



Creating Learners Without Limits

Title	Behaviour for Learning Policy
Reviewed	September 2021
Next Review	September 2022
Associated Policies	Anti-Bullying Policy (HAT with primary appendix) E-Safety Policy (HAT) Searching Pupils and Confiscating Pupils Property Policy (HAT) Physical Force and Reasonable Restraint (HAT)
Originator	Mr I Pearson and Mrs H Scargill
Approved	

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1.0 Ethos Statement

1.1 Victoria Primary Academy – everyone has the right to be treated with respect and to learn in a safe and orderly environment

2.0 Consultation

2.1 This policy has been approved and will next be reviewed in September 2022.

3.0 Background and purpose

3.1 At Victoria Primary Academy (VPA) we aim to promote values of honesty, understanding and respect in our pupils through positive role models (staff), high expectations and high quality, consistent teaching and learning. All members of the academy community are expected to demonstrate our academy values: responsibility, perseverance, patience, cooperation, respect, integrity and aspiration.

3.2 The purpose of this policy is to fulfil our duty of care to pupils and employees: promote teaching, learning and high standards of attainment and to preserve the reputation of the academy.

3.3 The rewards and sanctions detailed in this policy are to demonstrate that inappropriate behaviour is not acceptable; and to show that actions, both positive and negative have consequences. The rewards in this policy are to reinforce the principle that actions have consequences and to celebrate success.

3.4 The Hatton Academies Trust (HAT) Board of Directors and Senior Management Team (SMT) expect that teachers have the core responsibility for managing pupils in their classes.

3.5 The HAT Board of Directors and staff at VPA have made the tackling of bullying a key priority and are clear that no form of bullying should be tolerated (see HAT Anti-bullying policy with VPA appendix, E-Safety/Acceptable Use Policy). As such these issues are addressed through the behaviour policy. We always consider any complaints connected with bullying and behaviour seriously, no matter what the circumstances, and always try to deal promptly, sensitively and efficiently with incidents when they do occur.

4.0 Statement of our principles

- All pupils have a right to learn and teachers to teach in a safe and secure environment.
- We promote high expectations, equality of opportunity, the welfare of all pupils and good relationships across the whole academy community.
- The quality of teaching, learning and behaviour in the academy are interrelated and is the responsibility of all staff and pupils.
- We are committed to improving educational outcomes for all pupils.

Victoria Primary Academy

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- The support of all parents is essential for the maintenance of good behaviour. The academy has a long and successful partnership with parents, which is highly valued and effective. We will continue to develop this partnership
- We are committed to eliminating discrimination, harassment and bullying of all kinds.
- Positive behaviour management is at the core of every interaction with pupils. We follow the principles of 'Emotion Coaching' and promote empathy and positivity as key principles of our work.
- We operate a 'Warm-Strict' approach with pupils in order to reinforce our very high expectations. This involves a high level of discipline and mutual respect from adults with balance our emotion coaching approach with a level of strictness and expectation. It is made very clear who is in charge and what the rules are, and that these are consistently applied and reinforced. Alongside this warmth is about all of this being done to reassure pupils, with love and care, and clearly about "purpose not power". Instead of lowering expectations as to what pupils can do, we support them to raise their game, in whatever way is needed.
- We work closely with external agencies, including but not exclusively: the Local Authority, feeder nurseries, HAT and Jogo in order to ensure the best possible provision for pupils and staff.
- We have high expectations in terms of, modelling good behaviour, consistency of approach and of implementation by all staff as these are all keys to success.
- Behaviour for learning is our main approach and preventative action is preferred. However, where pupils can behave but choose not to, there will be clear and firm strategies in place to help pupils to manage their behaviour. (see VPA Behaviour plan)
- The behaviour policy and procedures ensure that all pupils and staff are treated equally, and fairly.
- Good behaviour in classrooms and around the academy helps to ensure the health and safety of pupils, staff and visitors.
- Respect has to be given in order to be received. Parents, carers, pupils and academy staff all need to operate in a culture of mutual respect and consideration.
- The policy and procedures should develop a clear understanding in pupils that all actions and choices (both positive and negative) have consequences. The policy includes rewards and sanctions to develop this principle.
- We have a 'zero tolerance' approach to violence, possession of an offensive weapons, illicit drugs, and direct verbal or physical abuse.

5.0 Academy Rules

5.1 We have 3 Academy Rules which all members of the academy community are expected to show in their everyday behaviour around the academy:

- Treat everyone and everything with respect and kindness
- Work hard and try your best
- Learn and play sensibly and safely

6.0 Pupils conduct outside the academy gates

6.1 The law allows teachers to discipline pupils for misbehaving outside the academy premises “to such an extent as is reasonable”.

Staff may discipline pupils for:

6.2 Misbehaviour when the pupil is:

- Taking part in any academy-organised or academy-related activity
- Travelling to and from the academy
- Wearing the academy uniform
- In some way is identifiable as a pupil at the Academy.

6.3 Or misbehaviour at any time, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the academy
- Poses a threat to another pupil or member of the public or
- Could adversely affect the reputation of the academy.

6.4 In all cases of misbehaviour the teacher can only act on academy premises or elsewhere when the pupil is under the lawful control of the staff member e.g. on an academy trip.

7.0 Sanctions for Pupils (please see VPA behaviour plan for more details, appendix 1)

7.1 Staff should be clear that they have legal powers to uphold the Academy Behaviour Policy and do not need pupil or parent/carer permission for a sanction including detentions.

7.2 When sanctions are required the following are examples of what could be used by staff – this is not an exhaustive list:

- Minor consequences e.g. a short reprimand/verbal warning; the ‘look’; proximity control (move closer); redirecting onto task etc.
- Offer choice and a reminder of the consequences of the wrong choice.
- Reminder to pupils of the behaviour policy and rules, and that it has been agreed by the whole academy community.

- Move the pupil and/or change the seating plan in the room.
- Time out in line with VPA behaviour plan, staff are responsible for the safety of pupils at all times.
- Managed playtimes.
- Contact with parents e.g. phoning home, email, text or letter.
- At lunchtimes pupils should be given a clear reminder of expectations and consequences by a member of the lunchtime team. Time out of 5 mins can be used within the playground either in a quiet area or with a supervisor. Senior staff on duty should be informed of serious or persistent issues.
- Confiscation of inappropriate or restricted items (see banned items below).
- Support from inclusion team or SMT.
- Staff are required to record all incidents, under the appropriate area on Behaviour Watch (see below). Sanctions must also be included on the Behaviour Watch entry
- Withdrawal from access to the academy's IT system (Network Manager under SLT instruction). See E Safety/Acceptable use policy

8.0 Behaviour Watch (BW)

8.1 This is an on-line system where staff are expected to report any incident of behaviour that is not conducive to successful learning or where a pupil's behaviour is not in line with Academy values and ethos. It acts as a 'real time' diary style facility. It can also track non sanction actions or contacts made to parents for information.

9.0 Managed Playtimes

9.1 Where pupils have transgressed acceptable academy behaviour expectations they can be directed to a managed playtime. This may be as a one off consequence spending a period of time inside in a supervised area during a regular play session. Or it may be a more formal series of support in a managed activity.

9.2 Parental consent is not required to direct a managed playtime. Where pupils have needed a number of managed playtimes parental support will be required to ensure that children are able to make the right choices within the Academy environment.

9.3 In some instances, in consultation with parents/carers, children may need to be removed from site over lunchtime for an agreed period of time.

10.0 Planned Support from Inclusion Team

10.1 This facility is used in order to withdraw pupils from their mainstream lesson as a result of their continued poor behaviour. The inclusion team will make the decision as to whether a pupil requires this level of support, for what length of time and the conditions that they follow whilst being supported. The times of play and lunch for these pupils is decided upon by the

inclusion team. If poor behaviour continues further sanctions may be deployed by the inclusion team or members of SMT. Pupils will be given clear instructions as to their attitude and work rate. A daily report card may be used for each pupil to show how they have behaved and worked (please see VPA Behaviour plan).

10.2 With each planned inclusion team support/withdrawal parents will be contacted and or a meeting arranged to discuss behaviour.

11.0 Fixed term exclusion

11.1 A fixed period exclusion is where a pupil is asked not to be on site for a period of between 1 and 5 days as a result of being given planned inclusion team support/withdrawal for more than three times or a one off serious incident. The following are examples of such behaviours which may lead to a fixed term exclusion, but is not an exhaustive list:

- Swearing at a member of staff
- Damage to school or personal property/theft
- Being in possession of alcohol
- Truancy
- Racism
- Verbal abuse/threatening behaviour to staff or pupils
- Refusal to comply
- Behaviour that persistently disrupts the learning of others
- Physical assault (NB. this may result in permanent exclusion)

11.2 After a pupil has been placed on a fixed period exclusion there must be a return to academy meeting. The pupil returning to the Academy will be supported by the inclusion team to ensure a positive start. This may involve some time away from class, supported playtime etc.

- 1st fixed term exclusion in an academic year – Return to Academy meeting with member of Senior Management Team
- 2nd fixed term exclusion in an academic year – Return to Academy meeting usually with vice principal
- 3rd fixed Term exclusion in an academic year - Return to Academy meeting with principal

12.0 Permanent term exclusion

12.1 This can occur as the result of a single severe act or as a result of persistent breaches of the behaviour policy over time.

See the HAT Academy's 'Exclusion policy'

13.0 Reasonable Force

13.1 Physical force in any circumstance will attempt to be avoided within the Academy. However, this may be deemed necessary in particular situations. The Academy will use the

recommendations set out in the Department of Education 'Use of Reasonable Force' guidance. Details are in the Hatton Academies Trust 'Physical Force and Personal Restraint' policy.

14.0 Searching Pupils

14.1 The Academy may choose to search a pupil if they suspect that a pupil may be in possession of any items that are set out as banned within this policy. The search will be conducted with a member of SMT present and at least one other member of the Academy staff. This member of staff will usually (but not exclusively) be a member of the inclusion team. There will always be at least two members of staff present conducting the search. The search will be conducted within a room, rather than a public or communal area within the Academy and every attempt will be made for the process to be carried out in a discreet and sensitive manner.

14.2 A pupils' possessions will be placed on an open surface. Outer items of clothing such as coats, jackets, jumpers, footwear and bags may be removed from a pupil's person so that they can be openly searched. Pupils may be asked to show the contents of items of clothing next to their body, for example, turning out pockets, rolling down skirts and showing the waistbands of trousers or skirts.

14.3 The Academy will use the recommendations set out in the Department of Education 'Searching, Screening and Confiscation' as guidance and exemplified in the Hatton Academies Trust 'Searching Pupils and Confiscating Pupils' Property' policy.

15.0 Banned items

15.1 The following items should not be brought into school. If they are and found in the possession of a pupil, or suspected to have been brought into school by a pupil then it is likely that one of the sanctions previously listed in this document will be applied.

This list is not exhaustive:

- Mobile phones (with the exception of Y5/6 who may bring phones by prior arrangement, but these must be left at the main office throughout the school day)
- Items relating to alcohol, smoking or drug use
- Dangerous or sharp items
- Offensive materials of any kind
- Expensive personal items especially electronic devices (mobile phones, tablets, laptops, cameras, any device that can capture visual imagery or audio)

16.0 Inclusion

16.1 The inclusion team is able to support pupils who find keeping to normal school patterns and procedures difficult as the result of special needs. For some pupils that have a range of needs that require support from different agencies, it may be appropriate to assess those needs by using outside agency support.

All pupils who need consistent behaviour intervention support will require a PSP and consideration should be taken as to whether an further risk assessment is also required.

17.0 Rewards

17.1 We believe that good behaviour should be recognised and celebrated, along with a range of other aspects of being a successful pupil at VPA. The rewards system aims to do this and should be used by staff at least as much as the sanctions system.

17.2 Pupils receive Victastic points for a wide range of successes and achievements, especially showing our Academy Values. Pupils will be rewarded as individuals to enable them to take responsibility for their own behaviours and be recognised for them. On average pupils should receive around 2-3 Victastic points each day. Points are recorded using the Class Dojo online system.

17.3 All pupils are a member of a house depending on the area of the school they are based. Their individual Victastic Awards count towards their house totals.

17.4 Two pupils from each class are selected each week to receive a congratulations certificate in Friday assembly. Their names are recorded in the weekly newsletter.

17.5 Pupils can be selected to have work entered into the Golden Book and receive a postcard home.

17.6 Postcards home can be given for exceptional behaviour, these must be agreed with a member of the SMT.

17.7 Victastic Awards, certificates, Golden Book entries and postcards home are recorded on behaviour watch online system in the rewards section.

17.8 Young children require positive reinforcement and frequent rewards, these can be given in the form of stickers, stamps, smiley faces, kind words and 'well dones', good news given to parents/carers at the end of the school day/by phone, presentations in assemblies, being featured in newsletters, certificates are given for a variety of reasons throughout the year etc. This level of praise can often be the most effective and powerful in encouraging the required standard of behaviour.

17.9 The system relies on the full involvement and implementation by all staff, positivity is key to our reward systems.

18.0 Our commitment to working with pupils

18.1 Pupils are consulted about the principles informing this policy and the details of the rewards and consequences. We believe that if pupils (e.g. the pupil council) are involved in the policy there is greater ownership of the Academy's approach and greater success for all. Skills for learning and working with others form part of our PSHE too.

18.2 The behaviour policy is discussed with pupils in assemblies and small groups. We aim for all pupils to be aware of the policy through a fair but appropriate treatment of pupils who disrupt learning and by celebration of success.

18.3 Pupils entering the academy in Year R as a whole year group, or joining the academy individually at other times are inducted into the behaviour policy. This is the responsibility of the class teacher. Parents and pupils sign the Home-Academy Agreement to support this.

18.4 Pupils who do not have the necessary understanding or skills will receive a carefully planned approach. In some cases this may mean that the pupil has a modified programme of learning and framework of consequences. This may involve the pupil having an agreed means of removing themselves from situations where tensions are escalating. This will only be agreed by the SMT or Inclusion Manager. The detail of this plan will be communicated to staff involved with the pupil.

19.0 Our commitment to working with parent and carers

19.1 Victoria Primary Academy has produced this policy in consultation with parents and pupils. It is available on our website and on request from the Academy. As the agreed policy it is expected that parents and carers will support us in enforcing this policy and ensuring the highest standards of behaviour for learning and discipline in the academy. In choosing Victoria Primary Academy and as part of the Home-Academy Agreement all parents and carers have indicated their support for this policy. If parents/carers have any concerns about how their son/daughter has been treated or the policy enforced they should contact the academy and try to resolve the issue with staff. In the event of any issue not being resolved the Hatton Academies Trust complaints procedure should be followed.

19.2 Parents/carers can receive support with behaviour management from the inclusion team. Parenting courses such as '1, 2, 3 Magic' and 'Solihull Parenting' are run regularly and personal support can also be offered on request.

19.3 Parent consultation evenings are arranged each term to discuss progress and behaviour of all pupils. Parents who do not attend receive a letter reminding them of the need to speak with the teacher.

Policy Review

Next Review Date: September 2023