

Victoria Lane Academy



Whole School Policy and Guidelines for Behaviour Management 2021-2022



A Member of the Tudhoe Learning Trust



Introduction

We, at Victoria Lane Academy, believe that the most important part of behaviour management, is developing positive relationships with pupils, parents and carers. We strive to work in partnership with parents and carers, and share success and praise. We believe in developing classroom environments, to encourage positive behaviours, establishing rules and routines, and setting clear limits. We believe in rewarding positive behaviours to motivate children and we use sanctions consistently, when negative behaviour is displayed.

Home School Agreements will be sent out at the beginning of each school year, signed by parents/carers, pupils and staff. This policy needs to be read in conjunction with the Home School Agreement.

We have developed this policy through consultation with teaching and non-teaching staff.

Educate and Celebrate

At Victoria Lane Academy we believe in creating a whole school culture that is safe and inclusive. Our aims underpin and maintain an ethos of mutual respect, openness and fairness. Victoria Lane Academy are proud to be a part of 'Educate and Celebrate'. Our school does not tolerate any types of discrimination, which include acts against anyone due to their:

- Disability
- Gender
- Race
- Race
- Religion and belief
- Sex
- Sexual orientation
- Pregnancy and Maternity

Aims

- To provide a safe and happy environment, to meet the needs of all pupils.
- To create an environment to encourages and reinforce good behaviour.
- To define acceptable standards of behaviour, to teach children to think about their behaviour and to learn self control.

- To encourage consistency of response to both positive and negative behaviour.
- To encourage good behaviour rather than to simply punish negative behaviour, by providing a range of rewards for our pupils, of all ages and abilities.
- To ensure that the school's expectations and strategies are widely known and understood.
- Develop positive relationships and work in partnership with parents and carers.

Responsibilities

The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.

As staff we aim:

- To listen to our children and to hear their point of view.
- To be polite and to address children in a reasonable tone of voice.
- To value all aspects of their achievements.
- To be as fair and consistent as possible when they have misbehaved.
- To ensure their environment is safe.
- To talk with them about things that go wrong; we want children to understand why some things are wrong and why we have rules.
- To create a positive environment in the classroom and playground.
- To be in charge and maintain order so that everyone may benefit from a positive environment.
- To supervise the playground well.
- To trust our children and to care about them equally.
- To treat children as individuals and to take an interest in their lives.
- To see each day as a fresh start.

Pupils are asked to:

- Respect all members of our school community, including staff and other pupils;
- To listen to adults and each other in lessons and in assemblies and to consider each other's feelings;
- Respect their own and other pupils property, and to take care of books and school equipment;
- Be well-behaved, well-mannered and attentive;
- To take a positive role in all classroom activities and to try as hard as they can;
- Walk quietly and calmly when moving around school;
- Be punctual;
- To tell the truth, to take responsibility for their own behaviour and not to make excuses ("they told me to");
- To accept a solution or consequence if they have done something wrong - not to argue or to get angry with the person sorting it out.
- To be able to say sorry when they have misbehaved or hurt someone and to understand that this word signals a change in behaviour and mood.
- Not bring sharp or dangerous instruments to school, or any item that might cause a problem;
- Wear the correct school uniform, or appropriate clothing; jewellery should not be worn.

The Curriculum and Learning

We believe that a well-structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual pupils, the involvement of pupils in their own learning, and structured feed-back can all help this.

Lessons should have clear objectives, understood by the children, and differentiated to meet the needs of children of different abilities. Marking can be used both as a supportive activity, providing feed-back to the children on their progress and achievements, and as a signal that the children's efforts are valued and that progress matters.

Classroom Management

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, access to resources and classroom displays all have a bearing on the way children behave.

Our classrooms are organised to develop pupil's independence. Materials and resources are arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment.

Teaching methods encourage enthusiasm and active participation for all. Lessons aim to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others. Praise should be used to encourage good behaviour as well as good work. Routines are established in classrooms for the beginning and end of days, transitions between activities, break times and lunchtimes. These routines are regularly discussed and reinforced.

Rules and Procedures

Rules and procedures are designed to make clear to the children how they can achieve acceptable standards of behaviour.

Rules and procedures are:

- Developed through discussion with pupils, within classes and across the school, fed back through School Councillors;
- Kept to a necessary minimum;
- Positively stated, telling the children what to do rather than what not to do;
- Made explicit to all;
- Consistently applied and enforced;
- Used to promote the idea that every member of our school has responsibilities towards the whole.

Rewards

A major aim of the school policy is to encourage children to practice good behaviour by operating a system of praise and reward. This is for all children. Meaningful praise is given, to help increase our children's academic and social competence. This demonstrates to the other pupils that positive behaviour receives more attention than negative, and also as a reminder of expected behaviour. Self-praise is also encouraged, i.e. 'If you had the same answer, give yourself a pat on the back!'

In addition to praise, other reward systems are used throughout school.

Traffic Light System

All classes in KS1 and KS2 have a 'Traffic Light' system displayed. At the beginning of each lesson, every child's name is displayed on the green area of the traffic light. Negative behaviour will result in a verbal warning, followed by the child's name being moved to the orange part of the display. Further negative behaviour will cause movement to the red area of the traffic light - this will also result in the child being given a consequence for repeatedly making the wrong choice. The consequences given depend on the negative behaviour stopping - if it does, a 5 minute period of time-out will be given to the child. This will simply mean the child misses 5 minutes of their playtime or lunchtime. A more serious consequence would be the loss of an entire playtime or lunchtime. At the beginning of the next lesson ALL children's names will be moved back to the green area of the traffic light, meaning each child has a fresh start. (Copy of traffic light systems in Appendix)

VLA Behaviour Ladder

- ❖ Verbal warning.
- ❖ Amber traffic light.
- ❖ Red traffic light - 5 minute time-out, within class.
- ❖ Time-out at break time or lunchtime.

If consequence is at lunchtime, the 5 minute time-out will be in own class, BEFORE going for lunch.

Lunchtime Time-Out will be supervised by senior leaders. Children will go to the library where they will spend their time-out.

The same steps will be used during the afternoon; however, continued 'red' behaviour will result in loss of Golden Time, in 10 minute increments.

These traffic light systems are displayed in every class along with our Class Charters. These are a set of positive rules which all children agree to abide by during their transition days for their new classes, in summer term. (Copy in Appendix)

Marvellous Me

Another positive reward system, 'Marvellous Me' has also been adopted by each class. This is an online resource; all staff can send messages to parents, they may include photos of lovely work or a child working well within a group or by themselves. Parents all have individual log-in details so that they can receive the messages.

Impact Awards

To encourage good behaviour out of the classroom, when children are moving around school, outside at break or lunchtime and during assembly, 'Impact Awards' are given out. When a member of staff observes a child who is displaying positive behaviour, they will be given an 'Impact Award' slip. The child writes their name on their slip, these are collected at the end of the week, and during an awards assembly, several Impact awards are picked out. The children, whose names are on these, are able to choose a small prize, from a selection displayed at the front of the hall.

Golden Time

At the end of each week, or daily, if appropriate, children are given 'Golden Time', which is a period of time when children are able to choose an activity to do, and is given as a reward for positive behaviour. In some classes, if the class teacher feels this is appropriate and necessary, Golden Time may be carried out for a short time at the end of every day. In other classes, Golden Time is held on a Friday afternoon, (the total amount of Golden Time is the same across the week, whether it is given daily or weekly).

Awards Assemblies

At the end of the week, we hold a whole school awards assembly. During this celebration, each class teacher awards certificates for excellent behaviour, attitude and effort: these may relate to academic or social achievements.

Stickers, notes or letters home, special job responsibilities and other small rewards may be given out, by class teachers. These will link into each classes needs.

Sanctions/Consequences

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community. It is made clear to the child displaying negative behaviour, why the sanction is being applied, and how behaviour needs to change. This should be linked to the 'Class Charter, e.g. 'That's a warning because you didn't speak to Tom respectfully'. Whenever possible, the member of staff will then present the consequence as a choice the child has made, e.g. 'You refused to do as I asked so you have chosen to miss part of your playtime.' Sanctions are used which are appropriate to the particular offences in a flexible manner, i.e. by considering individual circumstances. Staff also discourage the punishment of a whole group unless this is unavoidable or appropriate.

Initially a verbal or non-verbal warning will be given; a non-verbal warning could be a shake of the head, a 'look' or a hand on the pupil's head or shoulder to indicate an awareness of the negative behaviour. If the behaviour continues or escalates, the class traffic light system is used, and the child's name is moved across to the amber then the red area. This will then act as a visual reminder that the child has chosen to misbehave; positive behaviour will then mean the child's name is moved back to the green area of the traffic light display.

Time Out

Serious misbehaviour will result in a child having to spend a playtime or lunchtime away from their friends and classmates in a 'Time-Out'. When a member of staff feels that behaviour is serious enough to warrant a child missing playtime and/or lunchtime, a behaviour slip will be written which briefly details the incident. The behaviour slip is then sent along with the child to 'Time-Out', which is supervised by senior leaders, on a daily basis, if necessary. Serious behaviour incidents would include hurting another child, defiant, abusive or aggressive behaviour or destroying/damaging property, for example. A record of all children who have to attend 'Time-Out' is kept. In this way, children who are repeatedly being put into 'Time Out', will be spotted, whichever member of staff is supervising.

All staff are responsible for keeping a daily record of any warnings or time-outs given to children. This information will be recorded on a simple sheet, with an orange dot

indicating a warning, a red dot indicating a short consequence and a black dot showing a more sustained period of time-out. (Copy of record sheet in appendix)

Incidents occurring on a Friday will result in a time-out period during Golden Time, to ensure each child has a fresh start at the beginning of the next school week.

A child may also be asked to spend time in another classroom, if they are being very disruptive, and preventing others from learning. This will allow them time to calm down, and their classmates to continue their lesson, undisturbed. After an appropriate period of time, the child will be returned to their own classroom.

Phone Calls Home

Children, who are consistently choosing to behave badly, will have parents or carers contacted. Parents and carers will be made aware of their child's behaviour, and asked to discuss this with their child. It may be necessary for the parents or carers to come into school and meet with their child's teacher, member of the SMT or the Headteacher, if a child is persistently defiant, disruptive, abusive, violent or aggressive towards others. If a child violently attacks another child or adult and does not respond to requests to calm down, then positive handling could be used, (some staff are trained in 'Team Teach'). The child should be removed from the situation as soon as possible and taken to a member of the Senior Management Team who will take immediate action to involve parents. We will then work with parents to devise an action plan that meets the child's needs. In some cases this may involve other agencies, such as social services, the Educational Psychologist, etc.

Isolation

In some circumstances, if a child is causing serious disruption in the classroom, they will be temporarily removed from their class. They will then work in purpose built isolation units, where they will be supervised by a designated member of staff. During isolation, children will remain in the unit for the whole day, including break times. Parents will be consulted to discuss their child's behaviour.

Exclusion

On occasion children may be sent for a fixed term period of exclusion from school at home.

If the problem is severe or recurring then exclusion procedures are implemented in consultation with the Governing Body.

Lunchtime Supervision

Following discussion with staff, we identified and targeted improvements to make.

- Children are supervised during lunchtimes, by lunchtime supervisors and members of teaching/non-teaching staff, while in the dinner hall.
- Lunch will be served in 2 sittings: the first begins at 12.00pm, when Nursery children, the rest of the Foundation Stage children and KS1 children will be served, and the second sitting will begin at 12.30pm, when KS2 children will be served.
- KS1 children will then be taken out onto the infant playground, at 12.25pm. KS2 children will be taken out onto the junior yard at 12.45pm. Both playgrounds will be supervised by teaching assistants, the headteacher or senior leaders.

Children are expected to follow the treat staff during lunchtime with the same level of respect as at any other time of the day. Any misbehaviour will be dealt with, following the same procedures as at playtimes. Children will be spoken to by staff initially, which will hopefully defuse the situation. Continued misbehaviour, a refusal to follow rules or defiance may result in a senior member of staff being asked to speak to the child. They will then decide on an appropriate sanction.

Any incidents at lunchtime which staff feel that teaching staff should be made aware of are recorded on a white behaviour slip. These slips are then kept in a class file, along with weekly behaviour records and any risk assessments. Class teachers are made fully aware of anything that's happened over lunchtime, which may affect a child or children, during the afternoon session. Serious misbehaviour may result in 'Time-Out'.

Information can also be passed onto parents at the end of the school day, if this is deemed necessary.

Repeated incidents can lead to lunchtime exclusion; this is done as a last resort, and follows extensive discussions with the Headteacher.

Any accidents are recorded in an Accident book.

Behaviour Plans

On some occasions, staff may find it helpful to create a special behaviour plan and possibly a Risk Assessment, for individual children. This may be done in conjunction with the Family Support Worker. Each child is different, so it is important that the cause of the behaviour is investigated and plans made to meet individual needs.

A wide range of rewards are used to reinforce positive behaviour. These can include:

- Change in classroom organisation;
- Using different resources;
- Rewards of stars/smiley faces on work, on charts and in special books;
- Use of certificates, special stickers for such things as listening, being kind, helpful, etc;
- Sharing good behaviour with other children/other classes;
- Using a 'Behaviour Book', which record positive and negative behaviour daily, and is sent home each day, to make parents and carers aware of their child's behaviour. This can also be filled in by parents or carers, to inform the class teacher of behaviour at home.

Parents are involved at an early stage to make an action plan together. By using a positive system of rewards, and reinforcing good behaviour we help children to feel good about themselves.

Date of Implementation: October 2016

Date of Last Review: October 2021

Date of Next Review: June 2022

Headteacher: *J Richardson*

Chair of Governors: *D Bowes*

Appendix

- 1. Behaviour recording guidance reminder sheet**
- 2. Weekly behaviour record sheet**
- 3. Traffic light system**
- 4. Weekly Golden Time record sheet**
- 5. Class Charter**



Behaviour Recording Guidance



All classes will have the behaviour Traffic Light and Golden Time display. This should be displayed at the front of the class.

VLA Behaviour Ladder

- Verbal warning.
- Amber traffic light.
- Red traffic light - 5 minute time-out, within class.
- Time-out at break time or lunchtime.

If consequence is at lunchtime, the 5 minute time-out will be in own class, BEFORE going for lunch!

Lunchtime Time-Out will be supervised by senior leaders. Children will go to the library where they will spend their time-out.

The same steps will be used during the afternoon. However, continued red behaviour will result in loss of Golden Time, in 10 minute increments.

Class 3 Behaviour Tracker

Consequences

Warning

Stay in the Green!

On Track!

- 10 minutes	- 20 minutes	- 30 minutes	- All
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Class Behaviour Tracker

- The Behaviour Tracker needs to be completed daily for children who have been moved to orange, red or time out.
- Where they have been moved to should be recorded with a coloured dot (See below).
- This should then be filed in your class Behaviour File

Record when children have been moved onto orange (Warning) or red (Consequence) or Time Out

● = Warning ● = Consequence ● = Time out or Loss of Golden Time

Time Out

If children are sent to Time Out for behaviour other than being on a red traffic light then a **white** Time Out / Behaviour Slip needs to be completed. This should be sent to Time Out so the leader on duty knows why the child is in there.

Behaviour Log

- This is an individual record of behaviour for each child.
- This should be filled in when a child has a behaviour issue.
- Sheets need to be kept in the class behaviour file.

Children with a Risk Assessment

If children have a risk assessment then behaviour needs to be recorded straight onto the risk assessment under the appropriate heading as opposed to being recorded on a behaviour log.

Golden Time Tracking display board



The display board features a green header with a small crest in the top left corner. Below the header, the text "On track!" is written in a white box. The main body of the board is divided into four vertical columns, each with a different background color and a label at the top: a yellow column labeled "- 10 minutes", an orange column labeled "- 20 minutes", a red-orange column labeled "- 30 minutes", and a red column labeled "- ALL".

- 10 minutes	- 20 minutes	- 30 minutes	- ALL

Class Charter displayed in each classroom

We Agree to:

