Victory Primary school

Victory for all !

Positive Behaviour Management Policy

July 2016

Mission Statement

At Victory School, we aim to create a welcoming, safe and caring environment, where all relationships are based on kindness. Children have respect for themselves, other people and the school environment. All members of the school model a positive attitude and mutual respect, in order to promote children's positive self esteem and self discipline, whilst modelling and maintaining high expectations of good behaviour. Parents and carers actively support , model and encourage the positive behaviour of their child throughout their time at Victory school.

We believe by working together we can achieve behaviour , which impacts positively on every child's learning experience, happiness and well-being.

Expectations and shared responsibility

We operate a positive behaviour management system, and work hard to ensure that children understand what kind of behaviour is acceptable in school and what the consequences of different types of behaviour might be.

We aim to teach the children at Victory School how to behave well and to be considerate and self-disciplined individuals. We believe in setting good examples and in having high expectations. Our high expectations of behaviour apply whether children are in school, on an educational visit or visiting places, with or on behalf of the school.

Children learn by example. We aim to provide children with a positive image of good relations between adults who work in and for the school, and between adults and children. All adults who work at Victory School have a responsibility for behaviour. They need, wherever possible, to support our "no shouting and no intimidation" culture and ensure that they treat children with respect and kindness. Children are expected to respond to whoever is responsible for them. This includes teaching and support staff, volunteers and parent helpers.

Each class teacher is responsible for not only the children within their class, but if any member of staff come across inappropriate behaviour being displayed by children who are not in their class, they are at liberty to address the inappropriate behaviour, using the guidance contained in this policy or refer the matter to the child's class teacher. For incidents which have been addressed by members of staff who are not the child's class teacher, a note explaining the incident and actions taken should be given to the class teacher for their records.

All supply teachers are expected to fully adhere to the guidance of this policy.

Children are more likely to behave well in school when they know that their parents are involved with and supportive of what the school is trying to do. We want the school and parents to work together to ensure consistent expectations.

Golden rules

We expect all children at Victory School to follow the behaviours which are captured in our school's Golden Rules: -

- **Always aim high, try your best and make good choices.**
- **Always show respect to each other by being kind, polite, caring and listen to each other.**
- **Always follow instructions given by any member of staff.**
- **Always look after our school's property and other people's.**
- **Always play nicely and share.**

Strategies for promoting positive behaviour

Public praise and private criticism

Public acknowledgement of good behaviour can be very powerful in a positive way. Usually, criticism should be as private as possible; lowering a child's self-esteem is likely to increase misbehaviour, if not now, later. Avoid standing on one side of the classroom and telling someone off on the other side. The audience provided by the rest of the class can prove rewarding for the child, as well as making the rest of the class feel 'told off' too.

Some children find direct praise hard to handle, so praise should be as descriptive as possible and you should be sensitive to the impact. Perhaps allow the child to hear you telling someone else how well he or she has done. Praise can also be non-verbal: a smile, a thumbs-up or a sticker. Expand your vocabulary for praise.

Three positives before a negative

This can apply to individuals as well as to classes. Before making a suggestion about a child's work or behaviour, aim to have made three positive contacts with them beforehand. They will usually be more receptive to what you have to say. Within the class, aim to appreciate three children before criticising one. The lesson children will learn is that they are more likely to get attention when they behave or work well, than when they behave badly.

Acknowledge feelings

Children often misbehave because they feel upset. One reason for this can be to attract adult attention to their bad feelings in the hope that they will get some help with them. Acknowledging the child's feelings can pre-empt them resorting to other ways to get your attention.

Give them a choice

Give children a choice as often as possible. This can be as simple as deciding which piece of work they want to do first. Being given choices increases a child's sense of independence, which in turn contributes to the development of their self-esteem.

Being consistent

Children have a need for the world to be as reliable as possible. When staff act consistently and reliably, they make the child feel safer and therefore less anxious. This in turn will make it less likely that events will trigger off bad behaviour.

Model desired behaviour

It is important for adults within the school to model the kinds of behaviour that they expect from children in terms of respect, concern, fairness, how to apologise, how to resolve difficulties fairly and amicably. Dealing with difficult behaviour can trigger feelings of anger, irritation, disappointment or even despair. It is better to avoid communicating these feelings. Responses should be low key and matter of fact.

Scan the classroom

Teachers who seem to know what is going on even before it has started and seem to have eyes in the back of their head impress children. Put yourself in a position where you can see what is going on and scan for children who are off-task. Re-direct children before behaviour has become disruptive.

Listen for changes in patterns of conversation, which might indicate off-task behaviour. Make your presence felt by a look or by repositioning yourself.

Listen to children

Listen to children and make them feel significant. It is important to make children feel aware that you recognise their feelings … “You seem cross, did something happen?” Follow up concerns raised and complaints made, even if you need to say that you will deal with it later. Children need to feel able to share things with us and for issues not to be driven ‘underground’. In each classroom, children can also write to their teacher in the class worry book, this will be looked at by each child’s class teacher and a written or verbal response will be given.

Maintain frequent contact

Aim to make frequent task-centred contact with all children. This will communicate that attention is predominately given for behaving well and meeting the needs of the situation appropriately. For children who have difficulty maintaining concentration on their work, ensure you make very frequent contact with them. Notice what they have already achieved, ask what they have to do next and remind them that you will be back to check on them. This concentrates on communication about the task and gives the child teacher contact

Pre-empt disruptive behaviour

If a child is off-task, the importance tactic is to return their attention to the task before they actually become disruptive.

Be aware of yourself

When dealing with disruptive incidents, consider the following:

- Your position in class
- Your proximity to disruptive children
- Your facial expression
- Your tone of voice
- Your posture

- Your choice of words
- The use of eye contact

Do they all communicate your confidence and authority? Do they tend to reduce the temperature or raise it?

Catch them being good

This can be hard with some children, but it is usually more important for them than for many others. Noticing and acknowledging anything that is in the direction the adult wants the child to take, will encourage and reinforce that movement.

Positive rewards

At Victory School, our emphasis is on positive behaviour. We praise and reward positive behaviour by: -

Praise – verbal, written, sticker, friendly word or gesture, referral to another adult

Special responsibility, privilege or trust – work with/sit by a friend of their own choice, work in an area away from the direct supervision of the teacher, a special job (e.g. prefect) or responsibility (e.g. give out registers, take messages).

Table points

Informing parents – communicating good news whenever possible, sending home messages, entry in home/school diary or sometimes a phone call.

Head Teacher Certificates
50 green stickers/dots = bronze certificate
75 green stickers / dots= silver certificate
100 green stickers / dots= gold certificate

Weekly Achievement Assemblies – commending children for hard work, good manners, sporting achievements, etc.

Playtime tokens and certificates – award for children who have demonstrated any of the golden rules and playtime expectations

Special activity – e.g extra art / DT, computer time, ringing early morning bell

Sunshine trips – a child from each class is chosen to go on a special trip, if they have worked and behaved well throughout the year.

These rewards are given to reinforce and encourage further good behaviour. The whole school community provides these incentives and rewards. Rewards may be given to an individual, group or whole classes working together.

Securing consistent consequences

An essential part of our behaviour management lies in the fact that each child knows that consequences will be imposed for unacceptable behaviour. The principles upon which consequences are based are that they should be:-

- the minimum necessary
- immediate and short lived
- consistent
- focused upon the act not the child
- expected and understood by the child
- delivered in a calm way
- accompanied by a model of acceptable behaviour
- not humiliating to the child or the adult
- avoided where possible
- sufficiently disagreeable to discourage a repetition
- involving parents where deemed appropriate

We have divided inappropriate behaviour into three categories. Examples are as follows

Low level - This is day-to-day classroom behaviour that would be handled by the class teacher and TAs. Examples would be: calling out, tapping, fidgeting, swinging on chairs, persistent talking, carrying on working when the teacher is talking, leaving seat during working time, negative use of body language, stopping others working.

Medium level - This is behaviour that could lead to involvement of a senior teacher. Examples would be: continually behaving in any of the above ways **and/or** drawing others into negative behaviour, arguing, not sharing, answering back, hitting/verbal aggression, deliberately damaging the school environment, breaking property on purpose, stealing.

High level - This is serious behaviour that would lead to involvement of the Headteacher or deputy Headteacher and that could put a child at risk of exclusion. Examples would be: continually behaving in any of the above ways **and/or** violent behaviour, aggressive behaviour of any sort, inciting others to behave badly, damaging furniture or property, walking away or out of the classroom/school, refusing the member of staff, racist remarks/comments, bullying.

Other procedures

Permission to leave the classroom

Children must ask permission to leave the classroom and be given a band to show that they have gained adult consent to leave the classroom.

Early morning bell

1. When the bell is rung, all children walk to their lines quietly and line up.

Playtime

1. Class teachers will escort their class back to their classroom to collect their coats and then lead them to the playground. They will wait with their class until the staff on duty are present.
2. The teacher or TA on duty standing at the entrance of the junior playground will give a maximum of 3 children permission to enter the school building to use the toilet. Once these children have returned, another 3 children can be sent.
3. At the end of playtime the bell will be rung twice, 1st time all children should stand still. Once all children are standing still and quietly, the second bell can be rung, children will then walk to their lining up position and line up quietly.
4. Children who continue to play will be warned, but if they ignore this warning, they will miss some of their playtime from the following playtime.
5. When teachers are satisfied that their class is lining up properly, children should be led to their classroom. Teachers should ask the child at the front of the line to stop at certain points, to enable the teacher to check that all children are walking sensibly.
6. Teachers should consider having a lining up order, if their class has several children who find it hard to line up sensibly.

Lunchtime

1. Class teachers to lead their class to and from the playground.
2. Steps 5-10 above are repeated.

Classroom behaviour card system

Teachers have the right to teach and children have the right to learn. Children who break the 'Victory School Rules' stop teachers from teaching and stop themselves and others from learning.

The school procedure begins when a child has been given a chance to correct their behaviour and has CHOSEN not to do so.

Classrooms operate a card system which is a fair and transparent system that all children understand. Each child in the class has a named pocket with 5 coloured cards. The first card is green and is displayed at the beginning of each day.

Each of the other five cards corresponds to a consequence:

Green – First card
White – Warning card
Blue – Loss of playtime card (10 mins)
Yellow – 10 minutes in another class
Red - Sent to the Senior Teacher (Letter home) the letter should be written by the class teacher and then given to the senior

teacher for his/her signature. The senior teacher may refer the matter to the Headteacher.

Behaviour support in EYFS

The nursery behaviour management system consists of a happy/sad face chart. Children's behaviour is monitored by recording their names underneath either face during the morning and afternoon session.

In the EYFS reception class, a child needs to stay on the green card for the entire morning and afternoon session to receive a sticker on the class chart.

In the nursery, children who have their name written underneath the happy face twice in one day will receive a sticker. Names can be added to, or removed from either face throughout the day.

Rewards

If a child stays on a green card all day then s/he will receive a green dot on the class chart. Ten green dots equals a reward. Children are given a choice of rewards, (as listed in the rewards section) .

The classroom behaviour card system provides teachers with an easy way of recognising good behaviour. When children are allowed to choose their rewards, they are motivated to behave well and those who find it hard to manage their behaviour,soon see the positive impact of making good choices

.**Consequences**

If a child breaks a rule then s/he will receive a single verbal warning. If s/he continues to break the rules then they will have to turn a card, moving the front card to the back of the stack. The sanctions are then applied as above.

If a child is on a yellow card (e.g. 10 minutes in the parallel class), they will take a behaviour monitoring slip with them to the parallel class, so that the receiving class teacher is aware of why they have been sent.

Refusal to turn a card leads to the teacher turning two cards. The children need to take a physical consequence, i.e. "turning the card" for inappropriate behaviour, so that they can truly "feel" the effect of this.

At the end of the day the colour of the card on the front of the pack is recorded on a class chart and the cards are then all returned to green. Each child has an index card, on which teachers should write a brief outline of any incidents, as well as attach any time out, missed playtime, red record slips.

If a child receives 3 red cards per half term, they will have a meeting with a member of the senior leadership team. The parents will be informed and the Deputy Headteacher or outreach worker may be also be involved. At this stage the school will try to work closely with parents to establish systems that effectively build a partnership between home and school, this may include placing the child on a daily report card to set targets for improvement and to monitor behaviour more closely. Parents will be expected to come with their child to school to show support for our behaviour management strategies.

A child may be referred to the Headteacher if the behaviour is extremely serious. All such discussions will be recorded and kept on file, so that a clear log of support, interventions and impacts can be built up and evaluated at each stage.

New day – new start!

It is important to us that every day is a new day, a new chance to do well. All of the cards are returned to green at the end of day, so that children know that they have another opportunity to make good choices.

Monitoring of the Behaviour Card System

The Deputy Headteacher and the SENCO will monitor the charts every half term to check on possible behaviour issues.

Behaviour at playtime and lunch time

Following our 'Victory School Rules', we expect our children to behave well at all times – both in the building and outside in the playground.

Rewards

We believe it is important for children to see that playtime behaviour also plays a part in our behaviour policy. Children who use indoor voices and are kind, helpful and polite in the dining room, will have their names recorded in the Top Table Book by adults who are on duty in the dining hall. The recorded names will be counted and each fortnight, 6 – 8 children will be invited sit on the Top Table and have a special lunch with a member of the senior leadership team.

Children who make good choices in the playground will be given a golden ticket, their name will be written in a praise book and will be entered into the weekly raffle.

Consequences

As with classroom behaviour, playtime behaviour can be categorised and the most appropriate consequence will be given to children who break any of the school rules.

All children should be given a warning before any consequence is issued, if a child refuses to listen to the warning given and continues behaving in an inappropriate manner, then a consequences will be given in accordance to the type of behaviour displayed.

Eg of low level playground behaviour -Not sharing, taking turns or low level name calling

Consequences – Warning, reminding to the children how they should behave and your expectation

Eg of medium playground behaviour – Not following instructions, spitting, throwing equipment, entering the school building without permission

Consequences – Time out bench – talk to child about what their behaviour before they leave the bench

Eg of high level playground behaviour – swearing, fighting, deliberately breaking equipment and inappropriate use of the toilet

Consequences – letter home

The Headteacher may also consider asking parents to accompany their child in school during lunchtimes in cases of repeated, or extremely inappropriate behaviour.

If parents would like more information on the card system or on how their child is doing, then they can speak to the class teacher.

Confiscation of child's property

Children are only permitted to bring to school items which have been authorised by their class teacher. Any items which deviates from this , distracts child's attention from learning, promotes inappropriate behaviour or is perceived by a class teacher as being dangerous, will be confiscated.

Under the general power to discipline **(see DFE guidance – 'Behaviour and Discipline in Schools – a Guide for teachers and school staff' for further details)** a member of staff is able to confiscate, retain or dispose of a child's property. All members of staff are protected from any liability for damage to, or loss of, any confiscated items. Parents/ carers will be notified of any items which have been confiscated by the member of staff, when it will be returned or should be collected by the parent / carer. Items which are deemed to be dangerous may be kept by the Headteacher for further investigation.

Exclusions

Internal exclusion

At Victory, we define internal exclusion as when a child is removed from a classroom setting, but not from the school site, for a temporary period due to inappropriate behaviour (that may have been a first occurrence) that breaks the school rules.

There might also be times when a child has deliberately chosen to make undesirable choices and displays high level inappropriate behaviour, in the hope that they will be externally excluded and sent home.

In these cases, internal exclusions will be appropriate, as the child will have to accept responsibility for the choices that they have made and face the consequences, where they would be expected to complete all class work, without having any contact with their peers.

External exclusion

In cases of repeated disruption or on occasions of high level inappropriate behaviour such as bullying, violence, verbal abuse and defiance, the Headteacher, or in her absence the Deputy Headteachers, can exclude a child for a fixed term. This is not a decision taken lightly and will have been reached considering the best interests of the child excluded, and other children affected by his/her behaviours. A reintegration meeting will always be established before a child returns from exclusion and is chaired by the Headteacher or Deputy Headteachers.

Finally, and in the last resort the Headteacher can use permanent exclusion. This will be in response to extreme or repeated high level negative behaviour.

In all cases of exclusion, both fixed term and permanent, the school will comply with London Borough of Southwark guidance on exclusion and report cases as required.

Parents can appeal against decisions made and this will be detailed to them in the letter, which will always be sent out with an exclusion.

Children with special educational needs

We expect all children to abide by the Victory School Rules. As much as possible, we want to keep children with special educational needs within whole school behaviour management systems; however, this will be more difficult for some children at certain times.
Children with behaviour difficulties on School Action or School Action Plus of the SEN Register may:

- Have regular meetings with their teacher and parents/carers.
- Be placed on a report by a senior teacher, Deputy headteacher or Headteacher. A mutual decision is made, involving the child as to when the form is deemed no longer necessary. Parents/carers see the form daily.
- Have targets for improved behaviour on their IEP.
- Have an individual Behaviour Plan.
- Meet regularly with the Inclusion Manager to discuss progress.

Children who have a full Statement of Special Educational Needs may need the whole school behaviour management systems to be modified to manage their behaviour. Some children may not comprehend the rules and structures of the school and are unable to meet expectations without additional support. Practical ideas include individual planning and reviews.

A formal meeting will take place each half term between parents/carers, school staff and relevant outside agencies. Staff should refer to the Special Educational Needs Policy for information re: setting appropriate targets.

Monitoring and evaluation

All staff will be responsible for monitoring behaviour at Victory School, however the Headteacher, Deputy Headteacher and Inclusion Manager will also use contextual information (e.g. age, gender, SEN, ethnicity, etc) when monitoring and evaluating behaviour, which will be reported to the Pastoral and Community Committee each term.

Identifying and recording difficulties

• Teachers keep records of all incidents involving inappropriate behaviour in an index cards box.
• Staff may annotate child's work to highlight circumstances.
• 'Time Out' slips are kept in class index card box.
• Lunchtime consequences are recorded in lunch time behaviour book.

Recording of strategies for improvement

• The class teacher and SENCo record targets for the child on his/her Individual Education Plan, if the child is on the SEN Register.
• Children are awarded green stickers for sustained efforts to improve behaviour.
• Children may be given a report card to monitor daily progress, which is shared with parents.
• Reports from Educational Psychologists, etc will assist staff in managing child behaviour and raising self-esteem.

Evaluation Criteria
Child behaviour has improved if:
• The child achieves his/her IEP targets.
• The child no longer requires a weekly report card.
• The child is not registered in the lunchtime behaviour book or class behaviour chart.
• The child has achieved green stickers for improved behaviour.

Rewards

Head Teacher Certificates
50 green stickers/dots = bronze certificate
75 green stickers / dots= silver certificate
100 green stickers / dots= gold certificate

Class rewards

Each time a child achieves 10 green stickers/dots, teachers will ask children to choose a reward from a list of rewards.

Reviewed July 2019