

Policy Reviewed:	September 2020
Next Review Date:	Autumn 2023
Signed Chair of Governors:	_____ Tom Slater
Status and Review Cycle:	3 years

This policy should be read in conjunction with the following policies: Anti-Bullying Policy
Exclusions Policy
Single Equality Policy

Rationale

The Vaynor First School recognises that effective behaviour management is an essential element in the creation of a positive environment in which all children feel safe, secure and happy. It is a place where children are given the maximum opportunity to learn while developing self discipline, a respect for themselves, for others and for the environment. This policy encompasses all aspects of school life and develops in pupils' skills which will support them in their journey towards becoming mature, thoughtful and responsible adults in their communities, who respect the rights of others and know their own responsibilities in ensuring these rights are protected.

A key part to this philosophy is to have an environment which is calm and tolerant; bright and colourful; clean and well organised; open and friendly.

As a community we will not tolerate bullying in any form though we are realistic in recognising that it may happen but where it does it will not be tolerated. Please see the Anti-Bullying Policy.

Aims

The Vaynor First school aims that everyone involved in the school works together to:

- *create a caring environment where there is mutual respect*
- *enable quality learning and working opportunities for everyone in school*
- *help every child develop a pride in themselves, their class and the school as a whole*
- *take pride in the school environment and have respect for the property of others*
- *establish a consistent and positive approach to behaviour management shared by all which reinforces efforts to behave well and work hard*
- *help children to understand they have rights to be safe and responsibilities to keep others safe*
- *work positively with parents to promote good behaviour*
- *Communicate effectively with parents*

Objectives

The Vaynor First School helps and encourages children to:

- *understand that everyone has the right to be safe and happy*
- *know each person has the responsibility to make sure others are safe and happy*
- *Know that if children are angry or upset they need to talk to an adult (be in control of their own emotions)*
- *solve their problems or difficulties by talking, not with hands and feet (by negotiation and discussion)*
- *be kind, honest and fair to each other*
- *stand up for what they know is right*
- *have the courage to tell the truth in difficult circumstances*
- *know that everyone and everything should be treated with respect, including themselves.*
- *play a full part in our school community*

Positive Approaches to Behaviour Management

All adults model positive behaviour in their dealings with children and each other. It is from us that children learn the most. Pupils learn our expectations when they see positive, friendly and respectful relationships between staff, Governors, Parents and Visitors. Jenny Moseley, a well-respected expert in the area of providing teaching models which helps raise children's self-esteem, building positive relationships and models for positive behaviour succinctly expresses this:

'Children are lightning conductors of an adult's mood – they scan our faces, listen intently to our tone of voice and within minutes can be profoundly affected. If the teacher is in a negative mood, he/she can wind up her/his children into such a state that they burst into the playground as his/her exact replicas, intent on irritating all the other children. ...they then rush back after lunch... quarrelsome and distracted.'

Mosley, J (1996) *Quality Circle Time in the Primary Classroom*. Cambridge: LDA

Careful curriculum planning, which aims to involve and takes account of the needs of all pupils within a group, will enhance achievement and thus self esteem in every learning opportunity. Tasks should be carefully matched to individual ability; every pupil should have the opportunity to experience success. Through this children will feel good about themselves and will maintain positive relationships.

The explicit teaching of positive behaviour will be mainly through assemblies and in the curriculum through Personal, Social, Health, Emotional and Citizenship lessons, often through the use of circle time. However, there will be many other opportunities throughout the curriculum and in playtimes when children may be encouraged to act appropriately through praise, a quiet word or publicly acknowledging an action. We aim to encourage and praise a range of emotionally literate behaviours:

- honesty
- independence
- co-operation
- asking for help
- enthusiasm
- respect for self and others
- having a go and doing our best
- sharing and turn taking
- helpfulness
- politeness and good manners
- cheerfulness
- high standards
- perseverance or keeping on going, even when it is hard
- listening well
- tolerance
- kindness and caring
- patience with others
- working and playing safely
- confidence
- setting high standards for myself

Children are expected to follow the school rules or 'Code of Conduct' based on Safety, Behaviour, Respect and Work Ethic. These are displayed in each classroom and throughout the school, and each class should work together to understand these clearly.

- ✓ ***We always try our best.***
- ✓ ***We keep everyone happy and safe.***
- ✓ ***We listen carefully***
- ✓ ***We are polite and helpful***
- ✓ ***We care for each other and our environment.***

They should be constantly referred to so children are clear about the expectations. These can be used as a foundation for children to form their own class rules, numbering no more than five, linked to the same headings which are displayed and referred to by everyone. (See Appendix 1 for School Reward Systems).

Behaviour we regard as unacceptable is:

- Anything that stops children learning – not working, disturbing others, attention seeking, calling out, shouting, not taking care of property
- Spiteful and unkind behaviour – verbal or non-verbal including swearing
- Behaviour or language which demeans others e.g. because of race, gender, sexual orientation or religion
- Aggressive behaviour which threatens the safety of the child itself, other children or adults within the school e.g. hitting, kicking, punching, throwing, biting
- Retaliation to the behaviour of others
- Theft and vandalism e.g. damaging things which do not belong to them
- Exiting a classroom or the school grounds without permission
- Any form of cyber bullying eg. sending hurtful text messages

Any poor behaviour will result in a consequence. These range from a quiet reprimand to missing a privilege such as playtime or going to see the Key Stage Leader, Deputy Head or Headteacher. (See Appendix 1)

Quiet, private reprimands are more effective than public ones, though we recognise the need to ensure the child does not find the individual attention rewarding, as this could lead to a cycle of misbehaviour, in order to acquire one to one attention from the adult. Verbal reprimands should never humiliate or involve sarcasm.

Pupils will be encouraged to apologise for their action, and to forgive the actions of others. They will be taught to understand that once a sanction is completed, the episode is forgotten and a chance for praise should be sought by the adult as soon as is practicable afterwards. (See Appendix 1 for school sanction systems)

Alongside the systems highlighted below, class teachers and other adults will use additional strategies to aid children in 'Putting their Behaviour Right' such as the 'Put it Right' System, where children have the opportunity to take 'time out', and are encouraged to calm down and regulate their behaviour. This must be time regulated (using a sand timer) and all work will still need to be completed after putting it right. For younger pupils staff could negotiate a space in the classroom with them which is understood to be the 'Put it Right' spot (or spots), again with a timer there for children to do this.

Working with Parents and the wider community

If there are ongoing concerns over a child's behaviour we will contact parents and work with them to support children.

For some pupils, it will be necessary to draw up a more detailed programme or Pastoral Support Plan which sets achievable targets for the child to reach, to help them develop strategies to cope with poor choices. It aims to reduce behaviours which seriously hinder a child's own learning, the learning of others or which may constitute a physical risk to themselves or others. The school will draw on the expertise of the Educational Psychologist and Behaviour specialists to seek strategies to help to support a child. Advice from other experts may also be sought. Programmes will be developed with parental input and will be reviewed regularly. Pupils will be put on the Special Needs Register as appropriate after liaison with parents and in accordance with school policy in this area.

Inclusion

It is important that children whose behaviour is challenging do not become isolated. They will need specific one to one guidance within clear parameters that apply to all pupils within the class and school. It is important to praise these pupils for small points of progress, to build a gradual staircase of success for them as often their self esteem is very low.

Monitoring and Evaluation

All staff are responsible for this and should bring any difficulties to the attention of the Headteacher or Deputy Headteacher. The Headteacher has ultimate responsibility.

The Headteacher will monitor the quality of work within this area and report findings to the Headteacher and Governors.

COVID 19 Addendum

This addendum is to be used in conjunction with and alongside our full Behaviour Policy. The rationale is to ensure that the children and staff at The Vaynor First School act in a manner that fully supports the very necessary measures that have been put in place during the Covid 19 pandemic and national crisis.

We aim to maintain a secure, caring and stimulating environment in which children are encouraged to have respect for themselves and each other. Whilst expectations in our Behaviour Policy remain pertinent, it is necessary, in light of the Covid-19 pandemic, to make some adjustments for the safety of all pupils and staff. These adjustments are set out below:

Arrivals, Departures and Moving round the school.

Children will enter school through their designated entrance. Children will enter and will go straight to their designated classroom, keeping a 2m distance from any other individual. There will be markers on the floors to support children with social distancing.

At their designated home time, children will leave the building from their designated exit. They will leave one at a time when their parent has come to collect them, again keeping their distance using the markers on the floors as a guide.

Movement around the school will be limited. When the children leave their classroom to go outside for break, lunch or outdoor learning, they will follow the markers on the floor to ensure they stay 2m from peers and adults where possible.

Handwashing and Hygiene

Children will be expected to follow all handwashing and hygiene routines while in school. Children will wash hands/use antibacterial gel before entering school, before and after eating and at regular intervals during the day.

We ask children to follow the guidelines of; catch it, bin it, kill it. If they need to cough or sneeze, they should use a tissue or crook of their arm. Children will be reminded not to touch their face, mouth, nose or eyes while at school.

Should a child refuse to follow these routines, disciplinary procedures and sanctions will be used (see below).

Social Distancing

Children who are old enough will be expected to socially distance from their peers and adults in school and on the playground/field at all times. When children enter their room, they will be expected to go straight to their table and nowhere else in the room. Children will put their hand up if they need an adult's support, they will not get out of their seats. Should a child refuse to follow social distancing measures, disciplinary procedures and sanctions will be used (see below).

We understand socially distancing may be more difficult for younger children, they will be encouraged wherever possible to keep a distance from peers and adults, however, we understand this may not always be possible.

Toilets

Children will be encouraged to use the toilets in their class bubbles only. When a child has finished in the toilet they must wash their hands.

Break and Lunch times

Children will have a designated place to play during break and lunch times. They will have their own equipment that will be cleaned after use. Children will be expected to remain socially distant from both peers and adults during play and break times. Children must stay in their designated area at all times. Sandwiches will be eaten in classrooms and school lunches in the hall. Children will eat at their table. They will not get out of their seats.

Due to social distancing, we will not be able to complete the following actions from our Behaviour Policy:

- Reprimand in private
- Hold restorative conversations in private
- Move the child to another place in the classroom or hall
- Give 'Time out' in the Key Stage Leader's classroom
- Share teaching with other classes
- Hold face to face conversations with parents
- Use any form of physical restraint using Team Teach training
- Hold a celebration assembly

Linked to the above, the actions we will take are as follows:

- Staff reminder of appropriate expectations and use of zone board
- Hold restorative conversations as privately as possible without putting children and staff at risk
- Conversations with parents to take place over the phone
- Award House points as praise and rewards

Some behaviour concerns referred to below may have been previously deemed less serious, however if an action now results in the potential compromising of a person's ability to social distance and stay safe it will now be treated in a more serious manner.

Category	Concern examples	Consequences/actions
1	<p>Not taking responsibility to inform an adult if they are experiencing symptoms of Coronavirus.</p> <p>Not following expectations about coughing, sneezing, tissues and disposal (in line with the 'catch it, bin it, kill it' message)</p> <p>Low level disruption in class</p>	<ul style="list-style-type: none"> • Staff reminder given. • Parents / Carers informed by telephone call or email. • General school Behaviour Policy followed up to step 2. Beyond this the child is escalated to level 2.
2	<p>Not following school routine for arrival or departure – once</p> <p>Not following the rules about sharing equipment or other items – once</p> <p>Not following instructions on hygiene, such as hand washing or sanitising – once</p> <p>Not moving around the school as per specific instructions – once</p> <p>Not lining up or sitting following instructions to remain 2 metres apart wherever possible.</p>	<ul style="list-style-type: none"> • Staff reminder given. • Parents / Carers informed by telephone call or email. • Assistant/Deputy Head informed. Repeat perpetrators escalated to level 3.
3	<p>Repeated incidents from level 2 – more than once</p> <p>Not following school routine for arrival or departure – more than once</p> <p>Deliberately tampering or touching another child's equipment or belongings</p> <p>Deliberately tampering with hygiene materials such as soap or sanitiser</p> <p>Deliberately tampering with bins or the contents of bins</p> <p>Deliberately entering an area or zone that is out of bounds or which may compromise the health of children and staff in another group.</p> <p>Deliberately attempting to socialise with a child from another group</p> <p>Deliberately misusing the toilet areas and facilities</p>	<p>Deputy Head/Head Teacher informed. It may result in a child being sent home immediately and a risk assessment will be completed to ascertain when they can return.</p>
4	<p>Deliberately coughing or spitting at somebody</p> <p>Any action that would usually require the need for restraint and which would severely compromise staff ability to remain socially distanced.</p>	<p>Child will be sent home and a risk assessment must be completed to assess if the child can return before September.</p>



Appendix 1

How the Behaviour Policy Works



Objectives

The Vaynor First School helps and encourages children to:

- *understand that everyone has the right to be safe and happy*
- *know each person has the responsibility to make sure others are safe and happy*
- *Know that if children are angry or upset they need to talk to an adult (be in control of their own emotions)*
- *solve their problems or difficulties by talking, not with hands and feet.(by negotiation and discussion)*
- *be kind, honest and fair to each other*
- *stand up for what they know is right*
- *have the courage to tell the truth in difficult circumstances*
- *know that everyone and everything should be treated with respect, including themselves*
- *play a full part in our school community*

The behaviour of our children is about everyone working together to make the school a safe place for everyone.

For teachers and other adults this is about everyone working together so children know that The Vaynor First School is a fair place, where all adults listen to their worries and problems and help to solve them. It is important that all adults are consistent in approach as children react positively in an environment that values fairness and listens to their issues before value judgements are made.

Teachers and other adults will help make sure this takes place by:

- *Helping children to make the right choices*
- *Being well prepared for lessons*
- *Being in the classroom or group rooms when children arrive*
- *Looking after children when they come into school in the morning and leave in the afternoon*
- *Watching their own classes and other classes when children move around the building and playground, telling children when they have behaved well and when they are not behaving well*
- *Actively using the school rewards and sanctions system*
- *Telling the class teacher about any really good behaviour, or poor behaviour that they have spotted if the child is not in their own class or group*
- *Helping children where they see there is a behaviour problem beginning to start*

For children this is about following the school 'Codes of Conduct' and being kind and fair at all times to other children and adults around them. If children do this they will receive stickers and praise for making the right choices.

Making a wrong choice will lead to a consequence. A wrong choice would be behaviour from the list below:

- Any behaviour that stops other children or themselves learning
 - *not working*
 - *disturbing others*
 - *silliness*
- Spiteful and unkind behaviour this might be

- *saying unkind things to others*
- *spreading rumours and nasty gossip about someone*
- *repeatedly leaving someone out by not talking to them, or not letting them join in*
- *name calling or behaviour that is about something such as the colour of someone's skin, the place they came from, how they worship god - this is called racism*
- *saying hurtful things about people's friends or family*
- *behaviour or language which demeans others e.g. because of gender, gender preference or how they look or any other way that makes them appear 'different'*
- *swearing*
- *always leaving someone out of games*
- *sending hurtful texts, emails or messages*
- *theft and vandalism e.g. damaging things which do not belong to them*
- *any form of cyber bullying eg. sending hurtful text messages*
- *any behaviour which makes other children or grown-ups feel unsafe e.g. hitting, kicking, punching, throwing*
- *getting someone back because they may have upset you for any reason*
- *taking something that does not belong to you*
- *treating something badly or damaging something that does not belong to you*

Systems for Rewards and Consequences

Each class will have a zone board system set up in the room. This is to be in a prominent position using the following colours gold, silver, green, amber and red.

1. Everyone will start in green at the beginning of the morning and afternoon. However, if silver or gold is achieved in the morning the children will remain there at the beginning of the afternoon, subject to continuing good behaviour, unless they have been moved to red during the lunchtime.
2. Good behaviour choices will mean moving up the zone board. Children in silver or gold at the end of the day will get a sticker.
3. If poor behaviour choices are made then a verbal warning followed by a move of the name to amber shows a child they need to improve their behaviour.
4. If the behaviour choices do not improve then a further verbal warning is given followed by a move to red, which is an instant loss of playtime (or 15 minutes of lunchtime) where children will be required to complete a set task. Parents are informed that their child has made poor behaviour choices by a label being placed in their communication diary (planner Y4) so that parents know and can talk about this with their son or daughter.
5. Any child will go instantly to red if they:
 - *leave the class, playground, or group without permission*
 - *hit*
 - *kick*
 - *swear (not just accidentally with an apology)*
 - *throwing things unless as part of a lesson/ playground game*
 - *damaging things*
6. Anyone can 'Put it Right' during the day and move back to green or above but if they were in red a sticker will still go in their communication diary.

7. Teachers will award an additional class point for each morning and afternoon session if there has been no movement down the zone board. This is to reinforce, by the use of peer pressure, positive behaviour in the classroom.

Children who are moved to red zone twice in a day need to be brought to the attention of the Key Stage Leader in the first instance, who may refer the child on if there has been repeated referrals to the Assistant Head, Deputy Head or Headteacher.

The school uses a House System. Each class in a year group are in one of the three houses. Class points gained for good behaviour and attitude feed into this whole school system. Children manage the system through House Captains and enjoy finding out which house is in the lead in whole school assemblies. Additional points feed into this system from activities such as inter-house sporting events and curriculum challenges.

Hierarchy of Rewards

1. Non-verbal i.e. smile, thumbs up, use of symbol cards
2. Verbal i.e. well done, thank you
3. Sticker
4. Child sent to Key Stage Leader – for praise
5. Child sent to Deputy Head – for praise and to receive a Deputy Head sticker
6. Child sent to Head of School – for praise and to receive a Head Teacher sticker or certificate or letter home to parents.

Children receive certificates in recognition of work, behaviour, positive attitude and effort that exceeds expectations at fortnightly Celebration Assemblies to publicly celebrate their achievement.

Whole Class Reward Systems

Group rewards are an effective way of developing a calm, orderly classroom, which draws upon a collaborative approach. We use the following system of whole class rewards.

These will be in the form of class points. Points will be awarded to the class for group standards of behaviour, i.e. being ready to learn, sitting smartly, listening carefully, working well together, coming in sensibly from play /assembly, being attentive in assembly. They may be awarded by any member of the school and these feed into our whole school house point system. The winning house at the end of each term will receive a celebratory event.

Consequences

Consequences happen when children make poor choices. Teachers and other adults need to act to help children make the right choices.

The voice is an important tool in the teacher's kit. This should be kept low at all times to maintain a calm approach (a child who has to listen to hear is concentrating on something other than his/her behaviour).

Teachers will repeat actions they want children to take. They will repeat quietly, exactly and simply what they want the children to do. They will use 'Thank you' not 'Please' because they expect all children to do as they are asked the first time of asking.

Hierarchy of Consequences

1. Non verbal i.e. the three part teacher stare, frown, thumbs down, use of symbol cards
2. Spoken warning –explaining what the correct choice should be
3. Move the child to another place in the classroom or hall or loss of some playtime, but no more than 1 minute for each year of age.
4. Time out in the Key Stage Leader's classroom (or another member of staff if the child is in Key Stage leaders class) to work quietly, where they are ignored by other children. Key Stage leader may speak informally to parents (particularly in Reception or KS1).

5. Send to the Deputy Headteacher who will speak to the child and may send a Behaviour Notification Form home for parents to keep them informed, this will need to be signed and returned to school.
6. Send to the Headteacher who will speak to the child and may send a letter home for parents to keep them informed, this will need to be signed and returned to school.

Should poor behaviour persist the Headteacher will follow these sanctions:

1. Formally inform the parents by letter and invite them in.
2. Short Term exclusion.
3. Long Term exclusion.
4. Permanent exclusion.

Should poor behaviour keep on happening the Headteacher, Deputy or Key Stage Leader will all, in the first instance, formally speak to parents or write to them about the poor choices made. Parents may be invited in to talk to them.

The Head may also need to follow continuing poor choices by excluding the child, this may be for a day or two, for a week or two or permanently.

If the poor choice results in something serious then it may mean that the Headteacher or Deputy may need to move to exclusion without using all the other consequences first. (Please see the Exclusions Policy.)

Pupils who show very poor behaviour will have it logged in a class teacher's /Key Stage Leader's / or Deputy Head's /Headteacher's logbook as evidence.

A serious incident will not pass through all these stages as is appropriate. Please see Appendix 3 – Exclusions Policy.



Dinnertime is a time to promote social skills on the playground and in the dining hall and for helping children to make sensible choices and be good friends. There are playground games for children to use with the support of dinner supervisors. Children should go to the dining hall quietly, sensibly and quickly. They should show good manners to everyone.

Supervisors should work through the following list of rewards:

- 1. *Non Verbal - Smile, thumbs up, happy face.***
- 2. *Spoken – Thank you, well done, you have been kind.***
- 3. *Put the child's name in silver on the zone board on returning to class.***
- 4. *Award one class point for co-operation and good behaviour of the whole class.***
- 5. *Report the child to the Deputy Head for praise.***
- 6. *Report the child to the Headteacher for praise.***

If there are poor behaviour choices the supervisors should work through the following list of consequences:

1. Non verbal – frown, thumbs down, sad face.
2. Spoken – remind children of acceptable behaviour and give a warning.
3. If the behaviour choice continues ask the children to stand by the wall or move their seat in the dining hall, but for a duration of no more than 1 minute for each year of age.
4. Poor behaviour should be initially reported to the Lead Dinner Supervisor.
5. If the behaviour continues, speak to the child's teacher about the behaviour.
6. If the behaviour still continues, report it to the Key Stage leader.
7. Persistent poor behaviour choices report the child to the Deputy Headteacher /Headteacher immediately.

Pupils who exhibit poor behaviour at lunchtime will have their names logged in notebooks by the dinner supervisors. The Assistant/Deputy Headteacher will monitor this in order that persistent offenders can be tracked and worked with as appropriate.

Pupils will quickly become restless if they are left too long sitting or lining up during the lunch period. They must be moved in and out of school as soon as possible. Staff **MUST** work together and supervise how the children move around the school, reminding ALL children, not just their assigned class, to make good behaviour choices. This also applies to moving children around the building and engaging them in effective play on the playground. This may mean spotting where there are problems and talking to the children to stop things getting worse. Dinner staff should also work with the children to help them play happily, showing them how to play or leading them in games.

At no time should any child be left unsupervised - this includes inside the classroom, shared areas or outside the classroom door.

