



Arno Vale Junior School

Behaviour Policy

Date of policy: September 2020

Reviewed: May 2024

Next review date: May 2026

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Aims

To develop a whole school behaviour policy supported and followed by the whole school community, parents, teachers, children and governors, based on a sense of community and shared values.

To develop a sense of worth, identity and achievement by applying positive policies to create a caring, family atmosphere in which teaching and learning can take place in a safe and happy environment.

To teach, through the school curriculum, values and attitudes as well as knowledge and skills. This will promote responsible behaviour, encourage self-discipline and encourage in children a respect for themselves, for other people and for property. We also know positive behaviour can be taught and needs to be modelled.

To encourage good behaviour - rather than to simply punish bad behaviour - by providing a range of rewards for children of all ages and abilities.

To make clear to children the distinction between minor and more serious misbehaviour and the range of consequences that will follow.

To treat problems when they occur in a caring and sympathetic manner to achieve an improvement in behaviour.

Context

Our school rules are:

We are safe
We are ready
We are kind

These are underpinned by our school values of:

Determination
Respect
Independence
Curiosity
Honesty

How it works

All children embrace our school rules and values by starting each school year with a discussion about how to follow the rules and show our values. The rules and values are referred to regularly throughout the school day. There is a 'Good to be Green' chart (see Appendix 4) in each classroom which forms the basis of our rewards and consequences system and we hope all children stay on a green card all day.

By using a positive system of rewards, and reinforcing good behaviour, we help children to feel good about themselves and continue to be proud to be part of Arno Vale. We look for as many reasons as possible to reward and praise children and it is often our first response when we notice a child's standard of behaviour slipping.

Examples of Rewards

- Verbal praise
- Praise repeated to parents
- Share good work or good behaviour with another teacher
- Share good work or good behaviour with the Head or Deputy Head
- Stickers and certificates in class
- Raffle tickets/points, prizes awarded on a Friday afternoon*
- Star of the week certificate
- Marbles
- 100 marble treats – a variety of activities chosen by the children**

*where possible

** sometimes the weather and availability of the hall constrains our choices.

Consequences

Sadly, there will be times when children's behaviour does not meet our high expectations.

A first step will be to notify the child when their behaviour falls short of our expectations. Further to this, the child will receive a verbal warning and a reminder of our school rules and values. If the child continues to disregard the school rules or not show the school values, they will be asked to turn their green card to a yellow card. A further repetition of inappropriate behaviour will result in the child turning the yellow to a red card. Sometimes a child will be moved straight onto a red card. This is for more serious incidences of behaviour that contravene our school rules. There is not a definitive list of what straight red cards are given for.

Verbal warnings are displayed in each class by turning a yellow card vertically. This ensures that all members of staff know who is on a verbal warning to ensure a consistent approach.

Verbal warnings and yellow cards are 'wiped clean' at the end of the day as we feel it is important to see each day as a new start and a chance to be even better than the day before.

Receiving a red card means that the child will need to have a restorative conversation (a discussion that reflects on the choices that have been made and what could have been done differently), usually with their class teacher. The language used in this discussion will be consistent across the school. This discussion will take place at a time deemed appropriate, but usually at playtime. As a result of the conversation, the child may lose some, or all of their playtime. If a child loses all of their playtime, a letter will be sent home to parents which will include a behaviour reflection form. This form will have been completed by the child. See Appendix 2.

If a child loses three playtimes in a half term, their parents will receive a formal letter from the Deputy Headteacher asking them to discuss their child's behaviour to prevent further red cards. See Appendix 1.

At all times the teacher's discretion is extremely important to ascertain whether the action was intentional or accidental. As a staff, we work closely to ensure a consistent approach and consequences are implemented with care.

Occasionally a child's negative behaviour will not be addressed by moving to a yellow or red card and therefore requires a different approach. At Arno Vale, we pride ourselves on knowing our children well, so sometimes consequences will be tailored to the child's needs and in line with the seriousness and type of negative behaviour. For instance, a child may be sent to another class for a short period of time, be sent to the Headteacher or Deputy Headteacher or may be excluded from playtimes for a set period of time.

Teachers, the Deputy Headteacher and Headteacher may keep informal notes about incidences of negative behaviour which are used to inform parents consultations, the child's end of year report and for transition meetings at the end of the year.

At any time, the child's class teacher may speak with parents informally if they have any concerns about their child's behaviour.

Serious incidents

Major breaches of discipline include physical assault, deliberate damage to property, stealing, leaving the school premises without permission, verbal abuse and very disruptive or dangerous behaviour in class. This type of behaviour is generally rare and will be dealt with by the Headteacher or the Deputy Headteacher. Consequences can include withdrawal from the classroom, or for very serious incidents there may be period of exclusion from school. In all instances, parents will be informed and involved.

Playtimes (including lunchtime)

Morning and afternoon playtimes (10.25am and 2.25pm) are supervised by members of staff. We have a strict rota for playground equipment which is fully supervised. We also have a member of staff on duty to specifically support vulnerable children. This is not a set group of children, simply those that have been identified that week by the staff as needing extra support at unstructured times. We expect the children to follow the school rules and show the school values at playtime.

At lunchtime, supervision is carried out by the Senior Midday Supervisor and a team of Midday Supervisors. The Midday supervisors look for opportunities to praise good behaviour at lunchtime and any concerns will be shared with the class teacher at the end of lunchtime. Children can earn stickers for good behaviour, marbles or raffle tickets. We expect the children to follow the school rules and show the school values at lunchtimes. The Midday Supervisors may give verbal warnings for children not following the school rules, or not displaying the school values. Further instances of negative behaviour will be referred to the class teacher who will decide upon a suitable consequence.

Serious misbehaviour at lunchtime is brought to the attention of the Headteacher or the Deputy Headteacher. If the behaviour is persistent, parents will be informed and the child may be excluded from the premises at lunchtime for a fixed time.

Intervention

If a child attacks another child or adult and does not respond to requests to calm down, then physical intervention may necessary. (See physical intervention guidelines in our Child Protection Policy).

The child will be removed from the situation as soon as possible and taken to a member of the Senior Leadership Team. Other children may also be removed from the area for Health and Safety reasons.

The incident will be logged and the situation discussed with the Headteacher or Deputy Headteacher and parents once everyone involved is safe.

The Headteacher or Deputy Headteacher will work with the class teacher and parents to devise an action plan to meet that child's needs. This may include the involvement of other agencies.

How parents and carers can help:

- By recognising that an effective school behaviour policy requires close partnership between parents, teachers and children
- By discussing the school behaviour policy with their child, emphasising our high expectations of children's behaviour
- By attending Parents' Evenings, parents' functions and by developing informal contacts with school
- By informing the school promptly of any concerns they have about their child.
- By informing the school of any changes to the home environment that may have an impact on a child's wellbeing or behaviour.
- By supporting the child's class teacher if any consequences have been issued
- By being assured that the teacher knows your child well and will deal with behaviour problems fairly, patiently and positively.

Club Vale

Before and after school provision is run by the school, with school members of staff. Club Vale will follow similar procedures for rewards and consequences and details can be found in appendix 3.

Inclusion

We are a fully inclusive school and know our children very well. We work very hard to ensure the needs of all our children are met throughout the school day. We understand that negative behaviour can sometimes signal a need for support.

This means that for some children the consequences and rewards we have may not work well. In this case, we will adapt the system to ensure they too can achieve success and receive rewards. We make sure children receive the support they need, which will vary from individual to individual.

Therefore, the consequences system may also be adjusted to suit the needs of the individual child. Any amendments such as this will be done in consultation with the parents of the child involved and possibly the SENCO. The Headteacher or the Deputy Headteacher may also be included in any discussions.

We are very proud of how kind and supportive our children are of each other and other children may, or may not be aware of any adaptations made for individuals. Therefore, we encourage all our children to be supportive of each other, regardless of their differences. Please see the SEN policy for further information.

Maintaining good behaviour is the responsibility of all staff, parents and governors. We expect our staff, parents and governors to be good role models for our children.

Appendix 1



[date]

Dear Parents,

As you may be aware, we operate a traffic light behaviour system at Arno Vale Junior School. We need to inform you that ***** has received three red cards during the last half term. This falls short of the behaviour that we expect in school.

***** has discussed his/her behaviour with a member of staff. We hope that he/she has taken the consequences of his/her behaviour on board and that there will be an immediate improvement.

We believe that all children should be able to learn in a safe, happy and caring environment so poor behaviour will not be tolerated.

If you would like to discuss this further, please make an appointment to see ***** class teacher.

Many thanks for your continued support.

Chris Baker

Deputy Headteacher

Appendix 2

Behaviour Reflections Form

Name _____

Class _____ Date _____



Why did you get a red card?

What will you do differently next time if the same situation happens?

Teacher's signature _____

Appendix 3

Club Vale Behaviour policy

Club Vale is a place where children feel welcome and safe, can have fun and be happy. It should be a place where they can make friends and be themselves, as well as a place where they can try new activities. The club expectation from children is to follow the school rules and demonstrate the school values.

The school rules are: We are safe, We are ready, We are kind.

The school values are: Honesty, Respect, Independence, Curiosity, Determination

The children that attend Club Vale are very well behaved but occasionally there may be an incident that needs a specific course of action. Sometimes the child may be able to identify what they have done wrong and decide on consequences for themselves but occasionally a more formal approach is required.

If a child behaves inappropriately, the course of action will be to:

1. Observe the situation, speak to the child to establish the reason & help the child to reach a fair solution
2. If the child disregards the school rules or does not demonstrate the school values, we operate a 'card system' to ensure that behaviour remains at a high standard at Club Vale. It works in the following way:
 - If a child behaves in an inappropriate manner, they will receive a verbal warning from staff
 - If the behaviour continues they will then receive a yellow card. This acts as a final warning to the child and gives them the opportunity to stop. They may be offered 'cooling down' time
 - If the behaviour continues they will receive a red card and will be given 'time out' for a period of up to 15 minutes.
 - A member of staff may speak with parents/carers at the end of the day.

In the event of a red card being given, a member of staff will speak with parents/carers at the end of the day. The child's class teacher may also be informed of serious incidents, and if appropriate, they may also let Club Vale staff know of any behaviour issues that have taken place during the day.

Club Vale reserve the right to ask parents to remove a child who refuses or consistently fails to abide to the club's expectations.

Appendix 4

Good to be Green chart



Appendix 5

Written Statement of Behaviour Principles

Section 88(2) of the Education and Inspections Act 2006 requires the governing body to:

- a)** make, and from time to time review, a written statement of general principles to guide the head teacher in determining measures to promote good behaviour and discipline amongst pupils; and
- b)** notify the headteacher and give him or her related guidance if the governing body wants the school's behaviour policy to include particular measures or address particular issues.

This statement is to be read in conjunction with the school behaviour and anti-bullying policies and also the home school agreement which are reviewed and approved annually by the governing body.

Our principles are that:

- Good behaviour in the school is rewarded through our 'Good to be Green' initiative and supported through various class reward systems.
- All children, staff and visitors have the right to feel safe at all times at school.
- Staff and pupils will be polite and respectful at all times, to each other, to visitors and to the school community;
- Any form of discrimination (including ability, additional educational need or disability, age, culture, faith, gender, ethnicity or sexual orientation) or bullying will be addressed promptly;
- Staff and the governing body will provide opportunities for pupils to develop self-discipline, self-control and a sense of responsibility for the school and its environment and be involved in decision making;
- Staff will be fair and consistent and foster a culture in which pupils' achievements are recognised and celebrated by ensuring that praise, encouragement and rewards are used effectively to promote achievement and to secure good teacher-pupil relationships;
- Expectations will be explicit and consistent to ensure that pupils understand the consequences of disruption to learning and breach of the school rules and that sanctions are applied in a fair and consistent manner;
- Staff will be empowered to take prompt and effective action when pupils behave inappropriately;
- The school will work in partnership with home and external agencies to maximise the chances of every pupil behaving responsibly;
- To ensure effective management of teaching and learning, classes are well-organised with lessons that are stimulating, appropriate and differentiated.
- The school fulfils its legal duties under the Equality Act 2010 in respect of safeguarding, children with special educational needs and / or disabilities and all vulnerable children.
- The school has the right to use reasonable force or make other physical contact in situations in which it is deemed necessary, for example removing disruptive pupils from classrooms or preventing them from leaving and protecting pupils from harm.

Appendix 6

FAQs

Why has my child been moved onto a red card but the other child has not?

As stated in the policy, we know our children very well and spend time talking to them about their actions that resulted in the consequence being given. Most conflict between children is complex and very rarely without blame on both sides. On occasion blame is equal, but sometimes it is clear that one child has played a greater part in a conflict and therefore will receive a more serious consequence. Negative behaviour can indicate a need for support so there may be additional and subsequent consequences that your child is unaware of.

Can red cards be rescinded?

No. Red cards are only given in serious situations and after careful consideration. Our behaviour policy is intended to help children learn about appropriate behaviour which is why a red card is always followed by a restorative conversation.

Why does my child never get any rewards?

Each class has a number of rewards in place that are distributed fairly, consistently and appropriately. There are daily and weekly rewards for individuals and the whole class are rewarded with 100 marble treats.

Why do some children get to spend time out of the lessons playing?

As stated above, we know our children very well and employ a number of techniques and strategies that allow each child to achieve success in way that is beneficial and appropriate for them.

Can I speak to the person who gave my child a red card and find out why?

This is not necessary. If a child has lost their entire playtime, you will receive a letter and on the reverse will be a behaviour reflection form completed by your child, which includes the reason for the red card. We firmly believe that the restorative conversation and subsequent loss of playtime is enough to deal with most situations. Consequences are intended as a learning opportunity for your child and an important part of that is knowing they will return to green with no further discussion or consequence the next day. As stated in the policy, if the actions of your child are cause for further concern, the teacher will contact you.

Appendix 7

Behaviour Policy (summary)

WE ARE SAFE, WE ARE READY, WE ARE KIND

By using a positive system of rewards and reinforcing good behaviour, we help children to feel good about themselves and continue to be proud to be part of Arno Vale.

- Verbal praise
- Praise repeated to parents
- Share good work or good behaviour with another teacher
- Share good work or good behaviour with the Head or Deputy Head
- Stickers and certificates in class
- ClassDojo points
- Star of the day/week certificates
- Plus a variety of other strategies

To avoid a verbal warning (examples):

- See positive system of rewards above
- 'Drive by' to redirect attention / reinforce expected behaviour
- PIP / RIP
- Distractions

VERBAL WARNING

To avoid a yellow card (examples):

- 'Drive by' to redirect attention / reinforce expected behaviour
- PIP / RIP
- Distractions
- Emotion coaching / script
- Reset break
- Move to another seat

YELLOW CARD

To avoid a red card (examples):

- 'Drive by' to redirect attention / reinforce expected behaviour
- PIP / RIP
- Distractions
- Emotion coaching / script
- Reset break
- Move to another seat
- Miss part of playtime to discuss behaviour (basic restorative conversation)

RED CARD

If a child receives a red card, they will need to miss a break time and have a full restorative conversation. Log the red card on CPOMS and inform parents by sending a ClassDojo message.

FURTHER SANCTIONS

If, after a red card, the child's behaviour continues to be poor, further action should be taken.

This could include further missed breaks and/or a period of internal isolation with a member of SLT. If this is required, parents must be spoken to and an entry made on CPOMS.

In the most extreme cases, a fixed term exclusion will be considered.

DETERMINATION, RESPECT, INDEPENDENCE, CURIOSITY, HONESTY

NOTES:

- Running in the corridor is an automatic verbal warning.
- Dangerous / unsafe behaviour may result in an automatic yellow or red card but staff should always consult with each other before making a decision on this.
- SEND: Occasionally a child's negative behaviour will not be addressed by moving to a yellow or red card and therefore requires a different approach. At Arno Vale, we pride ourselves on knowing our children well, so sometimes consequences will be tailored to the child's needs and in line with the seriousness and type of negative behaviour.

Appendix 8

CONSISTENCY IS KEY!

Script to use when dealing with challenging behaviour

"I can see you're feeling Would you like to choose to Or"

Offer the child a choice of appropriate activity or place to help regulate them. Some children may have choosing cards.



Choice accepted

"That's a good to choice to make. It's ok to feel but it's not ok to"

Once the child is regulated, talk about the incident that has caused the escalation.

If the child escalates again, take this a sign they are not ready, and start the script again.

Choice not accepted

"I'm going to give you 5 minutes, then it is time to ..."

*Unless the child is a danger to themselves or others, **leave them.***

If there are concerns, remove dangers or other children.



Child does as asked

"That's a good to choice to make. It's ok to feel but it's not ok to"

Once the child is regulated, talk about the incident that has caused the escalation.

If the child escalates again, take this a sign they are not ready, and start the script again.

Child continues to refuse

"I can see you're still feeling This is your last 5 minutes. I'm leaving this here to help."

Leave a fidget toy or similar with child.

*Unless the child is a danger to themselves or others, **leave them.***

If there are concerns, remove dangers or other children.



Child does as asked

"That's a good to choice to make. It's ok to feel but it's not ok to"

Once the child is regulated, talk about the incident that has caused the escalation.

If the child escalates again, take this a sign they are not ready, and start the script again.

Child continues to refuse

"You're making the wrong choice now. We will be talking about this later."

*Unless the child is a danger to themselves or others, **leave them.** If there are concerns, remove dangers or other children. Once the child is regulated, talk about the incident that has caused the escalation. If the child escalates again, take this a sign they are not ready, and start the script again.*

Appendix 9

Emotion Coaching

Step 1: Empathise, label and validate feelings

- Your tone is calm/supportive
- You are looking for verbal/physical signs of an emotion being felt, eg, gone quiet/hitting the wall
- "I can see ... and I'm wondering ...", for example, "I can see you're tapping your foot and I am wondering if you are feeling worried/angry/upset about something"
- "I am thinking perhaps you are feeling a bit ... because you are ..."
- "It sounds to me like you feel ... because ..., is the right?"
- "How does that make you feel?", "Tell me about that.", "I imagine that feels ..."

You cannot move on to step 2 until you have co-regulation. This happens by the adult staying calm and setting the emotional tone you want back from the child, ie, show empathy and a calm face/body

Step 2: Set limits on behaviour

- First make sure you and your child are co-regulated. You have them calmer about the situation and they feel you understand them
- Be calm and show empathy
- Keep this short
- "It is ok to feel ... but it's not ok to", for example "It is ok to be angry but it is not ok to hurt somebody"

Step 3: Problem solve

- **This can only happen when the child is calm and in a relaxed and rational state**
- The adult problem solves WITH not for the child – co-learning
- When the child is in a rational state EXPLORE the feelings. SCAFFOLD with alternative ideas that may have better outcomes. EMPOWER the child to believe they can manage their own feelings
- "Let's take a look at some different choices", for example, making rules for using certain toys

Restorative conversation prompts

- Tell me what happened...
- What were you thinking at the time?
- What have you thought since?
- How did it make you feel?
- Who has been affected and how did it make them feel?
- What should you do to put things right?
- How can we do things differently next time?