

Behaviour Policy



1. Vale School's shared values and beliefs about behaviour comprise of the following:

- Behaviour principles written statement by the governor body - section 88 Education and Inspections Act 2006.
- School Behaviour policy by the headteacher - section 89 Education and Inspections Act 2006.

1.1 The governing body of Vale School will ensure that policies are designed to promote good behaviour and discipline on the part of its pupils and are pursued at the school.

The governing body have determined that the school's shared values and beliefs about behaviour are:

- a) School agreed routines encourage good behaviour.
- b) Good behaviour can be encouraged and undesirable behaviour discouraged.
- c) Extreme undesirable behaviour will not be tolerated by the adults in the school.
- d) The school will work together with the home to promote good behaviour.
- e) All staff deserve support and encouragement at times when they experience a child whose behaviour is undesirable.

1.2 The headteacher of Vale School has determined that in order to meet the behaviour principles, the school has agreed routines linked to the following areas:

1. The beginning of the day
2. The end of the day
3. Moving around the school
4. Lining up and moving around the classroom
5. Assembly
6. Morning break
7. Lunch break
8. Wet breaks
9. Use of cloakrooms
10. Going to the toilet
11. PE Kit and getting changed for PE/Games
12. Wearing Uniform
13. Procedures to get the class/year groups attention quickly (e.g. SLAM)
14. Systems for giving out and collecting resources and books

2. Good behaviour can be encouraged and undesirable behaviour discouraged

The school community will adopt a set of agreed rules and values aimed at making our school a safe environment, which encourages self-respect and the opportunity to learn.

2.1 As a school we will use the following agreed Values and Rule to encourage good behaviour and discourage undesirable behaviour:

Values

Honesty - We are honest and true

Excellence - We aim to go beyond our best

Appreciation - We appreciate others, what we have and the world around

us

Respect - We respect adults and celebrate our differences

Teamwork - More can be achieved together than on our own

Rule

Be Kind

2.2 We will adopt an ethos underpinned by the phrase '**catch them being good**' and use the following rewards for those who follow the school rules. These rewards offer a range of options, which are not graded in any way.

1. Praise:

Compliment individual children.

Publicly celebrate good behaviour and attitudes.

Notice and comment on improvements.

2. Positive notes home to parents:

Children will be rewarded for good behaviour by receiving one of the following:

- a postcard home
- a "catch them being good" certificate
- a 'well done' letter to take home to parents. The class will celebrate this and teachers will keep a record of who has received a 'well done' letter.

3. Positive contact made with Parents (either at the school gate or by phone)

Staff will take opportunities when they arise, to make positive contact with parents about behaviour and general school matters.

4. Positive visit to see another member of staff:

Children will be sent, at an appropriate time, for recognition of good

behaviour.

5. House points

6. Headteacher Awards

3.To discourage undesirable behaviour the following sequence of consequences will be used:

Teachers will use a range of appropriate strategies to encourage good behaviour. For example:

- Comment on something good a child has done
- Praise someone near the child who is displaying the undesirable behaviour
- Move closer to the child at their level
- Restate the expected good behaviour in a calm and controlled way
- Distract the child
- Give 'The Look'

If a child continues to make poor choices about their behaviour the following stages will be followed:

- Stage 1* Child receives a warning and their name is recorded on the teachers clipboard .
- Stage 2* Child spends 2 minutes away from the group within the class setting.
- Stage 3* Child spends time away from their class - going to a different class for about 15 minutes. Any work missed will be completed at a later time. A log will be kept of the incident and the member of staff involved will restore their relationship with the child.

3.1 Each day the 'slate will be wiped clean' and the child will have the opportunity to make a fresh start.

As far as possible, any incidents of poor behaviour will be dealt with on the day, with relationships restored between pupils and also between the pupil and members of staff. If this is not possible, the incident will be dealt with the following day.

Every effort is made to give every child a fresh start each day.

3.2 Support is provided for staff in how they can restore relationships

A bank of questions and stem sentence starters are provided to offer support to all staff as they restore relationships.

Restoring Relationships Questions to use

1. What happened?
2. What were you thinking at the time?
3. What have you thought since?
4. How did this make people feel?
5. Who has been affected?
6. How have they been affected?
7. What should we do to put things right?
8. How can we do things differently in the future?

3.2 To help a child make good choices about their behaviour, the following sentence starters are provided for staff:

Use of Stem Sentences

- I understand... (that you are angry/upset).
- I need you to ... (come with me so that we can resolve this properly/ put the chair down)
- Maybe you are right (Maybe I need to speak to..).
- Be that as it may... (I still need you to..).
- I've often thought the same.. (but we need to..)
- I hear you (it's not easy but I know you can do it).

To remind pupils of expected behaviour use:

- You need to...
- I need to see you...
- I expect...
- I know you will...
- Thank you for...[Never use please in a request]
- I have heard what you have said, now you must...
- We will...
- Do you remember yesterday when you...
- I don't like your behaviour, it is.. but I believe that you can be a success.

Dealing with Anger

- Anger is not connected to their diagnosis or circumstance Anger is a human condition, we can gain control using strategies:
- I can choose to walk away
- I can stop myself
- I am OK
- I am in control of myself
- I can choose to be calm
- I have a bigger goal than this fight

If the child completely shuts down you could use this sentence starter to help them:

- I am wondering if.... (you were feeling cross when xxxxx happened)

4. The adults in the school will not tolerate undesirable behaviour that is extreme.

Extreme behaviour is:

- Seriously upsetting or hurting others
 - Deliberately destroying property
 - Keeping on refusing to follow instructions
 - Behaving in a way that stops us from learning
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- Any child involved in any of the above will by-pass the sequence of consequences and be sent immediately to the Headteacher or Deputy Headteacher, or if they are unavailable, to a member of the Wider Leadership Team.
 - When dealing with children in this category, staff will take time to discover what has happened.
 - The exclusion of a child will only come into effect when at least 2 members of the Senior Leadership Team (SLT) have discussed and agreed exclusion is the correct course of action.
 - Parents will be informed of the decision by phone if possible but all parents will receive an official letter of exclusion.
 - On return to school there will be a meeting between a member of SLT and the parent and the child previously excluded to discuss the incident leading up to the exclusion, the reason for the exclusion, and to plan future strategies to deal with similar situations.
 - If it is appropriate a home/school contract will be set up.
 - The child will be put on report for one week on return to school and parents will be contacted at the end of the week to discuss the child's behaviour. Every attempt will be made to make the report positive. (*See Exclusion Policy*)
 - Staff have the power to discipline pupils beyond the school gate.

The behaviour of some children will be unaffected by a whole school Behaviour Policy. This may be for a wide range of reasons, including previous trauma. It is important to address their behaviour and work towards changing it. This will be done through an Individual Behaviour Plan.

Some pupils, due to their previous life experiences, need a more personalised behaviour plan. The school will work with outside agencies to seek support and guidance on how to manage the specific children's challenging behaviour.

5. Use of Restraint

If a child leaves the school premises without permission they will not be restrained. The school will inform the parents immediately or the police if the

parents cannot be contacted. A member of staff will follow the child at a safe distance if possible.

A teacher can restrain a child using reasonable force if they are behaving violently towards themselves, another person or property. The child will be told to stop the extreme behaviour but if they do not, they will be restrained with reasonable force. The teacher will send for another adult immediately and as soon as possible record the incident in writing. The school will inform the parents of the incident and the local authority if thought appropriate. Reasonable adjustments will be made for pupils with disabilities and/or Special Educational Needs.

A group of staff are “Team Teach” trained to ensure the safe handling of children who need escorting to a safe place.

6. The school will work together with the home to promote good behaviour.

- Parents will be informed at every opportunity of their child’s good behaviour, e.g. positive contact, notes / phone calls home.
- Parents will be involved at an early stage if there is concern about their child’s behaviour.
- The school will at all times adopt an encouraging and supportive style with parents.

7. All staff deserve support and encouragement at times when they experience a child whose behaviour is undesirable.

- Staff will be encouraged to share the situation with other members of staff so that support can be given and strategies discussed.
- The school will request support from outside agencies when necessary and provide INSET opportunities when appropriate.
- The SENCO will advise on preparing an Individual Behaviour Plan.
- Staff will be supported appropriately if accused of misconduct.

Section 89 Education and Inspections Act 2006 requires that the headteacher’s Behaviour Statement be published in the form of a written document as follows:

a) they must make the measures generally known within the school and to parents of registered pupils at the school and

b) they must in particular, at least once in every school year, take steps to bring them to the attention of all such pupils and parents and all persons who work at the school (whether or not for payment).

8. Informing and Reporting

At Vale School section 89 (b) will be delivered at the annual year group parent meetings in the autumn term.

This will be reported upon to the governing body by the headteacher at the next Full Governing Body Meeting.