

# **Best Behaviour Policy**

## **Valley Park November 2019**



## Overview

At Valley Park we care about success and about each other.

In order to be successful in both these areas it is critical that pupils conduct themselves well and develop excellent behaviour towards their learning. Behaviour is therefore a fundamental element of the school and so we expect the *best* behaviour every minute of every day. This policy clarifies how that is achieved.

## Objective

Children at the school will be happy and confident and can come to a school with a calm and encouraging environment which supports their development and acquisition of knowledge.

## Difference in Key Stages

This policy focuses on explicit rewards and sanctions for pupils in Years 1 to 6. See the Park Rules for Early Years Behaviour for more information about Ladybirds, Nursery and Reception.

## Other policies and documents which contain links or further information

- Valley Values Policy;
- Bullying Policy;
- TRUST and SHARE policy;
- Early Years Best Behaviour Park Rules;
- Inclusion for All Policy;
- Parent Concerns Policy;
- Exclusion Policy
- Equal Opportunities Policy;
- Communicating with Parents Park Rules;
- Dojo Park Rules;
- Better Metas Park Rules;
- Attendance Policy

## Conduct and Behaviour

**Conduct** refers to how pupils conduct themselves in and around school.

**Behaviour** refers to how pupils behave towards their learning and their personal development. It includes conduct but also 'hidden' attitudes to learning and how well pupils are focused on their continual improvement.

**'Best Behaviour'** is the focus on impeccable attitudes and conduct. Nothing less than 100% is good enough at Valley Park.

## 1 Positives First

### 1.1 Build rapport, build respect

Everything we do at Valley Park has respect at its core. We care and respect for the pupils and community too much to allow poor conduct to affect learning. We also want to emphasise and celebrate good conduct and exceptional behaviour.

Respect works two ways so we work hard to earn respect to get respect. This means teachers and adults will build rapport with pupils within an atmosphere of mutual respect. Pupils must then show that they can show their best behaviour at all times, in all subjects, in all parts of school with all staff and pupils.

### 1.2 Using Dojos

Dojos are a method of instant reward for showing the correct behaviour. They are also a way of parents finding out how well their children are behaving in school.

There are five basic Dojos which pupils can achieve every day:

1. Coming to school;
2. Coming on time (before 8:55am);
3. Wearing full, correct uniform;
4. Bringing their book bag with a book in it;
5. Smiling and saying 'good morning' to their teacher or other adult.

Other Dojos can be achieved through exceptional use of:

- The Valley Park 5 (kind words, kind hands, listen, show pride and walk like a champion) – 1 dojo each time;
- 5 Valley Values (respect, resilience, hard work, concentration and confidence) – 1 dojo;
- 5 Better Metas (considering others, wondering...) – 2 dojos with explanation;
- Achievement – 3 dojos for an exceptional outcome or piece of work.

### 1.3 Other prizes and rewards

**Marble jar** – Each class has a 'marble jar' which is a picture of some marbles in a jar on the class door. Each time *all* the class demonstrates something which would receive a Dojo then they will get to colour in a marble, as well as receiving a whole class Dojo. This might include sitting in assembly, lining up or excellent conduct on a school trip. Positive on call visits (see 1.4) do not receive a marble as it must be defined by the Headteacher (or a Deputy or Assistant) as he is the only person who can give out a marble.

**Table points** – Each teacher can give out table points for excellent group work on tables and distribute Dojos for whichever table gains the most points in a week.

**Smilers** – To support consistent behaviour throughout the year, pupils are 'reminded' of conduct expected in the final week of each half-term. In this week pupils, and staff, receive a piece of paper with a picture of a smiley face on it, a smiler. This helps the pupils understand

that every positive act they undertake makes someone happier. These smilers are put into a draw and 12 winning smilers are drawn out in assembly. Each winner gains a prize.

**Dojo dollars** – Y6 pupils are encouraged to manage money and become more independent through the use of Dojo dollars. Each Dojo they receive will gain them one dollar which they can then spend on prizes each week.

#### **1.4 Positive on call**

Spreading good news and positivity is vital in building an effective environment for the pupils to succeed. So any exceptional learning which has exceeded high expectations should be celebrated. This is done by 'on calling' the Headteacher, Deputy or Assistant. The teacher will call directly to the Headteacher's office and ask for a positive on call.

If available that person will come to the classroom and celebrate the learning and outcomes achieved. If it is a group or individual child then they will receive a golden sticker. If it is the whole class then all the parents will receive a message on Dojo.

Children should not be 'sent' to the Headteacher's office to receive praise as this deprives them of public celebration and some learning time.

#### **1.5 Intrinsic motivation**

Receiving prizes and digital rewards help build the culture of success and positivity. However, the most powerful rewards are developing each pupil's motivation to improve for themselves. Therefore positive language and encouraging support should be used throughout all of school life.

Pupils who carry out what is expected should **not** receive additional prizes or rewards (further to Dojos), even if their behaviour is showing some improvement. Prizes and rewards are for exceptional behaviour. Expected behaviour should be that, expected.

#### **1.6 Valley Time**

Valley Time happens between 2pm and 3pm every Friday afternoon. All pupils in Year 1 to Year 6 get a full hour of Valley Time and can choose from a wide range of skill based activities which change each cycle (of 10 weeks).

Pupils who do not demonstrate best behaviour can lose some Valley Time (see section 2.3).

#### **1.7 High Fivers members**

Pupils who fulfil all of the following three criteria:

1. 100% attendance;
2. No time in reflection;
3. Excellent progress and presentation in their books.

in a 10 week cycle will become part of the 'High Fivers'.

This allows them the following privileges:

- Early lunch pass;
- Bonus Valley Time (starting at 1:30pm on a Friday);
- Bonus lunchtime club once per week;
- A badge to wear;
- After school club voucher;
- Use of the sports hall at morning breaktime.

This is to show that constant excellence and reliability comes with reward and is **always** noticed.

### **1.8 Diamond Dojos**

Those pupils who show excellent conduct regularly will also be in with a chance of winning a 'diamond dojo'.

Dojos are counted up each week and the top three pupils with the most Dojos in each class are recorded. Each of these pupils then receives 'diamonds' based on their ranking in the class:

1<sup>st</sup> place gets 5 diamonds

2<sup>nd</sup> place gets 2 diamonds

3<sup>rd</sup> place gets 1 diamonds

The total diamonds for each pupil is then added up at the end of each 10 week cycle and prizes are handed out for:

- Best in year (£5 voucher);
- Best in Key Stage (£10 voucher);
- Best in School (£50 voucher).

Cumulative Dojos are then counted up and badges are given for 10 diamonds, 50 diamonds and 100 diamonds.

## 2 Sanctions when needed

Sometimes pupils forget to use best behaviour and school must support them to remember and apply negative consequences for negative conduct.

### 2.1 Six stages

All teachers and adults follow the six stage sanction policy whenever one of the Valley Park 5 rules have been broken:

<b>Stage 1</b> <b>Name on board</b>	<b>Pupils name is put on whiteboard</b> <b>No reminder is necessary</b>
<b>Stage 2</b> <b>Tick against name</b>	<b>The teacher places a tick against the pupil's name on the board for a further infringement.</b>
<b>Stage 3</b> <b>Second tick against name</b>	<b>A further infringement receives a second tick</b> <b>Teacher organises message sent to parents on Dojo or letter written home.</b> <b>KS2 children will then spend the next lunchtime in reflection (45 minutes)</b> <b>KS1 children will miss 5 minutes of their next break</b>
<b>Stage 4</b> <b>Additional ticks</b>	<b>If problems persist then additional ticks will be added to the child's name. Each additional tick will result in another 5 minutes more of lunchtime missed.</b>
<b>Stage 5</b> <b>Internal Isolation</b>	<b>If the child is unsafe or continually disrupting the class then someone will collect the child.</b> <b>The child will then be placed on report (see additional guidance).</b>
<b>Stage 6</b> <b>Fixed Term Exclusion</b>	<b>If the child is unsafe and endangering the safety of themselves or others then the Headteacher (or Deputy in his absence) must decide whether a Fixed Term Exclusion is necessary.</b>

### 2.2 Organisation of sanctions

If a child receives a second tick then this should be recorded on the reflection sheet (each day). These children will be collected by the member of staff on reflection room duty between 12:10 and 12:15. Any children still in reflection at 1:15 will be brought back to class and will need to line up with other children.

If children continue to receive ticks they may stay in the class provided they are not significantly disrupting the learning of others.

If a child is unsafe to remain in the classroom the office, 201, should be called immediately.

### 2.3 Losing Valley Time

School provides Valley Time as a privilege and reward for best behaviour through the week.

If pupils do not show this then they will have some of their Valley Time removed. This will be removed with the following tariffs:

<b>Sanction</b>	<b>Minutes of Valley Time Removed</b>
Reflection, KS2	15 minutes
Reflection, KS1	5 minutes
Unhappy face on report	15 minutes
Straight face on report	5 minutes
Fixed Term Exclusion	30 minutes

## **2.4 Uniform**

As a representative of our school, pupils should be easily identified both in school and in the community as from Valley Park. Being smartly dressed and wearing our school logo means pupils are free from distractions, ready to learn and proud in their appearance.

### **School uniform can be purchased through our supplier - Pinders**

There are three ways to purchase uniform items.

1. Online, with delivery to home or school
2. By an order form that can be left at school – the order will be sent to school for collection by the parent or carer
3. Directly at Pinders' retail outlet at Crystal Peaks, where pupils can try on different sizes.

All school uniform items should be clearly labelled with the pupil's name.

Correct uniform will be expected at all times. Sanctions for where this is not the case are as follows:

## **Valley Park School Uniform**

- 1. Green jumper or cardigan with school logo:**

All pupils should wear a school jumper or cardigan with the school logo on, just green jumpers or other jumpers are not allowed – if this is not in place then pupils will miss their break time and write a letter home requesting the correct jumper or cardigan be brought in. This will continue until the correct jumper is worn.
- 2. White polo shirt:**

All pupils should wear a white polo shirt. Plain shirts are allowed with no school logo.
- 3. Plain Black Footwear:**
  - All footwear must be plain black
  - This means logos, tongues and any visible sole must be plain black.
  - Reflective markings are not allowed.
  - Laces must be plain black

- No boots are allowed.

#### 4. **Black or grey trousers or skirt:**

Trousers must be tailored, straight legged and full length;

Trousers should not be tight fitting or a skinny style;

Trousers should not be jeans, jeggings, leggings, chinos, leather or tracksuit bottoms.

Skirts should finish at or below the knee. Lycra or tight fitting skirts are not permitted

Tights if worn should be plain, flesh-coloured or black

**Headscarves** worn for cultural reasons should be plain black, white or green.

Only Valley Park uniform items may be worn in the building. Jumpers or cardigans should be worn as the 'outer layer', but may be removed and put on the back of a chair during lessons, when permitted by the teacher. Coats or other tops should not be worn inside the school building.

## **PERSONAL APPEARANCE**

### **Hair**

Hairstyles and colour must be appropriate for school. Extreme colours and/or hairstyles for example unnatural colours or shaved lines and patterns, or any style that brings undue attention to the pupil (as determined by the school) are not permitted.

### **Make-up**

Make-up is not allowed to be worn.

**Nails** should be of an appropriate length and shape. No false nails are permitted.

### **Jewellery**

No jewellery is allowed. Jewellery is not suitable for school, is a distraction and can be dangerous.

Accessories that may be worn are one pair of ear studs.

**All ear studs must be removed for PE.** The school reserves the right to ask pupils to remove any accessories which are deemed inappropriate.

## **OTHER ACCESSORIES**

**Fashion accessories** e.g. hats, caps, scarves, ornamental hairbands, ornamental belts and other 'non-school' knitwear are not permitted.

### **Compliance with uniform requirements**

'Permission notes' from parents will not be accepted, as we will provide temporary loans if necessary. However, if a pupil chooses not to follow all parts of the uniform and personal appearance requirements, including refusal to loan uniform, the school will take action in line with the Best Behaviour Policy.

In the case of jewellery, caps, hooded tops, misuse of mobile phones, ornamental hair accessories etc these will be confiscated.

Confiscated items must be collected by parents from the school reception.

The school reception is open at 8am and closes at 4pm daily.

### **3 Support and report**

#### **3.1 Going on report**

Being placed on a support and report is known more concisely as being 'on report'.

Only children in KS2 can be placed on report.

KS1 pupils will have an 'adult visit' when causing concern. This is where the pupil is brought to the Headteacher at 3:05 each day for a verbal report and discussion around the day. The Headteacher (or Assistant) will then make contact with parents for significant positive and negative events. This should be supported by a chart in the child's classroom).

The decision to place a child on a 'support and report' will be made by the Headteacher or Assistant. The leader for Inclusion will support with the process at busy times and in cases when the child has been in reflection twice in a week (reason 1).

A child is placed 'on report' for one of four reasons:

1. They have been in lunchtime reflection twice in one week;
2. A 'significant incident' which may involve violence, defiance, bullying, racism or other poor language;
3. They have had to be removed from the classroom due to persistent disruption of learning;
4. They have just returned from a fixed-term exclusion and need continued support;

Once a decision has been reached to place a child on report then the parents will be contacted and asked for a meeting that day to discuss the organisation and guidance and what support they will receive. If this is not possible then the parents will at least be notified and given a copy of the guidance.

#### **3.2 Support and report**

A child **must** receive support while they are on report. This should be from someone external to the normal classroom environment and be nominated by the child on report. This should be recorded on the report itself. This person is responsible for visiting the child twice each day during times they may be having less success or which are most difficult for them. These interactions will be brief and verbal but will help the child complete a 'successful day'.

#### **3.3 Pupil responsibilities**

During being on report children are responsible for looking after their report and working hard to have five consecutive successful days so they can be removed from report.

If a child loses, damages or destroys their report so it cannot be used then they must start a new report and start again from zero successful days. There are no exceptions to this. Parents and carers must also support the report process and their failure to bring the report in will also result in a new report having to be started. In some cases, the report can be kept at school if the pupil regularly stays at different houses.

### 3.3 Teacher and adult responsibilities

The teacher is responsible for completing the report at the end of each lesson where they have taught the child. They must use the following:

No incidents	=	
Name on the board	=	
Name on the board and one tick <b>in that lesson</b>	=	
Name on the board and two ticks	=	

The class teacher is also responsible for ensuring children on report have a new report each Monday and that they have a report printed if they do not bring it in (and mark on that it is new so they start on zero successful days).

Any adult on duty at breaktime can complete the section for breaktime if they are confident they can accurately assess the conduct of that child.

Mrs Herring is responsible for completing reports for children who have 15 minutes or all of their lunchtime (see section 6 for lunchtime behaviour).

### 3.3 Missing lunchtimes and breaktimes

Once a child is placed on report they will immediately lose all their breaktime and lunchtime for the following day. They can then gain back these by achieving successful days with the following structure:

0 successful days	No playtime 5 minutes lunchtime
1 successful day	No playtime 15 minutes lunchtime
2 successful days	All playtime 30 minutes lunchtime
3 successful days	All playtime 45 minutes lunchtime
4 successful days	All playtime All lunchtime
5 successful days	Off report

At breaktime a member of the inclusion team will visit each KS2 classroom and collect any children who are due to miss their breaktime. This will be completed in the reflection room.

Children who have had two consecutive successful days will gain all their breaktime back.

Children who are on report and are missing any of their lunchtime will be collected along with other children in lunchtime reflection. They will then complete their time in reflection with the same rules regarding work and extra time as all other children. They will eat their lunch at the same time also.

### 3.4 Year 3 Pupils on Report

Due to Year 3 being an important transition year for pupils at Valley Park, they have slight amendments to their reflection time when on report. This is also in recognition to their need for more immediate reward for improving behaviour.

They will follow this structure:

0 successful days	No playtime 30 minutes lunchtime
1 successful day	All playtime 40 minutes lunchtime
2 successful days	All playtime 50 minutes lunchtime
3 successful days	All playtime All lunchtime
4 successful days	All playtime All lunchtime
5 successful days	Off report

Additionally, they will carry out their lunchtime reflection in the rainbow room where they must complete the same tasks in the same environment as other KS2 pupils but where staff can assist them where needed and where the different times spent in reflection will not be a distraction to others.

### 3.5 Successful days

A child has a successful day when they have:

- All smiley faces;
- All smiley faces except one straight face;
- No unhappy faces.

A successful day is signed off by the Headteacher, or Assistant They will then place a tick or cross next to the day to indicate if it has been successful or unsuccessful. A child must complete five **consecutive** successful days before they can come off report. Each tick will also have a number to indicate the number of successful days they have had.

### **3.6 Report reviews on reflection Fridays**

Each Friday breaktime the Headteacher and the Inclusion Lead will complete 'reflection Friday' where all children who are still on report must report to the Headteacher's office and line up outside (supervised by a member of the inclusion team).

Children will then be invited in for a 2 minute conversation reflecting on the week.

Step 1: celebrate success.

Step 2: review patterns and trends.

Step 3: record removal of Valley Time.

Step 4: advice and mentoring for the next week, recorded on their actual report for that week.

Each unhappy face recorded on the report for that week will result in 15 minutes being removed from their Valley Time. Each straight face will result in 5 minutes being removed.

### **3.7 Coming off report**

This should be a celebration of sustained good conduct and contact with the parent made. Pupils should be encouraged to continue this conduct and 'stay off report'.

## **4 Further consequences of poor conduct**

### **4.1 Parent Meetings**

If a child has been on report for 15 consecutive days and has still not come off then the parents or carers will be asked for a meeting with:

- the pupil;
- the Headteacher;
- the Inclusion lead;
- the class teacher.

A 'behaviour plan' will then be drawn up in the meeting which will have actions for the pupil, parents or carers and the school. This will be signed by everyone in the meeting and a review date in two weeks agreed.

At the review it must be decided if the plan was maintained by all members of the meeting and if so, what the outcome was. If the child spent/has spent more than 30 consecutive days on report then a governor panel should be arranged and a review written ready for this.

### **4.2 Governor Panel**

These will be held once per half-term when the above conditions have been met.

The purpose of this meeting will be to review the initial behaviour plan and its review and look at what further needs to be done. The governors will then write to the parents and carers of the child with the outcome of the meeting.

### **4.3 Physical restraint or any physical contact**

This should only be done in a very minority of situations. Pupils can be held or moved if:

- they are a genuine danger to themselves;
- they are hurting another child or member of staff;
- they are trying to escape from school.

Pupils **will not** be restrained when they are defiant or rude as this is not a proportional or justified response to their actions.

**All staff can carry this out** although staff who are more likely to need to use it will have full restraint training.

More information on this area is available in the TRUST and SHARE policy.

### **4.4 Fixed Term Exclusions**

Pupils who are a considerable danger to keep in school will be excluded for an appropriate number of days.

If any child intentionally hurts a member of staff or other child which results in them becoming visibly or significantly injured then this means the Headteacher will consider if the child needs to be excluded from school in the best interests of other children and staff.

Whenever the Headteacher excludes a child from school he will consult two other senior leaders to ensure it is a robust decision based on evidence of what has happened.

All KS2 children returning from an exclusion will be placed on report, if they are not already.

The school works hard to not exclude pupils as we know it does not always have an improved impact on behaviour. However the Headteacher reserves the right to make this decision based on the best interest of the whole school.

#### **4.5 Children returning from fixed term exclusions**

All children returning from fixed term exclusions will be placed on a support and report. This will be slightly different to other support and reports and will be called 'building success'.

Each child will be placed on a part-time timetable of one session (morning or afternoon) depending on school's capacity for support and their individual needs. This will be called 'building learning foundations' and will be for as long as they need to get off this report. Their report will then operate in the same way where they will not get break times and need to get five consecutive successful days to get 'off report'.

Once they have come off report their time will be extended by 1 hour 30 minutes to include lunchtime and the end of morning/beginning of lunchtime. This will be monitored on a 'success plan' where it is signed off each day and celebrates success. Once they have had 5 consecutive successful days on the success plan they will then have their full time extended to be in school all day.

All other rules and systems will apply to these children but they will also receive additional support such as nurture groups and in-class learning support.

#### **4.6 Attendance on school trips.**

As part of a broad and balanced curriculum, there will be opportunities for **all** children to take part in trips and visits outside of school. The safety of all pupils and adults going on the trip is of paramount importance. In order for these trips to operate safely, and according to statutory trip guidance, **all** pupils need to be showing exemplary behaviour and present no risk either to themselves or others.

Therefore, the following will apply:

- A pupil on a part-time timetable will not attend school trips or visits.
- When a pupil starts on a Supporting Success Plan, an initial review meeting will take place. At that meeting, a decision will be made as to whether that pupil can attend school trips. The decision will be made based on whether it is felt the pupil would present a safety risk either to themselves or others whilst on a trip. The decision made will apply to all trips but will be reviewed regularly according to the Supporting Success Plan policy.

In certain circumstances this decision may be queried (for example, if the pupil had shown exemplary behaviour over consecutive days prior to the trip). In such a case, three members of SLT will complete a risk assessment and a decision about the

pupil's attendance on the trip will be made. This, ideally, should be completed at least 5 days before the trip takes place, although this can happen up to a day before the trip if necessary.

- The Head Teacher(s) reserve the right to prevent any pupil in school from attending a trip if they are displaying behaviours in the days prior to the trip which might mean they would present a risk to either themselves or others. In such cases, three members of SLT would complete a risk assessment and a decision about the pupil's attendance on the trip will be made. Ideally this will be completed at least 5 days prior to the trip taking place, although this can happen up to the day before the trip if necessary.

From time to time, 'reward trips' take place which are outside the school curriculum, and reward pupils who have demonstrated consistent exemplary behaviour (for example, to reward pupils' hard work preparing for KS2 SATs by showing 100% attendance at Easter School, or to reward pupils who have shown exemplary attendance). Pupils who are on report or part-time timetables at the time of the trip will not be allowed to take part in reward trips.

## **5 Considerations for children with SEN and/or a disability**

Pupils who have a current EHC Plan determined by the local authority will always have a 'learning log' completed for each day which also references their behaviour. This can be reviewed as is needed in the best interests of the child and each case will be determined based on need. These children may also be placed on report if this is deemed necessary.

Other children with SEN or with a disability can be placed on report in the usual way. However their pen portrait which details their needs and their provision should be consulted when designing their report. This may result in specific arrangements being made to ensure they can complete successful days.

It is important to note that the same systems and rules will apply to all children. It is the provision which is offered to them which will differ and enable them to achieve in an environment of success and inclusion.

Pupils who exhibit significant behavioural issues will always be considered as requiring additional needs and this should **always** be focused on their learning success.

## 6 Lunchtime behaviour and conduct

Lunchtime is an important part of learning for all pupils at Valley Park. Here they learn to share, play, relax and talk. Therefore the school provides many opportunities for play and talk throughout lunchtime.

Dojo stickers are given out for good conduct by lunchtime supervisors and other adults which pupils can then 'claim' when they return to the classroom.

Lunchtime supervisors can also record any misconduct which they personally see on their best behaviour record sheet. This information is then passed on to the class teacher at the end of lunch and can be translated into a name on the board and ticks as needed.

Pupils involved in any form of fighting, racism or poor language **which is seen directly by a member of staff** will have a 10 minute time out at the fence of the mini-pitch. This is overseen by Mrs Herring who manages all behaviour at lunchtime. This time out should last 10 minutes and the pupil's name recorded on the best behaviour sheet. Significant incidents should be passed on to the Headteacher who may wish to further investigate and contact parents.

At the end of lunchtime one hand bell will be rung. All pupils must stop and raise their hands. When all pupils are ready the bell will be rung again. Pupils then have two minutes to line up outside their classroom. Classes who all manage to do this will get a marble from the Headteacher.

## **7 Bullying**

### **What is Bullying?**

Bullying is systematic and repeated abuse of one individual by one or more other individual(s). Bullying can be in different forms either verbal or physical. This includes; threats, being called names, being hit, kicked or punched, having things taken away, being ignored or left out, being picked on because of differences, including racist or homophobic comments.

Cyber Bullying is included and referred to hereafter simply as bullying. It is defined as the use of any technology for systematic and repeated abuse of one individual by one or more other individual(s). Bullying of this type can be in different forms either verbal or written. This includes; threats, being called names, spreading rumours, defamatory or humiliating remarks or being picked on because of differences including racist comments.

### **7.2 Responding to bullying**

**All** bullying will be taken seriously. Concerns will firstly be logged as wellbeing concerns, where these continue this will be looked at as a bullying concern.

The process for this is outlined in appendix i.

### **7.3 Being proactive**

Bullying is one of the biggest worries for children and we would all love for it to be eradicated. However the truth is that no establishment is 'bully' free. At Valley Park we endeavour to do all we can to prevent children feeling the need to bully and to grow as citizens who will speak up when injustice occurs. We will do this through:

- Valuing all members of the community
- Showing children how to care for others who might be vulnerable
- Celebrating differences (through circle time, P4C and REP lessons)
- Developing a high quality P4C and REP curriculum
- Promoting and modelling excellent behaviour through this behaviour policy applied in classes and at break times.

## **7 Consistency is Key**

The Headteacher will ensure that this policy is used correctly and consistently throughout school so that all pupils and parents/carers are confident in its use.

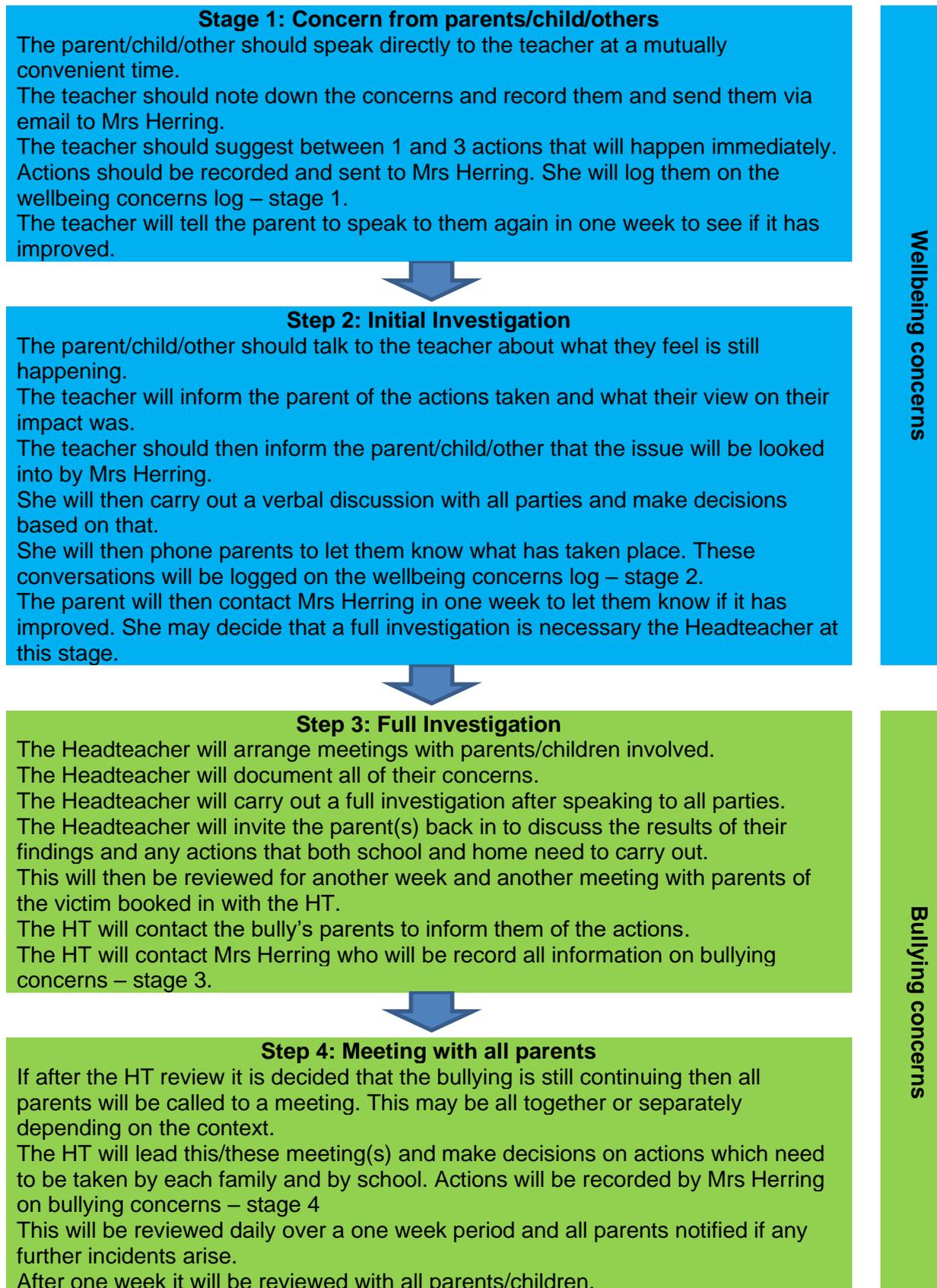
If a pupil is concerned that it has not been used consistently then they should speak to the Headteacher who will investigate and inform the pupil of the outcome within 24 hours. Parents can support their child with this if needed.

If parents disagree with how the policy has been administered they should follow the complaints policy of the school in the normal way.

All staff work tirelessly to ensure the pupils' time at school is enjoyable and successful and this policy is designed to clarify some of the ways in which that is done.

## Appendix I Bullying Flowchart

### Reporting Bullying at Valley Park



If the situation has improved it will remain 'dormant' for six more weeks with regular checks.  
Any further issues will mean the incident will be put straight back in to Stage 4.



### **Step 5: Sanction of the bully**

If Stage 4 shows no improvement then the bully will be removed from all social time for 2 weeks (as well as other sanctions which may be appropriate) and the incident will remain dormant for 10 weeks, re-entering at stage 4 with further exclusion where necessary.

### **The Bullying 5 point scale**

The following scale is used across school to help clarify when unkind behaviour should be recognised as bullying behaviour.

<b>5</b>	A bullying concern
<b>4</b>	Unkind behaviour happening over a week or more
<b>3</b>	Unkind behaviour happening for the second time
<b>2</b>	Unkind behaviour
<b>1</b>	Something I didn't like