



Behaviour Policy

Valley Invicta Primary School at Leybourne Chase



At Valley Invicta Primary School at Leybourne Chase, we are determined to create an inclusive culture where every child will be encouraged and challenged in their thinking, strive for continuous self-improvement and be motivated to become life-long learners. We have high expectations for behaviour and as such, this policy is designed to ensure that every child can learn, achieve and be successful.

We are a caring school in the heart of a community, whose values are built on mutual trust and respect for all. The school has been recognised for upholding these values through being awarded the Silver Rights Respecting Schools Award. This award allows children to understand their rights set out in the United Nations Convention for the Rights of the Child and encourages them to respect and appreciate one another. The school is now working towards the Gold award, promoting dignity and equity as core values within our expectations of behaviour, to foster a fair, inclusive environment. The school's behaviour policy is thus designed to support the way in which members of the school can work together to ensure every child learns and can work together in a supportive way. It aims to create and sustain an environment where everyone feels happy, safe and secure.

Our school is a Rights Respecting School which recognises Article 28 '*The right of every child to a good quality education*' and Article 19 '*All children have the right to be protected from danger*' from the UN Conventions of the Rights of the Child. Our school is committed to upholding these rights and ensuring that everyone has the right to feel happy and secure in school at all times. Every child should have the right to be able to learn and play without threat or disruption from others.

Aims and expectations:

- Maintain a safe and secure learning environment by creating a purposeful, relaxed and happy working atmosphere for everyone in the school community, children, staff and parents.
- Develop an ethos in relationships, which encourages mutual respect, fairness and trust among all those working in school, adults and children alike.
- Enhance the self-esteem of individuals through positive reinforcement, praise and encouragement and the valuing of the contribution each may make to the well-being of others in the school community.
- Negotiate by consensus strategies for promoting positive behaviour and modifying unacceptable behaviours, which will be applied consistently by all those working in the school.
- Communicate to all those involved, the systems of rewards and consequences adopted, in order to involve and enlist the support of everyone in encouraging appropriate behaviours.
- Encourage self-discipline so that appropriate behaviour is maintained outside of school and in the wider community.



Rules:

All children are expected to follow the school charters for behaviour, see Appendix 3. These expectations are promoted by all teaching and non-teaching staff across the school and are based around children's rights to place them at the heart of the schools environment. The school charter and behaviour chart is displayed centrally in the school hall and referred to by children and staff when necessary (see Behaviour Poster appendices 1 and 2).

Individual classes also have their own classroom charter which are generated and agreed upon at the beginning of each academic year and signed by pupils. There will be regular Circle time or PSHE lessons to discuss class concerns, experiences and feelings.

Rewards:

Our reward system celebrates children's achievements across the curriculum and their own personal development. Positive reinforcement of the school's values and rights respecting attitudes is underpinned by our school's reward system.

The school's rewards system is based around a collection of stamps/merits (see Appendix 4). The children can earn up to two stamps a day, one for positive behaviour throughout the course of the day and the second for achievements. At the end of each big term (autumn, spring and summer), the children will receive a prize based on the amount of stamps/merits they have received. The 30 children with the most stamps across the school will get a 'Gold' award prize; the next 20 children will receive the 'Silver award prize, followed by the next 20 children who will receive a Bronze award certificate.

There is a strong sense of community in our school, which ensures that each child receives praise which is genuine and personal. Each week, success certificates are awarded to one child from each class to recognise the effort and strengths of our individuals. Presentation awards are also presented each week, the child's work is displayed in school and sent home for parents/carers to recognise and celebrate their successes. In addition to this, a weekly Rights Respecting award is given to one pupil in the school, to celebrate their respectful and thoughtful values.

Each long term we host a Head teacher's Award assembly where one child in each class is chosen for a particular academic or personal merit, inviting them to enjoy a celebration tea with the Head teacher.



We also believe in giving children extra responsibilities when they make the right choices such as watering our school plants, picking up and distributing the school register, and we have library and computing monitors in each class. Children also work collaboratively across key stage groups termly on projects where they can earn special privileges for the winning house team.

Classroom Management:

To demonstrate and ensure a consistent approach to managing classroom behaviour teachers must use the Behaviour Management Policy consistently. In each classroom in Key Stage 1, pupils begin each day on the Sun and they can either move up to the rainbow if their behaviour is exceptional, or if they do not comply with the behaviour charter, they will be moved down to a cloud. Examples of such behaviours can be found by referring to the classroom charter. A similar approach is used with Key Stage 2, substituting the clouds and sun for different coloured traffic lights. (See Appendix 2)

Individual behaviour strategies may be relevant for children with particular behaviour difficulties which will be agreed between the class teacher, SENCo and SLT.

We try to refrain from raising our voices to children at all times. Other means of behaviour management in the classroom include:

- 'Hands on top' said by teacher, class repeat 'That means stop'.
- Clapping by the class teacher, where children repeat the rhythm back.
- Asking a child/class to complete an action and giving them to the count of 3.
- Counting down from 5/10 to zero.
- '1, 2, looking at you...' said by teacher, class repeat '1, 2 eyes on you.'
- Raising of the right hand until class have noticed and also done so.

If rules and expectations are not followed consistently and the child interferes with the teaching and learning of themselves and/or others as well as impacting on the rights of other children in the school, he/she may need to spend some time apart from the rest of the class, arranged by the class teacher after consulting SLT.

Monitoring behaviour:

If a child engages in the wrong behaviour, this will be recorded using a behaviour log. These are kept by class teachers in classrooms and are discussed with SLT during pupil progress meetings to assess the potential behaviour triggers and what action/consequences should be taken further. If the Head teacher is required to speak with a child after a 'High level behaviour' (refer to the Behaviour chart Appendix 1) parents/carers will be notified of their child's actions and the consequences they may face.



Involving Parents:

Parents play a vital role in supporting the implementation of the Behaviour Policy. Effective channels of communication have been established in which parents are:

- Asked to let us know about issues which might affect their child's behavior;
- Encouraged to attend parent consultations;
- Encouraged to discuss any concerns or events out of school which may have an effect on their child's behavior;
- Encouraged to access our Behaviour Policy on the school website.
- Made parents aware of the school's approach towards a rights based ethos from the UNCRC.

Positive Handling:

Staff at Valley Invicta Primary School at Leybourne Chase recognise that the use of reasonable force is only one of the last in a range of strategies available to secure pupil safety/well-being and also to maintain good order and discipline. All teachers and supervisory staff have been trained in using Safer Handling, specialist providers of risk reduction solutions to those working in education and children's services. <http://www.safer-handling.co.uk>

Positive handling should be limited to emergency situations and used only in the last resort. Under the Children Order 1995, it is only permissible as described under the heading "Physical Control". Article 4 of the Education Order 1998 clarifies powers that already exist in common law. It enables trained staff in the school, authorised by the Head teacher, to use such force as is reasonable in the circumstances, to prevent a pupil from:

- Committing an offence
- Causing personal injury to, or damage to the property of, any person (including the pupil himself)
- Engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school or among its pupils, whether during a teaching session or otherwise.

Exclusions:



Fixed term exclusions will only be used as a final resort following persistent unacceptable behaviour or a one-off incident of extreme inappropriate behaviour. Such behaviour would be judged on an individual basis, with the child being immediately removed from the classroom or from the playground. This behaviour may be:

- Physical assault towards another child or adult
- Swearing at an adult
- Racism
- A deliberate act of destruction towards school property
- Behaviour which directly causes a danger to themselves or another child
- Health and safety (e.g. running from school.)

These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour can impact the education and the welfare of the school community.

Statutory guidance states the following:

The Headteacher must, without delay, notify the governing body and the local authority of:

- A permanent exclusion (including where a fixed period exclusion is made permanent)
- Exclusions that would result in the pupil being excluded for more than five school days (or more than ten lunchtimes) in a term
- Exclusions that would result in a pupil missing a public examination or national curriculum test.

For all other exclusions the Headteacher must notify the local authority and governing body once per term. Notifications must include the reasons for the exclusion and the duration of any fixed period exclusion.

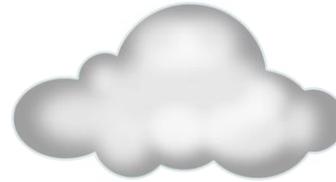
If a child is excluded for a second time during any one term, a meeting with the child, parent / carer, Headteacher, Class Teacher and SENCO will be arranged, along with appropriate outside agencies. This will help the child to work towards modifying their behaviour.

Behaviour chart: Appendix 1

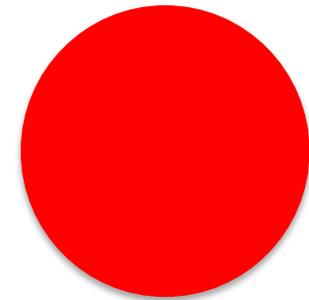
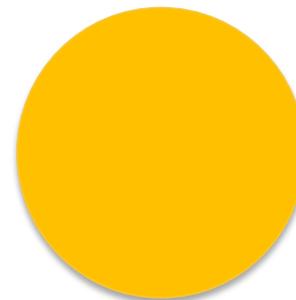
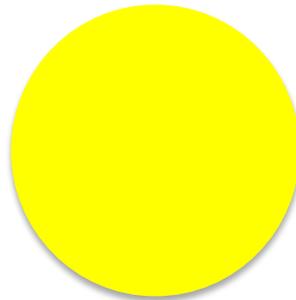
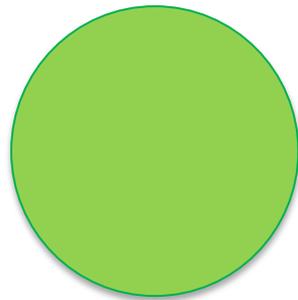
	Low level behaviour 		Medium level behaviour 		High level behaviour 	
KINDNESS	<ul style="list-style-type: none"> Silly name calling Being mean/thoughtless to others Making fun of people 	<p>If you choose to behave in this way you will be given the chance to put it right. If you carry on making the wrong choices you will be choosing these consequences:</p> <p>Dealt with by class teacher</p> <ul style="list-style-type: none"> 5 minutes reflection in another class we may talk to your parents if you continue behaving in this way. 	<ul style="list-style-type: none"> Hurtful name calling Being unkind of purpose Threatening behaviour Any of the above using social media. 	<p>If you choose to behave in this way you will be choosing these consequences straight away:</p> <p>Dealt with by Deputy Headteacher</p> <ul style="list-style-type: none"> 10 minutes reflection Reflection sheet & we may speak to your parents about the choices you have made 	<ul style="list-style-type: none"> Deliberate and/or extremely hurtful comments Bullying – maliciously targeting the same person several times Abusive or threatening behaviour Racism 	<p>If you choose to behave in this way you will be choosing these consequences straight away:</p> <p>Dealt with by Headteacher</p> <ul style="list-style-type: none"> Reflection sheet filled in Loss of next playtime We will talk to your parents about the choices you have made
CALMNESS	<ul style="list-style-type: none"> Touching others unkindly Silly play 		<ul style="list-style-type: none"> Lashing out in anger and hurting someone Pushing people on purpose Dangerous play Throwing things in the classroom 		<ul style="list-style-type: none"> Deliberately hurting someone e.g. hitting, punching, kicking, slapping etc. Physically fighting Intentionally throwing an object at someone 	
HONESTY	<ul style="list-style-type: none"> Blaming others or not owning up 		<ul style="list-style-type: none"> Making up and/or spreading lies about someone Withholding the truth on purpose 		<ul style="list-style-type: none"> Malicious or deliberate lying to help yourself or hurt others 	
FOLLOWING SCHOOL RULES	<ul style="list-style-type: none"> Not listening Rocking on your chair Not lining up properly Running inside 		<ul style="list-style-type: none"> Ignoring instructions Incidents outside of school affecting school reputation 		<ul style="list-style-type: none"> Refusal to accept punishment Serious incidents outside school which could affect school reputation 	
RESPECT	<ul style="list-style-type: none"> Talking when you shouldn't be Use of bad manners and shouting out Sulking/squabbling 		<ul style="list-style-type: none"> Swearing Answering back Acting inappropriately when being spoken to about your behaviour Arguing with a member of staff Refusal to complete work 		<ul style="list-style-type: none"> Swearing or spitting at someone Walking out of class/building Stealing 	
RESPONSIBILITY	<ul style="list-style-type: none"> Encouraging others' poor behaviour Distracting others/yourself from learning Setting a poor example for behaviour to younger children 		<ul style="list-style-type: none"> Knocking on classroom windows Causing damage through thoughtlessness Causing damage to school property 		<ul style="list-style-type: none"> Vandalising others' property Forcing others to make very poor choices 	

Class Behaviour system: Appendix 2

In each classroom in Key Stage 1, these images are displayed with each child's face starting on the Sun symbol every day.



In each classroom in Key Stage 2, these coloured circles are displayed with each child's face starting on the green symbol every day.





School Charter – Appendix 3

School Charter

The Rights Respecting School Award is central to the development of positive behaviour in the school. Our school behaviour charter was generated by the Rights Respecting steering group and centers around a selection of rights from the UNCRC. The charter mentions the following rights from the convention:

- Article 2 (non-discrimination) - the convention applies to every child without discrimination, whatever their ethnicity, gender, religion, language, abilities or any other status, whatever they think or say, whatever their family background.
- Article 3 (best interests of the child) - the best interests of the child must be a top priority in all decisions that affect children.
- Article 12 (respect for the views of the child) - every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example during immigration proceedings, housing decisions or the child's day-to-day home life.
- Article 13 (freedom of expression) - every child must be free to express their thought and opinions and to access all kinds of information, as long as it is within the law.
- Article 14 (freedom of thought, belief and religion) - every child has the right to think and believe what they choose and also to practice their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights and responsibilities of parents to guide their child as they grow up.
- Article 15 (freedom of association) - every child has the right to meet with other children and to join groups and organisation's, as long as this does not stop other people from enjoying their rights.
- Article 28 (right to an education) - every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.
- Article 29 (goals of education) - education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.
- Article 31 (leisure, play and culture) - every child has the right to relax, play and take part in a wide range of cultural and artistic activities.



Our School Behaviour Charter:

The aforementioned rights are central to the attitudes that all members of the school should adopt and it has been agreed that children in the school will respect these rights by:

- Working to the best of their abilities and ensuring that they allow others to do the same
- Listening to one another and respecting each other's views
- Being kind to one another with both words and actions
- Helping people if they are upset
- Not being disruptive in lessons
- Understanding and being respectful of the views of others
- Sitting well and concentrating sensibly in lessons and assembly
- To take care of property and the environment in and out of school
- Treating others as they would like to be treated

This behaviour is encouraged in every area of school activity and pupils are helped to recognise examples of good behaviour at all times.

Alongside this, each class also has their own charter which is used to praise positive behaviors and address disruptive behavior's in the classroom. Teachers will regularly refer to the charter in practice, to maintain high expectations of behaviour and provide the best possible opportunities for children to learn and develop. Teachers may also instill their own behaviour management strategies within class, such as house points, raffle tickets and table points, to praise those children who are displaying respectful attitudes and behaviours of high expectation.



Staff responsibilities

As duty bearers, all members of staff within the school have a duty to ensure that children's rights are being met. As a result, staff are expected:

- To make clear our expectations of good behaviour
- To ensure all children have the opportunity to have their voice heard and taken seriously.
- To treat all children fairly and with respect
- To raise children's self-esteem and develop their full potential
- To provide a challenging, interesting and relevant curriculum
- To create a safe, pleasant, stimulating environment, physically and emotionally
- To use rewards, rules and sanctions clearly and consistently
- To be a good role model
- To develop a class charter with children so that children are very clear about how they are expected to behave
- To form a good relationship with parents so that all children can see that the key adults in their lives share a common aim
- To deal with any incidents promptly and inform parents when necessary
- To recognise that each child is an individual and to be aware of his/her needs
- To offer a framework for social education.
- To provide children with opportunities to have responsibility for aspects of classroom organisation.
- To model rights respecting behaviour, for example, listening positively to pupils' views and show respect for their opinions, avoiding put-downs and sarcasm, giving clear reasons for sanctions and showing respect for other adults in the school.
- To use display to reinforce awareness of rights in relation to their learning.

Appendix 4 – Stamp/Merit reward system. Pages in planner where children are given stamps daily.

