



VALLEY INVICTA  
PRIMARY SCHOOL AT  
LEYBOURNE CHASE

# Behaviour Policy

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## Key document details

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## Behaviour Policy

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 Gold Rights Respecting Schools Award (October 2019). 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. As a Rights Respecting School, we promote dignity and equality 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, equality 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 wellbeing of others in the school community;
- Promote children's rights as set out within the United Nation Convention of the Rights of the Child to create an environment where children are confident their voices are respected;
- Foster positive mental health through supporting children in managing transitions within the school context and creating a safe and secure learning environment.
- 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 school and in the wider community.

### Rules

All children are expected to model positive and respectful behaviours at all times. These expectations are outlined in the School Charter (Appendix 2) which was generated by the school's Rights Respecting Steering Group. The Charter outlines Rights Respecting behaviours, linking across the school. The School Charter is displayed centrally in the school and is referred to by the children and staff when necessary.

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.

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### Playground Rules

High expectations of behaviour are also maintained on the playground and children are expected to follow the school's Playground Charter (Appendix 4). The Playground Charter aims to foster a respectful environment on the playground for both adults and children. Staff on duty at break and lunchtimes will monitor playground behaviours to ensure that all children can enjoy their right to play. Where children demonstrate positive behaviours, such as looking out for others or being helpful and polite to adults, staff can hand out a sticker, which translates to an additional stamp at the end of the day.

Where children do not follow and model positive behaviours on the playground, children will be given 'time out' to reflect on their behaviour (see Appendix 5).

### 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 III). The children can earn up to two, one for positive behaviour throughout the course of the day and a second for individual achievements/effort in class. At the end of each big term (autumn, spring and summer), the children will receive a reward based on the amount of stamps/merits they have received.

As an additional reward for the children, they can also earn house points throughout the school day from any member of staff. This could be for being good role models to younger children, being polite, completing a challenge, being kind and respectful to others, or for trying hard with their learning. Any member of staff can award a child a house point and they will collect these in their classrooms. House points will be calculated on a fortnightly basis, with houses having the chance to win the house cup and a reward decided upon by their house lead.

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 (star of the week) 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. At the end of each short term, the Friday celebration assembly will also include an "excellence award". One child from each class will have been chosen by their class teacher to receive this award. This could be for consistently showing positive behaviour and attitudes to learning. Parents will be invited to this assembly.

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. Year 6 also have additional responsibilities such as House Captains. These children will support the member of staff who is the House Leader, they will also oversee counting house points each week and supporting other children within their houses.

Other responsibilities, such as Sports Captains and Journalists, will also be carried out by children within Year 6. Houses 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, there will be a visual system for ensuring behaviour expectations are upheld. Children will move up or down the system based on the behaviour

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choices that they make (see Appendix 1). Examples of such behaviours can be found by referring to the Classroom Charter and the level of behaviour chart in Appendix 1.

Where children have not followed the expectations set out in the class/school/playground charter after the last available playtime, then the consequence for their behaviours will result in them not receiving their daily stamp. This will ensure that sanctions do not have to cross to the next day.

Individual behaviour strategies (personalised learning plans) may be relevant for children with particular behaviour difficulties which will be agreed between the class teacher, SENCO, SRP teacher and SLT (see Appendix 6).

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.

In cases where children have incomplete work, they may be asked to complete the task in part of their lunchtime and, in some cases, they may be asked to take work home to complete.

### Monitoring behaviour

If a child chooses to engage in behaviours that do not adhere to the school's policy and systems, this will be recorded using a behaviour log. These behaviour logs are in the form of a book, where the teacher will record the date of the incident, who is involved, and the actions taken. 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.

Children with more specific needs will require behaviour to be monitored by a more detailed behaviour log.

### Sexual Harassment and Peer on Peer Abuse

As a school, we define sexual harassment as the unwanted conduct of a sexual nature that occurs physically, verbally and online. Sexual harassment violates a pupil's dignity and makes them feel intimidated, degraded or humiliated, and can create a hostile, sexualised or offensive environment.

This includes, and is not exclusive to:

- Sexual comments;

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- Sexual “jokes” and taunting;
- Physical behaviour, such as deliberately brushing against another pupil;
- Online sexual harassment, including non-consensual sharing of images and videos and consensual sharing of sexual images and videos (often known as sexting);
- Inappropriate comments on social media, exploitation, coercion and threats – online sexual harassment may be isolated or part of a wider pattern.

We define “harmful sexual behaviour” as behaviour that is problematic, abusive and violent, and that may cause developmental damage.

These may include, and is not exclusive to:

- Using sexually explicit words and phrases;
- Inappropriate touching;
- Sexual violence or threats;
- Full penetrative sex with other children or adults;
- Sexual interest in adults or children of very different ages to their own;
- Forceful or aggressive sexual behaviour;
- Compulsive habits;
- Sexual behaviour affecting progress and achievement;
- Using sexually explicit words and phrases.

This section of the behaviour policy has been created with due regard to all relevant legislation including, but not limited to, the following:

### Statutory guidance

- DfE (2018) ‘Working Together to Safeguard Children’;
- DfE (2021) ‘Keeping children safe in education’.

### Non-statutory guidance

- DfE (2018) ‘Sexual violence and sexual harassment between children in schools and colleges’.

In order to prevent peer-on-peer abuse and address the wider societal factors that can influence behaviour, we will educate pupils about abuse, its forms and the importance of discussing any concerns and respecting others through the delivery of our PSHE and RSE curriculum and assemblies. The school will also ensure that pupils are taught about safeguarding, including online safety, as part of our broad, balanced and cross-curricular curriculum in PSHE, RSE and Computing.

Content will be age and stage of development specific, tackling issues such as: the following:

- Healthy relationships;
- Respectful behaviour;
- Gender roles, stereotyping and equality;
- Body confidence and self-esteem;
- Prejudiced behaviour;
- That sexual violence and sexual harassment is always wrong;
- Addressing cultures of sexual harassment.

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Pupils will be allowed an open forum to talk about concerns and sexual behaviour. They are taught how to raise concerns and make a report, including concerns about their friends or peers, and how a report will be handled.

All staff are aware that pupils of any age and sex are capable of abusing their peers and will never tolerate abuse as “banter” or “part of growing up”. All staff are aware that peer-on-peer abuse can be manifested in many different ways, including sexting and gender issues, such as girls being sexually touched or assaulted, and boys being subjected to hazing/initiation type of violence which aims to cause physical, emotional or psychological harm.

All staff are aware of the heightened vulnerability of pupils with SEND, who are three times more likely to be abused than their peers. Staff will not assume that possible indicators of abuse relate to the pupil’s SEND and will always explore indicators further. Additional barriers to recognising abuse in children with SEND include:

- Assuming that indicators of abuse, such as mood and behaviour, relate to the child’s disability;
- Children with SEND being disproportionately impacted by bullying and harassment without showing any outward signs;
- Communication barriers.

LGBTQ+ children can be targeted by their peers. In some cases, children who are perceived to be LGBTQ+, whether they are or not, can be just as vulnerable to abuse as LGBTQ+ children. The school’s response to boy-on-boy and girl-on-girl sexual violence and sexual harassment will be equally as robust as it is for incidents between children of the opposite sex. Pupils will be made aware of how to raise concerns or make a report and how any reports will be handled. This includes the process for reporting concerns about friends or peers.

Victims will always be taken seriously, reassured, supported and kept safe. Victims will never be made to feel like they are causing a problem or made to feel ashamed. If a friend of a victim makes a report or a member of staff overhears a conversation, staff will take action – they will never assume that someone else will deal with it. The basic principles remain the same as when a victim reports an incident; however, staff will consider why the victim has not chosen to make a report themselves and the discussion will be handled sensitively and with the help of Children’s Social Care where necessary. All staff will raise concern via our internal safeguarding system led by our Designated Safeguarding Lead (Headteacher).

Where an alleged incident has taken place away from the school or online but involves pupils from the school, the school’s duty to safeguard pupils remains the same. All staff will be trained to handle disclosures.

### Involving Parents

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

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

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### Positive Handling

Staff at Valley Invicta Primary School at Leybourne Chase recognise that the use of positive handling techniques may be required when other preventative measures to de-escalate the management of pupil behavior have been used. Staff use positive handling techniques to intervene or restrain pupils in order to prevent them from harming themselves or others, or from them causing unacceptable disruption to others learning.

- To intervene can mean either passive physical contact (e.g. standing between pupils or blocking a pupil's path) or active physical contact e.g. leading a pupil by the hand or arm, ushering a pupil away by placing a hand in the centre of the back.
- When members of staff use active physical contact, for example, a guided walk or 'restraint' they physically prevent a pupil from continuing what they were doing after they have been told to stop. This will involve using a recognised Safer Handling technique for which staff have been trained.

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 Headteacher, 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.

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>

All staff have a duty of care to ensure that children are safe and to act in their best interests. Consequently, in some exceptional circumstances staff may be required to positively handle children, so long as it is in the best interest of the child and that the action taken is reasonable and proportionate to the potential danger. All members of staff at the school have the legal right to use reasonable force and this may be used in situations such as:

- Preventing a pupil leaving the classroom where allowing the pupil to leave would risk their safety or leads to behaviour that significantly disrupts the behaviour of others;
- Preventing a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground;
- Restraining a pupil at risk of harming themselves through physical outbursts.

Schools cannot use force as a punishment.

For pupils in the SRP there is an additional policy 'Managing Behaviour (SRP)' that will need to be read alongside this policy.

### 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

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basis, with the child being immediately removed from the classroom or from the playground. The behaviour may be:

- Physical assault towards another child or adult;
- Swearing at a child or adult;
- Racism;
- A deliberate act of destruction towards school property;
- Behaviour which directly causes 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 Local School Board 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 Local School Board 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.

Please see our [Exclusion Policy](#) for more information.

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### Addendum – COVID-19 September 2020

#### The DFE State that we must ensure Prevention by:

- 1) minimising contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school
- 2) cleaning hands thoroughly more often than usual
- 3) ensuring good respiratory hygiene by promoting the ‘catch it, bin it, kill it’ approach
- 4) introducing enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach
- 5) minimising contact between individuals and maintain social distancing wherever possible
- 6) where necessary, wearing appropriate personal protective equipment (PPE)

Numbers 1 to 4 must be in place in all schools, all the time.

Number 5 must be properly considered and schools must put in place measures that suit their particular circumstances.

Number 6 applies in specific circumstances.

#### Response to any infection:

- 7) engage with the NHS Test and Trace process
- 8) manage confirmed cases of coronavirus (COVID-19) amongst the school community
- 9) contain any outbreak by following local health protection team advice

Numbers 7 to 9 must be followed in every case where they are relevant.

Our school is a Rights Respecting School which recognises Article 28 ‘*The right of every child to a good quality education*’ and Article 24 ‘*All children have the right to the best possible health*’ 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 and that each child is treated fairly, according to their needs (equity).

At Valley Invicta Primary School at Leybourne Chase we aim to maintain a secure, caring and stimulating environment in which children are encouraged to have respect for themselves and each other. Our values are built on mutual trust and respect for all and we place children’s rights set out in the UNCRC as central to our school’s ethos. 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. It is to be used in conjunction with, and read alongside, the Behaviour Policy, Anti-Bullying Policy, Online Safety Policy and Peer-on-Peer Abuse Policy, as well as the Trust’s wider ‘Managing Behaviour (SRP)’ Policy. These adjustments are set out below:

#### Arrival, Departures and Moving Around the School

As a school, one of the steps that we are taking to ensure that children can return to school safely is to have staggered start and finish times. This aims to reduce the number of people at the school date at the

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start and end of the day to enable social distancing practices to take place and to ensure that the children are able to stay within their class 'bubbles'.

There will be two entrances to the school: the main gate and through the hall. Children will enter the school via their designated entrance and the agreed time for their year group. Drop off and collection will be from the same place. At their designated home time, children will leave the building from their designated exit at their set time.

Movement around the school will be limited. When the children leave their bubble's classroom to go outside for break, lunch or outdoor learning, they will follow the one-way system that has been set out via markers on the floor.

When in the classroom, children will need to stay sat at their desks during lessons and not move around the classroom. If they require the teacher's attention, children should raise their hand not get out of their seat.

### Hand washing and Hygiene

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

We ask children to follow the catch it, bin it, kill it, mantra when in school, 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.

### Illness/Feeling Unwell

If a child is feeling unwell during the school day, they should notify an adult. If in the classroom, they should do this by raising their hand and not getting out of their seat.

### Social Distancing

Teachers will ensure that pupils, where ever possible, adhere to social distancing measures. In classrooms, guidance states that children need to face the front and be seated side by side. Classrooms will be set up in rows to ensure that this guidance is being met.

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.

To ensure that we limit the interaction between adults and bubbles we have allocated adults to each class group.

### Equipment

It is still recommended that pupils limit the amount of equipment they bring into school each day. Bags are allowed and children will be expected to bring in their own pencil cases to reduce the amount of equipment that is shared with other children. They will also need to bring in their own water bottles, as

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shared drinking stations will not be in use. Children will be responsible for their own equipment and should ensure that they have these in school each day and that they are not shared with other children.

On days where the class has PE, children should come into school wearing their PE kit.

### Break Times

Break times and lunchtimes will be staggered so that the classes can remain in one designated space and will not mix with one another.

Children will have a designated place to play during break times. Children must stay in their designated playground areas at all times when at break or lunch to ensure that they are avoiding mixing with other class bubbles. Children should not leave the playground, for example to use the toilet, without first speaking to a member of staff. This will allow the staff to ensure that the number of children entering the school building is carefully monitored.

### Rewards

We recognise the importance of praise and rewards on children's emotional well-being, particularly during the unprecedented times being faced during the Covid-19 pandemic. As a result, the school will continue to follow the usual reward system for behaviour set out in the school's behaviour policy. Children will still receive stamps at the end of the day to ensure that their positive behaviour and hard work is praised. Teachers and Teaching Assistants welcome opportunities to praise individuals for good work, attitude or good behaviour, and show recognition, if these are brought to their attention. Above all praise and encouragement should be used as much as possible.

Whilst we hope that the usual rewards can be carried out as set within the school's Behaviour Policy, due to the unprecedented circumstances school faces as a result of the Covid-19 pandemic, other arrangements may have to be made to reward the children's behaviour.

As whole school assemblies will not be possible due to the need to keep children within class bubbles, every week teacher's will host an in-class celebration assembly. During this time, a 'Star of the Week' will be names and a 'Presentation Award' will also be given alongside any other rewards where appropriate.

### Behaviour in School

If a child's behaviour is deemed high risk then the school will follow it's behaviour policy to provide necessary sanctions. Examples of high risk behaviours include refusing to adhere to safety measures, such as, hand washing, social distancing, remaining in their pods or deliberate behaviours that put themselves or others at risk, such as spitting or deliberately coughing at people.

Alternative sanctions to the usual behaviour policy may be required during these times, these could include:

- Conversation(s) with pupil(s) which could include a verbal warning, moving seats if logistically possible and other behaviour management strategies in line with our current behaviour policy.
- Once all appropriate behaviour management strategies have been exhausted, contact should be made with pupil's parent/carer.

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- If the health and safety of other pupils and staff members are put at risk by the pupils not adhering to the safety measures put in place, then the parent/carer will be expected to collect the pupil and a fixed term exclusion will be applied in line with Exclusion guidance.

### Pupils with Special Educational Needs

At Valley Invicta Primary School at Leybourne Chase, we are aware that children will have had differing experiences during lockdown. We are aware that these experiences may have an impact upon their behaviour presentation when they return to school. Some may present with frustration as a result of being isolated from friends or having missed a significant event or experience; e.g. exams, school trip, etc. Others may have experienced bereavement or loss or another, real or perceived, traumatic episode. For many, the process of re-engagement with learning and the school community, under unusual circumstances, may require some additional input and encouragement.

As a result of these varied experiences children may present with behaviour that is not usual, this may include;

- Anxiety; lack of confidence.
- Challenging behaviour; fight or flight response.
- Anger; shouting, crying.
- Hyperactivity and difficulties maintaining attention.

For some children, including those with attachment concerns or SEN, and especially those with ASD and ADHD, the change in routines and lack of familiarity will require additional adjustment.

We recognise that behaviour could be a sign that for some individual children there is an unfulfilled need and that the behaviour is communicating that there is a problem. The school will undertake an individual risk assessment for the child and use **reasonable endeavours** to make the necessary adjustments to reduce the stimulus that may be triggering the challenging response.

Children with SEN are recognised as being particularly vulnerable and the school will work closely with parents to implement supportive strategies that will inform an appropriate response. If necessary school will seek external support from other agencies such as Educational Psychologists or Early Help.

### Pupil's working from home

In the event of another lockdown and online learning is again required, children are still expected to model the respectful, kind and safe behaviours that are expected in school. If interacting with other pupils or staff online, students should always be kind and respectful to each other and respectful and obedient to staff, remembering at all times that that staff are not 'friends' with, or peers to, pupils.

Students should never attempt to contact staff via social media or make comments about staff on social media platforms. Any inappropriate comments to staff online, via Purple Mash, or any other platform will be taken very seriously. This is also the case of for any online bullying towards other pupils or peer-on-peer abuse that is disclosed to the school during this time.



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### Appendix 1 – Behaviour Systems in Classrooms

In each classroom, with the exception of Foundation Stage, there will be a gold star for the adults in the classroom to use to identify exceptional behaviours and attitudes. To assist in managing behaviours in the classroom, for consistency across the whole school, adults will be expected to use the following system:

Where a child may display behaviours that are contrary to the school/classroom charter, adults will take the following steps:

1. If following a verbal warning, the child continues to demonstrate behaviours that do not meet the classroom expectations their initials will be written on the board. This is to encourage the child to make the correct choices regarding their behaviour in the classroom.
2. If the behaviour continues to persist, then the child will have a line put next to their initials. If this occurs, then the child will face a sanction of 5 minutes time out at break/lunch time – see appendix 5.
3. Following this, if the child continues to choose behaviours that do not meet the class/school charter, then a second line will be drawn next to their initials. A second line would mean the child will be sent to speak to a senior member of staff (Mrs Robinson and Mr Still). At this point, they may be asked to complete the work in another learning environment, so that they are able to focus on and complete their work to the best of their ability.
4. Finally, if the aforementioned stages do not support the child in making positive behaviour choices, then a third line will be put next to their initials. At this stage, the child will be sent to the headteacher (Mrs Craig) to discuss their behaviour. Parents will also be contacted at this point.

There are some cases where children may be sent to a senior member of staff without the previous steps being followed. This is in cases where high level behaviours have been demonstrated and require immediate addressing. Please see “High Level Behaviours” chart on the next page.

Where children have not followed the expectations set out in the class/school/playground charter after the last available playtime, then the consequence for their behaviours will result in them not receiving their daily stamp. This will ensure that sanctions do not have to cross to the next day.

As we aim to ensure that praise and positive reinforcement are central to our teaching practises, where the child has modelled/demonstrated improved behaviour and attitudes, sanctions can be removed. For example, if a child has a line next to their name, however, for the remainder of the morning behaves and engages at a good level in class, they can earn back their break time and the line will be rubbed off.

Gold Star – children can have their name moved up to the gold star at any point throughout the day. This could be for positive behaviour and attitudes or for high quality engagement with their learning. If the child finishes the day with their name on the gold star, then they will receive a second stamp/tally mark towards the behaviour reward.



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Reception:

### Behaviour Chart

Our behaviour chart in Panda Class looks like this. All children will start on the wall. If they do something **good** they will move onto the sunshine. The more **good** learning, behaviour, caring and sharing that they do they will then move up to the pot of gold and the rainbow.

However if your child has received a verbal warning to stop any unwanted behaviour but they continue to do so they will move onto the thinking cloud. This will just give them time to think about what they have done. If they continue with this behaviour they will then move onto the storm cloud and have 5 minutes time out **in class**.

Unwanted behaviour in Panda Class generally looks like:

- Unkind hands, words, feet or actions
- Persistently not listening

**In most cases, it never usually gets this far. Most children will. Listen after a verbal warning 😊**

Prize



2 stickers



1 sticker







Examples of behaviours that may result in children moving down on the behaviour system. These behaviours are tiered, with high level behaviours resulting in greater sanctions:

Low level behaviour	Medium level behaviour	High level behaviour
<ul style="list-style-type: none"> <li>• Silly name calling</li> <li>• Being mean/thoughtless to others</li> <li>• Making fun of people</li> </ul>	<ul style="list-style-type: none"> <li>• Hurtful name calling</li> <li>• Being unkind of purpose</li> <li>• Threatening behaviour</li> <li>• Any of the above using social media.</li> </ul>	<ul style="list-style-type: none"> <li>• Deliberate and/or extremely hurtful comments</li> <li>• Bullying – maliciously targeting the same person several times</li> <li>• Abusive or threatening behaviour</li> <li>• Racism</li> </ul>
<ul style="list-style-type: none"> <li>• Touching others unkindly</li> <li>• Silly play</li> </ul>	<ul style="list-style-type: none"> <li>• Lashing out in anger and hurting someone</li> <li>• Pushing people on purpose</li> <li>• Dangerous play</li> <li>• Throwing things in the classroom</li> </ul>	<ul style="list-style-type: none"> <li>• Deliberately hurting someone e.g. hitting, punching, kicking, slapping etc.</li> <li>• Physically fighting</li> <li>• Intentionally throwing an object at someone</li> </ul>
<ul style="list-style-type: none"> <li>• Blaming others or not owning up</li> </ul>	<ul style="list-style-type: none"> <li>• Making up and/or spreading lies about someone</li> <li>• Withholding the truth on purpose</li> </ul>	<ul style="list-style-type: none"> <li>• Malicious or deliberate lying to help yourself or hurt others</li> </ul>
<ul style="list-style-type: none"> <li>• Not listening</li> <li>• Rocking on your chair</li> <li>• Not lining up properly</li> <li>• Running inside</li> </ul>	<ul style="list-style-type: none"> <li>• Ignoring instructions</li> <li>• Incidents outside of school affecting school reputation</li> </ul>	<ul style="list-style-type: none"> <li>• Refusal to accept punishment</li> <li>• Serious incidents outside school which could affect school reputation</li> </ul>
<ul style="list-style-type: none"> <li>• Talking when you shouldn't be</li> <li>• Use of bad manners and shouting out</li> <li>• Sulking/squabbling</li> </ul>	<ul style="list-style-type: none"> <li>• Swearing</li> <li>• Answering back</li> <li>• Acting inappropriately when being spoken to about your behaviour</li> <li>• Arguing with a member of staff</li> <li>• Refusal to complete work</li> </ul>	<ul style="list-style-type: none"> <li>• Swearing or spitting at someone</li> <li>• Walking out of class/building</li> <li>• Stealing</li> </ul>



## Behaviour Policy

<ul style="list-style-type: none"> <li>• Encouraging others' poor behaviour</li> <li>• Distracting others/yourself from learning</li> <li>• Setting a poor example for behaviour to younger children</li> </ul>	<ul style="list-style-type: none"> <li>• Knocking on classroom windows</li> <li>• Causing damage through thoughtlessness</li> <li>• Causing damage to school property</li> </ul>	<ul style="list-style-type: none"> <li>• Vandalising others' property</li> <li>• Forcing others to make very poor choices</li> </ul>
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### Appendix 2 - 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 organisations, 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.

## Behaviour Policy

- Sitting well and concentrating sensibly in lessons and assembly.
- To take care of property and the environment in and out of school, including tidying up after ourselves.
- Treating others as they would like to be treated.
- Walking quietly around the school.
- Being polite and eating nicely in the lunch hall.
- Being aware that people in our school have different needs and respecting this.

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 behavior.
- 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.
- To avoid favouritism.

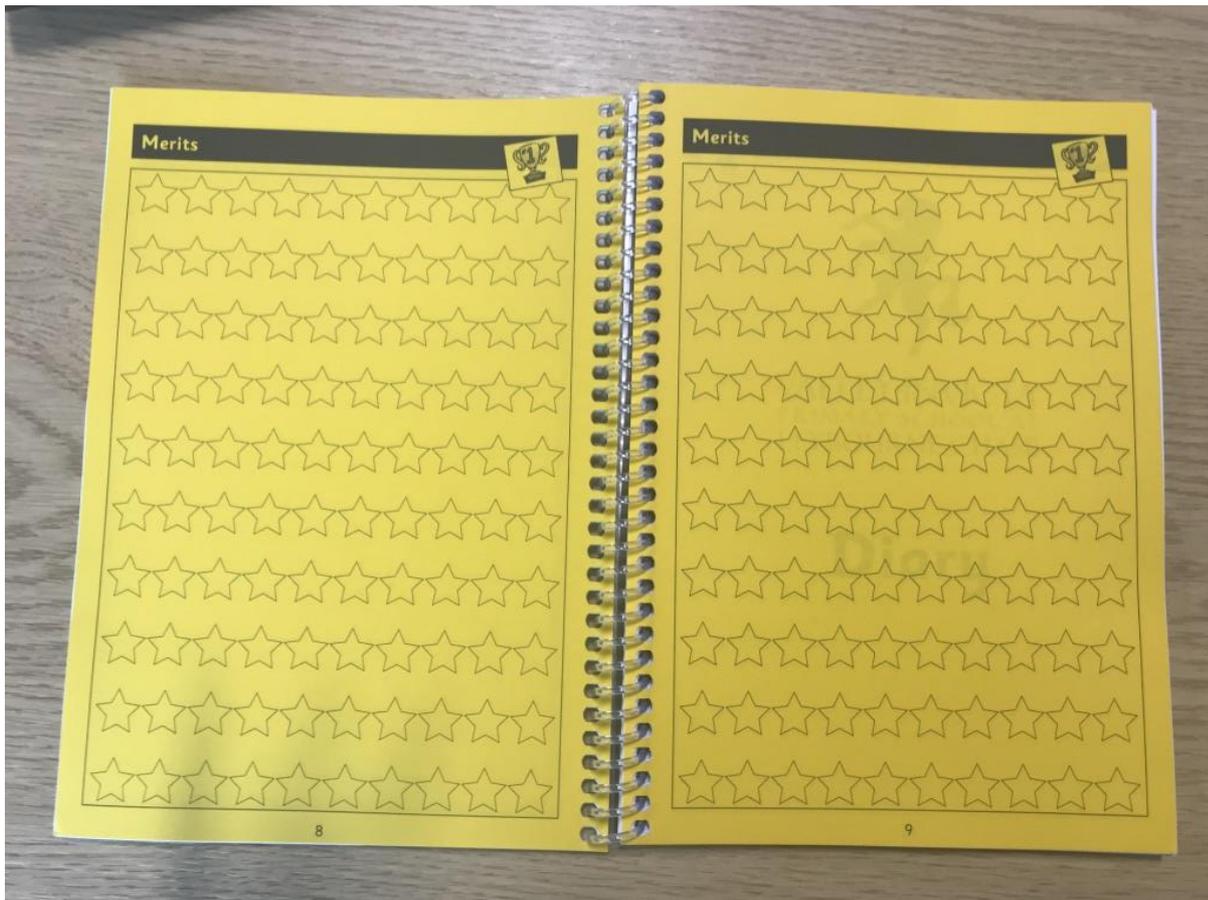


VALLEY INVICTA  
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## Behaviour Policy

### Appendix 3 – Stamp Merit Award System

Pages in planner where children are given stamps daily.





## Behaviour Policy

### Appendix 4

#### Playground Charter

At Valley Invicta Primary School at Leybourne Chase we place rights at the centre of our school. To ensure that all children are having their rights met at all times, the steering group met with the dinner ladies and mid-day meal supervisors to help generate a playground charter. This charter outlines the rights respecting actions that all members of the school community will adhere to when outside on our playground or field. We respect all of the rights outlined within the UNCRC and, on the playground, draw particular reference to the following articles:

- Article 2 – non-discrimination;
- Article 12 – respect for the views of the child;
- Article 15 – freedom of association;
- Article 24 – health and health services;
- Article 28 – right to an education;
- Article 31 – leisure, play and culture.

#### Adults will:

- Use rights respecting language;
- Treat children with dignity and will not use sarcasm when discussing issues;
- Treat children equally.

#### Children will:

- Involve other children in games;
- Take turns and share;
- Use kind voices and actions;
- Speak to adults with respect;
- Treat equipment with respect;
- Respect play leaders and peer mediators by listening to them carefully and following instructions;
- Treat peers as they would like to be treated.

#### Adults and children will:

- Listen to one another;
- Speak calmly to one another and avoid shouting;
- Not answer back;
- Follow the rules and rotas agreed.



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## Behaviour Policy

### Appendix 5

#### Time Out/Reflection/Restorative Justice Questions

If children are given time out on the playground as a result of not following the playground charter, then they will be asked to reflect upon the following questions and discuss their responses with a member of staff once their time out ends. There will be a space on the playground for time out so that members of staff can speak to the children once their time out is over.

#### Time Out Reflection Card

1. What happened that caused you to have time out?
2. What were you thinking at the time?
3. Who was affected by your actions? In what way?
4. What do you think you need to do to make it right?
5. How can you/we make sure that this doesn't happen again?



## Behaviour Policy

### Appendix 6

***Personalised Learning Plan For Area of Need (Start Date)				
1. The outcome I am working towards	Outcome 1 -			
2. What I need to help me. (resources)		3. Resources/training for which funding has been applied for/agreed		
4 Ways to help me best. (strategies)				
5. Extra support I need. (intervention)	6. How often I need this and who will provide it.	7. What I need to achieve by the next review.	8. How well did it work?	Date:
In-year meeting 1	Young person/ parent/carer signature:	Provider signature:	Comments:	Date:
In-year meeting 2	Young person/ parent/carer signature:	Provider signature:	Comments:	Date:
In-year meeting 3	Young person/ parent/carer signature:	Provider signature:	Comments:	Date: