



Vernon Park Primary School

Behaviour and Relationships Policy



At Vernon Park Primary School, we aim to provide all children, parents and the wider school community with a safe, caring and inclusive environment where high-quality learning experiences enable all children to be the best that they can be.

Kindness and Empathy, Friendship and Respect, Honesty and Responsibility, Tolerance and Fairness, Support and Inclusion, Challenge and Resilience.

We aim to make our school a safe and friendly place where children are valued, nurtured and encouraged to thrive. We believe that by constantly modelling and maintaining high expectations for behaviour, manners and positive relationships to all children and adults, we will establish a happy and desirable community. The encouragement of respectful behaviour by the whole school community (including children, parents, staff and governors), is the most effective means of developing a positive community. When mistakes are made, the focus for discussion is on the harm done and not the rule broken. The consequences for actions that have harmed others prioritise the repair of harm done and reassert our school values. Sanctions are only used where absolutely necessary and as appropriate.

Our school rules are:

- Be kind and helpful,
- Be polite and respect everyone,
- Look after our school and everything in it,
- Have a growth mindset,
- Be the best you can be.

1. Expectations of Behaviour:

'Respectful, Responsible and Restorative' are the key themes that underpin our philosophy for behaviour at Vernon Park. Our school values are central to both our curriculum and to the day-day life of Vernon Park. These are:

- Kindness and Empathy
- Friendship and Respect
- Honesty and Responsibility
- Tolerance and Fairness
- Support and Inclusion
- Challenge and Resilience

Expectations for behaviour are discussed at the start and throughout the year in Circle Work, with clear boundaries and expectations agreed between classes and their class teacher. This enables the children to feel ownership of their class expectations as set out in their class charter, which is based around the school's rules.

Expectations are:

- Positively stated
- Inclusive
- Consistently applied
- Displayed for all to see and share
- Collectively agreed and upheld

2. Rewards:

We recognise that children respond more positively in their learning and behaviour to praise than sanction; therefore we aim to provide opportunity to celebrate academic, pastoral and sporting achievement for everyone.

Class reward systems are consistent throughout the school. Positive learning behaviour is given high status through establishing a whole school behaviour system which is monitored through the use of Class Dojo online and SIMS. Every pupil in school has their own avatar on their class profile, where immediate rewards can be recorded and evidence kept to track their learning journey. Positive learning outcomes are also encouraged and recognised through the Class Dojo system. Agreed learning and behaviour skills are rewarded and promoted in every lesson and by every adult, ensuring that all pupils are familiar with high expectations. Dojos are also given for sporting achievement and reading at home. Areas to develop are also monitored, but the emphasis is on positivity, reward and opportunity to succeed.

Achievement is celebrated by children working towards achievement points: bronze (25 dojos), silver (50 dojos), gold (75 dojos), platinum (100 dojos) and diamond (150 dojos) certificates will be given out during weekly celebration assemblies to ensure children



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hold achievement in high status and have goals to work towards. Each half-term, the pupil with the most accumulated dojos in their class and the children who have been awarded the second and third highest dojos are celebrated in a special assembly: certificates and prizes are given on the first day of the new half term (with the exception of Summer 2).

3. Whole School Strategies (including playtime and lunchtime):

All strategies, including quality first teaching, aim to promote a Restorative Approach:

- Use of 'Circle Work' to discuss key restorative skills of listening, emotional literacy, empathy, open-mindedness and conflict resolution.
- Discussion of issues and themes which form part of the school's PSHE programme of work, encouraging children to develop skills to promote independent problem solving and to learn coping strategies.
- All classes display and follow their class charter. They celebrate success and explain sanctions.
- All staff use the themes of the Restorative Approach. They are all trained in using the questions, which have been shared with parents/carers, when dealing with any incidents and daily occurrences.
- The three simple questions are:
What happened?
How did you feel?
How can we make it better?
- The longer script for more serious incidents:
What happened?
What were you thinking when it happened?
What did you feel inside when it happened?
How are you now?
Who else has been affected?
What do you need to feel better?
What needs to happen to put things right?
- Classrooms are organised to develop independence and personal initiative. Materials and resources are arranged appropriately. Resilience and a growth-mindset are promoted.
- 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.
- Weekly assemblies celebrate successes, including behaviour and personal achievement.
- School ensures that staff have up to date Team Teach training.
- All staff have regular Restorative Approaches training and emotional wellbeing is part of the school ethos.

4. Restorative Approaches to challenges.

As a restorative school, we believe that facilitating children to build and maintain positive relationships in all walks of their life is key to their emotional well-being, safety and ability to thrive and learn. We aim to recognise that children will inevitably make errors in the development of their behaviour, just as we accept that mistakes in academic learning are part of natural development. Our responsibility as a school is to provide a safe environment where children are guided towards managing and correcting their own mistakes. We encourage children to take on the responsibility for their own academic and behavioural learning and strive to ensure that this resilience and independence is fostered in all areas of their development towards being responsible, reasonable and happy people.

Errors in the development of children's behaviour are supported in different ways, depending on the nature of the incident. We work with our children through our Restorative Practices to ensure they are empowered and responsible for the happy community of our school. We understand that children will need guidance and support to develop, but maintain an overarching fundamental duty to promote positive British Values.

- Falling out and disagreements during playtimes or lunchtimes, can be dealt with by our 'Restorative Champions'; trained Year 5 and 6 pupils who are able to deal with low-level incidents.



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- More serious incidents of bullying and verbal abuse are dealt with by a member of staff who is trained in using Restorative Approaches. Parents will also be informed if a formal restorative meeting has taken place, and there may be follow up meetings in the following weeks. All formal restorative conversations are logged securely and monitored.
- All staff actively support our children in understanding and making the right choices. We have a full time Pastoral Manager to support children and families in school and with home behaviour and relationship challenges.
- When there has been a serious incident, the Head Teacher or another senior member of staff is informed immediately and they will contact parents. Such incidents include: fighting, stealing, running out of school, racist, homophobic, disability, cyber or any other form of bullying, drug-related or sexually explicit incidents, hitting, physical and aggressive verbal threats to children, adults, and significant damage to property.
- When appropriate, during our weekly visits from the Behaviour Support Service, we seek advice and guidance around ways to approach and support behavioural learning. We aim to support challenges that are presenting with high needs.

Serious incidents will be dealt with on a case by case basis, and may lead to a fixed term or permanent exclusion.

5. Procedures:

Learning Time/Assembly Time/Playtime/Lunchtime procedures (agreed by all staff) are on an escalating scale:

- 1 A verbal warning is given with the intention to help everyone understand how the behaviour choice has affected others in a negative way.
- 2 During learning time a negative dojo is applied to the area for development: children are given opportunity to repair damage and earn back their lost dojo.
During playtime and lunchtime a five minute reflection time is needed in Reflection & Restore Areas with RA Champions or staff time: children are given an opportunity to repair damage restore the relationships and may then continue playing.
- 3 If the negative behaviour persists, the child is asked to move to work/sit/play in another place and miss 10 minutes of their free choice at playtime by remaining with the adult on duty outside. During this 'think time', children are expected to reflect on a solution for the situation. If unacceptable behaviour occurs at play time, lunchtime or assembly time, the class teacher must be informed. The behaviour will be logged, a more formal restorative conversation is undertaken by the adult dealing with the behaviour and parents are informed.
- 4 Further misdemeanors result in the child moving to a more serious consequence. The behaviour will be logged, a more formal restorative conversation is undertaken by the adult dealing with the behaviour and parents are informed. The child will be asked to see a member of SLT (Head Teacher, Deputy Headteacher or Assistant Headteacher) and if appropriate a meeting with the Pastoral Manager will take place. If the continued behaviour occurs during learning time, the child will move to another classroom/area with work to complete. If unacceptable behaviour occurs at play time, lunchtime or assembly time, the class teacher must be informed.

Following all occasions where procedures have been followed, we focus on repairing harm done as opposed to apportioning blame. Restorative Conversations are part of our philosophy and both alleged perpetrator and victim are given opportunity to discuss their thoughts and feelings. Children are encouraged to self-manage their behaviour and to suggest and agree with any consequences. The focus is placed firmly on understanding what led to a problem and how to repair the relationship and children are encouraged to develop emotional intelligence and community spirit.

In cases where individual children experience difficulty with behaviour in school, and little progress in modifying their behaviour is noted, the child will need to be considered for a specific program of behaviour support, or work with the Pastoral Manager or the Behaviour Support Service teacher. In these circumstances a My Plan and/or an Individual Behaviour Log will be kept identifying an achievable target which will be shared with parents. For further information on SEND and behaviour procedures see the 'School Offer' on the school website.

6. Parent Partnership:

We give high priority to clear communication within the school and to a positive partnership with parents. All parents are asked to sign the Home/School Agreement upon admission and the Behaviour and Relationships Policy will be shared with all stakeholders and is available in the Policy Section of the School Website. The school will communicate high expectations to parents. Where



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behaviour is causing concern, parents will be informed at an early stage, and given an opportunity to discuss the situation and be part of the supportive process. Any further disciplinary action will always be shared with the parents or carers.

7. Exclusions:

Individual fixed term exclusions will be for the shortest time necessary. In the first instance Vernon Park may consider looking to a partner school for the child to attend for a school day. This is an informal arrangement between schools where children's parents/carers would escort their child to the school for the start of the day and collect them at the end. Vernon Park will provide work. If parents do not wish to engage in this informal arrangement a fixed term formal exclusion will be implemented. Longer exclusions will only be issued in response to very serious incidents. Permanent exclusion is the most serious sanction the school can apply. This will be in response to situations where the harm done to school values and the school community is complex and requires a more serious consequence. A senior member of staff must be involved in the application of any of the sanctions for serious incidents and the Head Teacher, or Deputy Headteacher/Assistant Headteachers in consultation with the Head Teacher, can decide to exclude a pupil.

The decision to exclude a pupil will be taken only in response to serious breaches of the school's behaviour policy; and if allowing the pupil to remain in school would pose a serious risk to the education or welfare of the pupil or others in the school.

Unacceptable behaviour that may result in exclusion include:

- Physical assault
- Verbal abuse/threatening behaviour
- Bullying
- Racist or Homophobic abuse/ harassment
- Sexual abuse/mis-conduct
- Damage/Theft
- Drug and alcohol related incidents
- Persistent disruptive behaviour
- Carrying an offensive weapon.

In the event of an exclusion, a Restorative Meeting will be offered to the family during the reintegration meeting in order to repair and restore any harm caused.

8. Care and Control:

The school adheres to the Stockport Local Authority Care and Control Guidance 2014. (See guidance under policies on the school website). Team Teach guidance for physical handling will be followed when appropriate.

9. Recording and Reporting of Incidents:

Any Restorative meetings are documented in the school's recording system.

The reports that the school sends to the Local Authority are listed below:

- Accident/Incident Report Form (RIDDOR) - the school is required to complete a form following a reportable accident or incident resulting in injury that occurs in school, and return a copy of the Health and Safety Team at the Local Authority.
- Exclusion Notification Form - an exclusion notification form is completed and signed by the Head Teacher following every exclusion issued. This is sent to the Education Officer (Inclusion) at the Local Authority, who monitors all exclusions, notifies other relevant services of exclusions where appropriate, and produces annual statistics on the number of exclusions in the borough.
- Hate Incident - this report form is completed and returned to the Local Authority's Inclusion Support Team following every incident of a racist nature that occurs in school. The form does not identify either the victim or the perpetrator of the incident (RMStaff/VPPHateIncident/ HateIncidentReportForm-Sep18).
- Racist and Homophobic incidents are reported to Governors termly.



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- Physical Intervention Reporting Form - a report form from the Care and Control Guidance is completed and kept securely in school. A copy is returned to the Inclusion Support Officer at the Local Authority following every occasion where a member of staff has physically intervened with a pupil (RMStaff/VPPTeamTeach/PhysicalInterventionReportingForm-Blank)
- Information submitted to the LA is kept under the retention guidelines.

10. Monitoring & Reviewing:

Any issues with behaviour are discussed in the weekly briefing meeting with all staff, as appropriate. Informal discussions can be held with staff, which may inform planning or classroom management.

The Behaviour and Relationships Policy is reviewed annually, with all the staff and Governors having an opportunity to contribute to discussions.

Every term the members of the Senior Leadership Team meet with class teachers for Pupil Progress Meetings to discuss the progress, attainment and behaviour of the children in each class.

Pupils, parents, staff and Governors will be consulted about any proposed changes to the published documents.



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Appendix A

Roles and Responsibilities:

The promotion of positive behaviour is the responsibility of everyone involved with the school. There are however specific roles for different members of the school community:

The Governing Body - defines the framework of the school's behaviour policy by writing a statement of general principles, and oversees the Head Teacher's maintenance of discipline in school.

The Head Teacher - frames the policy to establish an environment that encourages positive behaviour, maintains a 'zero tolerance' of bullying and promotes diversity. The views of all stakeholders are taken into account when formulating and reviewing the policy and the Head Teacher publicises the policy to parents, pupils and staff at least once a year. The Head Teacher ensures that supply and other temporary members of staff are appraised of the policy. With other members of the Senior Leadership Team, the Head Teacher organises support for its implementation and ensures that the standards and the upholding of this policy are consistently applied throughout the school. The Head Teacher is the Designated Officer for Safeguarding.

All School Staff - ensure that the policy is consistently and fairly applied to all groups and communities, and that pupils are taught how to behave with consideration for others, reflecting our key themes of respect, responsibility and restore. They provide each other with encouragement and support and model the high standards of behaviour expected by pupils. All staff work to reinforce a Restorative manner at all times, as well as using a Restorative Approach for resolving incidents. The Governing Body, Head Teacher and staff - ensure that all aspects of our school's 'Behaviour and Relationships' policy and its application promote equality for all pupils.

Pupils - are encouraged to promote high expectations of behaviour. They are expected to resolve minor incidents using strategies and initiatives they have been taught through 'Circle Work'. They also have a responsibility to report incidents of bullying and other unacceptable behaviour.

Parents and Carers - are expected to work in partnership with the school to maintain high standards of behaviour, and contribute to the policy through consultation.

The Local Authority - will develop and maintain a network of support structures that will help schools move towards increased inclusion of pupils with behavioural difficulties. It will support schools to raise the educational achievements of all pupils, including *children who are looked after*, traveller children, pupils from minority ethnic backgrounds and pupils who are reintegrating into school. It will facilitate an effective training schedule for staff in schools aimed at developing strategies which promote good behaviour management and which support the regular updating and development of skills. The Local Authority will work in partnership with other agencies. The Local Authority aims to work towards a Restorative Authority, and works alongside the school in promoting this approach.

Reviewed: Summer 2020

Next review: Summer 2021



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Appendix B

GOVERNOR'S STATEMENT OF GENERAL PRINCIPLES WITH REGARD TO BEHAVIOUR

Rationale and purpose:

1. This statement has been drawn up in accordance with the Education and Inspections Act, 2006, and DfE guidance (Behaviour and Discipline in Schools, 2012).
2. The purpose of the statement is to provide guidance for the Head Teacher in drawing up the school's Behaviour Policy so that it reflects the shared aspirations and beliefs of governors, staff and parents of the children in the school as well as taking full account of law and guidance on behaviour matters. It is intended to help all school staff to be aware of and understand the extent of their powers in respect of discipline and sanctions and how to use them. Staff should be confident that they have the governor's support when following this guidance.
3. This is a statement of principles, not practice: it is the responsibility of the Head Teacher to draw up the school's Behaviour Policy, though she should take account of these principles when formulating this. The Head Teacher is also asked to take account of the guidance in the DfE publication Behaviour and Discipline in Schools: a guide for Head Teachers and school staff.
4. The Behaviour Policy should be publicised, in writing, to staff, parents/carers and children and available on the school website.

Principles:

1. *High standards of behaviour:* The Governors of Vernon Park Primary School believe strongly that high standards of behaviour are integral for a successful school that enables all its children to make the best possible progress in all aspects of their school life and work and all staff to be able to teach and promote good learning without interruption.
2. *Right to feel safe at all times:* All children and staff have the right to feel safe at all times in school. There should be mutual respect between staff and children and between children. All visitors to the school should feel safe and free from the effects of poor behaviour at all times and in all parts of the school.
3. *Inclusivity:* Vernon Park Primary School is an inclusive school. All members of the school community should be free from discrimination of any sort (as laid down in the Equality Act, 2010). To this end the school should have a clear and comprehensive Anti-bullying Statement that it is known and understood by all, consistently applied and monitored for its effectiveness. Measures to protect pupils from bullying and discrimination as a result of gender, race, ability, sexual orientation or background should be clearly set out and regularly monitored for their effective implementation.
4. *Equality:* The school's legal duties under the Equality Act, 2010 in respect of safeguarding pupils with Special Educational Needs and all vulnerable pupils should be set out in the Behaviour Policy and made known to all staff.
5. *Home-School Agreement:* Parents/carers should be encouraged and helped to support their children's education, just as the children should be helped to understand their responsibilities during their time at school. The responsibilities of children, parents/carers and school staff with respect to children's behaviour should be outlined in the 'Home-School Agreement'.
6. *School Rules:* The School Rules should be clearly established at the beginning of each academic year and displayed in relevant parts of the school. The governors expect the rules to be consistently applied by all staff.
7. *Rewards:* Governors would like to see a wide range of rewards consistently and fairly applied in such a way as to encourage and reward good behaviour in the classroom and elsewhere. These should be made clear in the Behaviour Policy.
8. *Unacceptable/poor behaviour:* Sanctions for unacceptable/poor behaviour should be known and understood by all staff and children and consistently applied. The range of sanctions should be described in the Behaviour Policy so that children, staff and



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parents can understand how and when these are applied. The governors strongly feel that exclusions, particularly those that are permanent, should be used only as a very last resort.

9. The policies should include the following in some detail:

a. *Power to use reasonable force or make physical contact:* the situations in which reasonable force may be used (including removing disruptive pupils from classrooms, or preventing them from leaving). A definition of 'reasonable force' should be included, which should also explain how and when pupils may be restrained. Governors would expect appropriate staff to be trained in the use of reasonable force and restraint.

b. *The power to discipline outside the school gates:* disciplining beyond the school gates covers the school's response to misbehaviour and bullying that occurs anywhere off the school premises that is witnessed by a member of staff or reported to the school. This includes any misbehaviour when the child is taking part in any school-organised or school-related activity.

Review:

This Statement of Principles will be reviewed every two years, or as necessary.

Reviewed Summer 2020.

Associated Resources

- www.education.gov.uk
 - A guide to the law for school governors
 - Equality Act 2010
 - Use of Reasonable Force
 - Dealing with Allegations of Abuse against Teachers and Other Staff*
- * Pastoral care for school staff

Employers should not automatically suspend a member of staff who has been accused of misconduct, pending an investigation. The Governing Body advises the Headteacher to draw on the advice in the 'Dealing with Allegations of Abuse against Teachers and Other Staff' guidance when setting out the pastoral support school staff can expect to receive if they are accused of misusing their powers.