

Valley End Cof E (VC) Infant School

BEHAVIOUR POLICY

Autumn 2023

Review: Autumn 2025



“You can be strict without being nasty, maintain boundaries without cruelty and correct children without aggression”. (Paul Dix, Pivotal Education)

Valley End CoE Infant School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners. The Zones of Regulation gives us a shared language to use when supporting children to understand their thoughts, feelings and behaviours and staff know that a regulated child is much more able to control their behaviours, as a result of this, regulation strategies are built into teaching practice and calm corners can be found throughout our school.

The school has 4 simple golden rules, rooted in our deeply Christian vision, they are:

1. We love, care and forgive each other.
2. We respect property and God's creation.
3. We are honest and we always tell the truth.
4. We always try hard to do our best.

These can be applied to a variety of situations and are taught and modelled explicitly.

We also understand that for some children following our behaviour expectations are beyond their developmental level. In this case, our SLT will decide which children will have bespoke positive behaviour plans which may include rewards to reinforce positive behaviour.

Aim of the policy

- To create a culture of exceptionally good behaviour: for learning, for our school family, for life.
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To refuse to give learners attention and importance for poor conduct.
- To support children to advocate for themselves by giving them the shared language tools from the Zones of Regulation.
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To build a school family which values kindness, care, good humour, good temper, an ability to discuss feelings openly and empathy for others.
- To promote community cohesion through improved relationships.
- To ensure that excellent behaviour is a minimum expectation for all.

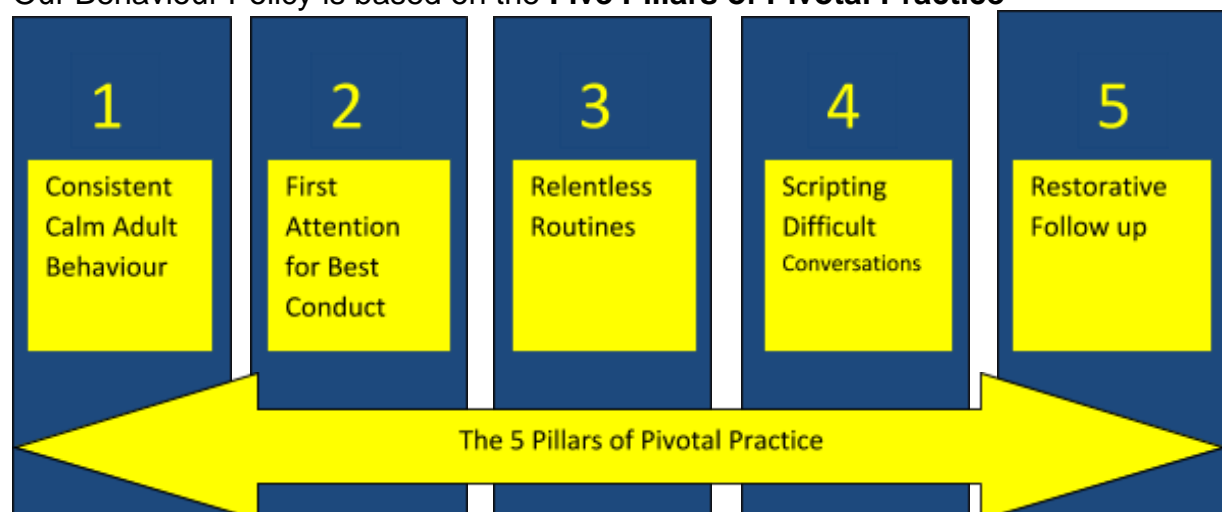
Purpose of the policy

To provide simple, practical procedures for staff and learners that:

- Recognise behavioural norms
- Positively reinforces behavioural norms
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive interventions

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Our Behaviour Policy is based on the **Five Pillars of Pivotal Practice**



Adult Behaviours *"When the adults change, everything changes"*

Expectations of Adults

Consistent adult behaviour will lead to pupils consistently conforming to our expectations.

We expect every adult to:

1. **Meet and greet** at the door.
2. Refer to '**The Golden Rules**'.
3. **Model** positive behaviours and build relationships.
4. **Plan** lessons that engage, challenge and meet the needs of **all** learners.
5. Use a **visible recognition** mechanism throughout every lesson (eg, Recognition boards)
6. Be **calm** and give '**take up time**' when going through the steps. **Prevent** before sanctions.
7. **Follow** up every time, retain ownership and engage in reflective dialogue with learners.
8. **Never ignore** or walk past learners who are behaving poorly.

Senior Leaders

Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

Senior leaders will:

- Take time to welcome learners at the start of the day.
- Be a visible presence around the site and especially at transition times.
- **Celebrate** staff, leaders and learners whose effort goes **above and beyond** expectations.
- Regularly share good practice.
- **Support** staff in returning learners to learning by sitting in on reparation meetings and supporting staff in conversations.
- Use behaviour data (recorded on Arbor to target and assess school wide behaviour policy and practice).
- Regularly review provision for learners who fall beyond the range of written policies.

Children want teachers to:

- Give them a 'fresh start' every lesson and every day
- Help them learn and feel confident

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- Be consistent and fair
- Have a sense of humour

Recognition and rewards for effort

We recognise and reward learners who go '**over and above**' our standards. Our staff understand that the use of praise in developing a positive atmosphere in the classroom cannot be underestimated. A quiet word of personal praise can be as effective as a larger, more public reward. It is the key to developing positive relationships, including with those learners who are the hardest to reach.

Positive rewards include positive messages home for behaviour that is '**over and above**'. This may take the form of a positive note, a phone call or a face to face chat.

Children who demonstrate the golden rules will be acknowledged with achieving a Golden Star Certificate. Other rewards and recognition of achievement include recognition boards, where the class all aim to achieve the identified behaviour e.g. 'super sitting' within the day.

Celebration Assembly

Our celebration assembly is on a Friday, where two children from each class will be chosen to receive a golden star certificate. The children will have been identified as following our golden rules during the week. The children are selected at the beginning of the assembly and receive a certificate from the Headteacher. They then take their seat pride of place on "**the best seats in the house**".

Managing Behaviour

Engagement with learning is always our primary aim at Valley End. For the vast majority of our learners a gentle reminder is all that is needed. Although there are some occasions when it is necessary for a child to leave their classroom for a short period of time, steps should always be gone through with care and consideration, taking individual needs into account where necessary. Our staff praise the behaviour they want to see, do not give attention to negative behaviour and allow all learners to have 'take up time' in between steps. We do not leap or accelerate steps for repeated low-level disruption as we recognise the importance of focusing on the primary behaviour rather than secondary ones.

Practical steps in managing and modifying poor behaviour

Learners are held responsible for their behaviour. Staff will deal with behaviour without delegating. Senior Leaders can assist by standing alongside the staff member or covering the class for a short while to enable a restorative conversation to take place. Staff will use the Sanctions steps for dealing with poor conduct. It is the aim that learners behaviours will be managed within steps 1 and 2.

Sanctions steps

Steps	Actions
1) Redirection /Reminder	Gentle encouragement, a 'nudge' in the right direction. A reminder of our golden rules - delivered privately wherever possible. Repeat reminders if necessary. De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage. Praise will be given if the learner is able to model good behaviour as a result of the reminder.
2) Caution	A clear verbal warning delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue. The learner has a choice to do the right thing. <i>"I expect you to ..., if you continue to ... then you will..."</i> include the natural and logical consequence that will follow. Staff will speak with assertiveness. Finish the dialogue with <i>"stop, think, make the right choice"</i> or <i>"think carefully about your next step."</i>
3) Last Chance	Speak to the pupil privately and give them a final opportunity to engage. Use the 30 second scripted intervention <ul style="list-style-type: none"> • I have noticed that you are...(having trouble getting started, wandering around etc.) right now. • At Valley End, we... (refer to the relevant golden rule) • Because of that you need to... (refer to action to support behaviour e.g. moving to another table, complete learning at another time) • See me for 2 minutes after class/during break • Do you remember yesterday/last week when you... (refer to previous positive behaviour)? • That is who I need to see today... Thank you for listening... then give the child some 'take up' time . If the warning is not heeded and the behaviour continues this must be recorded on Arbor. At this point the learner will be informed that we will follow through with the natural consequence in line with the original incident. Children will be expected to have a reflective dialogue.
4)Reset time	Reset time might be a short time away from the classroom with another class/TA/conservatory/calm space. It is time allowed to calm down, breathe, look at the situation from a different perspective and compose themselves.
5)Repair Restorative Conversation	5 questions is usually enough from the following: <ul style="list-style-type: none"> • What happened? • What were you feeling/thinking at the time? • What have you felt/thought since? • Who has been affected? How have they been affected?

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- What should we do now to make things right?

Staff will role model the language of 'expected' versus 'unexpected' behaviours and 'good' versus 'uncomfortable' thoughts; when supporting children to reflect on their experiences.

In exceptional circumstances an imposition is given when needed.
(An imposition is finishing work that must be completed that evening, checked by the parent and returned first thing. This is to help the child to understand that there are consequences for not finishing work and the responsibility for making up time lost is with them and not the teacher).
We will always investigate the reasons why a child is not finishing their work and will only impose an imposition if children are not finishing through choice as opposed to capability.

Serious incidents

Depending on the age of the children these incidents will be dealt with at the discretion of the school staff. All serious behaviour matters must be referred immediately to the Headteacher or SLT as well as logged onto Arbor.

Such incidents could include:

- Fighting
- All forms of bullying
- Racist, sexist or homophobic comments
- Inappropriate name calling
- Using abusive/offensive language
- Physically striking adults

Exclusions

Fixed Term Exclusions

Valley End Infants believes that, in general, exclusions are not an effective means of moving behaviour forward. However, in order for children to achieve their maximum academic potential in the school they must feel safe from physical and verbal aggression and disruption. If a child seriously breaches the school's behaviour policy and if the pupil remaining in school would seriously harm the education or welfare of the pupil or others in the school, the Headteacher may take the decision to exclude for a fixed period. If this decision is taken, work will be set for the pupil to complete at home. Following fixed-term exclusion the pupil and parents meet the Headteacher to discuss the pupil's reintegration to school and the best way forward to support the child. Each day is a new day and where a child has transgressed it is expected that they will be welcomed and treated without any resentment when they return.

Permanent Exclusion

The Secretary of State for Education feels that permanent exclusion should be seen as a last resort and that a school should be able to show that it has taken all reasonable steps to avoid exclusion (See Exclusion Regulations). The local committee members at Valley End School agree with this stance and all policies and procedures are in place to support inclusion of **all** pupils. Permanent exclusion should only occur when risk assessment indicates that to allow the child to remain in school would be seriously detrimental to the education or welfare of the pupil concerned, or to other pupils at the school.

Restorative Practice

Valley End uses Restorative Practice to promote good behaviour and resolve unacceptable

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behaviour in a fair and consistent way. The restorative questions are displayed in every classroom (Valley End Behaviour Blueprint). Any form of humiliation or sarcasm is not acceptable. Every effort will be made to maintain safety and retain all children's access to learning. Efforts will be made to establish the truth of a situation and a 'reset' period may be advisable. However, issues must be addressed appropriately and promptly. Decisions regarding consequences must be considered, reasonable and not made on impulse. Where classroom behaviour is disruptive, teachers will apply the procedures from the steps detailed above.

(Appendix 2 – Restorative Practice approach at Valley End)

Reasonable Force

At Valley End CoE Infants School the majority of staff are trained in positive touch. This is designed to help staff to calm children and de-escalate difficult situations. It also trains staff to hold children safely if it becomes necessary. This would only be done for safety reasons and for the shortest time possible. Staff only intervene physically to restrain children in order to prevent injury to a child, or if a child is in danger of hurting him/herself or others. Should this occasion arise children and staff will be given time to reflect and find a different way to deal with difficult situations in the future. The actions that we take are in line with government guidelines on the restraint of children. Records are kept and parents or carers are informed.

Appendix 1 – Our Valley End School Behaviour Blueprint

Relentless Routines					
1. Smart Hands		2. Legendary Lines		3. Sensible, silent toilets	
Stepped Sanctions		Microscript (30 second scripted intervention)		Restorative Conversations	
<div>1. Reminder (golden rules) privately if possible.</div> <div>2. Caution (outlining behaviour and consequence)</div> <div>3. Last Chance (30 second intervention)</div> <div>4. Re set (time in calm corner/another class)</div> <div>5. Repair (restorative conversation)</div>		<div>• I have noticed that you are...(having trouble getting started, wandering around etc.) right now.</div> <div>• At Valley End, we... (refer to the relevant golden rule).</div> <div>• Because of that you need to (refer to action to support behaviour e.g. moving to another table, complete learning at another time.</div> <div>• See me for 2 minutes after class/during break</div> <div>• Do you remember yesterday/last week when you... (refer to previous positive behaviour)?</div> <div>• That is who I need to see today...</div> <div>• Thank you for listening, then give the child some 'take up time'.</div>		<div>1. What happened?</div> <div>2. What were you feeling/thinking at the time?</div> <div>3. What have your thoughts been since?</div> <div>4. Who has been affected? How have they been affected?</div> <div>5. What should we do now to make things right?</div>	
VISIBLE ADULT CONSISTENCIES	<div>Meet and Greet Handshake or wave</div> <div>First Attention to best conduct</div> <div>Calm and caring</div>	GOLDEN RULES	<div>We love, care and forgive each other.</div> <div>We respect property and God's creation.</div> <div>We are honest and we always tell the truth.</div> <div>We always try hard to do our best.</div>	OVER AND ABOVE	<div>Values</div> <div>Effort</div> <div>Initiative</div>

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Appendix 2 - Restorative Practice at Valley End CoE Infant School

Definition

The aim of restorative practices is to develop community and to manage conflict and tensions by repairing harm and building relationships.

Restorative Practices in Schools is about:

- building safer schools
- changing behaviour not punishing
- adults modelling restorative approaches
- finding ways to repair harm
- supporting staff, children and families to use RP to build community

Why use a restorative approach?

- Punishment doesn't meet needs of those who suffered
- May be kudos attached to the punishment
- Perpetrators don't have to face full effects of actions
- Perpetrator may feel isolated
- If problem behaviour persists, child may be pushed down a road of exclusion and marginalisation.

Restorative Questions

To respond to challenging behaviour:

- What happened?
- What were you thinking/feeling at the time?
- What have your thoughts been since?
- Who has been affected by what you did?
- In what way have they been affected?
- What do you think you need to do to make things right?