

**St. Mary's C.E. (A) Primary School**



**St. Mary's C.E. (A) Primary School  
Greenfield**

**Behaviour and Discipline Policy**

**2020-21**

**'We enjoy learning and achieving  
in a Christian environment'**



**BEHAVIOUR AND DISCIPLINE POLICY**  
**2020-21**

*'But like the Holy One who called you, be holy yourselves also in all your behaviour'*  
*1 Peter 1:15*

**Mission Statement**

'We enjoy learning and achieving in a Christian environment'

**Every Child Matters at St. Mary's**

St. Mary's wants every child to be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic well-being. This policy has been written with careful consideration of the Every Child Matters Agenda.

**Healthy School**

St. Mary's is a Healthy School, with healthy attitudes embedded in the curriculum and in extra-curricular activities. Children are encouraged to be active and maintain healthy relationships with their peers and with adults, as well as making healthy choices about their lifestyle.

**Building Learning Power Statement**

At St. Mary's, we encourage all pupils to build their own learning power. Building Learning Power emphasises the development of lifelong learning, values and skills. We aim to ensure that all children develop persistence and curiosity for learning and become adventurous risk takers who are not afraid of the 'don't know' state of mind. At St. Mary's, children develop the ability to take responsibility for their own learning, self-assess and articulate their identity as a learner. They develop the ability to know what is worth learning, face confusion and select the best learning tool for the job.

**Equality Statement**

This policy and procedure is subject to The Equality Act 2010 which recognises the following categories of individual as Protected Characteristics: Age, Gender Reassignment, Marriage and Civil Partnership, Pregnancy and Maternity, Race, Religion and Belief, Sex (gender), Sexual orientation and Disability.

**Data Protection Statement**

The procedures and practice created by this policy have been reviewed in the light of our Data Protection Policy.

All data will be handled in accordance with the school's Data Protection Policy.

Data Audit For This Policy					
What?	Probable Content	Why?	Who?	Where?	When?
Pupil Names Behaviour incidents	Name Incidents involving children's behaviour. Meeting minutes and actions Behaviour plans	Well-Being of Your Child  Communication	All Staff (Where Necessary)	Initially Completed On Paper Then Entered Onto School's Behaviour monitoring system  Paper Version is Shredded at the end of the year	Held On File Throughout Child's Time At School  Anything significant is passed onto new school when moving  Computer Retains Copy of Records in 'Archive'

As such, our assessment is that this policy:

Has Few / No Data Compliance Requirements	Has A Moderate Level of Data Compliance Requirements	Has a High Level Of Data Compliance Requirements
	✓	

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## **Introduction**

- This document is a statement of the aims, principles and strategies for ensuring outstanding behaviour and discipline at St Mary's
- It was reviewed during the Autumn of 2020 through consultation with teaching and support staff and parents
- It was approved by the Governing Body on
- This policy will be reviewed in accordance with the schedule in the School Improvement Plan 2021-2025

## **Our policy is based on the belief that:**

- Greenfield St Mary's Church of England Aided Primary School expects the very best standards of behaviour, but recognises that the best way to ensure these standards are maintained are through a belief in 'reflection, forgiveness and reconciliation'.
- Good behaviour is not automatically learned but needs to be taught and supported by staff and parents.
- Classroom behaviour is changeable and we acknowledge that we as members of the school staff can assist children to manage their behaviour more effectively, when necessary.
- Challenging and inappropriate behaviour is the shared responsibility of the staff and parents.
- By getting our pupils to think about the choices they make we hope to give them the strategies to make caring ones.

## **Aims**

- To encourage children to be safe, caring, achieving, respectful and friendly in line with the SCARF principles and our Christian values.
- To encourage children to accept varying degrees of responsibility, both in and out of the classroom with the purpose of promoting independence, self-reliance and trustworthiness.
- To make provision for a happy working atmosphere in school by promoting the pastoral care of children, with staff giving support and guidance to each individual child.
- To consistently and fairly implement reward and sanctions systems.
- To encourage school/parental partnership, to promote children's education and maintain standards of behaviour.

## **Our purpose is:**

- to maintain levels of good behaviour.
- to provide a consistent approach in rewarding good behaviour.
- to provide a consistent approach in responding to unacceptable behaviour.
- to ensure that inappropriate behaviour does not inhibit learning or impede potential.
- to prepare all pupils for citizenship in wider society and become ambassadors for St Mary's.
- to promote a restorative approach.

## **The Role of All School Staff**

All school staff need to establish consistent levels of acceptable behaviour with the support of parents, governors and the senior leadership team. Positive expectations, praise and reward are the key to successful classroom management and whole school behaviour. Pupils need to know how to make good choices. They need to receive consistent positive encouragement as a means of motivation. They need to be taught to manage their own behaviour.

All staff need to recognise that effective conditions for learning: (planning, pitch, pace, participation etc.) will impact positively on general classroom and whole school behaviour.

## **Positive Behaviour Management and tracking of behaviour**

Behaviour is monitored daily by a member of the SLT. Each class completes a Behaviour Monitoring report that outlines which children have reached each Step throughout the day. (See Appendix) This report is collected by a monitor at the end of each day. The Head Teacher or Deputy in the absence of the Head Teacher monitors these on a daily basis to determine any actions to be taken and patterns occurring. A consistent approach is expected to be followed by all school staff during class teaching time, playtimes or lunchtimes. A text is sent to parents to alert them if their child has been placed on the behaviour chart for inappropriate behaviour.

## **Rules**

School rules are kept to an essential minimum and are included in our home/school agreement. They have been developed to be meaningful to children. None are too difficult. They are all designed to develop

courtesy, good manners and mutual respect. They are to protect children from injury, to care for equipment and to maintain a hygienic, healthy environment.

Anti-social behaviour will not be tolerated. It is essential that parents and teachers work together through discussion and action on any problems which develop. When choices lead to incidents we do not want to see, the pupil will be asked to reflect on what has happened and when appropriate, forgiveness offered to them through reconciliation with the person or persons affected by the pupil's choice.

If damage or loss is caused to school property through repeated actions or vandalism, parents will be asked to ensure that they repay a reasonable proportion of the cost and support the school in disciplining their child.

Restorative justice gives pupils a chance to reflect together on what has happened and then decide together what should happen next. In many cases we hope that forgiveness and time to reflect will lead to a realisation that a different 'caring choice' will be made in the future. Sometimes we understand that a longer period of reflection may be needed, at break or lunchtimes, occasionally with senior leaders and a meeting with parents.

These basic rules are simplified and displayed in all classrooms and corridors and regularly verbalised at FS, KS1 and KS2.

### 1. Our Golden Ways are:

**Take Care of Yourself**

**Take Care of Others**

**Take Care of Your School**

### 2. Our Listening Code

*When I am asked for my attention I:*

- Stop what I am doing
- Empty hands/show me five
- Look at the teacher
- Keep quiet and still
- Listen to instructions

### 3. Our Line up Code

*When I am asked to line up I:*

- Walk to the end of the line
- Leave a person space
- Keep my hands and my feet to myself
- Keep quiet and still
- Listen to instructions

## Behaviour Guidelines - Procedures

A 'no shouting' policy is in operation and shouting must not be used as a classroom management technique. However there may be occasions when it is necessary to use a raised voice i.e. in order to re-establish control, be heard on the playground etc.

If a child should run out of school for whatever reason, staff must inform the most senior member of staff on site as soon as possible.

### Movement Around School - Suggested Procedures for Large Groups

- Call the group together using the familiar phrase: 'Can you give 5 please?'
- Give out any instructions and set expectations.
- Use and enforce 'Our Line Up Code'.
- Make sure all children are settled before setting off.
- Use set points to walk to and wait i.e. foot of stairs, corners, doors etc.
- Encourage a child to hold the door for others to pass through (thank them for this).
- Try to have no more than one class meeting at any one point at any one time.
- Walk to the left hand side of the corridor/stairs.
- Encourage children to pick up fallen articles of clothing as they pass rather than walk over them (thank /reward them for doing this).
- Think about your own position to allow maximum supervision of your group as they move around i.e. stand at corners, foot of stairs etc.
- Encourage the concept of person space. In due course this should lead to sensible self-disciplined movement around school as the children mature.

### Movement Around School - Suggested Procedures for Individual Children

- Choose appropriate individuals for messages – one (KS2) or two (FS, KS1).

- All children knock before entering classrooms.
- All children knock and wait before entering all offices and the staffroom.
- Encourage the use of good manners, e.g. wait until a teacher is ready to respond, use of please and thank-you.
- Remind the messengers or those showing work of what is expected of them as they move around the school, (ensure that they do know where they are going).
- Ensure a fair system for choosing messengers and monitors to avoid favouritism.

### Assembly Routine

Procedures for entering and exiting the hall for collective worship

- Enter the hall in the following order to all assemblies
  - Class 5
  - Class 4
  - Class 3
  - Class 2
  - Class 1
  - Class R
- Each class to send a runner at the end of the line to let the next class know they are heading into the hall
- Hymn to be used at the end – all classes to stay in for the hymn, sit down afterwards and say the Lord's Prayer and then 'Be Still' to be used for the children to exit the hall in silence

Stand each class up in turn. As they stand they turn towards their left (your right if you are looking at them). The front row goes first and then the back row. As the front row have left, stand the next class up.

### Behaviour Guidelines - Rewards

It is very important that praise and reward should have great emphasis. Children will achieve more, be better motivated and behave better, when staff commend and reward their successes rather than focus on their failure. As a school we are actively promoting the SCARF principles that complement our Christian values (safe, caring, achieving, respectful and friendly). All children are expected to be wearing their SCARF at all times and are encouraged to do so consistently by all staff members.

**Praise** has a reinforcing and motivational role. It helps a child believe he/she is valued. Praise can be delivered in formal and informal ways, in public or in private; it can be awarded to individuals or to groups; it can be earned for the steady maintenance of good standards as well as for particular achievements.

#### General

- Favourable comments can and should be entered on pieces of work, (see Marking Policy).
- Written School Reports should comment favourably on good work, behaviour, involvement in and general attitude to school life,
- Recognition can be given to success of differing kinds in assemblies, e.g. presentation of swimming and cycling proficiency awards etc.
- Children's work can/should be displayed as much as possible both in the classroom and whole school areas.
- A visit to the Head Teacher and other staff for commendations.
- Specific privileges can be awarded to individuals/groups of children, e.g. in the use of school facilities, (computers, library, games equipment, etc.). This is up to the discretion of other staff and must be supervised.
- Opportunities for giving children greater responsibility in school should be fostered e.g. Playtime Pals, Monitors, School Council etc.
- Above all, praise and encouragement in and out of lessons should be used as much as possible.
- All classrooms follow our agreed St. Mary's Golden Ways.
- In the event of children needing time out they go to the following classes.
  - Reception to Year 2
  - Year 1 to Year 3
  - Year 2 to Year 4
  - Year 3 to Year 5
  - Year 4 to Year 2
  - Year 5 to Year 6
  - Year 6 to Year 3
- In the event of children missing a playtime as a consequence of their actions, they go to the following classes, where the class teacher will be on duty.
  - Monday – Class 6

- Tuesday – Class 5
  - Wednesday – Class 4
  - Thursday – Class 3
  - Friday – Class 2
- Each day a child will be chosen to receive the 'Daily SCARF award' and will be presented with a certificate on that day. They will also wear a 'SCARF' badge on the following day so that the children's achievements can be praised and recognized in and around school by all members of staff. Please ensure you comment if you see a child wearing such a badge.
  - Each child will also be part of a house team. Each week the winning house team will be announced in the Monday assembly along with the Care of the Classroom Award.
  - Each week a child will be picked from each class to receive a
    - Learning Award – for a child that has shown to be particularly creative, made extra effort in their learning or achieved something they have been working at for a while etc.
    - Behaviour Award – who is consistently following the Golden Ways, shown great kindness, shown a great improvement etc.
    - Please ensure these certificates reflect the SCARF principles when keeping children in mind for these awards
  - This award will be given out on Friday Celebration Assembly and parents will be informed on the day before that their child is receiving an award.
  - At the end of the year any child that has consistently followed our Golden Ways and SCARF principles will receive a golden star badge to recognise their good behaviour and attitude throughout the year. (This is qualified by not being on the behaviour chart more than once and is an achievement to aspire to)

## Behaviour Guidelines - Sanctions

### Sanctions

In the use of sanctions, pupils learn from experience to expect fair and consistently applied punishments which differentiate between serious and minor offences. Sanctions are applied consistently by all staff, but with the provision for flexibility to take account of individual circumstances.

### Note

- If behaviour results in physical or verbal abuse towards a teacher/adult a 'Violence and Aggression' form should be completed and a copy forwarded to the LA.
- If physical intervention of any kind is required then a 'Record of Incident Requiring Physical Intervention' record should be completed as soon as possible. Please speak to the Head Teacher or Deputy about the location of these forms.

We have an agreed system of sanctions to register disapproval of unacceptable behaviour as outlined below and found in the appendix.

When sanctions are applied, children should be helped to understand why what they have done is not acceptable. Express your displeasure with the **action** and never the **child** i.e. 'That was a silly thing to do because...' and not 'You are a silly boy/girl'.

## SANCTIONS CHART

It is the responsibility of all staff members to ensure that children are familiar with our procedures and know what will happen next if they refuse the sanction or continue with the behaviour.

Professional judgement is required regarding which step best reflects the most suitable sanction given the behaviour displayed. **Depending on the nature of the offence this may include immediate, permanent exclusion.**

Consistency of practice is the key and this process should be followed at all times to manage unacceptable behaviour.

Half termly behaviour monitoring will determine if conversations with parents need to be arranged or behaviour plans implemented.



If unacceptable behaviour occurs:

Step	Behaviours	Consequences	Sanction
1	<ul style="list-style-type: none"> <li>Shouting out</li> <li>Disruptive behaviour</li> <li>Distracting the learning of others</li> <li>Not following instructions</li> </ul>	<ol style="list-style-type: none"> <li>Verbal warning to child</li> <li>Class Teacher record at Step 1</li> </ol>	<ul style="list-style-type: none"> <li>If continues move to step 2</li> </ul>
2	<ul style="list-style-type: none"> <li>Continuing to do the above – move to step 2</li> <li>Not respecting environment and equipment</li> <li>Use of words with the intention to hurt others</li> <li>Not keeping themselves or others safe</li> <li>Threats or threatening behaviour</li> </ul>	<ol style="list-style-type: none"> <li>Verbal warning to child</li> <li>Class Teacher record at Step 2</li> </ol>	<ul style="list-style-type: none"> <li>If continues move to step 3</li> </ul>
3	<ul style="list-style-type: none"> <li>Swearing or use of unsavoury language (protected characteristics)</li> <li>Physical aggression towards others</li> <li>Repetition or no improvement of behaviours in Step 1-2</li> </ul>	<ol style="list-style-type: none"> <li>Remove from situation – time out in other classes or calm down corner if at lunchtime</li> <li>Conversation with Key Stage Leader</li> <li>Class Teacher record at Step 3</li> <li>Key Stage Leader makes the decision if parents are contacted and or reported to Head Teacher</li> </ol>	<ul style="list-style-type: none"> <li>1 playtime missed</li> </ul>
4	<ul style="list-style-type: none"> <li>Repetition or no improvement of behaviours in Step 1-3</li> </ul>	<ol style="list-style-type: none"> <li>Remove from situation</li> <li>Conversation with Head Teacher</li> <li>Class Teacher record at Step 4</li> <li>Parents contacted by Head Teacher</li> </ol>	<ul style="list-style-type: none"> <li>2 playtimes missed</li> </ul>
5	<ul style="list-style-type: none"> <li>Escalation of such behaviours shown in Step 1-4</li> </ul>	<ol style="list-style-type: none"> <li>Remove from situation</li> <li>Conversation with Head Teacher</li> <li>Class Teacher record at Step 5</li> <li>Parents invited to meeting with Head Teacher, Class teacher and Key Stage Leader to discuss behaviour plan</li> </ol>	<ul style="list-style-type: none"> <li>Child put on report and reviewed in 2 weeks</li> <li>Behaviour contract in place – see behaviour plan record in appendix</li> </ul>

## Behaviour Guidelines - Further Information on Sanctions from Step 5

### Step 5 – Head Teacher in consultation with Key Stage Leaders, Class Teacher, Inclusion Manager

#### Process completed when a Behaviour Contract is required as outlined in Step 5

- Teacher completes a Behaviour Assessment Profile to identify areas of strength and concern
- Pastoral support programme meeting is arranged by the Head Teacher with parents and child to agree the way forward and complete a Behaviour Plan – see appendix for copy of Behaviour Assessment Profile and Behaviour Plan Record
- Agree daily feedback by the Head Teacher or SLT to the child
- Agree weekly feedback by the Head Teacher or SLT to the parent/carer
- Involvement of all necessary agencies, i.e. Behaviour Support, Educational Psychologist etc.
- Pastoral Support Programme to last a minimum of 2 weeks/a maximum of 20 weeks and reviewed fortnightly with all staff, parent/carers and child
- If targets are removed, remove from Pastoral Support Programme

### Step 6 – Head Teacher in consultation with Key Stage Leaders, Class Teacher, Inclusion Manager, Parents/Carers, Child.

#### Process completed when a Behaviour Contract fails.

A last step before exclusion

- Clear specific rules which the child **must** uphold in order to remain in school.
- Further sanctions with an immediate consequence of breaking the contract.
- Reviewed weekly by Head Teacher, Key Stage Leader, Class Teacher, Inclusion Manager, Parent/Carer and child.
- If behaviour improves, return to Pastoral Support Programme
- Governors RE, Worship and Pastoral Committee Chair informed

#### Process completed when 2<sup>nd</sup> Behaviour Contract fails.

#### Internal Exclusion (up to 5 days)

- Child has no contact with own class or classmates
- No access to playground, extra-curricular or enrichment activities
- Parents/Carers, Governors RE, Worship and Pastoral Committee Chair informed by letter by the Head Teacher or member of SLT
- LA informed of likelihood of external exclusion

If behaviour improves return to class on a Behaviour Contract – consider external exclusion

#### Fixed Short Term Exclusion (up to 5 days per term)

- Parents/Carers, Governors RE, Worship and Pastoral Committee, LA informed by letter
- Parents may make representations to RE, Worship and Pastoral Committee who meet to discuss all actions but cannot reinstate
- Upon Return to school, child stays on contract for a minimum of 2 weeks

If behaviour improves remove from contract

#### Fixed Long Term Exclusion (up to 45 days per year)

- Parents/Carers, Governors RE, Worship and Pastoral Committee, LA informed by letter
- RE, Worship and Pastoral Committee meet to discuss further actions
- Parents/Carers or representative may attend to make representations
- RE, Worship and Pastoral Committee either reinstate or uphold exclusion
- Upon Return to school, or if reinstated, child stays on contract for a minimum of 10 weeks

If behaviour improves remove from pastoral support programme

#### Permanent Exclusion

- Parents, Governors RE, Worship and Pastoral Committee Chair and Clerk, LA informed

- RE, Worship and Pastoral Committee meet and consider all representations and reports (parents/child may attend)
- RE, Worship and Pastoral Committee either reinstate or uphold exclusion
- Parents/Carers notified of right of appeal
- If appeal successful, or reinstated child stays on contract for the maximum of 20 weeks
- If appeal successful, remove child from school roll

### Specific Intervention for Individual Children

The school acknowledges that a small minority of children may for whatever reason lack the maturity or self-discipline to make the correct choices available to them in order to control their own behaviour. This may be especially true of children with or being assessed for Education Health Care Plans and those in public care. For these children neither the normal rewards or sanctions procedures may be sufficient to support them or protect other children from their actions.

In these exceptional circumstances the school will make every effort to avoid exclusion. It is vitally important that parents are informed and involved when behaviour targets are agreed in order to establish possible causes and form a partnership of support.

Regular communication between home and school as well as daily feedback to the child regarding progress is essential. This can be achieved through the use of:

- Behaviour books (for KS1 and less mature KS2 children).
- Behaviour Reports (for KS2).

### Behaviour Targets

- Should provide limited (maximum of three) unambiguous and, above all, **achievable** targets for the child's behaviour e.g.  
"To stay on task at all times" is not a realistic target for the best behaved child let alone a troubled child.
- If clear targets cannot be identified - monitor (see appendix)
- Should provide clear consequences for breaking the agreement e.g. exclusion.

If in doubt, consult a member of the SLT.

Daily feedback on progress should be given and targets reviewed fortnightly either:

- to make targets more challenging as behaviour improves,
- to set new areas to tackle or
- to remove completely from report.

Signed:

Date:

**Chair of RE, Worship and Pastoral Committee**

**Policy to be reviewed in Autumn 2020**

**Appendix**

**Behaviour Sanctions Visual Display Chart**

<b>Step</b>	<b>Behaviours</b>	<b>Consequences</b>	<b>Sanction</b>
<b>1</b>	<ul style="list-style-type: none"> <li>• Shouting out</li> <li>• Disruptive behaviour</li> <li>• Distracting the learning of others</li> <li>• Not following instructions</li> </ul>	<ol style="list-style-type: none"> <li>1. Verbal warning to child</li> <li>2. Class Teacher record at Step 1</li> </ol>	<ul style="list-style-type: none"> <li>• If continues move to step 2</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>• Continuing to do the above – move to step 2</li> <li>• Not respecting environment and equipment</li> <li>• Use of words with the intention to hurt others</li> <li>• Not keeping themselves or others safe</li> <li>• Threats or threatening behaviour</li> </ul>	<ol style="list-style-type: none"> <li>1. Verbal warning to child</li> <li>2. Class Teacher record at Step 2</li> </ol>	<ul style="list-style-type: none"> <li>• If continues move to step 3</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>• Swearing or use of unsavoury language (protected characteristics)</li> <li>• Physical aggression towards others</li> <li>• Repetition or no improvement of behaviours in Step 1-2</li> </ul>	<ol style="list-style-type: none"> <li>1. Remove from situation – time out in other classes or calm down corner if at lunchtime</li> <li>2. Conversation with Key Stage Leader</li> <li>3. Class Teacher record at Step 3</li> <li>4. Key Stage Leader makes the decision if parents are contacted and or reported to Head Teacher</li> </ol>	<ul style="list-style-type: none"> <li>• 1 playtime missed</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>• Repetition or no improvement of behaviours in Step 1-3</li> </ul>	<ol style="list-style-type: none"> <li>5. Remove from situation</li> <li>6. Conversation with Head Teacher</li> <li>7. Class Teacher record at Step 4</li> <li>8. Parents contacted by Head Teacher</li> </ol>	<ul style="list-style-type: none"> <li>• 2 playtimes missed</li> </ul>
<b>5</b>	<ul style="list-style-type: none"> <li>• Escalation of such behaviours shown in Step 1-4</li> </ul>	<ol style="list-style-type: none"> <li>5. Remove from situation</li> <li>6. Conversation with Head Teacher</li> <li>7. Class Teacher record at Step 5</li> <li>8. Parents invited to meeting with Head Teacher, Class teacher and Key Stage Leader to discuss behaviour plan</li> </ol>	<ul style="list-style-type: none"> <li>• Child put on report and reviewed in 2 weeks</li> <li>• Behaviour contract in place</li> </ul>

**Missed playtimes – children go to the following classes on these days.**

**Monday – Class 6      Tuesday – Class 5      Wednesday – Class 4      Thursday – Class 3      Friday – Class 2**

**Class Behaviour Chart**

**Class:**

**Date:**

	<b>Step 1</b> Shouting out, disruptive behaviour, distracting others, not following instructions.	<b>Step 2</b> Continuing to do the behaviour outlined in Step 1, not respecting environment or equipment, not keeping themselves safe.	<b>Step 3</b> Swearing or use of unsavoury language, physical aggression towards others. Repetition or no improvement of behaviours in Step 1 - 2
<b>Name of pupil and details of incident where appropriate</b>			
<b>Sanction</b>	Verbal warning and record at step 1	Verbal warning and record at step 2	Conversation with KS Leader, record at step 3, contact parents and Head Teacher if necessary Missed playtime

	<b>Step 4</b> Repetition or no improvement of behaviours in Step 1-3	<b>Step 5</b> Escalation of such behaviours shown in Step 1-4	<b>Step 6</b> See Exclusion Policy
<b>Name of pupil and details of incident where appropriate</b>			
<b>Sanction</b>	Remove from situation, conversation with Head Teacher, record at Step 4, parents contacted by Head Teacher, 2 missed playtimes	Remove from situation, conversation with Head Teacher, record at Step 5, parents invited to meeting with Head Teacher, Class Teacher and Key Stage Leader to discuss Behaviour Support Programme	Refer to Internal and External exclusion in Behaviour Policy

<b>NAME:</b>	<b>CLASS:</b>		<b>YEAR:</b>	
<b>TEACHER:</b>	<b>SEN STAGE:</b>		<b>DATE:</b>	

Code	Never	Rarely	Sometimes	Often	Mostly	Always
Score	0	1	2	3	4	5

DESIRABLE BEHAVIOURS						
<b>Conduct Behaviour</b>						
<b>Shows respect for staff</b> e.g. listens, follows instructions, answers politely, does not interrupt, call out, provoke, refuse, tell lies, argue or answer back	1					
<b>Shows respect for peers</b> e.g. interacts politely, listens, takes turns, shares, does not dominate, provoke, push in, take equipment from others etc	2					
<b>Seeks attention appropriately</b> e.g. does not distract or interfere with others, talk over someone else, call out, deliberately disrupt etc.	3					
<b>Is verbally peaceable</b> e.g. is not verbally aggressive, rarely retaliates, does not bully, tease, call names, racially abuse, swear, intimidate etc	4					
<b>Is physically peaceable</b> e.g. is not physically aggressive, avoids fights, rarely retaliates, does not bully, punch, kick, slap, nip, scratch, spit etc	5					
<b>Shows respect for property</b> e.g. cares for books and equipment, does not steal, damage, destroy, vandalise etc	6					
<b>Emotional Behaviour</b>						
<b>Has empathy</b> e.g. is tolerant of others, shows understanding and sympathy, shares with others, is considerate and caring	7					
<b>Is socially aware</b> e.g. interacts appropriately with others, has a circle of friends, does not appear isolated, a loner, is well liked, popular	8					
<b>Is happy</b> e.g. has fun at appropriate times, joins in, smiles, laughs, is cheerful, does not appear unhappy, tearful, depressed, detached etc	9					
<b>Is confident</b> e.g. has self-esteem, positive self image, relaxed, has a go, outward going, robust, does not fear failure, new things or risk taking	10					
<b>Is emotionally stable</b> e.g. has self control, patience, is not easily annoyed by others, does not suffer mood swings, over react, lose control, runaway etc	11					
<b>Accepts responsibility</b> e.g. will own up when things go wrong, accepts mediation, does not blame others, lie, bear grudges etc	12					
<b>Learning Behaviour/Effort</b>						
<b>Is attentive</b> e.g. shows interest, pays attention, concentrates, stays on task, completes work, is not easily distracted and does not try to distract others	13					
<b>Is organised</b> e.g. works systematically and at a reasonable pace, has necessary equipment, does not avoid or delay, forget or lose equipment etc.	14					
<b>Effective communicator</b> e.g. clear, coherent, audible speech, good eye contact, takes part in class discussion, will read aloud, offer answers and ideas	15					
<b>Effective group worker</b> e.g. takes part in discussion, contributes ideas, listens well, works collaboratively, takes responsibility within a group context	16					
<b>Independent learner</b> e.g. requires minimal support, adult intervention and guidance, remembers targets and works towards achieving them	17					
<b>Level of Risk</b>						
<b>Does not appear to be at risk</b> e.g. appears clean, well groomed, well presented, well fed, alert, no disclosures, appointments kept	18					
<b>Presents no risk to themselves</b> e.g. adheres to rules; does not lose control, self harm, engage in substance abuse, runaway behaviour, truancy etc	19					
<b>Presents no risk to others</b> e.g. does not assault staff or peers, or require on-going supervision, limit setting or physical intervention.	20					
<b>Total:</b>						

Impaired	Unacceptable	Borderline	Acceptable	Good	Excellent
0 - 19	20 - 39	40 - 54	55 - 74	75 - 89	90 - 100



**Behaviour Plan Pupil name:**

**Class:**

**Year Group:**

**Skills and talents**

**Achievements**

**Likes**

**Dislikes**

**Log of incidents:**

Date	Description of behaviour	Trigger for incident	Action taken

**IBP evaluation and next steps:**

*How effective is the plan?*

*Record suggestions to be considered when this plan is reviewed.*

## **Behaviour Policy: coronavirus addendum**

### **Scope**

This addendum applies until further notice.

It sets out changes and exceptions to our normal behaviour policy. Pupils, parents and staff should continue to follow our normal behaviour policy with respect to anything not covered in this addendum. We may need to amend or add to this addendum as circumstances or official guidance changes. We will communicate any changes to staff, parents and pupils.

### **Expectations for pupils in school**

#### **New Rules**

When pupils are in school, we expect them to follow all of the rules set out below to keep themselves and the rest of the school community safe.

Staff will be familiar with these rules and make sure they are followed consistently.

Parents should also read the rules and ensure that their children follow the new procedures that have been put in place. Parents should contact Mrs Parkin, SENCO via the school office if they think their child might not be able to comply with some or all of the rules, so we can consider alternative arrangements with them and support them to integrate back into school life.

The existing rules as set out within the School's Behaviour Policy continue to apply. Below are some additional and some emphasised school rules which apply during this time. All pupils will be taught and then expected to:

- Follow any altered routines for arrival or departure
- Follow instructions on hygiene, such as regular handwashing and sanitising in line with the school risk assessment;
- Move around the school as per specific instructions;
- Follows expectations about sneezing, coughing, tissues and disposal ('catch it, bin, kill it') and avoid touching their mouth, nose and eyes with hands;
- Tell an adult if they are experiencing symptoms of coronavirus;
- Follow rules about sharing any equipment or other items including drinking bottles and classroom equipment – all children will use their own pencil cases
- Follow amended expectations about breaks or play times, including when they may or may not play and what they may and may not use;
- Follow procedures for the use of the toilets;
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#### **Altered routines for arriving or leaving the school**

##### **Arrival at school**

- Children will arrive at school as part of a staggered arrival to reduce congestion during the COVID19 pandemic. The gates are opened at 8.40am.
  - Reception, Year 1 will enter the large playground gate at 8.45am
  - Year 2 will enter the small playground gate at 8.45am
  - Year 3, and Year 5 will enter the large playground gate at 9.00am
  - Year 4 will enter the small playground gate at 9.00am
  - Year 6 will enter the main office at 9.00am
- Parents are asked to drop off the children and go. Parents must not congregate around the school gates chatting to other parents
- Parents are not allowed in the playground and must leave them at the gates
- Year 2 and Year 4 children will line up on the pathway to the small gate from the staff car park
- All other year groups will line up on their playground spots on the Key Stage 1 playground
- The teacher will meet these children at the playground spots and instruct them and control entry to school

##### **Leaving School**

- Children will leave school as part of a staggered dismissal to reduce congestion around the school during the COVID19 pandemic. The gates will be opened at 2.55pm
  - Reception, Year 1 will exit via the large playground gate at 3.00pm
  - Year 2 will exit via the small playground gate at 3.00pm

- Year 3, and Year 5 will exit via the large playground gate at 3.15pm
- Year 4 will exit via the small playground gate at 3.15pm
- Year 6 will exit via the main office at 3.15pm
- If there are siblings where one child is in Key Stage 1 and the other child is in Key Stage 2, then the siblings will come in to school together with the younger sibling at 8.45am and leave with the older sibling at 3.15pm
- Diamonds children will be picked up from their classroom by Diamonds staff
- During the COVID19 pandemic only one parent should be picking up their child/children
- In the event of there being no adult there to pick up, class teachers will return the child to their class and phone the office so that contact can be made.
- If you receive notification that a child has to attend an appointment during the school day, please have the child ready at the pick-up time. A member of the office staff will pick them up from classroom and escort them to the main office
- Children in Year 6 require written permission, should they wish to make their own way home without adult supervision.

### **Hygiene, such as handwashing and sanitising**

- All children are expected to have practised good hand washing routines before leaving home
- Children will be expected to wash hands on arrival at school and before leaving school at the end of the school day before leaving their classroom
- Regular handwashing and sanitising have been timetabled into the school day
- Parents are requested to let their child's class teacher know if your child is not to use sanitiser
- Although restrictions on external visitors are limited to essential workers, anyone entering the school property will be asked to wash or sanitise their hands on arrival and leaving the building

### **Who pupils can socialise with at school**

- Movement is restricted around the school to minimise the risk of transmission of COVID19
- Year groups are kept separate for this reason also
- Each class will remain in their classroom for the duration of their time in school
- Lunches will be eaten in their classroom
- Each class will have an area to play outside at playtime and over lunchtime and this will remain the same each day.
- Midday staff and teaching staff have been allocated a year group bubble and will wherever possible remain consistent throughout
- Each year group will not mix with another year group
- Large scale gathering will not take place

### **Moving around the school (e.g. one-way systems, out of bounds areas, queuing)**

- Movement is restricted around the school to minimise the risk of transmission of COVID19
- All children must be accompanied by an adult when moving around school
- Year groups should be moved as a whole group
- Should a child need to leave during the course of the school day, a member of the office staff will pick up the child from their classroom

### **Sneezing, coughing, tissues and disposal ('catch it, bin it, kill it') and avoiding touching their mouth, nose and eyes with hands**

- Each area of the school has a covered bin for pupils and staff to use for the disposal of tissues etc.
- All children and staff will be routinely encouraged to Catch it, Bin it, Kill it
- Germs spread easily and all classes will have tissues to instil this routine of catching your cough or sneeze in a tissue
- As germs can live for several hours on tissues all staff and children will be routinely encouraged to dispose of their tissues as soon as possible in a covered bin
- After coughing or sneezing all staff and children will be asked to wash or sanitise their hands

### **Telling an adult if they are experiencing symptoms of coronavirus**

- All children will be educated as to the Coronavirus symptoms
  - High temperature – this means you feel hot to touch on your chest or back
  - A new continuous cough – this means coughing a lot for more than an hour, or 3 or more coughing episodes in 24 hours
  - A loss or change to your sense of smell or taste – this means you've noticed you cannot smell or taste anything, or things smell or taste different to normal
- All children will be encouraged to tell an adult should they experience symptoms and the Head Teacher or Deputy Head Teacher will manage the case and liaise with the family and the local authority

### **Sharing any school equipment or frequently used items such as pencils or pens**

- All children will have their own equipment pencil case to reduce the sharing of transmission from sharing of resources
- Reading books sent home will be quarantined for 72 hours before being used again

#### **Use of toilets**

- All children will use their allocated toilets within their classroom even at playtime or lunchtime
- Middays will ensure that all children have visited the toilet before go out to play at lunchtime to reduce the need to come back into the building

#### **Not to cough or spit at or towards any other person**

- Children will be instructed not to cough or spit at or towards another person
- Doing this deliberately will have appropriate sanctions given

#### **Rewards and sanctions for following rules**

To help encourage pupils to follow the above rules, we will:

- Reintegrate children into the rules and routines of the classroom and movement around the school so expectations are clear
- Out behaviour chart will be used to monitor behaviour that is consistently pushing the boundaries and the same sanctions will still apply
- Parents will receive either a phone call from a member of SLT should the seriousness of the incident warrant it or a text message to inform them they have needed to be recorded on the behaviour chart
- Children will miss their playtime but be sat outside in the year group playground area rather being sent to one classroom where they could potentially be mixing with others
- Rewards will be given in the form of certificates as per our usual behaviour sanction and reward system – scarf awards, stickers, certificates

#### **Expectations for attendance**

The latest government guidance says attendance will be mandatory from September. Therefore, our usual attendance policy will still apply. Families that are self-isolating due to the possibility of Coronavirus will not be penalised. Children who are in quarantine due to the changes in government legislation for foreign travel will not be penalised.

#### **Expectations for uniform**

From September 2020, all pupils must wear uniform to school and follow normal school rules on uniform as set out in our prospectus. If pupils cannot wear their full uniform, parents should contact the office and a member of the senior leadership team will discuss how school can support in this matter. On PE days, children are to come dressed for PE on arrival and wear PE kits throughout the day. This is to minimise the movement in the classroom and risk of transmission.

#### **Face masks and coverings**

Wearing a face covering or face mask in school or other education settings is not recommended by government guidance

#### **Links with other policies**

This policy links to the following policies and procedures:

- Child protection policy
- Behaviour policy
- Health and safety policy
- Attendance Policy
- School Uniform guidelines

This addendum will remain in force and will be published on the school's website until further notice. Any government updates will lead to a review and update accordingly.