



VICTORY HEIGHTS PRIMARY SCHOOL

The Behaviour Policy

At Victory Heights Primary School we believe that all of the behaviour systems we have in place support our children in understanding what is expected of them and why. They are positive and help create a learning environment and relationships where the children feel secure and confident enough to take risks in their learning (i.e. they are not afraid to make mistakes).

Aims

- To achieve a whole school approach to the management of behaviour and discipline.
- To clarify our expectations regarding the behaviour of pupils.
- To enable us to manage pupil behaviour effectively, promoting exemplary behaviour at all times and helping to create an atmosphere in which effective teaching and learning can take place.
- To provide a happy, purposeful atmosphere in the school, in which pupils feel secure and are accorded proper respect as individuals, irrespective of their academic, practical or physical potential.
- To foster good manners, politeness and consideration for others.
- To foster a respect for the environment and encourage pupils to accept a social responsibility towards it.
- To instil respect for religious and moral values, and tolerance of other races, and people from all walks of life.

Parents

At Victory Heights Primary School we work in partnership with the parents of our children. We aim to share our policies and practice with parents in order that they have a clear and consistent understanding of what we are doing and why we are doing it. Parents play a vital role in reinforcing good behaviour. It is useful to use the same language at home and to role model the same clear and consistent expectations that we have at school.

The Golden Rules

At Victory Heights Primary School we aim to instill the social and emotional aspects of learning by ensuring that the students are clear about what is expected from them. We promote these values as a whole school and within year groups and the classroom. From Foundation Stage, we use the



same language in order to ensure that the children are clear about what is expected from them and why. We call this **The Golden Rules**.

We are gentle; we do not hurt others.

We are kind and helpful; we do not hurt anybody's feelings.

We listen; we don't interrupt.

We are honest; we don't cover up the truth.

We work hard; we don't waste our own or others' time.

We look after property; we don't waste or damage things.

These Golden Rules are displayed in every classroom and are featured on the back of the Home/School Link Books. They are referred to regularly and used in a positive manner to reinforce good behaviour and expectations. Children can be rewarded with a sticker when they demonstrate good examples of the Golden Rules around school.

Each Golden Rule is focused on during the school year. Assemblies illustrate the Golden Rules in an age appropriate way through stories, short plays, puppet work, etc. The focus of each Golden Rule over the year is also featured in the newsletters.

As a school it is agreed that we do not have 'Golden Time' as it is expected that all children will follow the Golden Rules and will work together towards their class reward.

Class Rewards

Individual teachers have reward systems in their classrooms where children work hard together to meet a class target. These generally match with each term and can work in-line with end-of-term celebrations.

There are also individual rewards for particular children, who are struggling with their behaviour, to collect a certain number of stickers which will lead to them being awarded a certificate from the Deputy or Principal. There will also be support from the Learning Enhancement Department for the children and teachers of children needing individual behaviour rewards.

Recognition of Pupil Achievement and Success

Achievement for all is central to the ethos of Victory Heights Primary School. The main ways achievement, success and positive pupil contributions are recognised are:

Use of Positive Praise

All staff, teaching and non-teaching are encouraged to praise children and feedback to them in a positive manner when they work well, put in effort, show care and concern for their peers, are



mannerly and polite, follow the Golden Rules etc. Positive praise and feedback immediately after an action are very effective ways of enhancing self-esteem.

Formative Comments and Staff Feedback

The inclusion of comments on children's work which recognise good work and also sets targets for further development, are effective ways of rewarding success. Discussing children's progress and performance with them on a regular basis is also a good way of recognising and recording success and developing self-esteem. Children can also be sent to another class or the Principal or Deputy Head to share their excellent work or inform them of any positive behaviour being displayed which they feel should be acknowledged at a higher level. The Principal and Deputy Head can respond in numbers of ways verbal or written which may help to reinforce the behaviour.

Awarding of House Points

Each child from KS1 will be assigned to a House – of which there are four – when they join Victory Heights Primary School.

All staff members at the school can award house points to any children in recognition of success or achievement. The house system promotes responsibility and a team ethos and is effective in reinforcing good behavior, a positive attitude and good citizenship.

House Points are linked to the Rocket to Success and are divided into three categories:

1. **Points awarded for behaviour** – 1 House Point for demonstrating good behavior. These are posted in the POD boxes and totalled weekly by the House Captains- the number of points is displayed in PODS and the total is displayed in the main entrance hall.
2. **Points for good work**- 1 House Point per piece of work
3. **Points gained through House Competitions** - These are organised throughout the year and are many and varied but the highlights are Sports Day, Inter-House Games and the Inter-House General Knowledge Quiz. Again, these points will be published in the weekly newsletters/ PODS.

A House Point chart is displayed in each class so that a tally is kept of each child's house points and the total is recorded each half term.

Home/School Link Book

The feedback given to parents in Home/School Link books is an effective two way method of recognising and rewarding achievement. Positive reinforcement at home adds to any praise given by staff members.

Rocket to Success & Class Teacher Recognition/Rewards/Stickers

All class teachers recognise and reward achievement so that during the course of a school year all pupils receive praise and also taste success in a tangible way.

In class, recognition of success covers all areas of school life and further reinforces the importance of the Golden Rules. Each class has a behaviour chart- The VHPS Rocket to Success, which is linked to the House system. Every child in the class has their name starting on the green zone at the **start of each day**. They can then move up the chart (bronze, silver, and gold) as they demonstrate good



behaviour and work until they reach Gold. At the end of the day if the child is on Green they will get 1 house point, 2 if on Bronze, 3 if on Silver and 5 if on Gold.

Children who have been on gold more than 3 times in 2 weeks will be mentioned and rewarded with a gold certificate in the year group fortnightly Celebration Assembly.

Specialists will follow the rocket system and move children up or down the Rocket in their session.

TLAs and teachers and Specialist teachers **must ensure that any behaviour needing mentioning is relayed during 'hand-over' at the start/end of the session.**

If a child demonstrates negative behaviour (not following the Golden Rules), they can move down the rocket to Orange, (a warning), then to Red which will lead to missed playtime minutes.

Children have the opportunity to redeem themselves and move back up the rocket.

Continued poor behaviour after being on the red zone will lead to the child being brought to the Deputy Head to be recorded in a behaviour book. **If a child is on Red it is essential that the parent is informed.**

Parents should be notified of the unacceptable behaviour via the Home/School Link book, a letter, at pick-up time, or by a phonecall (depending on the severity of the behaviour).

Foundation Stage Behaviour system

Each Foundation Stage classroom has a display of a sun, a cloud and a rainbow. Each child has their name or a photo of themselves to move along the display. Every day, each child will start on the sunshine, if a child is being kind, sharing, taking turns trying their best, listening well they will move onto the rainbow. If a child manages to stay on the rainbow until the end of the day they will receive a sticker to go home with.

A child that does not listen, does not share, hits another child and is generally not following our Golden Rules they will move progressively through the system below:

- 1 - Have a verbal warning
- 2 – Then move onto the cloud
- 3 – Be given time out for 5-10minutes or they will miss 5 - 10 mins. of playtime if outside
- 4 – Taken to Ms Julie (Year Leader)
- 5 - Taken to Miss Sasha

ELLI

The school hosts termly House Assemblies and school certificates are awarded at these to celebrate learning ELLI heroes. Class teachers, specialists and other members of staff can nominate pupils who they feel should be awarded school certificates of achievement. School certificates are awarded for success and achievement in all areas of school life and are consistent with the outcomes of the **5Rs and ELLI**. Stickers recognising the different ELLI animals and skills can also be issued on a more regular basis rather than certificates at assemblies, fostering learners who are **resilient, resourceful, reflective, risk takers** and great at **relationships**.

The OWL is planning and strategic awareness,

The CHAMELEON is the ability to keep changing and learning,

The TORTOISE is resilience,

The UNICORN is creativity,



The BEE is the ability to work alone and in a team,
The CAT is about developing the attitude of curiosity,
And the SPIDER helps us to make connections and 'webs' of meaning.

Recognition of Achievement in School Publications and the Local Press

Many school activities and successes are reported in in-school publications such as the primary weekly newsletter and the class weekly news. Where the activities being reported are about general participation as opposed to winning an event, pupils from a variety of classes and departments are included in reports and pictures. Photos and quotes are a way to share their achievements with parents.

Inclusion

Special awareness should be made for children who struggle to manage their behaviour. Teachers, specialists and TLA's will work closely with the Learning Enhancement Department and parents to ensure that each child is able to achieve success in their positive behaviour and be supported to manage their unacceptable behaviour. It is recognised that sometimes individual children will need individual behaviour management systems and that one system will not work for all children.

Uniform

A uniform list is sent to parents at the beginning of each academic year. There are some rules that apply specifically to the wearing of school uniform and children's general appearance:

- Shoes should be black leather and have sensible heels.



- All uniform must be clearly labelled.



- Extreme haircuts or dyed hair are not permitted. Hair is to be tied back if collar length or longer.



- Jewellery, apart from stud earrings, may not be worn.



- Formal uniform is worn for all whole school events where the objective is to instill a sense of pride and respect for formal occasions.
- We ask for parental support of these regulations.

Monitoring and Review

We are aware of the need to review the school Behaviour Policy regularly so that we can take into account new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school.

Date: August 2014

Review date: August 2015 (min)