

Varna Community Primary School

Behaviour Policy

Incorporating Restorative Practice Approach



Approved by: Varna Governing Body

Date: February 2024

Last reviewed on: September 2023, September 2024

Next review due by: February 2025

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Dream - Believe - Achieve

1. Our Ethos

Varna Community Primary is a values-led, Rights Respecting School. We have developed a school charter and worked to ensure we have restorative practices in the school to ensure our commitment to UNCRC Rights Respecting Schools. This forms the basis of whole school policy and practice to ensure that all the children's rights with the conventions form part of everyday life for all our children at Varna Community Primary School. These are:

- The right to be listened to - **Article 12**
- The right to be safe - **Article 9**
- The right to be healthy - **Article 24**
- The right to education - **Article 28**
- The right to become the best we can be - **Article 29**
- The right to relax and play - **Article 31**
- The right to be treated fairly - **Article 37**

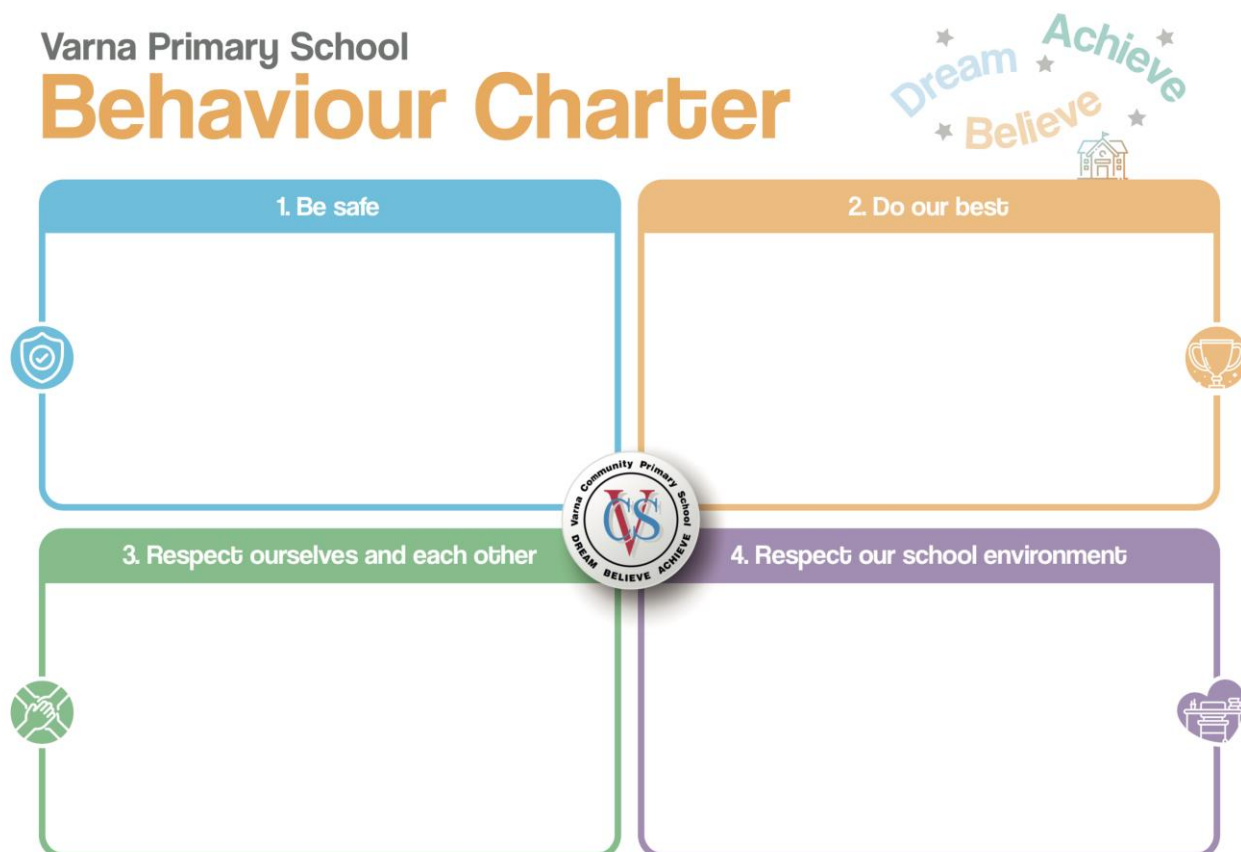
Through this policy we will create an ethos that will:

- promote an awareness of everybody's individual needs and aim to ensure that all are valued within the school community
- ensure that every child is aware of the whole school values, their rights and responsibilities and will have helped to produce their Class Charter and other charters within school
- expect good behaviour to be modelled by all adults in the school
- expect everyone to take pride in their school, class, learning, environment and their relationships with peers and colleagues
- expect all staff to treat children fairly, consistently and sensitively
- celebrate and praise children's achievement and success
- value parental support in working collaboratively to find solutions to behaviour management issues
- teach respect for ourselves and others, promoting the understanding that we are all different, but have the same rights
- ensure a consistent, positive approach to behaviour management throughout the whole school day, from Breakfast Club to After School clubs
- provide children, staff and all adults within the school community with an environment that promotes learning and supports each individual
- ensure the emotional, social and learning needs of individuals are supported and developed, involving other agencies where appropriate
- establish clear procedures for dealing with and managing unacceptable behaviour
- encourage the active and early involvement of parents in supporting positive behaviour
- work in partnership with parent/carers in supporting children's social and emotional development
- demonstrate that discipline in schools must respect children's human dignity
- ensure that all staff and children develop a sense of responsibility with how they act and what they say

2. School Behaviour Charter

We have divided our Behaviour charter into four key areas:

1. Be safe
2. Do our best
3. Respect ourselves and each other
4. Respect our school environment



The school behaviour charter is intended to bring to life this behaviour policy for staff and children in the school so that they have better understanding of how they can contribute to a rights respecting school and follow restorative practices.

All members of the school community have roles and responsibilities in promoting and following the school charter. Within each class children will identify ways in which they can ensure the key aspects of the charter are demonstrated in their day to day life in school.

3. Restorative Overview

At Varna Community Primary School, we believe that every member of our school community should have an equal opportunity to achieve his or her full potential regardless of race, colour, religion, gender, disability, special educational need or socio-economic background.

We believe that it is the right of all our pupils to be educated in an environment free from disruption by others.

This policy sets out the framework for the behaviour, responsibilities, values and attitudes expected of our community members within a Restorative Practices philosophy. Restorative Practice aims to build the Varna Community Primary School community and to repair and strengthen relationships within this community.

The school embraces Restorative Practice (RP) as a means of empowering teachers to be successful and effective practitioners within their classroom, raising standards and achievement across the school and developing aspirational, motivated and responsible pupils

Aims of Policy

- To create a consistently orderly environment, both inside and outside of the classroom, which will enable everyone to work and learn.
- To reward students for academic achievement, completing and returning homework, being equipped for school and behaving well in lessons.
- To embed the use of Restorative Practices in all aspects of school life.

Restorative Practices Philosophy Statement

Effective Restorative Practices foster awareness of how others have been affected by inappropriate behaviour. This is done by actively engaging participants in a process which separates the deed from the doer and rejects the act not the actor, allowing participants to make amends for the harm caused. Restorative Practices acknowledges the intrinsic worth of the person and their potential contribution to the school community.

Rights Respecting School – We all have the right to be listened to (Articles 10, 12, 13, 14, 15)

Restorative Practices framework will:

- Improve behaviour and attitudes;
- Provide explicit tools within a defined framework to challenge unacceptable behaviour, resolve conflict and repair harm;
- Improve relationships; establish rights, accountabilities and responsibilities to the community.
- Provide a safe, philosophical basis for staff, pupils and parents to share ideas and discuss issues.

There are four key elements of Restorative Practices. These are:

- Social Discipline/capital window.
- Fair process.
- Restorative questions.
- Free expression of emotions

Social Capital Window



Wherever possible we should try to work in the 'with box', offering high support, nurturing and encouragement in conjunction with consistently setting clear boundaries and expectations of behaviour. Staff should always, within their professional conduct, be positive and respectful role models to their pupils.

The three principles of Fair Process

- Engagement – involving all participants in the process.
- Explanation – shared understanding.
- Expectation clarity – clear vision for the future

Rights Respecting School – We all have the right to be treated fairly (Articles 2, 7, 8, 14, 15, 20, 22, 23, 25, 30, 37, 40)

Restorative Questions

To respond to challenging behaviour

- What happened?
- What were you thinking about at the time?
- What have you thought about since it happened?
- Who has been affected by what you did?
- What do you think you need to do to make things right?

To help those harmed by others actions:

- What did you think when you realised what had happened?
- What have your thoughts been since?
- How has this affected you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

Restorative Practices Continuum

At Varna Community Primary School we believe it is best to do things WITH PEOPLE. Wherever possible you should use fair process and our responses to challenging behaviour should involve building relationships and repairing harm. It is our aim that our community follows this Restorative Practices framework.

Much of the work carried out to address challenging behaviour should be accomplished by working within the informal end of the spectrum.

Restorative Language:

It is important that staff deal with situations to establish and develop their own relationships. Aim to separate the deed from the doer and the act from the actor as integral to Restorative Practice philosophy.

Listed below are some examples of affective statements and questions which all staff can use with pupils:

Affective statements

- I am sorry that I misunderstood the situation
- I feel really proud of you when I heard
- I feel really pleased and encouraged that you made the right choice.
- I respected your honesty and thank you.
- I want to thank you for your cooperation.
- I was very disappointed when you did that to
- I am upset and angry by what has just happened.
- I feel that all the work I have done has been wasted through your actions.
- I feel that (describe action) was very disrespectful.
- I feel disrespected and angry when you ignore me.

Questions

- What happened? – followed by:
- What were you thinking about when you did that?
- How did your actions affect?
- How do you think felt about what you did?
- How do you feel about what you did?
- How do you feel about what you did and the affect it had on me?

4. Aims

This policy aims to:

- Provide a **consistent restorative approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

5. Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- › [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- › [Behaviour in schools: advice for headteachers and school staff 2022](#)
- › [Searching, screening and confiscation at school 2018](#)
- › [Searching, screening and confiscation: advice for schools 2022](#)
- › [The Equality Act 2010](#)
- › [Keeping Children Safe in Education](#)
- › [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- › [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- › [Use of reasonable force in schools](#)
- › [Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

- › Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- › Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- › [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

6. Definitions

Misbehaviour is defined as:

- › Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- › Non-completion of classwork or homework
- › Poor attitude
- › Incorrect uniform

Serious misbehaviour is defined as:

- › Repeated breaches of the school rules
- › Any form of bullying
- › Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- › Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments

- Sexual jokes or taunting
- Physical behaviour like interfering with clothes
- Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- › Vandalism
- › Theft
- › Fighting
- › Smoking
- › Racist, sexist, homophobic or discriminatory behaviour
- › Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Rights Respecting School – We all have the right to be safe (Articles 6, 9, 10, 11, 16, 17, 19, 21, 25, 26, 27, 32, 33, 34, 35, 36, 37, 38, 39)

7. Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- › Deliberately hurtful
- › Repeated, often over a period of time
- › Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence

TYPE OF BULLYING	DEFINITION
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

8. Roles and responsibilities

8.1 The governing body

The governing body is responsible for:

- › Reviewing and approving the written statement of behaviour principles (appendix 1)
- › Reviewing this behaviour policy in conjunction with the headteacher
- › Monitoring the policy's effectiveness
- › Holding the headteacher to account for its implementation

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

8.2 The headteacher

The headteacher is responsible for:

- › Reviewing this policy in conjunction with the governors
- › Giving due consideration to the school's statement of behaviour principles
- › Approving this policy
- › Ensuring that the school environment encourages positive behaviour
- › Ensuring that staff deal effectively with poor behaviour
- › Monitoring that the policy is implemented by staff consistently with all groups of pupils
- › Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- › Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- › Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- › Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- › Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

8.3 Teachers and staff

Staff are responsible for:

- › Creating a calm and safe environment for pupils
- › Establishing and maintaining clear boundaries of acceptable pupil behaviour
- › Implementing the behaviour policy consistently
- › Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- › Modelling expected behaviour and positive relationships
- › Providing a personalised approach to the specific behavioural needs of particular pupils
- › Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- › Recording behaviour incidents promptly
- › Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

8.4 Parents and carers

Parents and carers, where possible, should:

- › Get to know the school's behaviour policy and reinforce it at home where appropriate
- › Support their child in adhering to the school's behaviour policy
- › Inform the school of any changes in circumstances that may affect their child's behaviour
- › Discuss any behavioural concerns with the class teacher promptly
- › Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- › Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- › Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

8.5 Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- › The expected standard of behaviour they should be displaying at school
- › That they have a duty to follow the behaviour policy
 - › The school's key rules and routines
 - › The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- › The pastoral support that is available to them to help them meet the behavioural standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

9. Pupil code of conduct

Pupils are expected to:

Behave in an orderly and self-controlled way when moving around the building (3 simple instructions – one behind the other, silently/quietly walking so you can hear any instructions being given and act in a sensible way)

- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

10. Rewards and sanctions

10.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Praise, each classroom will have an area where children's names will be moved to show which of the four elements of the classroom charter the children are displaying exemplary behaviour of (be safe, do your best, respect ourselves and each other, respect our school environment).
- 'You've Earned It' points which are acknowledged in weekly celebration assemblies
- Phone calls home to parents
- General conversations with families at the start or end of the school day
- Special recognition postcards
- Special responsibilities/privileges within class or across the school

Incidences of negative behaviour are dealt with in a fair, respectful and appropriate way, with the key focus on individuals taking responsibility for their behaviour, repairing any harm that has been done and rebuilding and restoring relationships. The key principle when dealing with issues is to give all the people involved a chance to have their say and become actively involved in the process.

When using consequences at Varna Community Primary school children are always involved in a restorative conversation and play an active part of deciding upon any consequences. In this way we aim to ensure that the process is constructive and that children learn from what has happened.

Some children with specific social, emotional or mental health difficulties require additional strategies to support them in calming down and participating in the restorative practice process. And these will be developed in relation to the specific needs of a child.

Where children are failing to respond to the restorative practice approach used by staff and where they are repeatedly failing meet the expectations laid out in this policy then they will need to spend time either at break/lunch times in order to develop an agreed way forward. These sessions will be used to develop agreements made by the child and staff outlining expectations, how to meet them and where appropriate, consequences decided on an individual basis. These agreements will be discussed with parents and they will be expected to engage with staff and pupils in working towards making improvements over time.

A calm space to allow time for reflection and engage in restorative conversations with key members of staff will be available each lunchtime.

10.2 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

10.3 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

Please refer to our safeguarding policy for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

11. Behaviour management

11.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Having regular class circles which promote positive interactions between staff and children
- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the classroom charter and personalise it with the children to reflect behaviours that they will adhere to as a class group
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicate expectations of behaviour consistently in a range of ways including verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement
 - By development of a classroom charter
- Break and lunchtimes – Children are encouraged through verbal reminders and praise and through zoning of the playground to play co-operatively with others. All negative behaviour is responded to using a restorative practice approach in order to support pupils in adjusting their behaviour and to make better choices

11.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded on CPOMS under the Team Teach category, and reported to parents

11.3 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

11.4 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

11.5. Exceptional cases

Removal from peers

The head teacher/SLT may in the event of an exceptional incident have to remove a child from their own classroom to another part of the school for a period of time. These decisions will be taken based on the severity of the incident and also a pupils' previous pattern of behaviour and/or the impact their behaviour is having on the education of other children.

Fixed Term Exclusion – school follows Local Authority guidelines. Any fixed term exclusions are discussed with parents/carers and the reasons for this are clearly set out in writing for them.

Varna Community Primary School has a reciprocal agreement with other local primary schools, and consideration may be made by the head teacher to move a child for a short period of time between schools to allow some reflection time. If this procedure is required parents will be involved in discussions regarding this and all arrangements made clear for them.

Permanent Exclusion – this school follows Local Authority procedures for Permanent Exclusion

12. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

13. Training

Our staff are provided with training on managing behaviour, including proper use of restraint (for those who require it as part of their role). They also receive training on restorative practices.

Behaviour management will also form part of continuing professional development.

14. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and full governing board every annually. At each review, the policy will be approved by the headteacher.

15. Links with other policies

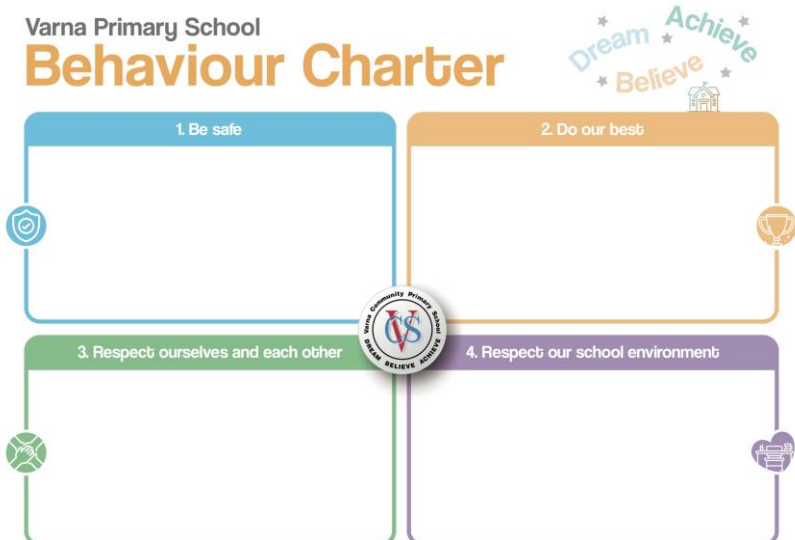
This behaviour policy is linked to the following policies:

- Equality policy
- Safeguarding policy
- Anti-bullying policy
- Positive handling policy

APPENDIX 1 – Parent Agreement

Dear Parents / Carers

Here at Varna Community School we believe in children being the best they can and achieving in everything they do, which is why we have developed our own school charter.



Our school work in a restorative way to ensure that every child has the rights afforded to them as outlined in the UN Convention on the Right of the Child (UNCRC). The main ones being that children have a right to be safe, have a right to education and have a right to be treated fairly.

When a child fails to follow our school charter or acts in a way that falls out of the UNCRC, it is appropriate that the school supports the child to restore their behaviour back to acceptable level and to reflect on the actions they took, and how it affected others.

It is our aim to allow children to continue to achieve at all times, and when behaviour prevents that, they will step off the achievement track, to allow time for thinking and reflecting. We aim to have 5 steps to allow this to happen:

- Self-Reflection - The behaviour that the child needs to reflect on will be pointed out to the child.
- Quiet-Reflection - The child will be moved to allow them to reflect on their behaviour
- Supported-Reflection - The child will be supported by an adult to help them think about their behaviour
- Directed-Reflection - The child will work in a different area of the school to focus on their behaviour for an extended period of time
- Heads-Reflection - The child will spend time out of school focusing to behavioural change
-

However as soon as child successfully reflects on their behaviour and corrects their behaviour back to meet our school charter, they will re-join the achievement track, allowing for them to continue to achieve. Each incident when a child is asked to reflect about their behaviour will be recorded on our school systems and brought to the attention of the senior leadership team. Should the school feel it beneficial, they will bring this to your attention.

We ask that you as parents support the school in getting children to think about what they did, with the clear focus on putting it right. We want children to understand how their behaviour affects others and help them to look at ways to fit with the charter.

Please discuss this letter with your child and sign the return slip to acknowledge that you have read and understood its contents.

Name of pupil _____

Signed by _____ (Parent)

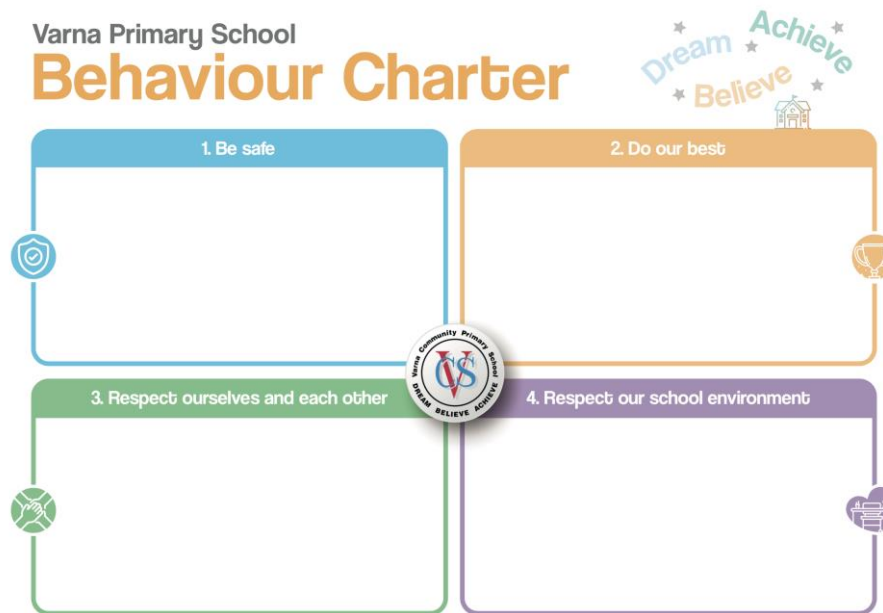
Date discussed with child _____

APPENDIX 2 – Child Agreement

Dear Pupil....

Here at Varna Community School we want all children at our school to do their best.

We have in place our school charter, to allow you and others to do their best.



We can take the following steps:

- Self-Reflection - You will be asked to think about your actions so you can stop
- Quiet-Reflection - You will be moved to another area to work quietly
- Supported-Reflection - A staff member will work with you to get you think about your actions
- Directed-Reflection - You will have to work away from other pupils until such time you are ready to return
- Heads-Reflection - You will be asked to work from home when your actions are more serious.

We believe in young people making the right choices and will support you in doing so. If you make a poor choice you will be given time to reflect and put right anything you are doing wrong.

We want you to be happy in our school, and all other children should be happy at all times.

Please sign below to say you have understood the school charter and will follow it at all times, so that you can do your best in the school.

Signed by _____ (Pupil)

APPENDIX 3 – Behaviour Principles

Varna Community Primary School

Statement of behaviour principles

Every pupil understands they have the right to feel safe, valued and respected, and learning free from the disruption of others

**All pupils, staff and visitors are free from any form of discrimination
Staff and volunteers set an excellent example to pupils at all times**

Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy

The behaviour policy is understood by pupils and staff

The exclusions policy explains that exclusions will only be used as a last resort and outlines the processes involved in permanent and fixed-term exclusions

Pupils are helped to take responsibility for their actions

Families are involved in behaviour incidents to foster good relationships between school and pupils' home life

The governing body also emphasises that violence or threatening behaviour will not be tolerated in any circumstances

This written statement of behaviour principles is review and approved by the full Governing Body every academic year

APPENDIX 4 – School Charter

Varna Primary School

Behaviour Charter

Dream Achieve
Believe



APPENDIX 5 – School Charter

Child Friendly Behaviour Policy

Varna Community Primary School

Agreed with the School Council Jan 22, Sept 23, February 2024



Our Ethos

Varna Community Primary is a values-led, Rights Respecting School.

- The right to be listened to - **Article 12**
- The right to be safe - **Article 9**
- The right to be healthy - **Article 24**
- The right to education - **Article 28**
- The right to become the best we can be - **Article 29**
- The right to relax and play - **Article 31**
- The right to be treated fairly - **Article 37**



School Behaviour Charter

We have divided our Behaviour charter into four key areas:

5. Be safe

Varna Primary School

Behaviour Charter

Dream Achieve
Believe



In each class we decide what each of these statements mean to us.

Restorative Overview

At Varna Community Primary School, we believe that every member of our school community should have an equal opportunity to achieve their full potential regardless of race, colour, religion, gender, disability, special educational need or background.

Rights Respecting School – We all have the right to be listened to (Articles 10, 12, 13, 14, 15)

Rights Respecting School – We all have the right to be treated fairly (Articles 2, 7, 8, 14, 15, 20, 22, 23, 25, 30, 37, 40)

Definitions

Misbehaviour is as:

- › Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- › Non-completion of classwork or homework
- › Poor attitude
- › Incorrect uniform

Serious misbehaviour is defined as:

- › Repeated breaches of the school rules
- › Any form of bullying
- › Violence
- › Inappropriate language
- › Vandalism
- › Theft
- › Fighting
- › Smoking
- › Racist, sexist, homophobic or discriminatory behaviour
- › Possession of any dangerous items

Rights Respecting School – We all have the right to be safe (Articles 6, 9, 10, 11, 16, 17, 19, 21, 25, 26, 27, 32, 33, 34, 35, 36, 37, 38, 39)

Bullying

Bullying is defined as the repetitive, intentional harming of a person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- › Deliberately hurtful
- › Repeated, often over a period of time
- › Difficult to defend against

Bullying can be emotional, physical, discriminatory eg race, gender or faith based, verbal or online

Pupils will:

- › Know the expected standard of behaviour they should be displaying at school
- › Know that they have a duty to follow the behaviour policy
- › Use the school's key rules and routines
- › Be aware of the rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- › Understand the pastoral support that is available to them to help them meet the behavioural standards

Pupils are expected to:

Behave in an orderly way when moving around the building (3 simple instructions – silent, sensible, single-file)

- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

The headteacher will:

- › Ensure that the school environment encourages positive behaviour
- › Ensure that staff deal effectively with poor behaviour
- › Ensure the policy is implemented by staff consistently with all groups of pupils
- › Ensure that all staff understand the behavioural expectations
- › Provide new staff with a clear induction into the school's behaviour approach
- › Ensure this policy works alongside the safeguarding policy

Staff will:

- › Create a calm and safe environment for pupils
- › Have clear boundaries of acceptable pupil behaviour
- › Be fair
- › Model expected behaviour and positive relationships
- › Provide a personalised approach for pupils if needed
- › Record behaviour incidents promptly
- › Challenge pupils to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

Rewards and sanctions

List of rewards and sanctions

Positive behaviour will be rewarded with:

- Praise, each classroom will have an area where children's display exemplary behaviour linked to the class charter (be safe, do your best, respect ourselves and each other, respect our school environment).
- 'You've Earned It' points leading to certificates
- Phone calls home to parents
- General conversations with families at the start or end of the school day
- Special responsibilities/privileges within class or across the school

Where incidents of poor behaviour happen, these will be dealt with in a restorative way by talking through the situation and looking at how we can restore any harm.

Off-site behaviour

School may become involved in incidents that happen when representing the school, such as on a school trip or on the bus on the way to or from school.

Behaviour management

In the Classroom we:

- Have regular class circle times
- Have safe and supportive learning environments
- Display the classroom charter
- Develop positive relationship with pupils
- Have structured play at breaks and lunch to develop teamwork and cooperation

Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil this is **always be used as a last resort**

Confiscation

Any banned items (listed in section 3) found will be confiscated.

Exceptional cases

Removal from peers – Pupils may be sent to another class or adult in school

Fixed Term Exclusion- After meeting with parents pupils may be excluded for a period of time

Permanent Exclusion – After meeting with parents pupils may be excluded permanentl

Behaviour Flowchart

A child behaves inappropriately.

If this is an incident of low level misbehaviour then in the first instance

- Verbal reminder is given about school/class expectations
- Child is referred to the class/school charter and aspects of this are discussed with them

If there are further incidents of misbehaviour then time out for reflection will be given. The amount of time required will depend upon the level of severity of the incident/s.

If there are no further incident/s of misbehaviour then staff will overtly use positive affirmations to recognise and acknowledge how an individual has addressed and improved their previous behaviour.

Examples of appropriate consequences for pupils:

Lots of low level disruptive behaviour can be addressed through a conversation with the child/children involved if it is the first occurrence. For repeated incidents and where conversations have taken place then it would be appropriate to give reflection time in increments of 5 minutes up to a period of 15 or 20 minutes depending on the frequency involved.

For more serious misbehaviour – examples include:

Where a child is non-compliant or rude to adults with intent (talking over/ignoring etc)

Where a child leaves their learning activity without permission

Where a child is aggressive – verbally or physically to another adult or child with intent

Theft of equipment or personal possessions belonging to others

All may warrant having a more prolonged period of reflection, doing their learning in another class or part of the school and/or loss of responsibilities for a fixed term. These will all be negotiated by the class teacher and Phase Leader/SLT.

- Behaviour is logged onto CPOMS – class teacher/Phase Leader and SLT are added to the notifications for the incident
- Support staff will inform the child's class teacher
- Class teacher will speak to parents and ask them to discuss specific situations with their child and reinforce school expectations
- Restorative conversation takes place – this may be delayed in some instances in order for a child to become calm/regulated enough for this to be purposeful
- Child is given some reflection time – either at that point or over lunchtime
- If a child is asked to take some time out of lunchtime then the reflection book would be completed too

In cases of serious misbehaviour (see main body of the policy for further details) then support from a senior member of staff (Phase Leader or Senior Leadership Team) will immediately be sought. A full investigation will take place and then the steps above will be followed.

Where there has been an incident of serious misbehaviour the Head teacher will be informed and where necessary the LA procedures for fixed term or permanent exclusion will be followed.