

# **St Mary and St Peter Catholic Primary School**

## **POSITIVE BEHAVIOUR AND ANTI- BULLYING POLICY 2020**

*“Set sail for success”*



### **Mission Statement**

**Through nurturing, trust and strong relationships, our learning adventure will see each and everyone of us thrive in God's love.**

## **1 Rationale**

### **1.1 Our Mission Statement**

At St Mary and St Peter Catholic Primary School the staff, governors and parents/carers consider the encouragement of good behaviour an important part of the philosophy of the school. Set within the ethos of the Catholic Church and the principles it upholds, it is reflected in the mission statement of our school:

Through nurturing, trust and strong relationships, our learning adventure will see each and everyone of us thrive in God's love.

### **1.2 Aims and Objectives**

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. Our School values, believe, respect, trust and love are the foundations of which everything we do are built upon.

Our Aims are:

- ❖ To promote an environment in which everyone feels happy, safe and secure.
- ❖ To promote self-esteem, self-discipline and positive relationships
- ❖ To allow everyone to work together in an effective and considerate way.
- ❖ To define acceptable standards of behaviour
- ❖ To ensure consistency of response to both positive and negative behaviour
- ❖ To ensure that the school's expectations and strategies are widely known and understood by all stakeholders.
- ❖ To encourage the involvement of both home and school in the implementation of this policy.

### **1.3 Partnership with Parent(s)/Carer(s)**

We believe that partnership with parents is essential. Based on good relationships and effective communication, it will contribute to the success of pupils in the school. Our relationship with parents/carers is based on the below key principles, which form a contract between parent and school upon acceptance of a place for their child at this school.

At St Mary and St Peter our parents:

- are involved at an early stage when a pupil's behaviour causes concern

- attend parents' evenings
- attend meetings to discuss their child as requested
- check and update their child's planner and reading log
- support the school in achieving a minimum of 95% attendance rate for their child
- support and abide by all policies and procedures in place upon enrolment of their child and as amended from time to time

At St Mary and St Peter our staff support parents in the following ways:

- parental letters, emails or telephone calls are dealt with promptly
- Meetings are arranged quickly and appropriate information made available
- parental requests for reports on work and/or behaviour are dealt with efficiently
- records are kept of all home-school communication

#### **1.4 Equal Opportunities**

Our school believes that every child has the right to an education free from discrimination, prejudice and bullying of all types; that all members of the school community, parents, staff, governors, pupils and visitors, should be treated with respect and not subject to discrimination, prejudice or stereotyping, and that schools are a safe place for all children and adults in the school community. We achieve equality of opportunity by ensuring that the behaviour policy is implemented fairly and consistently for all pupils in line with the Equality Act 2010 and Norfolk LA guidance on Prejudice Related Incidents. We monitor outcomes of sanctions to ensure that it does not disadvantage any individuals or groups within our school. This behaviour policy is in accordance with the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs and disabilities (SEND) and in accordance with section 91 of the Education and Inspections Act 2006, which states that the penalty must be reasonable in all the circumstances and that account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.

#### **1.5 Safeguarding**

St Mary and St Peter RC School is committed to promoting and safeguarding the welfare of children. As a school community we have a duty of care to safeguard every child, and this includes safeguarding children from the negative effects of another child's misbehaviour. Please refer to the Safeguarding and Child Protection Policy for more information.

## **2. Creating an Environment for Positive Behaviour**

## **2.1 Physical Environment**

The school's environment plays a vital part in setting high expectations and ensuring pupils from all social, cultural and religious backgrounds feel valued. This includes:

- School/classrooms being kept tidy and free from clutter
- Displaying resources that set out the school's expectations for behaviour, the values we seek to reward and the attitudes to learning we wish to develop.
- Ensuring high quality displays of pupils' work across all ability ranges to promote high expectations
- Careful consideration of where individuals sit and who they sit next to
- High quality teaching resources, visually stimulating and adequate in quantity

## **2.2 Promoting Good Behaviour**

### **Before:**

1. Set out our expectations
2. Model the behaviour and language you expect

### **During:**

3. Give pupils choices, rather than box them into a corner
4. Avoid the public arena by being prepared to defer issues
5. Think – de-escalation

### **After:**

6. Create a restorative opportunity to enable the pupil and staff to have a fresh start
7. Record serious and/or persistent events using an Incident Form and give copies to the Headteacher and parent.

## **2.3 Encouraging Positive Behaviour**

The best way to encourage positive behaviour is through our own behaviour as role models, acknowledging good behaviours and reinforcing expectations.

School assemblies are used to explicitly teach values and further enhance and sustain a sense of community and a positive ethos.

The school praises pupils for good learning and good behaviour at every opportunity. We want pupils to recognise that the rewards that come from the praise they get from both staff and parent gives them confidence and makes them feel proud of themselves.

Staff should strive to ensure that the giving of rewards is balanced, fair and equitable.

The school acknowledges all the efforts and achievements of children, both in and out of school. Children are encouraged to share their medals, trophies awards and certificates that they have gained out of school.

## **2.4 Rewarding and Celebrating Positive Behaviour:**

We praise and reward children for good behaviour in a variety of ways:

Teachers congratulate children for specific reasons:

1. Teachers give children house points. These are counted weekly by the House Captains and announced during celebration assembly every Friday. At the end of each term, 'The House Cup' is awarded to the house with the greatest number of house points and a reward is given to all the pupils in this house.

Every pupil in the school from nursery to year six is a member of a House. A child can obtain House Points for working hard or for exemplary behaviour.

Our House names are:

Seacole (Yellow House)

Earhart (Blue House)

Armstrong (Green House)

Nelson (Red House)

Pupils can gain House Points at any time during the school day and at any extra-curricular activity led by a member of staff. All members of staff, teaching and non-teaching, can award points to pupils or Houses. Supply teachers can also award House Points.

The school hall displays the number of House Points achieved during the school year. These are counted by the House Captains each week and the total is announced by each Captain in the Celebration Assembly.

2. Each week a child from each class is nominated by their teacher to be 'Star of the Week'. Each 'Star of the Week' receives a certificate in our weekly Celebration Assembly along with a Golden Ticket to a share lunch, and chocolate cake, around the Golden Table in the following week. Their names are recorded on the fortnightly newsletter to celebrate their achievement.
3. Star Assembly takes place at the end of each month in place of our regular Celebration Assembly. During this assembly, pupils can be awarded bronze, silver or gold star badges. These are given out by their class teacher for consistent hard work and resilience.
4. Children from each class are nominated to be a 'Curriculum Star' in most subjects. This is awarded during our half termly Celebration Assembly. Each

curriculum star will receive a badge for the subject that they have been nominated for.

5. Heart of Gold Awards are given out during Celebration Assembly each week. These awards are for pupils who are actively involved in social justice (helping others in need) and for taking care of God's world. We recognise that this is not just something that the children do in school, so wider members of the school community (parents/parish) are also welcome to put a name forward. Some examples things that pupils have done in the past: Children have had their hair cut off to make wigs for cancer patients; have independently organised sponsored events for their favourite charity; and have without being asked cleared up the field and playground of rubbish. The pupils receive a wooden heart to keep, and one is added with their name and date, to the heart of gold display in the school hall.
6. Children are encouraged to become "100% attenders." They are told how to achieve this standard and are acknowledged for their efforts at the end of each term with a certificate.

Weekly attendance for each class is announced in our weekly Praise Assembly and recorded in our fortnightly newsletter. Each pupil will also be given a house point.

At the end of each half term the 'Attendance Trophy' is awarded to the class with the top attendance and a class reward of an exciting breakfast and golden time is given for the whole class to enjoy.

7. Positive behaviour will be highlighted through class teachers' green/silver/gold learning/behaviour system, as a visual prompt and to give children ownership of their behaviour. All children start each day on green and can then proceed onto silver and gold by the end of the day. If a pupil is on green at the end of the day, they will be given a house point. If a pupil proceeds to silver for hard work and effort, a raffle ticket will be given. If a pupil proceeds onto gold by the end of the day for exceptional and outstanding behaviour, three raffle tickets will be given and the pupil will be sent to the Head of Schools office to show their work and receive a special gold head teacher's sticker.

The Raffle tickets are collected over the month and are drawn in Star Assembly at the end of each month. A prize is awarded to the names drawn out.

The school employs a number of incentives and consequences to ensure a safe and positive learning environment appropriate to each individual situation.

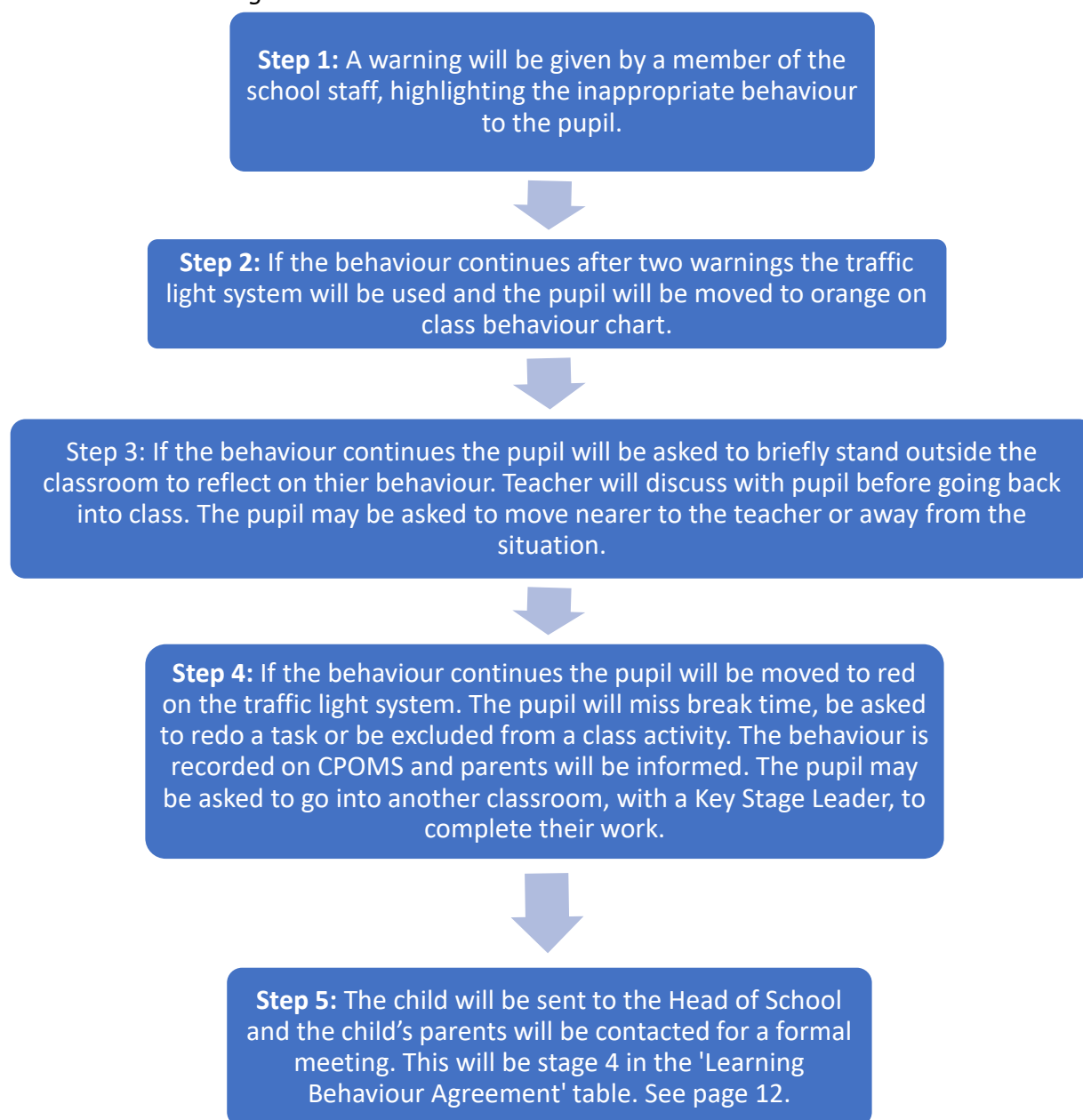
### 3. Behaviour Management

#### 3.1 Class behaviour

Each class has its own classroom code, which is agreed by the children and displayed on the wall of the classroom to ensure a safe and positive learning environment. In this way, every child in the school understands and complies with the standard of behaviour that we expect in our school.

A visual reminder is displayed in classes, e.g. traffic light system to help remind children how many warnings about their behaviour they have had in class from the teacher/teaching assistant.

##### *Common class strategies*



NB If the teacher believes that the child has made an effort to improve their behaviour or make a good choice, the child should be told/have their name moved back to green at the teachers discretion.

### **3.2 Lunchtimes**

#### **Lunch time Rules are the same as the School Rules**

1. When asked to do so, children will line up and enter the hall appropriately.
2. If a child needs to leave their seat, they will wait with their hand up, until an adult gives them permission.
3. When children have finished their food, they will ask an adult if they can leave the table and disposed of their waste and any items dropped under their table.

### **4. Anti- bullying**

Our definition of bullying

Bullying involves dominance of one pupil by another, or a group of others, is often premeditated and usually forms a pattern of behaviour. Bullying is therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult for victims to defend themselves against it

Bullying can take many forms but the main types are:

- Physical - hitting, kicking, taking another's belongings
- Verbal - name calling, insulting, making offensive remarks
- Cyber-bullying -the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature.
- Indirect - spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours

Some forms of bullying are attacks not only on the individual, but also on the group to which he or she may belong. Within school we pay particular attention to:

- Racial harassment and racist bullying
- Sexual bullying & sexting
- The use of homophobic language
- Bullying of pupils who have special educational needs or disabilities



## **4.1 Creating an anti-bullying climate in the school**

### **Our curriculum will be used to:**

- Raise awareness about bullying and our anti-bullying policy
- Increase understanding for victims and help build an anti-bullying ethos, and
- To teach pupils how constructively to manage relationships with others
- Circle time, assemblies, role play and stories will be used to show what pupils can do to prevent bullying, and to create an anti-bullying climate in school.
- We will use assemblies to reinforce our message that bullying will not be tolerated.

When bullying occurs, we will contact the parents of the pupils involved at an early stage. We will keep records of incidents that we become aware of and how we responded to them. We will follow up after incidents with restoratives to check that the bullying has not started again. We will do this within two weeks, and again within the following term.

## **4.2 Responding to Incidents when they occur**

Pupils who have been bullied should report this to the member of staff on duty if on the playground, or their class teacher or teaching assistant.

- Pupils who see others being bullied should report this to their class teacher.
- Members of staff who receive reports that a pupil has been bullied should report this to the Head of School.
- Reports of bullying will be logged by the Class Teacher and Head of School.

All reports will be taken seriously and will be followed up by the Head of School or member of the SLT.

We will provide support to pupils who are bullied.

- We will assure them that it was right to report the incident
- We will encourage them to talk about how they feel
- We will try to ascertain the extent of the problem
- We will engage them in making choices about how the matter may be resolved
- We will try to ensure they feel safe
- We will discuss strategies for being safe and staying safe
- We will ask them to report any further incidents to us immediately
- We will affirm that bullying can be stopped and that our school will persist with intervention until it does
- We will interview the pupil (or pupils) involved in the bullying separately
- We will listen to their version of events

We will provide guidance to all our pupils to explain what they should do if they are being bullied, or if they see another pupil being bullied.

We recognise that there may be times when parents feel that we have not dealt well with an incident of bullying – and we ask that this be brought to the notice of the Head of School.

### **4.3 Our Responsibilities**

Everyone within the school is expected to act in a respectful and supportive way towards one another, adhere to, and promote the objectives of this policy.

Pupils are expected to:

- Report all incidents of bullying
- Report suspected incidents of bullying, that victims may be afraid to report
- Support each other and to seek help to ensure that everyone feels safe, and nobody feels excluded or afraid in school

Parents can help by:

- Supporting our anti-bullying policy and procedures
- Discussing with their child's teacher any concerns that their child may be experiencing bullying, or involved in some way
- Helping to establish an anti-bullying culture outside of school

### **4.4 Bullying Outside the School Premises**

We know that bullying can occur outside the school gates and on journeys to and from school. The bullying can be by pupils from our own school, by pupils from other schools or by people who are not at school at all. Where a pupil or parent tells us of bullying off the school premises we will:

- Talk to pupils about how to avoid or handle bullying outside school
- Talk to the Head of School of another school whose pupils are bullying
- Talk to the Transport Company about bullying on public transport
- Talk to the Police

## **5. Responding to an Incident**

### **5.1 Behaviour Incidents (not Safeguarding)**

If a serious incident occurs, such as a child physically hurt another child, choosing not to learn or using inappropriate language, a relevant member of staff must complete an incident form (found in staff room). The class teacher must keep a copy, a copy must be given to pastoral and a copy sent home. The incident will then be followed up by the class teacher and/or senior teacher and an appropriate sanction put in place.

If the incident is against a protected group in school such as Homophobic, Sexist, Gender reassignment, Disablist, Racist, Religion & Belief or Pregnancy and Maternity these are reported to the LA using a Prejudice Incidents form.

## **5.2 Restorative Approach**

After a child has had Time Out, staff will discuss what went wrong with them. Staff will actively listen to the pupil's perspective and make explicit the school's expectations. Staff will show forgiveness, as this is fundamental to our Mission Statement. The next lesson is a fresh start.

When a pupil has physically and/or verbally abused another pupil, a restorative meeting will take place to enable them to resolve the situation and to understand what happened from each other's perspective.

## **5.3 Pupils with Additional Behavioural Needs**

It needs to be acknowledged that for a few pupils the sanctions and rewards of the school will be insufficient to ensure the well-being of the pupil and other pupils in the class. Children who are on the Special Educational Needs (SEND) register for social, emotional and mental health (SEMH) needs (and sometimes with associated behavioural needs) will have their own individual programmes in place. These children will have personal Behaviour Support Plans, developed in consultation with the SENCo, teacher, the child and the parents. Reasonable adjustments will be made to meet their needs.

Children may be placed on a Behaviour Target Card which will last for an agreed period of time and will involve pupil, staff and parents/carers. Pupils are set short, manageable and achievable targets, reinforced by working with parents. The card will list the agreed targets and include a visual means of recording and rewarding the child for attaining the targets, as well as recording missed targets and the sanctions that apply.

## **5.4 Extra-Curricular Clubs**

At St Mary and St Peter we offer a range of extra-curricular clubs to all pupils. Clubs are run by school staff and/or coaches. Pupils attending extra-curricular clubs are expected to listen to and respect the adult that runs the club and follow any rules that may apply to the club.

Any pupil who is disruptive, impolite or not able to follow the instructions given by the adult in charge, may receive a warning or forfeit their place in the club.

## 6. Behaviour for Learning Stages

These are brought into use when a pattern of behaviour develops that causes concern for the learning of the pupil or their peers. The aims of the stages are to inform the pupil and parents about the continued consequence of their behaviour, to set targets to enable them to improve and how their progress will be monitored. A pupil can start at any stage and skip stages if required.

Where a pupil's behaviour shows **potential signs of leading to permanent exclusion**, a Senior Leader initiates a Behaviour Support Plan, which involves parent/carer and other agencies as a way of trying to secure the pupil's place in school. If there is a particular concern that staff need to be aware of, such as one requiring a Risk Assessment or particular strategies, a Staff Guidance and information sheet will be completed.

### Behaviour for Learning Stages

<b>Stage 1</b>	1 <sup>st</sup> missed break time. Allow time for pupil to reflect.
<b>Stage 2</b>	2 <sup>nd</sup> missed break time. Parents informed.
<b>Stage 3</b>	Lunch time isolation. Missed break time not deterring inappropriate behaviour. Meeting with class teacher.
<b>Stage 4</b>	Part or full day internal isolation. Lunch isolation not deterring inappropriate behaviour. Meeting with class teacher and Senior Leader. Restorative meeting arranged if required.
<b>Stage 5</b>	1 or 2 full day internal isolation. Reintegration meeting with senior staff, teacher and parents. Behaviour Support Plan if Fixed Term Exclusion may occur.
<b>Stage 6</b>	1 day or more Fixed Term Exclusion. Part or full day internal isolation not deterring inappropriate behaviour. Reintegration meeting with Head of School, class teacher and parent required. Regular meeting schedule set up to review targets. Support requested from outside agencies if required.
<b>Stage 7</b>	Short Fixed Term Exclusion up to 5 days. 1 day or more Fixed Term Exclusion not deterring inappropriate behaviour. Staff guidance sheet/risk assessment/ outside agencies support if required. Reintegration with Executive Head, Head of School and parents. Consider managed move.
<b>Stage 8</b>	Longer Fixed Term Exclusion. Governors Disciplinary Committee meets. Fixed Term Exclusion - up to 5 days not deterring inappropriate behaviour. Consider managed move.
<b>Stage 9</b>	Managed move to another school or Permanent Exclusion. Governors Disciplinary Committee meets.

## **7 Higher level Sanctions**

### **7.1 Internal Isolation**

Two types of internal isolation are used:

- Withdrawal of a pupil from normal timetable in an emergency, following a serious incident or while a situation is being investigated. Supervision is provided by appropriate staff.
- Remove - an organised sanction used after serious problems. This is a step away from formal exclusion from school. Pupils are timetabled to work away from their class for a full or part day. Appropriate work is set. The staff in charge of internal exclusion must ensure the health and safety of pupils and any requirements in relation to safeguarding and pupil welfare. They should ensure that pupils are kept in inclusion no longer than is necessary and that their time spent there is used as constructively as possible. They should also allow pupils time to eat or use the toilet.

### **7.2 Fixed-term and permanent exclusions**

Only the Executive Head or Head of School has the power to exclude a pupil from school. The Executive Head or Head of School may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Executive Head or Head of School may also exclude a pupil permanently. It is also possible for the Executive Head or Head of School to convert a fixed-term exclusion into a permanent exclusion, on advice, if the circumstances warrant this.

If the Executive Head or Head of School excludes a pupil, they inform the parents immediately, giving reasons for the exclusion. At the same time, the Executive Head or Head of School makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The Executive Head or Head of School informs the LA and the governing body about all exclusions.

The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Executive Head or Head of School.

The governing body will create a committee, made up of between three and five members to consider any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated.

If the governors' appeals panel decides that a pupil should be reinstated, the head of school must comply with this ruling.

### **7.3 Reintegration meeting**

At the reintegration meeting the pupil demonstrates that they understand what they did wrong. Any causal factors for the pupil's behaviour should be identified by relevant staff and the family. Relevant targets to enable the pupil to get back on track are identified and ways to review them are agreed. Appropriate additional interventions such as a Behaviour Support Plan are also put in place if required. Multi-agency assessments that go beyond the pupil's educational needs will also be considered. Schools have the power to direct a pupil offsite for education to improve his or her behaviour. A pupil can also transfer to another school as part of a 'managed move' where this occurs with the consent of the parties involved, including the parents.

### **7.4 Permanent Exclusion**

In line with the DfE guidance on exclusion from maintained schools, academies and pupil referral units (2012), permanent exclusions will only be used as a last resort, in response to a serious breach or persistent breaches of the school's behaviour policy, and when allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. However, there may be exceptional circumstances in which a pupil is permanently excluded for a one off offence (such as serious actual or threatened violence; supplying an illegal drug; carrying an offensive weapon).

The decision to exclude a pupil permanently always balances the needs of the individual against the greater good of the school community. It should only be taken where the basic facts have been clearly established on the balance of probabilities. A complete record of all exclusions is maintained by the Headteacher and is regularly reviewed with relevant staff and by the governors.

Once a permanent exclusion has been decided by the Headteacher or their designated representative, the family, Children's Services Attendance and Inclusion Team must be informed, governors informed and panel arranged to take place within 15 school days. The Local Authority arrange suitable full-time education for the pupil to begin no later than the sixth day of the exclusion. For a LAC pupil arrange alternative provision from the first day following the exclusion.

Where a school has concerns about the behaviour, or risk of exclusion, of a child with additional needs, a pupil with a statement of SEN or a looked after child it should, in partnership with others (including the Local Authority as necessary), consider what additional support or alternative placement may be required. This should involve assessing the suitability of provision for a pupil's SEN. Where a pupil has an Educational Health Care

Plan (EHCP), schools should consider requesting an early annual review, or interim / emergency review.

Excluded pupils are enabled and encouraged to participate at all stages of the exclusion process, taking into account their age and understanding.

### **8.1 The Role of Leadership**

Although the responsibility of ensuring positive behaviour management is shared across the whole staff, the Executive Headteacher, Head of School and members of the Senior Leadership Team have a responsibility to 'lead from the front'.

It is the responsibility of the head of school, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the head of school to ensure the health, safety and welfare of all children in the school.

The head of school supports the staff by implementing and modelling the policy; by setting the standards of behaviour and by supporting staff in the application of the policy.

The head of school delegates the record keeping of all reported serious incidents of misbehaviour. All disciplinary records of incidences are kept on Pupil Asset.

The head of school has the responsibility for giving fixed-term exclusions to individual children for serious acts of unacceptable behaviour. For repeated or very serious acts of anti-social behaviour, the head of school may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

The leadership team will assess staff needs and build into the school's professional development programme opportunities to discuss and learn about behaviour management.

Governors regularly monitor the effectiveness of this policy.

### **8.2 The Role of the Staff**

It is the responsibility of the staff to ensure that the school rules are applied consistently.

The staff in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

The staff treat each child fairly, with respect and understanding.

The staff liaise with external agencies, as necessary, to support and guide the progress of each child.

The staff report to parents about the behaviour and welfare of each child, in line with the whole-school policy.

### **8.3 The Roles of Parents**

The school strives to work in partnership with parents, so children receive consistent messages about how to behave at home and at school. We endeavour to build a supportive dialogue between the home and the school, regularly informing parents of their child's successes regularly, as well as informing them immediately if we have any concerns about their child's welfare or behaviour.

Where pupils require support, staff will endeavour to share and discuss strategies so that parents can better support at home.

If a parent has any concerns over the way in which the school has treated their child, they should initially contact the class teacher. If they remain concerned, they should then contact the Head of School.

### **8.4 The role of Governors**

The governing body has the responsibility of setting down these general guidelines on standards of behaviour, and of reviewing their effectiveness. The governors support the head of school in carrying out these guidelines.

The head of school has the day-to-day authority to implement the school behaviour policy, but governors may give support to the head of school about particular behavioural issues. The head of school must take this into account when making decisions about matters of behaviour.

## **9. Monitoring**

The Head of School monitors the effectiveness of this policy on a regular basis. They will report to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records of incidents of misbehaviour. The class teacher records minor classroom incidents.

The Head of School keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.

## **10 Review**

The whole school reviews the Behaviour and Anti-Bullying Policy each year with collaboration from the children and school staff.



The governing body reviews this policy every year. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

This section of the whole school policy was created in response to Covid-19 and agreed by the Governing Body remotely **Sept 2020**. It will be kept under review as circumstances continue to evolve and should be read in conjunction with the full policy document.

Signature: JBlock

Head of School

Date: 21.8.2020

Signature: JHarris

Chair of Governors

Date: 3.9.2020

This addendum to our Positive Behaviour Policy contains additional information in the following areas:

#### 1.1 Context

#### 1.2 Rewarding and Celebrating Positive Behaviour

#### 1.3 Behaviour management

#### 1.4 Responding to an incident

### 1.1 Context

From 20<sup>th</sup> March 2020 England went into Lockdown and parents were asked to keep their children at home, wherever possible, and for schools to remain open to provide care for a limited number of children; children who are vulnerable, and children whose parents are critical to the COVID-19 response and cannot be safely cared for at home.

From Thursday 3<sup>rd</sup> September the school will be open for all pupils outlined in the governments reopening plan.

It is crucial that all staff and pupils understand the continued importance of the school behaviour policy when returning back school, to ensure the safety and wellbeing of all. This guidance has been developed to give clear direction to staff, volunteers, visitors and parents about our behaviour procedures in light of the current national and local situation. This appendix should be read in conjunction with the whole school behaviour policy and not as a standalone document.

### 1.2 Rewarding and Celebrating Positive Behaviour:

Rewarding and celebrating positive behaviour is something that we feel is essential to our day to day running of the school. However due to the current situation of Covid-19 we have had to slightly change the way that this is carried out, to ensure that the safety of pupils and staff are prioritised. Therefore, our rewards and celebrating of positive behaviour will be as follows:

1. Rather than our usual house point procedure of showing house points centrally for all to see, each class/bubble will collect and display their class house points within their own bubble/class. The teacher will focus on attitude to learning, kindness, friendship etc. At the end of each week, each house point total from each class will be combined and shared in each class praise assembly.
2. Weekly class attendance and Reading percentages will also be shared during each class praise assembly.
3. Star of the week will still continue but will be awarded in each class praise assembly. The teacher will decide and these will be awarded by the teacher rather than during whole school praise assembly. We will not be able to share chocolate cake around the 'Golden Table' at this time but the child will still be given a certificate and a head teacher's gold sticker.
4. Positive behaviour will still be highlighted through class teachers' green/silver/gold learning/behaviour system, as a visual prompt and to give children ownership of their behaviour. All children start each day on green and can then proceed onto silver and gold by the end of the day. If a pupil is on green at the end of the day, they will be given an individual house point. If a pupil proceeds to silver for hard work and effort, a raffle ticket and two house points will be given. If a pupil proceeds onto gold by the end of the day for exceptional and outstanding behaviour, three raffle tickets and three house points will be given, and the pupil will be sent to the Head of School's office to show their work and receive a special gold head teacher's sticker. The class teacher will write on the raffle ticket and collect in a class box to be drawn at the end of each month during class praise assembly, rather than whole school praise assembly. Class prizes will be given during this special praise assembly.

We have tried to keep the rewards and celebrations as similar as possible but have adapted to keep these within each class bubble.

### **1.3 Behaviour management**

#### **Class behaviour:**

Each class/bubble has its own classroom code, which is agreed by the children on return and displayed on the wall of the classroom to ensure a safe and positive learning environment. In this way, every child in the school understands and complies with the standard of behaviour that we expect in our school. However, there are extra rules during this time which must be followed to ensure the safety of all our staff and pupils.

These are:

1. Go straight to your classroom on arrival to school using the external door and one way system.
2. Sit in your place in the classroom when you arrive at school.
3. Only bring to school your water bottle, lunch box (if needed), PE kit, book bag and your coat.
4. Hang coats on the back of your chair.
5. Maintain a 2m distance from staff where possible.

6. Read your book or do task set until all children and staff are ready to begin.
7. Put your hand up and wait for staff to speak to you if you need anything – DO NOT leave your chair.
8. Use a tissue or elbow to cough or sneeze and use bins for tissue waste ('catch it, bin it, kill it').
9. Stay with your class 'bubble group' you have been given at all times eg
  - arriving at school
  - at play times
  - lunch time
  - going to the toilet
  - going home
10. Use of toilets will be organised for you. Go to the toilet one at a time when asked to do so - wash your hands very carefully. (In an emergency speak to staff).
11. One-way system in pastoral corridor and toilets must be followed except in an emergency situation eg, fire evacuation.
12. Listen carefully to staff when they explain how shared resources are to be placed in designated areas so that they can safely be cleaned by staff.
13. Do not leave seat unless teacher has given permission.

#### **Home learning (local lockdown or self-isolation):**

Children who are not in school must adhere to the following to ensure safety and progress while working at home.

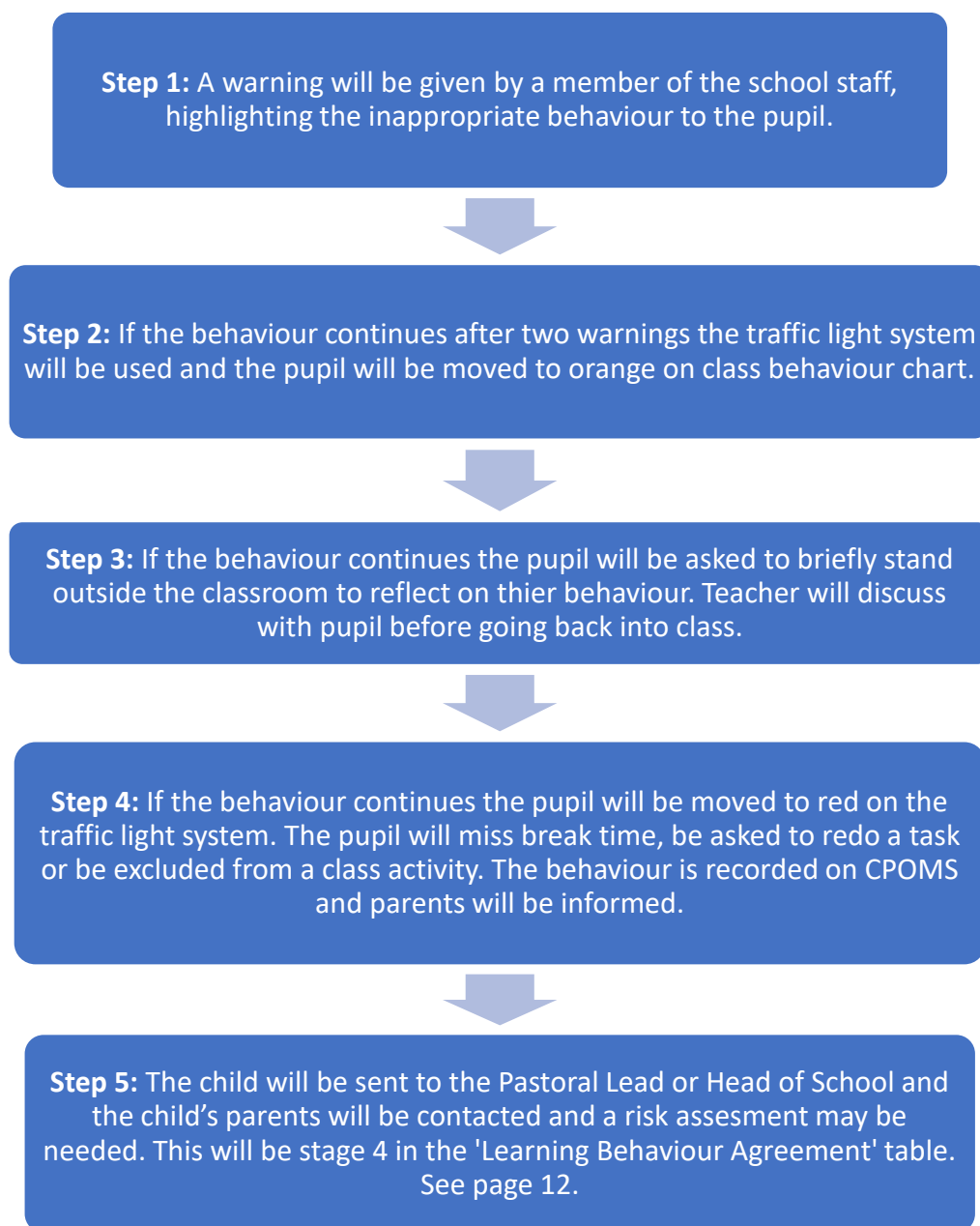
1. Try to complete work set by the class teacher each day independently and ask for help where needed.
2. When using the internet, ensure permission has been asked before using.
3. If you see something on the screen that upsets you, inform an adult.
4. Pupil or parent to keep in contact with class teacher weekly by email or google class room.
5. It is important to balance online time with offline time eg PE exercise or writing on paper.
6. Please view our online safety policy on our website and our staying safe online webpage for further help and guidance.

When using google class room you must:

1. Treat one another with respect
2. You are permitted to talk about the work set and greet one another.
3. Do not post anything inappropriate
4. Please note that the Head of School will be notified if you are acting irresponsibly and you will be spoken to.
5. If you see anything that upsets you please inform an adult.

Your class teacher will be teaching children in school and will not be able to mark and engage with you regularly as before.

*Covid-19 class strategies:*



## **Lunchtimes**

### **Lunch time Rules are the same as the School Rules**

1. To wash hands before eating.
2. Pupils will remain in their class room bubble and eat their lunch at their desk.
3. Pupils should not leave their seat but if they need to leave their seat, they will wait with their hand up, until an adult gives them permission.
4. When pupils have finished their food, they will ask an adult if they can finish and will do the activity provided until they are directed to wash their hands and go to play.

## **Playtimes**

1. To wash hands at the start of playtime
2. To exit the class via the external door.
3. Pupils to remain with bubble and not mix with other children in other class bubbles.
4. To remain in zoned area at all times.
5. To maintain a distance from other pupils as much as possible.
6. To listen out for instructions from staff.
7. To not use any playground equipment unless directed by a member of staff.
8. To line up on the lines provided, keeping a distance, before entering the class room/building.
9. To wash hands after playtime.

Any pupils in breach of these rules will be asked to stand to the side for an amount of time decided by the member of staff or will miss the rest of playtime or be excluded from a class room activity later that day. Parents will be informed.

### **1.4 Responding to a behaviour incident**

When responding to an incident members of staff must try to follow social distancing guidance. If a member of the SLT is called upon, they must try to discuss with the pupil in a well ventilated room or outside where possible. Any de-escalation should try to be carried out in an outside space or in a well ventilated room trying to adhere to social distancing measures.

Behaviour for Learning Stages (see page 12) will be followed as normal, however meetings with parents will need to be conducted via alternative methods such as zoom or telephone where possible.

Individual pupil risk assessments may need to be carried out to ensure the safety of pupils and staff during this time.