



The Viaduct Federation of Schools

Behaviour Policy

(Staff version including Waves)

Approved by:	Full Governing Board	Reviewed: Spring 2024
Previously reviewed:	Spring 2023	
Next review due by:	Spring 2025	

Introduction

At the Viaduct Federation of Schools we aim to positively promote good behaviour. **It is the responsibility of every member of staff to follow the policy and guidelines in order to achieve this aim.**

Rules, rewards and consequences are made clear to the children and they, through School and Student Council, work with the staff in promoting good behaviour.

We view parents and carers as important partners in establishing, improving and maintaining good behaviour and welcome any opportunities to work in partnership with them. Any concerns regarding their child's behaviour should be shared with them as soon as possible.

Basic Principles:

The basic underlying principles of our behaviour policy are as follows:

- All children have the right to be safe
- All children have the right to enjoy their education
- All children have the right to participate in school life
- All children have the right to learn in an environment free of disruption and aggression
- All teachers have the right to teach in an environment free of disruption and aggression
- Quality learning and teaching can only take place in a well-ordered and purposeful environment
- That consistency in expectations and implementation of the policy is key to its success

The Aims of the Behaviour Policy

- These five key principles are reflected in the policy
 - *Children are safe*
 - *That they are healthy (in mind as well as body)*
 - *That children enjoy their school life*
 - *That children realise the importance of their schooling for future economic success*
 - *That children are able to participate fully in school life*
- To develop a caring, purposeful and positive learning environment where teaching and learning can take place
- To promote self-discipline, self-respect and respect for everyone in the school community
- To encourage good behaviour and attitudes
- To ensure that all children know what behaviour is expected of them

N.B. There is also an Anti-bullying Policy for the federation to be viewed in conjunction with this policy

The Curriculum

The broad curriculum and teaching approaches promote good behaviour by giving opportunities for:

- Collaborative and co-operative work
- The discussion of personal, health and social matters
- Discussion and promotion of moral values
- Discussion and the chance to listen to the views of others

- Class assembly time and/or reflection
- Whole school assemblies

We also aim to make school interesting and stimulating and provide work, which engages children, and encourage children to take responsibility for their own learning.

Additional Support

Learning Mentors

Learning Mentors work on programmes of support for children with a range of social and emotional needs. Children who evidence regular poor behaviour may be referred to the Learning Mentors by class teachers by completing a referral form. Further assessment of need will then take place.

Programmes of support for children involving Learning Mentors will always be agreed with parents and action plans, targets and progress shared.

VFS Pupil Ethos

Our ethos reflects our aims and underlying principles:

- I will be gentle in how I speak and act
- I will work hard and do my best at all times
- I will be honest and own up when I've done something wrong
- I will listen to members of staff
- I will look after people and property
- I will wear school uniform
- I will bring all the equipment I need to school
- I will attend school regularly and on time
- I will also bring my PE kit in on a Monday and take it home on a Friday
- I will complete all homework that is set by my teachers

Routines and Class Organisation

We recognise the importance of good teaching strategies and classroom organisation in promoting good behaviour. We also recognise there will be some variations between classes, and between different year groups.

Positive Behaviour Management Strategies

- At the start of each school year establish the class rules based on the School rules
- Positive behaviour needs to be taught. Rewards can be used where appropriate
 - *Smiles*
 - *Thumbs up*
 - *Named praise*
 - *Praise from children*
 - *Written comments in a book*
 - *Letter home*
 - *Phone call home*
 - *Reward systems, star stickers, merits, star of the week etc*
 - *Community award*

- Teach routines – make them visual and aural (e.g. posters on litter, how to leave the classroom, no calling out, use a noise meter etc)
- Rules – the teacher and class clarify class rules and how they fit in with the school's rules (make them few, simple and enforceable)
- Inform parents and carers of the rules the class have decided by designing a poster
- Teach skills of preventative management such as:

Peer Negotiation (when two children cannot agree)

- a) Cool off time
- b) Bring together with an adult who'll present options
- c) Give children key questions and time to solve the issue
- d) Adult checks by listening to the solution
- e) Evaluate in a few days time

Rehearsal

- a) Rehearse new patterns of behaviour
- b) Mirroring behaviour
- c) Visual clues around the class
- d) Practise the positive behaviour

Reframing

Teach children to put the situation into perspective

Planned encouragement

Describe the behaviour, discuss the impact

Communicate Calmness

We recognise that some behaviours can be challenging and often provoke an emotional response in us. However, we endeavour to remain calm!

All grievances between children must be heard / unpacked to come to a fair judgement and course of action. All actions and consequences must be explained to children (both perpetrator and victim). Behaviour management can be emotional and time-consuming. We aim to avoid the secondary behaviours that can be most annoying. To do this we avoid arguing back with the child and concentrating solely on the primary behaviour we:-

- Choose the language of correction, avoiding negative language
- Select the best strategy
- Manage the correction in the least intrusive way
- Give clear choice-warning-consequence
- Concentrate on tone and gesture
- Use pause direction ‘ “Sharon....I'd like you to...” ‘
- Use private messages and signals
- Tactical ignoring, focusing on Primary behaviour
- Distraction and diversion
- Partial agreement
- Distinguish between the person and behaviour
- Give directions like....."when you.....then you can....."
- If we need to convey anger then we allow cool off time for both child and teacher
- Give children enough time to do as asked
- Give the child a reminder prompt card to put in their pocket
- Never humiliate children. Making children sit facing walls / standing in corners is unacceptable disciplinary practice
- Never shout in anger at children
- Never use cynicism / sarcasm or humiliation as management strategies

- We do not leave the situation at correction but rather aim as soon as possible to re-establish a working relationship

Remember:- We are models for behaviour we want to see in children at all times.

Rewards

Rewards are important in that good behaviour is seen to have recognition. At both schools rewards include Headteacher awards, merits/star stickers, house points and certificates. Some rewards may vary from class to class and child to child, but they are always agreed with senior staff.

Consequences

Children will need to be aware of what possible consequences there are. (see *VFS Provision for Behaviour Support*)

Record Keeping

When serious incidents of poor behaviour occur (defiance, aggression (verbal or physical), directed bad language, vandalism, bullying) then teachers should complete a Behaviour Incident form which will be countersigned by the Head of Year and entered into electronic pupil records.

Equal Opportunities

At all times we will ensure that all children are treated fairly and equally. We will ensure that there is no prejudice or bias in our policy or the way we deal with rewards or consequences.

Use of Restraint

Restraint is only used when absolutely necessary, such as:-

- Where a child is in danger of injuring himself
- Where a child is in danger of injuring a child or an adult

Where a child is seriously disrupting a lesson and refuses to leave the classroom, a minimum level of physical force may be used to remove the child from the classroom. Staff are encouraged not to use restraint unless they have received training.

Schools will ensure that several senior members of staff (SLT / HoY) have received regular restraint training

Staff Support and Training

The school recognises the challenges to staff in promoting good behaviour and in dealing with unacceptable behaviour. The need for staff training will be regularly reviewed, and where appropriate, training courses will be provided.

Alternative Provision

Milton Keynes Primary Pupil Referall Unit, URN 134310, current Ofsted rating Good
Shenley Road
Romans Field Site

Bletchley
MK3 7AW

To Remember

1. Behaviour is a whole-school issue
2. Schools which put too much faith in punishments to deter bad behaviour are likely to be disappointed
3. Routines are central to a behaviour curriculum
4. Children need to be taught the behaviour patterns that we want
5. Children and parents need to be involved in the behaviour policy
6. Staff are responsible for the children's wellbeing and safety and not for the children's behaviour
7. Behaviour is a choice

VFS Provision for Behaviour Support		
	Action	Further Information
Wave 1	<p>Stage 1....reinforce strategies Think why the child is misbehaving. Sort if possible</p> <ul style="list-style-type: none"> • Catch the child being good • The look • Tactical ignoring • Simple, calm statement • Give child chance to respond • A simple direction with “thank you” • Redirect • Rule reminder • Choice or consequence, “if you choose to... You are also choosing to” <p>We do not humiliate, we reprimand privately</p> <p>It is a matter for teacher judgement to decide the point at which to move to the more formal ‘Stage 2’. This should be the point at which normal good teacher strategies have failed to make the difference.</p> <p>Stage 2 Verbal Warning of consequences Stage 3 Time out/cool off in a ‘thinking area’. This should be for a maximum of 10 mins. Teacher should chat/review/repair after time out Stage 4 Removed from class – sent to Year Leader. (Year Leaders use other Year Leaders) Stage 5 Extreme unresponsive / non-cooperation with Year Leaders – send to AHT/DH/HT</p> <p>Wave One strategies to be used on a day to day basis with individuals. Children who show repeated / ongoing poor behaviour should be referred by the teacher and Year Leader to the Headteacher approval for Wave 2 provision.</p>	<p>Wave 1 is for low level disruption – chatting in class, not working hard, lack of attention, occasional non co-operation. If persistent move onto Wave 2.</p> <p>Ensure classroom routines are clear, understood and kept to.</p> <p>Positive behaviour needs to be taught. Rewards can be used where appropriate – class points / merits.</p> <p>Positive teaching:- smiles, thumbs up, named praise, positive peer feedback, written comments, phone call home, visit to Head</p> <p>Wave 1 provision is within a lesson.</p>
Wave 2	<p>Whole staff awareness of children on behaviour target cards. All staff must be vigilant with these individuals and feedback positive and negative to class teacher / Year Leader promptly.</p> <p>Parent should be informed at the start of this process and card should be copied and sent home at end of each week.</p> <p>Green Target Card – child is sent to Year Group Leader who monitors and discusses progress on target card with child at the end of morning session and just before end of day. This must be done routinely. If the Year Leader is out then another Year Leader should be used. Children can be kept in but only when deemed appropriate to finish work etc. Any sanctions should be appropriate for specific ‘crimes’ – community service! Children on a green report card are not allowed to represent the school in activities for the duration of the report.</p> <p>End of week progress is reviewed with Year Leader and a decision taken as to whether to remove card, repeat a week on same card or move on to Amber. Parents informed of outcome of review.</p> <p>Amber Target Card – Children on yellow will report with their target card at lunchtime and end of day to Headteacher. If the Headteacher is unavailable then the Deputy/Assistant Headteacher should be used. Children on amber card are not allowed to represent the school in activities (e.g. sports teams), or attend extra-curricular clubs</p> <p>Specific Cards – can be designed for individuals. There is a card available that just focuses on break and lunchtime behaviour.</p>	<p>CT informs parents</p> <p>Children kept in should always be supervised and should always be given the chance to have a break / toilet stop.</p> <p>Parents are kept informed of progress</p> <p>It may be that additional weeks on Amber Card are appropriate before moving to red.</p> <p>Referral to Learning Mentor is dependent on need.</p>

	<p>If little progress is shown at this stage, the Inclusion Manager to consider additional provision support. Decision to remain on Amber Card or move on to Red. If no progress – review and consider move to red target card</p>	
Wave 3	<p>Red Target Card</p> <ul style="list-style-type: none"> • Behaviour on Provision Maps • Behaviour Support Team Involved • Suspension from events / school activities <p>Suspensions and exclusions will sometimes be necessary as a last resort to maintain a calm, safe and supportive environment where our learners are protected from disruption. This decision can only be made by the Headteacher and will follow the DFE guidance: https://www.gov.uk/government/publications/school-exclusion</p>	<p>CT / Year Leader inform parents of move onto red card.</p> <p>All immediate Red Card incidents should be logged on a behaviour Incident Sheet to put onto the pupil record and parents should be informed.</p>
What if	<p>Complete behaviour slips for all of the following:</p> <ul style="list-style-type: none"> • Fighting – duty staff inform HoY • Bullying / prejudice based incident – (persistent anti-social behaviour to other individual / group – racist / homophobic / gender / disability (protected characteristics) related targeted negative behaviour) – Headteacher • Racism – Headteacher • Swearing – if in frustration, have a quiet word. If to another child conflict resolution. If to a teacher – Headteacher • Severe defiance - Year Leader / HT • Child Protection related – DSL • Damage to property – parents informed – Year Leader. Theft – HT • Violent or aggressive classroom behaviour – call for assistance with senior staff or staff trained in Physical Restraint <p>ALL Lunchtime incidents of significance to be logged electronically by MDS via the office</p>	<p>All listed Red Card incidents should be logged electronically on the pupil record and parents must be informed.</p>

Appendix 1

In the event of Extreme Disruptive Behaviour

All VFS staff are expected to implement the VFS Behaviour Provision Chart consistently.

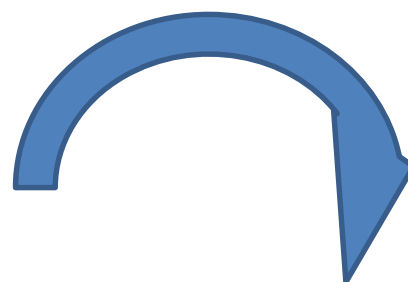
Step One – 1st Warning (prompt / reminder)

Step Two – 2nd Warning

Step Three – Yellow Card / Time out

Step Four – Red Card / removed from session and sent to Head of Year of either your own year group or, if Head of Year is the one sending the child out, the child goes to the nominated Head of Year.

Severe behaviour that threatens other children / staff may warrant an immediate red card.



If the Head of Year is sending a child out, the child needs to go to another Head of Year. Exceptions may apply for pupils with specific behaviour plans in place.

Year 1 and 2 send to each other and FS1 and FS2 send to each other
Year 3 and 5 send to each other and Years 4 and 6 send to each other.

FS1 – FS2

FS2 – FS1

Year 1 – Year 2

Year 2 – Year 1

Year 3 – Year 5

Year 4 – Year 6

Year 5 – Year 3

Year 6 – Year 4

If a child is being defiant and refusing to leave the area or showing aggression either verbally or physically then call for assistance – preferably the Head of Year as pastoral lead of the year group but, if unavailable, the Headteacher or another staff member.

If a child is unresponsive and likely to cause harm to themselves, others or materials, the teacher must make a decision in regards to their class. One strategy is to remove the class and call for assistance from a trained member of staff to remove the child. Physical restraint is the very last resort if a child is at risk of causing danger to themselves or others and whenever possible, staff trained in Physical Restraint should be called for.

If a child has to be restrained and removed from an area, at least two members of staff must be present during the situation, one of which should have restraint training if at all possible. Any restraint must be in line with the VFS Positive Handling Policy.

All

VFS Behaviour Policy (Staff version)

All incidents of restraint must be recorded

ANY FORM OF PHYSICAL RESTRAINT IS ALWAYS THE VERY LAST OPTION

Missing Child

We complete two statutory registers a day, one in the morning (before 9am) and one in the afternoon (before 1:30pm). If a child is marked as absent, the school office will contact parents to establish the whereabouts of the child. If a child is present in the previous registration and then absent in the next registration the teacher will check with the office and then follow the steps below:

1. Within the normal school day – Teacher should notify Head of Year and office staff (office staff will inform whoever is in charge that day). If the child is missing during lunchtime, the midday supervisors will tell the lead supervisor who will inform the office staff immediately.
2. The staff in a year group should conduct a localised year group search and of their year group area / immediate area cloakrooms, toilets. Teachers should not leave their classes and support staff or other available staff should be used. If at lunchtime, staff should check the same areas as well as the whole of the playground, field and garden area.
3. Once notified, the office staff will notify the Headteacher or most senior member of staff and a search of the school grounds will be made with staff that are available, or support staff. Staff should take a mobile phone with them.
4. If the child is still not found, we will notify the child's parents. Inform parents that if the child is not found, after a more extensive search, the school will have to notify the police. Ask parents to have someone at home in case the child walks home. Send the available staff to walk around the immediate local area – this only includes the houses adjacent to the school, and the alleys and no further. When staff search the surrounding area there must be at least two staff searching together and they should have a mobile phone.
5. After 20 minutes of extensive searching in total, the office will notify the police. Inform parents that the child is still missing and that the police have been notified. The matter is then for the police to follow up and is out of the schools hands.
6. If a child is found, but is reluctant to return to school a senior member of staff should be called. If may be necessary to call for support with a member of staff trained in physical restraint. Physical restraint is always a last resort to be used to avoid harm to the child or to others.
7. In the event that a child is seen running out of school, the same procedure should be followed. Staff should never run after a child.
8. Complete Missing Child Record and actions taken.

If a parent phones to report a missing child who has not returned home, the school will support by checking the premises / after school clubs and site and will telephone the parents of children who may know the child's whereabouts. The school must not give the parent phone numbers or addresses of other children.

Wet Lunch

- Staff must be vigilant at all times. External doors must be shut and gates locked.

- All year groups stay in their own classrooms. In the event of staff absence classes may need to be split to ensure adequate supervision. No children should be walking around the school, unless they have permission. If a child needs the toilet they must ask a member of staff and report when back.
- All incidents must be recorded on the missing child report sheet which is kept in the office

Site

- We will continually review the security of the site and make adjustments as required in order to minimise opportunities for children to abscond from.

Missing Child Form

Name		D.O.B	
Class		Year Group	
Date		Time noticed	

Circumstances around the child going missing:

What was the child wearing?

Parents Informed (who)

(time)

Police informed (Ref No)

(time)

Police action:

Parent action:

Time found

Found by

Follow-up Actions

