have so far not received a sanction) they will miss 5 minutes of golden time.**

**Annex 3 Sanctions flow chart-This is the parent's version see also children's and parent's version**

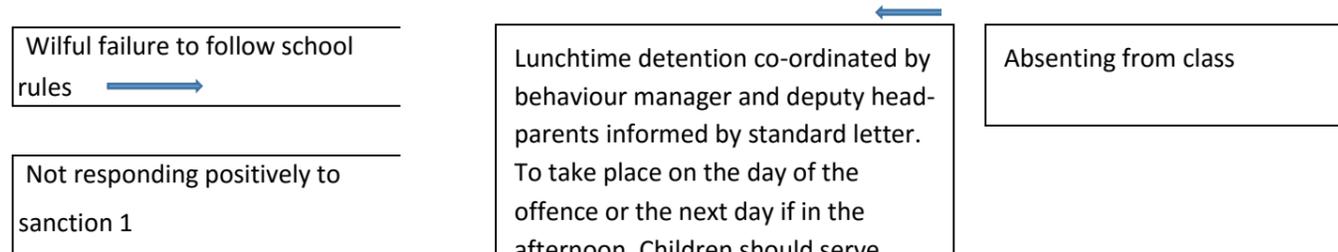
Pre – Sanctions

A failure to follow school / class expectations for example re: uniform, jewellery, PE kit, homework. When this becomes a problem this will be dealt with by the TA or class teacher by communicating with parents initially by standard letter and/or a conversation with the parent. If this continues the head teacher will be informed and a standard letter sent.

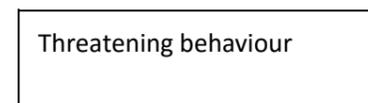
**Sanction – Grade 1**

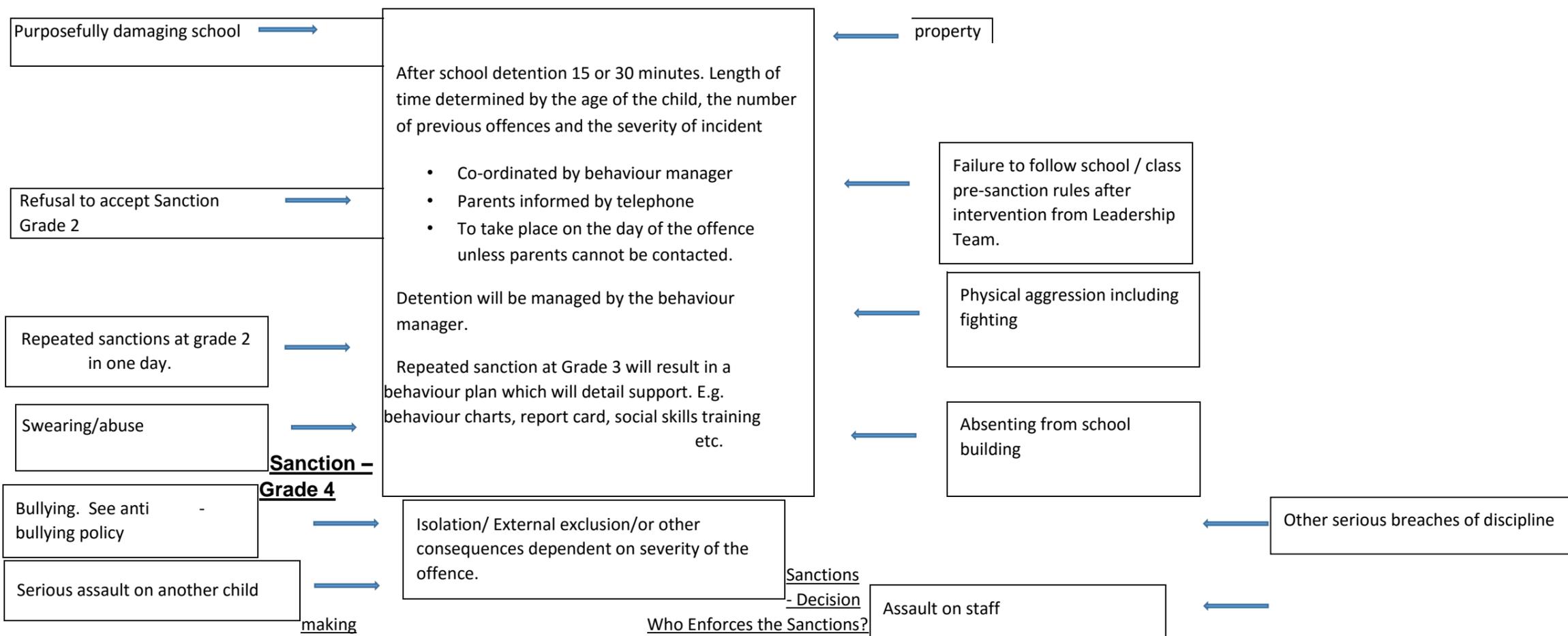


**Sanction – Grade 2**



**Sanction – Grade 3**





Pre-sanction	All staff should pick up on this as they notice things around the school.
Grade 1	Learning Mentor, TA or Class teacher.
Grade 2	Learning Mentor, TA or Class teacher.
Grade 3	Behaviour Manager, Learning Mentor, Class teacher.
Grade 4	Leadership

Grade 1	TA / Class teacher
Grade 2	Behaviour Manager and Deputy Head Teacher in Dolphin class – Learning Mentors to bring them from class
Grade 3	Behaviour Manager / Learning Mentor in Dolphin class – Learning Mentors to bring children from class
Grade 4	Behaviour Manager / Leadership

**Annex 4 Restraint Policy**