



THE VALLEY PARTNERSHIP

Pupil Behaviour Policy

This Policy was agreed by the Full Governing Body of
The Valley Partnership

Date: 03 June 2020

Signed: *Emily Hooper*

Review Date: June 2023

Rationale

Behaviour in school affects us all – we each have our share of responsibilities. Our aim should be to continue to work closely together to enable our children to develop into positive, confident, thoughtful individuals. Mutual co-operation by all parties involved is the cornerstone upon which success flourishes. Our mission statement is

“Climb to your highest..... for yourself, for others and for God”

In the Valley Partnership we are proud to provide a high quality, creative and challenging education. This is delivered in an inclusive, caring and positive environment, where every child experiences a sense of enjoyment and strives to achieve their potential. The aim being to actively and positively support children’s behaviour to meet the expected requirements.

This policy is based on the governor’s statement of behaviour principles.

1. Aims

The Valley Partnership team believes that all pupils should be aware of the standards of behaviour that are expected of them and take responsibility for promoting these standards. They should be aware of British Values and the positive qualities of friendship, good manners, tolerance of diversity along with racial, disability and gender equality within a caring community. We hope that by encouraging positive behaviour patterns we can promote good relationships throughout the Valley Partnership built on trust and understanding, and that through the use of this policy we can support all of our pupils in developing a high level of social awareness. Our aim is to ensure that all our pupils acquire the necessary knowledge, skills and attitudes to become good citizens.

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the special educational needs and disability (SEND) code of practice. In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school’s duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils’ behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils’ property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

3. Standards of Behaviour

In our Schools

The Valley Partnership understands that the first step to modelling good behaviour is to lead by example, which means that all staff, volunteers, and anyone else who comes to the school must act responsibly and professionally, and will never denigrate pupils or colleagues. A positive atmosphere is provided by the school, teachers and support staff that promotes

good behaviour. We work hard to ensure that discipline is consistent across the schools so that behaviour boundaries and sanctions are clear to all and are applied fairly, proportionately, and without discrimination, taking into account SEND as well as the additional challenges that some vulnerable pupils may face.

We work with parents to understand their children and their behaviour and believe that in conjunction with behaviour boundaries and sanctions, good support systems, praise, and rewards for good behaviour are an important part of building an effective learning community. The school will report behaviour, good or bad, to parents, as appropriate. We encourage parents to communicate with the school if they have a concern about their child's behaviour, and we will do as much as is possible to support parents as, and when, they need it. We promote good behaviour, including Christian and British Values, within the school curriculum and during collective worship. Reminders of rules and expected standards of behaviour are up on walls in classrooms.

Staff are a constant presence around the school, in-between classes, during breaks in the school day, and at lunch times, to check that pupils are using the school grounds respectfully and behaving appropriately.

The schools will take all reasonable measures to ensure the safety and wellbeing of all pupils and staff and this includes protection from bullying. We aim to combat bullying and other harmful behaviour using, amongst others, preventative strategies through the active development of pupils' social, emotional and behavioural skills.

Pupils

The schools expect all of its pupils to show respect to one another, to school staff, and anyone else that they may meet. Incidents of bullying, denigration, or bringing intentional harm to other pupils or staff will not be tolerated. Pupils are ambassadors for our school even when off school premises, and we expect them to act accordingly. They are expected to obey school rules, listen, follow instructions by staff, and accept and learn from any sanctions that they receive. This extends to any arrangements put in place to support their behaviour, such as pastoral support programmes. School work and homework should be well presented, completed to a high standard, and handed in on time. The school asks that pupils read and then sign a **home-school agreement** ([Webber's](#), [Burlescombe](#)) to show that they have understood what is expected of them and acknowledge the responsibility that they have for their own behaviour.

Under no circumstances will illegal or inappropriate items be brought into school, and all pupils will respect and look after the school premises and environment. The following behaviour is regarded as completely unacceptable and will result in disciplinary actions and possibly in exclusion, depending on the circumstances:

- disruption of lessons
- misbehaviour during transition times, lunchtimes and break times
- poor attitude
- verbal abuse to pupils
 - verbal abuse to staff and others
- physical abuse to/attack on pupils
- physical abuse to/attack on staff
- any form of bullying, including online
- damage to property, including the school environment
- theft
- serious actual or threatened violence against another pupil or a member of staff
- racist, sexist, homophobic or discriminatory behaviour
- sexual abuse or assault
- arson
- unacceptable behaviour which has previously been reported and for which school sanctions and other interventions have not been successful in modifying the pupil's behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items

Tobacco and cigarette papers

Fireworks

Pornographic images

Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Parents

Parents play a big part in ensuring that their children are responsible for their own behaviour in school. We ask that parents sign the **home-school agreement** ([Webber's, Burlescombe](#)) to indicate that they will respect and support the school's behaviour policy and the authority of the school staff. Building school life into a natural routine – ensuring that your child is at school on time, appropriately dressed, rested, and equipped – will encourage your child to adhere to British Values, school rules and school procedures.

We ask parents to work with the school in support of their child's learning, which includes informing the school of any special education needs or personal factors that may result in their child displaying unexpected behaviour. We ask that parents be prepared to attend meetings at the school with staff or the headteacher to discuss their child's behaviour and to adhere to any parenting contracts put in place.

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, isolating an individual, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

5. Roles and responsibilities

The governing board

The governing board is responsible for reviewing and approving the written statement of behaviour principles.

The governing body will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

The Executive Headteacher

The Executive Headteacher is responsible for reviewing this behaviour policy in conjunction with the governing board, giving due consideration to the school's statement of behaviour principles.

The Executive Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

6. Staff

Staff are responsible for:

- Recognising the need for vigilant awareness of safeguarding issues
- Implementing the behaviour policy consistently both inside and outside of the classroom
- Modelling positive behaviour ensuring that they are fair and just
- Providing a personalised approach to the specific behavioural needs of particular pupils, including vulnerable pupils

The senior leadership team will support staff in responding to behaviour incidents. If a child consistently offends and a sanction is given the child must be clear as to the cause of the consequence and fairness and consistency of the sanction.

In the case of inappropriate behaviour teachers should: -

- In the first case deal with the child themselves through discussion.
- If the offence is repeated a consequence may be given.
- Consider whether changes in behaviour may be as a result of underlying child protection issues.
- If there is further repetition or continued inappropriate behaviour generally, the child should firstly be referred to the team leader.
- Any subsequent repetition of inappropriate behaviour should be referred to the Deputy Head and, finally, to the Headteacher.
- Any serious misbehaviour should be referred to the Heads of Teaching and Learning or to the Executive Headteacher. • Incidents should be recorded on CPOMS (Child Protection Online Management System) and the relevant line managers alerted.

Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Provide appropriate supervision for their child should their child be excluded
- **Attend a reintegration interview at the school with their child, in the case of exclusion**

7. Rewards and Consequences

List of rewards and sanctions

There is a class list of rewards and Consequences that will be displayed in each classroom – See Appendix 1 that also contains more detail of the rewards and Consequences

Positive behaviour will be rewarded with:

- Praise
- Notes, letters or phone calls home to parents
- Special responsibilities/privileges

The school may use one or more of the following consequences/ sanctions in response to unacceptable behaviour:

- A verbal reprimand
- Sending the pupil out of the class to work else where
- Expecting work to be completed at break or lunchtime
- Loss of break or lunchtime, or after school
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents
- Meetings with parents
- Agreeing a behaviour contract
- Internal exclusion
- Fixed term or permanent exclusion

Off-site behaviour

Where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the way to or from school, sanctions may be applied. If on residential, this may result in parents being asked to collect their child. This will be a condition of children attending residential

Where behaviour outside of school hours could pose a threat to another pupil or member of the public, impact on school life or could adversely affect the reputation of the school, sanctions may also be applied (see Statement of Behaviour Principles).

Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Executive headteacher will discipline the pupil in accordance with this policy.

Please refer to our safeguarding policy for more information on responding to allegations of abuse.

The Executive headteacher will also consider the pastoral needs of staff accused of misconduct.

8. Behaviour management

Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. They will:

- Create and maintain a welcoming stimulating environment that encourages pupils to be engaged and celebrates achievements
- Be effective classroom managers so that time is used effectively, and the curriculum provided matches the needs of and motivates the child
- Display the school values and their own classroom rules and the TVP rewards and consequences
- Develop a positive relationship with pupils, which may include:

Greeting pupils in the morning/at the start of lessons

Establishing clear routines

Communicating expectations of behaviour in ways other than verbally

Highlighting and promoting good behaviour
Ensuring that they are courteous and considerate
Concluding the day positively and starting the next day afresh
Having a plan for dealing with low-level disruption
Using positive reinforcement

Physical restraint

Section 93 of the Education and Inspections Act 2006 enables school staff to use such force as is reasonable in the circumstances to prevent a student from doing, or continuing to do, any of the following:

- committing any offence (or, for a student under the age of criminal responsibility, what would be an offence for an older student).
- causing personal injury to, or damage to the property of, any student (including him or herself); or
- prejudicing the maintenance of good order and discipline at the school or among any students receiving education at the school, whether during a teaching session or otherwise.

The Valley Partnership does not encourage the use of force and it will be used very rarely in special circumstances. There is no definition of when it is reasonable to use force, and every situation will have to be judged by the person in charge at that time. The degree of force used should be the minimum needed to achieve the desired result.

All staff at the school have the authority to use force when reasonable, and this extends to any other person whom the head has given the responsibility to be in charge or in control of the students. Staff can also use this power when they are lawfully in charge of students both off the school premises – i.e. on a school trip.

Following serious incidents involving the use of force, the school will speak to the parents concerned. It is up to schools to decide whether it is an appropriate occasion to report the use of force to parents.

Such serious incidents involving the use of force will also be recorded by the school.

Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the [DfE's latest guidance on searching, screening and confiscation](#).

Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator (SENDCo) will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

9. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

10. Training

Our staff are provided with training on managing behaviour as part of their induction process.

Several members of staff are also trained in the proper use of restraint. These members of staff should be used, where possible.

Behaviour management will also form part of continuing professional development.

11. Complaints

The school has a standard complaints procedure. We encourage parents to take any complaints or concerns to a staff member or the Headteacher, and the school will do everything in its power to help resolve conflict or complaints swiftly and effectively. For details of the full complaints procedure see our **Valley Partnership complaints policy**. For information on complaints relating to exclusions, see the **Valley Partnership exclusions policy**.

12. Monitoring arrangements

This behaviour policy will be reviewed by the Executive Headteacher and governing board every three years. At each review, the policy will be approved by the Executive Headteacher.

The written statement of behaviour principles will be reviewed and approved by the governing body every three years.

13. Links with other policies/guidance

This behaviour policy is linked to the following policies/guidance:

- Safeguarding Policy
- Anti-bullying Policy
- Statement of Behaviour Principles
 - Equality Policy
 - Courtesy Policy
 - SEND Policy
 - PSHE Policy
- Use of Reasonable Force Guidance
- Exclusions Guidance
- School Code of Conduct Policies

Appendix 1 REWARD/Sanctions Detail SYSTEMS IN PLACE

1. Individual Golden points/Stars/team Points

These are awarded for the following:

- a) good quality work.
- b) sustained effort.
- c) helpfulness.
- d) kind and caring words/actions.
- e) both academic and non-academic achievements.
- f) consistent good behaviour

These are awarded to an individual and count towards the reward system of certificates. These are awarded every 20 up to 200 with a series of coloured certificates. For 250 and 300 special certificates are being developed following a suggestion form a pupil that came through the school council

2. Team rewards

The individual team/golden points also count towards a weekly and termly total for the team that the child is in. Weekly rewards for the winning team are given. This is in addition to team competitions throughout the term/year.

3. Core Value stickers

Our partnership mission statement in full is the guide of all children and staff. WE also have 8 core values encircled with the value of LOVE.

Our Core Values

We aspire, whether we be pupils, staff or governors, that all of our work will be characterised by the following values:

Trust
Truthfulness
Responsibility
Perseverance
Forgiveness
Courage
Compassion
and
Creativity

Value stickers are presented at collective worship through pupil/staff nominations

4. Star of the week

Staff nominate pupils for this award weekly to support extra effort or achievement being made in any area of school life.

5. Trophies and presentations

These are awarded at an annual presentation and cover a wide range of effort and achievement including, academic, creative, sporting and ethos areas.

Class based Rewards and Consequences

Staff will always consistently and fairly operate the rewards and consequences procedures as detailed above. Staff will always intervene when a child is made to feel unhappy.

Staff should endeavour to be consistently fair but firm by listening to both sides and giving all parties a chance to put forward their point of view. Staff should provide role models for children in order to help them cope with and come to terms with difficult social situations in an acceptable manner and to respond with appropriate behaviour.

Staff must model good manners, appropriate dress codes, respect and understanding at all times

Minor incidents at playtime will be dealt with by the teacher, Mealtime Assistant (MTA) or teaching assistant on duty. This should be reported to the class teacher, Senior Leadership team or Executive headteacher if further action is required.

Incidents of a more serious nature or minor incidents of a very persistent nature will be recorded on our online monitoring & notification system called CPOMS. The senior teacher/ headteacher will take appropriate action.

Each class teacher and teaching assistant monitors minor and persistent misdemeanours and they will be recorded if needed. Persistent difficulties in managing behaviour should be brought to the attention of the head teacher and SENDCo (Special educational Needs & Difficulties Coordinator) sooner rather than later enabling additional strategies to be put in place

In all cases staff must be wary of putting themselves in a position where their actions could result in credible accusations, however slight, or abusive treatment.

In accordance with the Education Regulations 1981 no corporal punishment will be administered in the school.

Action against bullying brief summary- see main policy

Rationale

Bullying, if allowed to occur in school, can make people's life miserable. Every pupil has a basic right to feel free of the threat of bullying. If we recognise that there may, on occasions, be a problem with bullying in school we will follow the agreed policy and guidelines for dealing with it.

Guidelines

Clear guidelines will assist the school with its aims:

- To enable effective learning to take place.
- To help everyone to take responsibility for their actions.
- To treat each other with care and consideration.
- To be consistent and fair.
- To respect property.
- To keep the school a safe, clean and pleasant place.

Bullying and harassment will not be accepted. No one should have to tolerate being hurt or threatened by another person. Staff, children and parents need to work together to achieve this.

This policy is aligned to the school policy on Safeguarding.

Guidelines for Staff

1. Always focus on what is going well and draw attention to good behaviour
2. Give plenty of praise, where appropriate
3. Make it clear that it is the behaviour we do not want (or do not like), not the individual. {I like you; I don't like what you are doing}
4. Give clear and regular reminders of what you expect
5. 'Teach' good behaviour calmly
6. Explain why the behaviour has been unacceptable
7. Set high standards – in dress, manner, courtesy and care
8. Use planned ignoring and non-verbal signals
9. Encourage the children to be responsible for their own behaviour
10. Be alert to potential flash points – use diversions

There has to be corporate responsibility of the whole staff in the maintenance of the ethos and discipline of the whole school.

Please look at the rewards and consequences systems in place and review the signed home school agreement to look at acceptable behaviour and current arrangements.

At the beginning of September with the new class, discuss which rules they would suggest are appropriate for a smooth running and happy classroom. Narrow these down and display clearly. They should be 'Do...' (i.e. positive) rather than 'Do not....'

At their own level, or at an appropriate time, discuss also rewards and consequences and reach an agreement with the children. Rules should be revised/referred to at the beginning of each term and displayed in a different way.

It is essential that children know our expectations of behaviour in each situation (including lunchtimes and playtimes).

The children, themselves, will often identify a problem and should be encouraged to seek a solution.

All staff should be kept informed of children who are finding it difficult to conform to our ideas of good behaviour and what sanctions are being applied. Parents should also be informed and involved at an early stage. In rare cases when a child continues to cause concern with his/her behaviour, the head will discuss the possible involvement of the educational psychologist or behaviour support team.

A full record of incidents must be kept following the partnership's secure CPOMS monitoring procedures.

Other Suggested Rewards that may be used

- badges and stickers
- team points
- choose a class story
- go out to play first
- five minutes extra play for whole class
- letter/speak to parents
- special responsibility
- free choice of activity
- hearing about good behaviour in circle time/assembly
- telling another member of staff
- being clapped
- verbal and non-verbal praise

Suggested Consequences that may be used

- missing some/part/all of playtime
- moved away from other children- this may include playtime
- explaining their action to the individual involved and apologising
- explaining their action to the class (and apologising if appropriate)
- being reprimanded and reminded of the rules
- removing privileges
- reporting to another member of staff
- loss of an enjoyed activity (where appropriate)
- extra work
- letter/speak to parents
- sent to Head's office
- time out (use of egg timer)
- letter of apology to pupil/parent/staff member
- mentor/fellow pupil support for modelling (buddy)
- physical restraint will only be used where a child or adult is at risk and in accordance with Government/LEA guidelines. Separate policy and guidance on restraint should be seen.

The Valley Partnership Rewards and Consequences

Rewards

1. Verbal praise from teacher/peers. Well done 😊
2. Official congratulations and reminder of protocol in class/playground. Team/Golden point.
3. Verbal praise from teacher and other peers. Possible nomination of Value sticker and extra privileges.
4. Sent to show work to other staff member/ class/on display.
5. Show the Head Teacher and put on Wonderful wall. Special stickers.
6. Possible star of the week.
7. If outstanding, reward is reported to Governors in Head Teacher's report.

Consequences

1. Verbal warning from teacher/peers. Request to stop.
2. Official warning and reminder of protocol in class/playground.
3. Possible move within class area and loss of a privilege. This could be playtime.
4. Moved to work in another area of school for a time.
5. Sent to the Head Teacher and further privileges may be removed.
6. Your parents are called.
7. Consequence is reported to Governors. Serious breaches or continued disruption may result in an exclusion; this may be temporary or permanent.

TVP Emergency Appendix 2 COVID 19

Covid-19 Appendix COVID UPDATE – MAY GUIDANCE 2020

Items that have been added **during the COVID19 pandemic** to the behaviour policy are stated below **The TVP** Board of Governors have ratified the following sections on:

In the light of the current Covid-19 outbreak, the following amendments are in place that children will follow:

- Children **MUST** inform an adult if they are aware that they feel unwell. Children experiencing any symptoms of coronavirus will be sent home.
- Children will all enter and exit school via their designated entrances, keeping a social distance and following markings, where available.
- Children will follow instructions on hygiene such as: avoiding touching faces and washing their hands with soap and water or sanitiser on arrival and at regular intervals throughout the day.
- Children will remain in their new class group at all times during the school day.
- Children will follow instructions on who they can socialise with during the school day.
- Children will follow instructions on how to move around the school e.g. one-way systems, out of bounds areas, queuing.
- Children will be reminded about expectations about sneezing, coughing, tissues and disposal e.g. 'Catch it, bin it, kill it'.
- Children will have their own space in the classroom and will be reminded to keep their own pencil, drinks bottle, etc. for themselves.
- Children will play in the designated zones of the playground or field at playtimes. They must not mix with other class groups.
- Children will be encouraged to follow social distancing rules using praise and recognition boards.
- Children who intentionally cough or spit at others or consistently do not adhere to these rules will be sent home.
- Individual pupils may be subject to individual risk assessments which make reasonable adjustments.
- Children will follow clear expectations for conduct in relation to remote education.

Where there is significant breach of any of these amendments, then exclusion could be considered.

The Valley partnership schools are dedicated to ensuring that our school environment supports learning and the wellbeing of children and staff through a strong sense of community. Equality, respect and tolerance are the foundations of our community and we work hard to provide a safe school where children feel included in every aspect of school life and comfortable to voice their opinions. Good behaviour and self-discipline have strong links to effective learning and are vital for pupils to carry with them both during and after their school years.