

THE VALLEY PARTNERSHIP

Pupil Behaviour Policy

Signed

Emily Hooper-Taylor

Chair of Governors

Date Approved:	30 th September 2021
Approved By:	Full Board of Governors
Date for Review	September 2024

Our Vision within The Valley Partnership is to ‘Climb to your highest for yourself, for others and for God’.

Across The Valley Partnership, we believe that ‘together, we can build a safe community, that is connected valued and respected, having an encouraging and positive impact upon all’.

Through our Christian Core Values, Trust, Truthfulness, Responsibility, Perseverance, Forgiveness, Courage, Compassion and Creativity we teach children to Love first; we show children how to forgive and reconcile.

We aim to inspire children to learn with curiosity, enthusiasm, and positivity, whilst striving for excellence in all that we do.

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 full potential.

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 personal responsibility for promoting these standards. They should be aware of the rudimentary British Values and the positive qualities of friendship, good manners, the acceptance and celebration of diversity, difference, and any understanding of equality, inline with Equality Act (2010) within a caring community. We hope that by encouraging positive behaviour, 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 the virtues of good character 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, treating others with dignity and respect. A positive atmosphere is provided by the school, teachers and support staff that promotes good behaviour. We work hard to ensure that practice is consistent the across the schools and boundaries 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 clear boundaries, good support systems, praise, consistent rewards, and consequences are an important part of building an effective learning community. We encourage parents to work in partnership with us to support their children. We promote good behaviour, including Christian and British Values, within the school curriculum, during collective worship and through all that we do.

Staff are a constant presence around the school, in-between classes, during breaks in the school day, and at lunch times, to ensure that pupils are supported by positive role models.

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 Conduct

We have very high expectations of conduct and expect all members of the school community to follow 'the Golden Rule': 'Treat others as you would wish to be treated' Matthew 7:12 and to 'Love your neighbour as yourself' Mark 12:31.

The schools expect all 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 listen and follow instructions by staff and accept and learn from any consequences (see section 7 below) they may receive.

This extends to any arrangements put in place to support their behaviour, such as pastoral support programmes. The school asks that pupils read and then sign a Home-School Agreement (Appendix 1) ([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 are expected to respect and look after the school premises and environment. The following behaviour is regarded as unacceptable and may result in a disciplinary action 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
 - 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 an essential role in ensuring that their children are responsible for their own behaviour in school. We ask that parents sign the **Home-School Agreement (Appendix 1)** ([Webber's, Burlescombe](#)) to indicate that they will respect and support the school's Behaviour Policy.

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 behaviour that may challenge. We ask that parents be prepared to attend meetings at the school with staff or the Executive Headteacher to discuss their child's behaviour.

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

Action Against Bullying - Brief Summary

Details of our school's approach to preventing and addressing bullying are set out in our **Anti-Bullying Policy**.

Rationale

Every pupil has a basic right to feel free of the threat. If we recognise that there may, on occasions, be a problem with bullying in school we will follow the agreed policy and guidelines for managing this.

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 dignity and respect.
- 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

- Always focus on what is going well and draw attention to good behaviour
- Give plenty of praise, where appropriate
- 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}
- Give clear and regular reminders of what you expect
- 'Teach' good behaviour calmly
- Explain why the behaviour has been unacceptable
- Set high standards - in dress, manner, courtesy, and care
- Use strategic ignoring and non-verbal signals
- Encourage the children to be responsible for their own behaviour
- Be alert to potential flash points - use diversions

5. Roles and responsibilities

The Governing Board

The Governing Board is responsible for reviewing and approving the Behaviour Policy.

The governing body will also review this behaviour policy in conjunction with the Executive Headteacher and monitor the policy's effectiveness, holding the Executive 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. The Executive Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with behaviour that challenges and will monitor how staff implement this policy to ensure rewards and consequences 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 consequence is given, the child must be clear as to the reason for the consequence.

One or more of the following consequences in response to incidents of unacceptable behaviour may occur:

- 'Time out' - between 2-5 minutes 'thinking time' outside the classroom (to involve a restorative conversation with the adult)
- 'Time out' in another classroom or with HT/SLT (to involve a restorative conversation with the adult)
- Work to be completed at home or at lunchtime
- Phone call home to parents
- Meeting with parents
- Agreeing an Individual Behaviour Plan

Incidents should be recorded on CPOMS (Child Protection Online Management System), and the relevant Line Managers alerted.

7. Parents

Parents are expected to:

- Support their child in adhering to the Pupil Code of Conduct, as set out in the Home-School Agreement (**Appendix 1**)
- 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
- **In the case of exclusion**, attend a reintegration interview at the school with their child

8. List of Rewards and Consequences

There is a class list of Rewards and Consequences that are displayed in each classroom (**Appendix 2**).

We recognise positive values and habits through specific praise, communicating this to pupils using awards linked to our Christian Values. These awards are given as stickers and every week in our Celebration Collective Worship, nominated children are celebrated as positive role models; 'living out' of our Vision and Values.

Positive behaviour is also recognised through giving praise in a variety of ways:

- Positive verbal feedback
- Values stickers (**Appendix 3**)
- Individual golden/team points (**Appendix 3**)
- Messages on Tiny Tracker
- Positive, written feedback following a piece of work
- Displaying children's work in class and around the school
- Sharing children's work with other staff and children in other classes
- Special responsibilities such as being members of the School Council and class monitors, etc
- Certificates for demonstrating the school's values are awarded at Celebration Collective Worship each week
- Stars of the week are celebrated in Collective Worship each week
- Achievements both inside and outside school are celebrated at the Celebration Collective Worship

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

- A verbal conversation/teaching opportunity
- Sending the pupil out of the class to work elsewhere
- Expect work to be completed at break or lunchtime
- Loss of break or lunchtime if deemed appropriate
- Refer 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 presented challenging behaviour off-site when representing the school, such as on a School Trip or on the way to or from school, consequences 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, consequences may also be applied.

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 consider the consequences in accordance with this policy. This could include temporary or permanent exclusion.

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

Please refer to our Safeguarding Policy for more information on responding to allegations of abuse.

9. Behaviour Management

Classroom Management

Good behaviour management is the shared responsibility of all staff. We know that if we expect the children to behave well, the adults in school must model good behaviour themselves. Teaching and support staff are responsible for setting the tone and context for positive behaviour within school.

In order to help children feel safe, their educational environment needs to be high in both nurture and structure. Children need calm and consistent routines, expectations, and responses to behaviour. These must be in place and modelled appropriately by all adults, within the context of a safe and caring school environment.

Praise and sanctions that can follow certain behaviours should be made explicit, without the need to enforce punishments that can shame children, leading to potentially more negative behaviour.

Staff will	Staff will avoid
<p>Create and maintain a stimulating environment that encourages pupils to be engaged. Plan and teach engaging lessons that are appropriately differentiated to meet children's needs.</p> <p>Develop positive relationships with pupils, including:</p> <ul style="list-style-type: none"> • Greeting pupils in the morning/at the start of lessons • Establishing clear routines • Communicating expectations of behaviour in ways other than verbally, e.g. non-verbal cues • Highlighting and promoting good behaviour • Concluding the day positively and starting the next day/session afresh • Having a plan for dealing with low-level disruption • Using praise effectively 	<ul style="list-style-type: none"> • Humiliation - writing a child's name on the board or talking about them in front of others • Shouting • Overreacting – the problem will grow • Harsh sarcasm • Threatening children with someone else's discipline - this undermines your own authority • Using an area of the curriculum as a punishment (e.g. extra Maths or no PE) • Naming the child, not the behaviour

Physical Intervention (Positive Handling)

In some circumstances, staff may use physical intervention/restraint to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical intervention/restraint **must**:

- Always be used as a last resort
- Involve two members of staff whenever possible
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Take into consideration SEND needs of the child (Equalities Act 2010)
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment or coercion
- Be recorded on CPOMS and reported to parents

Search and Confiscation

- Staff have the right to search pupils if they believe that they are in possession of prohibited items (listed in Section 3 above)

- Parents will be informed where potentially harmful items or substances have been found, and any weapons or items which are evidence of an offence must be passed to the police as soon as possible
- Appropriate consequences will apply in line with our Behaviour Policy
- 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

10. Children with Social, Emotional or Mental Health (SEMH) Needs and Other Vulnerable Groups

At The Valley Partnership, we believe that ‘fair’ isn’t about everyone getting the same (equality), it’s about everyone getting what they need (equity).

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. The change in terminology in the 2014 Code of Practice of Special Educational Needs (SEN), which replaces the Behaviour and Social Difficulties (BESD) with Social, Emotional, and Mental Health (SEMH) difficulties, helps us to view behaviour as a communication of an emotional need (whether conscious or unconscious) and respond accordingly. Consequently, our approach to challenging behaviour may be differentiated to cater to pupils with SEMH needs.

It is important to understand that not all behaviours are a matter of ‘choice’ and not all factors linked to the behaviour of children are within their control. In such cases the language of choice (e.g. ‘good choice/bad choice’) is not always helpful, therefore children with SEMH needs, including challenging behaviour, may require an alternative approach. Staff will use their discretion and knowledge of the pupils involved to determine how best to implement this approach and who to involve.

The school’s SENDCo will evaluate pupils who exhibit 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 an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified, we will liaise with external agencies and plan support programmes for that child. We will work with parents and review plans regularly.

Pupil Transition

Pupils have transition sessions with their new teacher(s) in the summer term to ensure a smooth transition to the next year group. In addition, at the end/beginning of each academic year, or whenever there is a change of staff, staff members hold transition meetings to exchange information about each child’s progress and attainment, SEND/medical needs and behaviour and relationships.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour will be shared with relevant staff, as necessary, throughout their time at school. Information will also be shared with new settings for those pupils transferring to other schools.

Training

All staff receive training on managing behaviour. Behaviour management forms part of continuing professional development. Selected staff receive training on de-escalation and physical intervention and restraint strategies.

Monitoring Arrangements

This Behaviour Policy will be reviewed by the Executive Headteacher and Local School Committee annually. At each review, the policy will be approved by the Executive Headteacher.

Links with other policies

This Pupil Behaviour Policy is linked to the following Policies:

- Exclusion policy
- Child Protection and Safeguarding policy
- Anti-bullying policy
- SEND policy

11. COVID-19

In light of the current COVID-19 pandemic, The Valley Partnership have put amendments in place that children in school follow. Full details are found at **Appendix 4**.

As a pupil, I will do my best to:

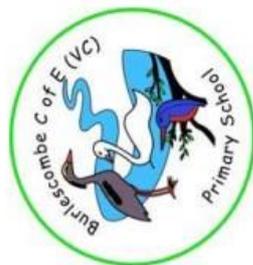
- Do my best in work and play;
- Become part of our school community and behave in a way that allows everyone to learn;
- Wear school uniform, be smart and proud of my achievements and those of others;
- Be polite, helpful, kind and respectful to everyone and their belongings;
- Be responsible for organising my things for school and home;
- Demonstrate our core values.

As Parents/Carers, we will endeavour to work in partnership by:

- Ensuring good attendance, prompt arrivals and collection of our child;
- Ensuring that our child is appropriately dressed for the school day with the right equipment including:
Monday - named school PE kit to be left in school all week
Daily – water bottles, book bags, sunscreen as needed;
- Contacting the school every day by 9.10am if our child is absent;
- Supporting our child by attending parent/pupil/teacher consultation meetings to discuss their progress;
- Informing the school at an early stage if there are any concerns at home or school that might affect our child's learning;
- Supporting wherever possible, all functions and activities, reading the newsletter and attending curriculum evenings;
- Supporting the Federation policies and guidelines including those for uniform and for behaviour;
- Supporting our child with their homework and listen to them read;
- Respecting staff and inform school if we are unhappy about something, following the complaints procedure if not resolved.

THE VALLEY PARTNERSHIP

**Webber's and Burlescombe
Church of England Primary Schools**



Home School Agreement

September 2021

Your child will achieve more when we all work together.

Our Home-School Agreement will help everyone to work together for your child. Your support and encouragement are very important to your child's school experience.

We would like you to share the information in this agreement with your child and sign to say that you will support it. We would like your child to sign this to demonstrate that they will make a determined effort to help themselves and others maximise their learning. For younger children, you could sign on their behalf to let us know you have shared it with them.

Please return ONE copy of this agreement to the school office and keep one as a reference for you and your child. Please sign one copy for each child at the school.

The Valley Partnership Home-School Agreement

I/we the parents/guardians of

Confirm that I/we will endeavour to support our child's learning in the ways suggested in this agreement and positively encourage our child to do so.

Parent/Carers Signature:

Pupil Signature:

Date:

Executive Headteacher Signature:

On behalf of the Governors and Staff of The Valley Partnership

The Valley Partnership

'Climb to your highest for yourself, for others and for God'

Our Core Values

We aspire, as pupils, staff and governors, that all of our work will be characterised by the following values:

Trust
Truthfulness
Responsibility
Perseverance
Forgiveness
Courage
Compassion
and
Creativity

To help develop our home-school partnership, both schools will endeavour to:

- Nurture your child's personal growth and development, safety and happiness;
- Encourage your child to do their best, to be enthusiastic, self-reliant, co-operative, tolerant and respectful of others;
- Provide a broad and balanced curriculum to meet the needs of all children and prepare them for future life;
- Set regular, extra opportunities for extension work including homework activities and clubs;
- Inform you of how your child is progressing through informal chats, meetings and reports, noting successes and difficulties;
- Be welcoming and offer opportunities for you to become involved in 'school life';
- Keep you up to date with what is happening at school by newsletters and electronic information;
- Develop and strengthen links between the schools, local communities and churches.

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.

Individual Golden/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 from a pupil that came through the school council.

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.

Core Value Stickers

Our Partnership Mission Statement in full is the guide of all children and staff. We have eight core values encircled with the value of LOVE.

Our Core Values

Pupils, Staff and Governors aspire for their work to be characterised by the following values:

- Trust
- Truthfulness
- Responsibility
- Perseverance
- Forgiveness
- Courage
- Compassion
- Creativity

Value stickers are presented at Collective Worship through pupil/staff nominations.

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.

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.

TVP Emergency COVID 19

Covid-19 Appendix COVID UPDATE – September 2021

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.

In the light of the current Covid-19 Pandemic, 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, washing their hands with soap and water or sanitiser on arrival, and at regular intervals throughout the 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 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.
- Children who intentionally cough or spit at others or consistently do not adhere to these rules may 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 may 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.