

# St Paul's RC Primary School



## Behaviour Policy

2020 – 2021

**'Together in Faith, Working as One'**

Signed: \_\_\_\_\_ (Chair of Governors) Date: \_\_\_\_\_

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## 1. Aims

This policy promotes our core belief in children's right to learn and be safe in school. At St Paul's Catholic Primary School, we believe that all members of our school community have a responsibility to promote the highest standards of positive behaviour at all times. Our school must be a safe and positive place that promotes learning alongside personal, social and emotional development.

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. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

This policy aims to:

- Provide a **consistent 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**

## 2. Legislation and statutory requirements

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

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- 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 88-94 of the Education and Inspections Act 2006, which require 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 should publish their behaviour policy online

## 3. Our Values

At St Paul's Catholic Primary School we believe that the ethos of the school should be built on a foundation of gospel values and we promote these values in everything we do. Our school motto is: ***Together in Faith, Working as One.*** As such, we want to promote in our children a shared sense of responsibility towards others. We want them to understand how their actions affect themselves and those around them. Our behaviour policy will demonstrate how all members of our school community - staff, governors, parents and children – can, through their actions and behaviours, show respect, happiness, patience, peace, caring, freedom, honesty, trust, determination, resilience, friendship, co-operation, responsibility, understanding and empathy, love, tolerance, justice, forgiveness, appreciation, positivity, humility and courage. These values will give all a shared responsibility in making our school a safe and happy place for all.

**'Values are principles that guide our thinking and behaviour'**

## **4. What You Should Expect From Our Staff Team**

To be successful in promoting positive behaviour, we believe that there are three essential factors that you should expect from our staff team. They are that we;

### **i. Value and Promote Positive Behaviour**

All staff will promote positive behaviour as a professional quality. This will be demonstrated through everyday actions; how the environment and curriculum is organised. Teaching must give clear messages to the children about the extent to which they and their efforts are valued. For example the arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave.

### **ii. Quality of Our Relationships**

Children need to have positive and respectful relationships modelled. At St Paul's Catholic Primary School we recognise that it is the everyday interactions that make the difference. It is the importance of every greeting, every smile and every welcome that are crucial to the success of our policy. Listening, fairness and integrity underpin purposeful relationships. These are professional qualities.

### **iii. Consistency**

If it is important we demonstrate this through our professional discipline. Where we have reward systems, we must ensure that they are rigorously applied and valued. Equally, when we have to manage inappropriate behaviour, we must be thorough and ensure that agreed processes are followed.

## **5. Delivering the Curriculum**

We fully accept that children and parents should always expect children to receive high quality teaching. It is our professional responsibility to ensure that;

- Our curriculum engages children
- Lessons are structured and organised
- Lessons plan for the individual needs of children
- Planning and feedback is thorough to celebrate children's achievements and ensure progress.

## **6. School & Class Rules**

Rules are central to our whole school ethos and are adapted within classes to suit the ages of our EYFS, Key Stage 1 and Key Stage 2 children. Based on the following agreed whole school rules pupils are expected to:

- Follow instructions safely and consistently
- Accept responsibility for their actions and engage in managing behaviour, making appropriate choices
- Look after our equipment and belongings
- Show respect to members of staff and each other

Each classroom clearly displays our school values. Rules for each classroom are established with children at the beginning of the new school year. The number of class rules and precise wording depends on the age of the children and the outcomes of discussion with them. Where possible, rules are phrased in a positive way.

## 7. Rewards and sanctions

### 7.1 Positive Behaviour and Reward Systems

We actively encourage and promote good behaviour across the school, which we reward in a variety of ways. Our reward systems include:

<b>Use of Explicit Praise</b>	If we are going to acknowledge achievement, we must be specific about what behaviours we are acknowledging. "Well done!", may be a positive remark but "Well done for working really hard on that maths problem, even though it was very difficult" or "Well done for showing me that you are listening by looking at me" makes much more of an impact. It reinforces positive behaviours for learning and communicates to other children what we value in school.
<b>Weekly certificates in merit assembly</b>	Children are awarded certificates in our celebration assembly every week. These are awarded by class teachers. All rewards are explicit about what the child has done to achieve their certificate.
<b>Gold Zone Award (KS2)</b>	Moving into the Golden Zone is very prestigious at St Paul's Primary. It means that a child has made a significant contribution to their classroom or the well-being of others. This is celebrated in the classroom and the child will be sent to the HT (or DHT in her absence who will award a celebration prize from the treat box)
<b>Blue Zone Award (KS2)</b>	If a child makes a valuable contribution in their classroom environment, a real effort with their learning or behaviour then they will be moved into the Blue Zone. They will be given a prize from the class box to celebrate their contribution and to thank them for making our school a better place.
<b>Treasure Chest Rewards (EYFS &amp; KS1)</b>	Children in EYFS receive a treasure chest reward after completing a sticker chart. Children in KS1 receive raffle tickets towards a weekly treasure chest prize.
<b>Stickers</b>	Awarded by Dinner staff to promote good behaviour. 'Superstar' and 'Proud' cloud stickers are also given by EYFS staff and stickers are given for their individual charts because of good effort, attitude and behaviour in EYFS.
<b>Weekly Celebration Hot chocolate and chat with the HT</b>	Weekly star workers and class representatives are invited to share a hot chocolate with the headteacher as a reward for their efforts. Letters will be sent home to parents of children who are rewarded in this way.
<b>KS2 Class Reward Time 'Golden Time'</b>	Golden time happens on a Friday afternoon and is a way of saying thank you to the children for their excellent efforts and behaviour during the week. Each class will have their own individual interpretation of 'Golden Time', e.g. afternoon tea time in Year 6.

### 7.2 Managing Negative Behaviour and Sanctions

Although the focus of our Behaviour Policy is developing positive behaviours and relationships, the use of sanctions is an essential part of our approach. It is essential that we communicate that unacceptable behaviour will not be tolerated.

#### Definitions

**Low Level Disruptive Behaviour (See Appendix 3: Yellow Zone Behaviour)** is defined as:

- shouting out in class
- not following instructions
- deliberate lack of effort with work and poor attitude
- non completion of classwork

**Significant Disruptive Behaviour (See Appendix 3: Orange Zone Behaviour)** is defined as:

- Significant disruption in a lesson
- Arguing with adults, being rude, cheeky and disrespectful
- Refusal/non-compliance when given an instruction

**Serious Disruptive Behaviour (See Appendix 3: Red Zone Behaviour)** is defined as:

- Repeated breaches of the school rules/disruptive behaviour
- Any form of bullying (also see the school's Antibullying Policy)
- Fighting
- Use of racist, sexist, homophobic or discriminatory language/behaviour
- Throwing/kicking objects to cause damage/harm

Unacceptable behaviour is dealt with initially at classroom level. The standards expected from the children are made clear to them and they are aware of sanctions which operate to discourage negative behaviour. These sanctions are applied consistently and appropriately.

In extreme circumstances the head teacher or senior member of staff becomes involved immediately and decides on appropriate action.

Where sanctions are enforced, it is essential that we use them to allow children to reflect on their behaviour and consider their future actions. Sanctions are only effective if they improve school life and change behaviour and attitudes. It is essential that sanctions are not vengeful. It is the inappropriate behaviour we wish to eliminate, not the child.

## **EYFS**

In EYFS a 'Weather Chart' reward and sanction system is promoted. All children begin each day in the 'sunshine'. If children work extra hard, display good behaviour, and consistently follow class routines then their name can be moved to 'Superstar' in F2 and 'Proud Cloud' in F1. If children end the school day with their name in 'Superstar' or 'Proud Cloud' then they will be awarded a special sticker at home time to communicate this achievement with parents/ carers.

If a child displays any negative behaviour or fails to follow routines outlined in the EYFS behaviour system, then they are given a choice; to change their behaviour or their name will be moved to the 'Thinking Cloud'. As their behaviour improves, their name will be moved back to the 'sunshine'. However, if a child continues to make poor choices and fails to follow the classroom routines, then their name will be moved to the 'sad cloud' and they will have 3 minutes of thinking time. If a child's name has been moved to 'sad cloud' parents/ carers will be notified.

In F2 some behaviours are not tolerated and names will be moved directly to 'sad cloud' and they will have 3 minutes of thinking time. These behaviours are outlined in the EYFS behaviour system.

In the cases of extreme behaviour or persistent inappropriate behaviour incidents will be reported to parents, SLT/HT and recorded.

## **Key Stage 1**

In KS1 a 'Treasure Chest' Zone System is promoted

The system has three warning steps before the children start to lose minutes off their playtime for making poor choices and for inappropriate behaviour.

The warning steps are explained to children alongside the class rules at the beginning of the year and this is reinforced as the warning steps are taken allowing children to understand why they are being sanctioned and giving them opportunities to make more appropriate choices.

## **Key Stage 2**

In KS2 the zone system is used to manage sanctions (see Appendix 2).

Staff must adhere to the following steps when applying sanctions

- Specifically communicate why the behaviour being displayed is unacceptable. Children must understand why they are being sanctioned. Ensure that sanctions are fair (proportionate) and follow school policy.
- Use the zone system to apply sanctions (see Appendix 2 and 3). Loss of break time/minutes taken off the weekly class reward time etc cannot be applied without consistent and fair use of the zone system.
- Communicate with parents when children are placed in the orange and red zone using orange and red letters. Also complete behaviour records on SIMS if children are placed in the orange or red zone.
- Follow the behaviour flow chart for steps in reporting and communicating behaviours, both positive and negative.
- Consider an Individual Behaviour Support Plan and liaise with school SENDCO
- SENDCO to consider referral to outside agencies with parents' consent if this is appropriate
- If these steps fail to improve the behaviour of the pupil, then, as a last resort, school may need to consider further steps including the use of fixed term exclusion.
- Where anti-social, disruptive or aggressive behaviour is frequent, sanctions alone are ineffective. In such cases careful evaluation of the curriculum on offer, classroom organisation and management, and whole school procedures should take place to eliminate these as contributory factors. School will also consider any issues relating to inclusion or safeguarding. Additional specialist help from the Educational Psychologist may be necessary.

## **8. Recording Incidents of Behaviour**

Class teachers will record incidents of behaviour on SIMS.

- Orange Zone Records kept by class teachers on SIMS
- Red Zone Records maintained by SLT on SIMS
- Records of parental contact and meetings to be kept on SIMS
- Records for any individual behaviour plans – responsibility of SENCO with Class Teacher
- Reflection tasks kept by SLT/Class Teachers

## **9. Roles and responsibilities**

### **9.1 The Governing Body**

The Governing Body is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The Governing Body will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

### **9.2 The headteacher**

The headteacher is responsible for implementing the school behaviour policy consistently throughout the school and to report to the governors on the effectiveness of the policy. The headteacher is responsible for reviewing this behaviour policy in conjunction with the Governing Body, giving due consideration to the school's statement of behaviour principles (appendix 1). The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

It is also the responsibility of the head teacher to ensure the health, safety and welfare of all children and staff in the school. The head teacher keeps records of all reported serious incidents of misbehaviour and has the responsibility for giving fixed-term exclusions to individual children for serious acts of

misbehaviour. For repeated or very serious acts of anti-social behaviour, the head teacher (in consultation with the LA) may permanently exclude a child.

### **9.3 Staff**

Staff have a responsibility to:

- Implement the behaviour policy consistently
- Demonstrate and model positive behaviour
- Promote the vision statement and values of St Paul's Catholic Primary School
- Provide a personalised approach to the specific behavioural needs of particular pupils
- Follow the school Rewards and Sanctions system.
- Work in partnership with parents in dealing with any behavioural issues.
- Focus on good behaviour and positive reinforcement to raise self-esteem, giving praise for good behaviour and achievements and trying to 'catch the children being good'.
- Display the Class Rules clearly and mention them frequently.
- Ensure children are never left unattended.
- Create a calm working atmosphere in the classroom, with access to resources and with well-established routines for clearing up, collecting equipment, changing activities etc.
- Ensure that each child has work appropriate to his/her level of ability.
- Deal with problems calmly.
- Be as consistent and fair as possible in the use of rules and sanctions, considering each individual child's needs.
- Work closely with senior managers and outside agencies, implementing advice and strategies in dealing with a child with behavioural difficulties.

### **9.4 Parents**

Parents are expected to:

- Support their child in adhering to the school rules and expectations and work in partnership with the school to promote high standards of behaviour at all times.
- Support the school's policy for rewards and sanctions.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the class teacher promptly.

## **10. Behaviour and Inclusion**

St Paul's Catholic Primary School is proud to be an inclusive school. Where children need support, we aim to provide it to the best of our abilities. This is applicable to children with social and emotional difficulties as it is for children with academic or other learning difficulties.

At St Paul's Catholic Primary our SENCO will support teaching staff in meeting the needs of children with social and emotional needs. The SENCO can support class teachers in planning specific programs to help children be successful at school and individual behaviour support plans.

We also have several partnerships with Caritas, Gilbrook Outreach Service, CAHMS teams, social care staff, paediatricians and behaviour support bases that we use to offer support beyond the school when required. Early intervention is key to management of behaviour concerns.

## **11. Equality and Disability**

At St Paul's Catholic Primary we recognise that children are different and will ensure that no child is discriminated against when managing behaviour. Our school has clear guidelines relating to disability, race and gender. This will be monitored by the head teacher (see Equality Policy).



## **12. Safeguarding**

Children's behaviour may raise safeguarding concerns. Staff should record and report these to the school's designated child protection officer. All staff receive training on the link between behaviours and possible issues relating to safeguarding (see Safeguarding Policy).

## **13. Behaviour outside school**

Contact with parents and appropriate sanctions will be imposed should a pupil misbehave outside school premises where he/she is:

- taking part in any school-organised or school-related activity
- travelling to or from school
- wearing school uniform
- is identifiable as a pupil of the school.

## **14. Reasonable Force**

### **i.) Principles:**

School staff have a power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action. Suspension should not be an automatic response when a member of staff has been accused of using excessive force. Senior school leaders should support their staff when they use this power.

### **ii) Who can use reasonable force?**

All members of school staff have a legal power to use reasonable force. This power applies to any member of staff at the school. It can also apply to people whom the head teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

### **iii) When can reasonable force be used?**

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

In a school, force is used for two main purposes – to control pupils or to restrain them. The decision on whether to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

Teachers who identify children who present regular challenging behaviour that may cause themselves personal risk or risk damaging property should refer to the senior staff or the SENCO for advice.

### **Safe handling plan**

A safe handling plan should be drafted with teachers, teaching assistants and parents to plan for safe strategies to identify how to de-escalate situations that may arise during the school day. These plans may refer to specific safe handling approaches such as guiding and holds. Schools do not require parental consent to use force on a student.

### **Schools can use reasonable force to:**

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground;
- restrain a pupil at risk of harming themselves through physical outbursts.

School acknowledges our legal duty to make reasonable adjustments for disabled children and children with special educational needs (SEND) about the use of physical force. It is accepted that some pupils require a more sensitive and differentiated approach.

What happens if a pupil complains when force is used on them? All complaints about the use of force should be thoroughly, speedily and appropriately investigated. Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action. When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is not for the member of staff to show that he/she has acted reasonably.

## **15. Leaving a lesson**

If a child should run out of class or school for whatever reason, staff should not overreact and must never run after them. They may be placing a child in greater danger by doing so. The head teacher or a member of the SLT should be informed immediately and lessons returned to normal as quickly as possible. Leaving class is regarded as 'red' behaviour and a consequence will follow.

In most cases the child will remain on site, stay within visual contact or quickly return. Once the child has calmed down, the head or appropriate staff member, will attempt to approach the child and calmly persuade him/her to return to school and discuss the situation. If the children refuses or leaves the site, police and parents should be informed immediately. If parents and emergency contacts are unavailable the police should be informed directly. Upon returning to school it must be made clear to the child that there is no justification for leaving the premises and alternative strategies explained i.e. voluntary 'Time Out'. As well as trying to solve the cause of the problem, the child must be left in no doubt as to the danger.

## **16. Exclusion**

Head teachers have the authority to exclude pupils from a mainstream primary school; these powers are legislated for in The School Discipline Regulations, 2012.

Alternatives to exclusions are always considered and may include:

- Transfer to alternative locations within the school sites (internal exclusion)
- Managed moves

The decision to exclude a pupil for a fixed period or permanently from school is a decision that is not taken lightly and is carefully considered, considering all evidence and factors that may have contributed to the pupil's behaviour. The head teacher is the only person who can make the decision to exclude, unless she is absent. In this case, the deputy head teacher may make the decision with the authority of the HT.

A fixed term or permanent exclusion may be deemed necessary for a variety of reasons, including:

- Repeatedly violating the Behaviour Policy
- Serious breaches of the Behaviour Policy
- Serious assault on another child or children
- Assault of a staff member
- Repeatedly preventing other children in their class from learning
- Bringing the school into disrepute whilst not in school (i.e. after school or the weekend)
- Making an allegation against a staff member which when investigated proves unfounded
- Other incidents considered serious by the head teacher
- Exclusions from lunchtime will also be considered if children repeatedly violate the Behaviour Policy during this time.

The length of the exclusion and reasons are clearly recorded in a formal letter to parents/carers. The letter also explains to parents where they can seek advice and support as well as additional information about the exclusion.

Parents will be called to collect their child from school as no child will be allowed to leave unaccompanied.

If an exclusion is made then parents will be notified in writing within a reasonable timeframe. They will be informed of the period of exclusion and reasons, including their right to appeal to the Governing Body Discipline Committee and their right to appeal later in the process to an Independent Review Panel. Parents have legally defined rights within the review process and should contact the school for more information if necessary. For example, all parents have the right, when appealing to an independent panel, to request the involvement and advice from a Special Educational Needs expert. More details can be found at [www. Parentpartnership.org.uk](http://www.Parentpartnership.org.uk)

## **17. Support for staff**

Our School Behaviour Policy and approach is shared annually with all staff and is part of the new staff induction.

## **18. Monitoring arrangements**

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

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the Full Governing Body every year.

## **19. Links with other policies**

This behaviour policy is linked to the following policies:

- Antibullying Policy
- Safeguarding policy

## **Appendix 1: written statement of behaviour principles**

- Every pupil understands they have the right to feel safe, valued, and respected, and learn 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 the school and pupils' home life

The Governing Body also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

**Key Stage 2 - Our Behaviour Zones Explained**

**All children start every day in the GREEN Zone.**

**The GREEN Zone is a positive place to be and most of the children will end the day here.**

**GOLD ZONE**

I have made a fantastic effort with my behaviour and conduct today.  
I have made myself and my teachers very PROUD of my behaviour and conduct.  
I have made a significant contribution to my class/school today.  
I have made school a great place to be!  
Receive a prize from the golden prize box in the Head's office to celebrate efforts in class

**GREEN ZONE**

I am focused on having a good day at school today.  
I am being a responsible learner and following the school/class rules.  
I am taking an interest in my learning and giving of my best.  
I am proud of my efforts and achievements.  
I will leave school happy because I have been a good learner

**YELLOW ZONE**

I need to remember what good learners do!  
I need to make sure I am focused on my learning and respect the right of my classmates to learn.  
I need to think about what I can do to improve my behaviour and conduct.  
I need to remember to follow the class and school rules.  
Loss of 5 minutes play to reflect on what I can do to improve and lose 2 minutes of the weekly class reward time.

**ORANGE ZONE**

I need to improve my behaviours for learning.  
I need to respect our class and school rules.  
I need to reflect on my behaviours and how they affect others  
I know that the most important person for improving is me!  
Loss of 15 minutes of play /activity time to reflect on how I am going to improve and lose 3 minutes of the weekly class reward time.  
Parents contacted if I don't progress out of this zone.

**RED ZONE**

I have lost my right to be in our classroom.  
I need to ensure that I change my behaviour and attitude so that I can be part of my class again.  
I need to respect the class/school rules and my classmates' rights to learn, be safe, be respected and be happy.  
Removal from class and referred to the head teacher (or senior member of staff) if the incident is very serious and lose 5 minutes of the weekly class reward time.

### Appendix 3

<b>YELLOW ZONE</b>			
<b>Type of Behaviour</b>	<b>Reason for sanction being enforced</b>	<b>Sanction</b>	<b>Who is responsible?</b>
<b>Low level disruptive behaviour such as:</b>			
Shouting out in class	Not following class rules	Loss of 5 minutes play and 2 minutes of weekly class reward time Move to orange zone if behaviour persists	Class Teacher 5 minutes loss of play
Making silly noises during learning time	Not respecting children's right to learn	Loss of 5 minutes play and 2 minutes of weekly class reward time Move to orange zone if behaviour continues	Class Teacher 5 minutes loss of play
Disturbing the learning of others	Not respecting children's right to learn	Loss of 5 minutes play and 2 minutes of weekly class reward time Move to orange zone if behaviour persists	Class Teacher 5 minutes loss of play
Not following instructions	Not respecting the adult in school	Loss of 5 minutes play and 2 minutes of weekly class reward time Move to orange zone if behaviour persists	Class Teacher 5 minutes loss of play
Being warned and ignoring the warning	Not respecting the adult in school	Loss of 5 minutes play and 2 minutes of weekly class reward time Move to orange zone if behaviour persists	Class Teacher 5 minutes loss of play
Leaving seat during work time	Not following class rules	Loss of 5 minutes play and 2 minutes of weekly class reward time Move to orange zone if behaviour persists	Class Teacher 5 minutes loss of play
Deliberate lack of effort	Not making an appropriate choice and managing their learning behaviour	Loss of 5 minutes play and 2 minutes of weekly class reward time. Spend the time completing work to the correct standard Move to orange zone if behaviour persists	Class Teacher 5 minutes loss of play
Not keeping focus during work time/non completion of class work	Not making an appropriate choice and managing their learning behaviour	Loss of 5 minutes play and 2 minutes of weekly class reward time. Spend the time completing work to the correct standard Move to orange zone if behaviour persists	Class Teacher 5 minutes loss of play
Arguing with other children	Not respecting other children	Loss of 5 minutes play and 2 minutes of weekly class reward time Move to orange zone if behaviour persists	Class Teacher 5 minutes loss of play
<b>The list above is not exhaustive but provides guidance to staff</b>			
When the sanction and strategy has been followed, children should move back to the Green Zone once they have shown that their behaviour has improved, so children can rectify their behaviour and start afresh. Children should be caught doing the right thing, praised and moved up the zones accordingly.			

Type of Behaviour	Reason for sanction being enforced	Sanction	Who is responsible?
<b>Significant disruption/continued low level disruption such as:</b>			
No improvement in behaviour despite being in YELLOW Zone. Repeated poor behaviour.	Not taking responsibility for own behaviour. Not following class rules and respecting other children's rights to learn.	Loss of playtime -15 minutes and 3 minutes off weekly class reward time. Orange Zone Letter home if the child has not returned to green zone by the end of the day. If no letter is needed as behaviour improves that day still speak to parents informally for their support and awareness. Orange Zone Reflection Task to be completed which encourages the child to think about what they did, why, what they could have done differently and how they will put it right. Child is encouraged to improve their behaviour so that they can move back into green.	Class Teacher ORANGE Zone Reflection Task to be completed DHT can be involved at this level
Refusal/Non Compliance when an instruction has been given	Not respecting school rules or adults in the school	Loss of playtime – 15 minutes and 3 minutes off weekly class reward time. Orange Zone Letter home if the child has not returned to Green Zone by the end of the day. If no letter is needed as behaviour improves that day still speak to parents informally for their support and awareness. Orange Zone Reflection Task to be completed which encourages the child to think about what they did, why, what they could have done differently and how they will put it right. Child is encouraged to improve their behaviour so that they can move back into green.	Class Teacher ORANGE Zone Reflection Task to be completed DHT can be involved at this level
Being aggressive with other children (without causing harm)	Not respecting children's right to learn	Loss of playtime – 15 minutes and 3 minutes off weekly class reward time. Orange Zone Letter home if the child has not returned to Green Zone by the end of the day. If no letter is needed as behaviour improves that day still speak to parents informally for their support and awareness. Orange Zone Reflection Task to be completed which encourages the child to think about what they did, why, what they could have done differently and how they will put it right. Child is encouraged to improve their behaviour so that they can move back into green.	Class Teacher ORANGE Zone Reflection Task to be completed DHT can be involved at this level
Arguing with adults, answering back and being rude/cheeky	Not respecting the adult in school	Loss of playtime – 15 minutes and 3 minutes off weekly class reward time. Orange Zone Letter home if the child has not returned to Green Zone by the end of the day. If no letter is needed as behaviour improves that day still speak to parents informally for their support and awareness. Orange Zone Reflection Task to be completed which encourages the child to think about what they did, why, what they could have done differently and how they will put it right. Child is encouraged to improve their behaviour so that they can move back into green.	Class Teacher ORANGE Zone Reflection Task to be completed DHT can be involved at this level
Deliberate action that hurts another child e.g hit, kicks another child	Not respecting the adult in school	Loss of playtime – 15 minutes and 3 minutes off weekly class reward time. Orange Zone Letter home if the child has not returned to Green Zone by the end of the day. If no letter is needed as behaviour improves that day still speak to parents informally for their support and awareness. Orange Zone Reflection Task to be completed which encourages the child to think about what they did, why, what they could have done differently and how they will put it right. Child is encouraged to improve their behaviour so that they can move back into green.	Class Teacher ORANGE Zone Reflection Task to be completed DHT can be involved at this level
Causing significant disruption in a lesson	Not following class rules	Loss of playtime – 15 minutes and 3 minutes off weekly class reward time. Orange Zone Letter home if the child has not returned to Green Zone by the end of the day. If no letter is needed as behaviour improves that day still speak to parents informally for their support and awareness. Orange Zone Reflection Task to be completed which encourages the child to think about what they did, why, what they could have done differently and how they will put it right. Child is encouraged to improve their behaviour so that they can move back into green.	Class Teacher ORANGE Zone Reflection Task to be completed DHT can be involved at this level

**The list above is not exhaustive but provides guidance to staff**

Emphasis on Orange Zone is to ensure that children's behaviour improves. This is a serious warning with an immediate sanction (Loss of 15 minutes playtime/lunchtime). We are then focusing on what we need to improve and catching pupils making right choices. Child must know that they have the option to move out of the Orange Zone and back into the Green Zone. If a child does not improve their behaviour and move back to Green Zone by the end of the day, an Orange Zone letter will be issued to parents and golden time removed.

If a child is repeatedly in the Orange Zone for this level of behaviour then the class teacher should approach the DHT for support.





## RED ZONE

Type of Behaviour	Reason for sanction being enforced	Sanction	Who is responsible?
<b>Serious disruption that affects learning in the classroom, puts adults and children at risk of harm:</b>			
No improvement in behaviour despite being in ORANGE Zone. Repeated disruptive behaviour that cannot be tolerated.	Not taking responsibility for own behaviour. Not following class rules & respecting other children's rights to learn.	Move to RED Zone immediately Remove from the classroom with work to complete to DHT/HT Loss of 5 minutes weekly class reward time Refer immediately to a senior member of staff who will speak to the child. Complete reflection task at playtime that day - SLT Letter home to parents - Minutes recorded from meeting with parents. Need for a Behaviour Plan and further support to be considered.	To be dealt with by a senior member of staff – DHT first who then can refer to HT
Use of homophobic language, racist language, sexist language, discriminatory behaviour or inappropriate use of social media/ internet	Not respecting children's right to be safe and happy	Move to RED Zone immediately Remove from the classroom with work to complete to DHT/HT Loss of 5 minutes weekly class reward time Refer immediately to a senior member of staff who will speak to the child. Complete reflection task at playtime that day – SLT Letter home to parents - Minutes recorded from meeting with parents. Need for a Behaviour Plan and further support to be considered.	To be dealt with by a senior member of staff – DHT first who then can refer to HT
Swearing at children/ adults	Not following school rules or demonstrating disrespect towards others	Move to RED Zone immediately Remove from the classroom with work to complete to DHT/HT Loss of 5 minutes weekly class reward time Refer immediately to a senior member of staff who will speak to the child. Complete reflection task at playtime that day - SLT Letter home to parents Minutes recorded from meeting with parents. Need for a Behaviour Plan and further support to be considered.	To be dealt with by a senior member of staff – DHT first who then can refer to HT
Bullying Incidents	Not respecting others in school	Move to RED Zone immediately Remove from the classroom with work to complete to DHT/HT Loss of 5 minutes weekly class reward time Refer immediately to a senior member of staff who will speak to the child. Complete reflection task at playtime that day – SLT Letter home to parents - Minutes recorded from meeting with parents. Need for a Behaviour Plan and further support to be considered.	To be dealt with by a senior member of staff – DHT first who then can refer to HT
Fighting and physically injuring another child	Not respecting other children's right to be safe in school	Move to RED Zone immediately Remove from the classroom with work to complete to DHT/HT Loss of 5 minutes weekly class reward time Refer immediately to a senior member of staff who will speak to the child. Complete reflection task at playtime that day with SLT Letter home to parents - Minutes recorded from meeting with parents. Need for a Behaviour Plan and further support to be considered.	To be dealt with by a senior member of staff – DHT first who then can refer to HT
Unacceptable conduct towards a member of staff	Not respecting others	Move to RED Zone immediately Remove from the classroom with work to complete to DHT/HT Loss of 5 minutes weekly class reward time Refer immediately to a senior member of staff who will speak to the child. Complete reflection task at playtime that day with SLT Letter home to parents - Minutes recorded from meeting with parents. Need for a Behaviour Plan and further support to be considered.	To be dealt with by a senior member of staff – DHT first who then can refer to HT
Throwing/ kicking objects to cause damage/ harm	Not respecting the equipment in school or respecting others right to feel safe	Move to RED Zone immediately Remove from the classroom with work to complete to DHT/HT Loss of 5 minutes weekly class reward time Refer immediately to a senior member of staff who will speak to the child. Complete reflection task at playtime that day with SLT Letter home to parents - Minutes recorded from meeting with parents. Need for a Behaviour Plan and further support to be considered.	To be dealt with by a senior member of staff – DHT first who then can refer to HT

**The list above is not exhaustive but provides guidance to staff**

Parents must meet with a senior leader in school if a Red Zone letter is issued. **Parents must** accommodate this as part of the homeschool agreement. If parents don't support this, school may have to consider exclusion. Fixed term exclusions can only be enforced by the Headteacher.

## Appendix 4



Dear \_\_\_\_\_

### ORANGE ZONE LETTER

I wish to inform you that during today \_\_\_\_\_ behaviour has caused some concern.

Despite being given several warnings and opportunities to improve \_\_\_\_\_ has failed to follow our Code of Conduct and has **ended the school day** in the Orange Zone for not following the school rule(s) and for the inappropriate behaviour detailed below:

Ending the day in the Orange Zone means \_\_\_\_\_ will miss 15 minutes playtime and 3 minutes will be taken off their weekly reward time on Friday. It would be helpful if you could discuss this matter with your child as a reminder as to why it is important to make the right choices and follow our Class Rules.

I am sure if we work together we will be able to support your child in making the right choices in school so that they are not disrupting their own or other's learning time.

Thank you for your cooperation in this matter.

Yours sincerely,

Class Teacher

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### Orange Zone Letter Reply Slip

I / We have spoken to \_\_\_\_\_ about the importance of following school rules and of making the right choices and he/she understands the consequences of his / her actions.

Signed: \_\_\_\_\_ (Parent/Carer)

## Appendix 5



Dear \_\_\_\_\_

### RED ZONE LETTER

Regrettably, I have to inform you that the behaviour of your child \_\_\_\_\_ has been unacceptable today and they have been placed in the Red Zone for the behaviours described below;

This is a really serious situation. The red zone is our most serious sanction. It is essential that we meet to discuss this so we can work together to improve the current situation and ensure an immediate improvement. Please can you contact me at school to arrange a mutually convenient time to meet as soon as possible.

Yours sincerely,

DHT/HT

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**RED Zone Letter Reply Slip**

I / We have spoken to \_\_\_\_\_ about the importance of following school rules and making the right choices. He/she understands the serious nature of their behaviour and the consequences. We will contact the school to arrange a meeting.

Appendix 6

**REFLECTION TASKS for children in Orange and Red Zone**

**REFLECTION SHEET – Take a few minutes to reflect on what has happened. Complete these questions as best you can.**

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

1. What did you do?

A large, empty, rounded rectangular speech bubble with a tail pointing towards the bottom left, intended for the student's answer to question 1.

2. Why did you do it?

A large, empty, rounded rectangular speech bubble with a tail pointing towards the bottom left, intended for the student's answer to question 2.

3. What could you have done differently?

A large, empty, rounded rectangular speech bubble with a tail pointing towards the bottom left, intended for the student's answer to question 3.

4. How will you put it right?

A large, empty, rounded rectangular speech bubble with a tail pointing towards the bottom left, intended for the student's answer to question 4.

**Reflection Task – Orange and Red Zone**

Name: \_\_\_\_\_ Date: \_\_\_\_\_



**Making our classroom a better place to be.....**

When we need to improve, YOU are the most important person.  
You have to think about:

- Why things happen?
- What you want?
- How you can make it better?

**Think of 5 things you can do to make your classroom a better place.....**

1.

2.

3.

4.

5.

**How will you feel if you get this right?**

**How will your classmates feel?**

**How will your teacher feel?**

## Reflection Task – Orange and Red Zone

Name: \_\_\_\_\_ Date: \_\_\_\_\_



### Making our playground a better place to be.....

When we need to improve, YOU are the most important person. You have to think about:

- Why things happen?
- What you want?
- How you can make it better?

**Think of 5 things you can do to make the playground safer and happier.....**

1.

2.

3.

4.

5.

**How will you feel if you get this right?**

**How will the other children feel?**

**How will the staff feel?**

## Reflection Task – Orange and Red Zone

Name: \_\_\_\_\_ Date: \_\_\_\_\_



How would you like your classmates to describe you?  
Think of 10 words that you would like your friends to use to describe you.

Want some help? How about friendly, caring, hard working?

**The person, I would like to be!**

**Put your 10 words in here**

<b>Put your 10 words in here</b>	

**1.**

**2.**

**3.**

**4.**

**5.**

**Now think of 5 things you could do to achieve this.....**





Name: \_\_\_\_\_

**What matters to you? - Our school values are...**


Choose the 3 most important to you and explain why they are important.

<b>Value</b>	<b>Why is it important at our school?</b>

Choose 3 that you could work on and improve.

<b>Value</b>	<b>How will you improve?</b>

How will you feel if you get this right?

How will your classmates feel?

How will your teacher feel?

## EYFS Behaviour System

Type of Behaviour	Class	Reason for sanction being used	Sanction		Who is responsible?
Not following instructions	F1/ F2	Not following class rules	Verbal warning given, if behaviour persists name will be moved to thinking cloud	<p>If this behaviour persists then their name will be moved to sad cloud and they will be given 3 minutes of thinking time.</p> <p>Parents will be notified of this.</p> <p>If a child persists with negative behaviour then they may receive further thinking time or lose time in outdoor provision/ play.</p>	Class Teacher/ TA
Shouting out in class	F1/ F2	Not following class rules Not respecting children's right to learn	Verbal warning given, if behaviour persists name will be moved to thinking cloud		Class Teacher/ TA
Making silly noises during learning time	F1/ F2	Not following class rules Not respecting children's right to learn	Verbal warning given, if behaviour persists name will be moved to thinking cloud		Class Teacher/ TA
Not respecting school equipment/ resources	F1/ F2	Not following class rules Not respecting school property	Verbal warning given, if behaviour persists name will be moved to thinking cloud		Class Teacher/ TA
Disturbing the learning of others	F1/ F2	Not following class rules Not respecting children's right to learn	Verbal warning given, if behaviour persists name will be moved to thinking cloud		Class Teacher/ TA
Being rude to adults	F1	Not following class rules Not respecting adults	Verbal warning given, if behaviour persists name will be moved to thinking cloud		Class Teacher/ TA
Being rude to adults	F2	Not following class rules Not respecting adults	Name will be moved straight to sad cloud, 3 minutes thinking time		Class Teacher/ TA
Unkind words to others	F1	Not following class rules Not respecting other children	Verbal warning given, if behaviour persists name will be moved to thinking cloud		Class Teacher/ TA

Unkind words to others	F2	Not following class rules Not respecting other children	Name will be moved straight to sad cloud, 3 minutes thinking time		Class Teacher/ TA
Hurtful actions to others	F1	Not following class rules	Name will be moved into thinking cloud, if		Class Teacher/ TA
		Not respecting other children	behaviour persists name will be moved to sad cloud, 3 mins thinking time		
Hurtful actions to others	F2	Not following class rules Not respecting other children	Name will be moved straight to sad cloud, 3 minutes thinking time		Class Teacher/ TA

**The list above is not exhaustive but provides guidance to staff**

Once the sanction and strategy has been followed, children should move back to thinking cloud and finally sunshine, so children understand that mistakes can be rectified. All staff aim to notice children doing the right thing, give lots of praise and incentive to behave.

## Appendix 8

<b>KS1 Behaviour system</b>				
<b>Type of behaviour</b>	<b>Reason for sanction not being enforced</b>	<b>Sanction</b>		<b>Who is responsible?</b>
Shouting out in class	Not following classroom rules.	Move name onto 1 <sup>st</sup> warning.	If any of these behaviours persist, the child will move their names to second warning. The children will be given a third and final warning before losing some of their playtime. The children will lose time in increments if 5 minutes.	Class teacher
Making silly noises during learning time	Not respecting children's right to learn	Move name onto 1 <sup>st</sup> warning.		Class teacher
Disturbing the learning of others	Not respecting children's right to learn	Move name onto 1 <sup>st</sup> warning.		Class teacher
Not following instructions	Not following class rules	Move name onto 1 <sup>st</sup> warning.		Class teacher
Deliberate lack of effort	Not making an appropriate choice and managing their learning behaviour	Move name onto 1 <sup>st</sup> warning.		Class teacher
Not keeping focus during work time/non completion of class work	Not making an appropriate choice and managing their learning behaviour	Move name onto 1 <sup>st</sup> warning.		Class teacher
Arguing with other children	Not respecting other children	Move name onto 1 <sup>st</sup> warning.		Class teacher
Being rude to adults	Not following the school rules	Move name onto 1 <sup>st</sup> warning.		Class teacher
<p><b>The list above is not exhaustive but provides guidance to staff</b></p> <p>Once the sanction and strategy has been followed, children should move back to the neutral zone, so children understand that mistakes can be rectified. Children should be caught doing the right thing, praised and moved up the treasure chests.</p>				

## **Appendix 9**

# **Behavioural Management During the Coronavirus (COVID-19) Pandemic**

## **Statement of intent**

The school aims to act in accordance with the Behavioural Policy set out above as much as possible; however, we understand the necessity for additional rules and considerations during the coronavirus (COVID-19) pandemic. This appendix sets out what additional actions the school will take during this time.

The information in this appendix is under constant review and kept updated to reflect any changes to national or local guidance.

## **1. Enforcing new rules**

- 1.1. The school ensures that infection control and social distancing rules are communicated effectively to all pupils.
- 1.2. Staff are informed about the measures in place so they can enforce these rules at all times.
- 1.3. The school informs parents of any changes to provision outlined in this policy.
- 1.4. The school expects pupils to uphold these rules at all times, including on school transport, where practicable.
- 1.5. Staff are informed of sanctions and rewards in place to aid enforcement of these rules in line with this policy.
- 1.6. Where required, staff explicitly teach and supervise health and hygiene arrangements, e.g. handwashing, tissue disposal and toilet flushing.
- 1.7. The school recognises that pupils may be supervised or taught by members of staff they have had no prior contact with; however, pupils are expected to treat all members of staff with respect and work together to maintain a safe environment.
- 1.8. The school expects pupils in wrap-around care, e.g. breakfast clubs, to adhere to the school's social distancing and infection control rules.

## **2. Attendance**

- 2.1. Attendance is mandatory for all pupils from September 2020.
- 2.2. Pupils should not attend school if they are following public health or clinical advice to stay at home, and pupils and their parents are not be penalised for these absences.
- 2.3. If a pupil needs to stay at home due to following public health or clinical advice, the reason for their absence is reviewed on a weekly basis by the headteacher.
- 2.4. If a pupil cannot attend school for any reason, their parent must get in touch with the school office. If the school is not contacted regarding an absence, the pupil's parent will be contacted on the first day of the absence.
- 2.5. Non-attendance is managed in line with the Attendance Policy, which includes specific provisions that will be followed during the coronavirus pandemic.
- 2.6. Attendance is monitored, and specific interventions put in place to reengage non-attending pupils.

### **3. Arrival and departure**

- 3.1. The school expects pupils to follow all arrival and departure arrangements to the best of their ability and to arrive at the correct time.
- 3.2. Pupils are expected to participate in any infection control and social distancing measures, e.g. hand washing, before entering and exiting the school.
- 3.3. The school expects pupils to move immediately to their learning area after washing their hands upon arrival.
- 3.4. Upon departure from school, the school expects pupils to move immediately from the school buildings and not to linger on the school premises without good cause, e.g. they are waiting to be picked up.

### **4. Hygiene and infection control**

- 4.1. The school's Coronavirus (COVID-19): Risk Assessment for Full Opening in September is conducted prior to full opening in September in order to enforce adequate and practical measures to protect the health and safety of both staff and pupils.
- 4.2. The school understands that younger children and those with complex needs may not understand why the infection control measures need to be in place and may struggle to follow them. These pupils are supported to adhere to the measures and their needs are taken into account with regards to discipline and giving rewards.
- 4.3. Pupils remain within their assigned 'bubbles' and avoid mixing with others as much as possible – staff reinforce this behaviour through teaching, rewards and supervision.
- 4.4. Pupils are expected to wash their hands for at least 20 seconds with soap and water, and/or alcohol-based hand sanitiser:
  - Upon arrival at school.
  - Before and after consuming food.
  - After using the toilet.
  - After coughing or sneezing.
  - When they return from breaks.
  - When they change rooms.
- 4.5. Younger pupils and those with complex needs are helped to clean their hands properly and are supervised when using hand sanitiser.
- 4.6. Pupils are expected to maintain good hand and respiratory hygiene at all times while in school, to the best of their ability.
- 4.7. Pupils are expected to dispose of tissues using the litter bins provided.
- 4.8. Pupils are expected to use infection control provisions responsibly, e.g. using hand sanitiser as directed.
- 4.9. Pupils are discouraged from sharing equipment or toys which pose a higher risk of infection, e.g. play dough.
- 4.10. The school prohibits pupils from spitting, biting, purposefully coughing in another person's vicinity, or other behaviours that increase the risk of spreading infection, e.g. purposefully disposing of soiled tissues in an unsafe manner.
- 4.11. The school understands that some pupils with complex needs will struggle to maintain good respiratory hygiene, e.g. those who spit uncontrollably or use saliva as a sensory stimulant.

Individual risk assessments are conducted for these pupils to ensure their safety and the safety of the staff who work with them.

- 4.12. Pupils whose behaviour is purposefully contrary to the infection control measures in place will be disciplined in line with this policy.
- 4.13. Pupils who are deemed unable to fully adhere to infection control rules, e.g. some pupils with SEND or younger children, are not disciplined for poor behaviour in this regard – positive behaviour is reinforced using praise and rewards.
- 4.14. Members of staff encourage pupils who are deemed unable to fully adhere to infection control rules to practice good infection control behaviours to the best of their ability, through teaching, praise and supervision.
- 4.15. Pupils are not expected to wear face coverings on the premises. If a pupil comes to school in a face covering, e.g. because they have had to travel on public transport to get to school, they are asked to remove the covering safely upon entering the premises. When removing a face covering, pupils must:
  - Not touch the front of their face covering during use or when removing them.
  - Wash their hands immediately on arrival to school.
  - For temporary face coverings, dispose of them in a covered bin.
  - For reusable face coverings, store them in a plastic bag.
  - Wash their hands after removing the face covering.

## **5. Social distancing**

### **General**

- 5.1. Pupils adhere to the social distancing measures put in place by the school.
- 5.2. Pupils form orderly queues, e.g. when waiting to use the toilets, using the two metre floor markings where necessary, and they are respectful and patient towards their peers.
- 5.3. Pupils are expected to:
  - Refrain from close contact with people who display symptoms of coronavirus.
  - Remain within their assigned bubbles.
- 5.4. Pupils are expected to maintain as much distance between themselves and others as possible and to ensure their time in close proximity to others is limited.
- 5.5. Pupils are placed into bubbles and they are not permitted to mix with other pupils outside this bubble, unless instructed to do so by their class teacher.
- 5.6. Pupils whose behaviour is purposefully contrary to the school's social distancing measures are disciplined in line with this policy.
- 5.7. Pupils who are deemed unable to fully adhere to social distancing measures, e.g. some pupils with SEND or younger pupils, are not disciplined for poor behaviour in this regard – positive behaviour is reinforced using praise and rewards.
- 5.8. Members of staff encourage pupils who are deemed unable to fully adhere to social distancing measures to keep away from others, to the best of their ability, through teaching, praise and supervision.

### **In the dinner hall**

- 5.9. The school expects pupils to respect the health and safety of catering and canteen staff and to follow all infection control and social distancing rules put in place while collecting and eating food.

- 5.10. Pupils are allocated specific time to use the canteen to help adhere to social distancing rules. Pupils do not enter the canteen or dining area unless expressly told to do so by a member of staff.

#### **During sports and exercise activities**

- 5.11. The school expects pupils to follow all social distancing and infection control measures during sports and exercise activities, both indoors and outdoors.
- 5.12. Pupils who are deemed unable to adequately follow social distancing or infection control measures during sports, activities and play are not disciplined – correct behaviour is reinforced by a member of staff.

#### **During collective worship**

- 5.13. Pupils are expected to follow all social distancing and infection control rules during assemblies and collective worship.

## **6. Moving around the school**

- 6.1. The school expects all pupils to move around the school following the school's arrangements, e.g. using one-way systems.
- 6.2. The school prohibits pupils from lingering in walkways, including stairs, and other communal areas without good cause.
- 6.3. Pupils are expected to move directly from one destination to the next at the times allotted to them and in their assigned groups, e.g. moving from one class to another or using the canteen.
- 6.4. Pupils may leave the classroom to use the toilets or other sanitary facilities one at a time, with permission from a member of staff.
- 6.5. Pupils who purposefully and continuously linger in walkways and communal areas without good cause are disciplined in line with this policy.

## **7. Ill health and infection**

- 7.1. The school expects pupils to report to a member of staff as soon as possible if they are feeling unwell and showing symptoms of coronavirus, or believe a peer is showing symptoms of coronavirus.
- 7.2. Any bullying or harassment towards pupils who have had, currently have, or are suspected to have coronavirus is not tolerated – this behaviour is addressed in line with this policy and the Anti-Bullying Policy.
- 7.3. The school allocates suitable areas that can be used to isolate pupils who shows symptoms of coronavirus whilst they wait for their parent or primary carer to collect them.
- 7.4. Pupils who have been advised to self-isolate at school while waiting to go home are expected to follow all infection control and social distancing rules in place and must not leave the area used to isolate them until their parents or primary carer picks them up.

## **8. The school premises**

- 8.1. Pupils are prohibited from entering areas of the school that have been closed for cleaning, social distancing, or infection control purposes.



8.2. Pupils who purposefully access prohibited areas of the school without permission are disciplined in line with this policy – pupils who are deemed unable to fully adhere to these restrictions are not disciplined and the correct behaviour is reinforced instead.

## **9. Breaktime and lunchtime arrangements**

9.1. The school expects pupils to adhere to social distancing and infection control measures, to the best of their ability, during lunchtimes and breaktimes.

9.2. Pupils are expected take their breaks and lunchtimes at phased times, within their permitted bubbles and only in designated areas.

## **10. School uniform**

10.1. The school expects all pupils to wear uniform while in school, in line with the School Uniform Policy.

10.2. Reasonable adjustments are made where pupils cannot, for good reason, wear the correct school uniform, e.g. the pupil has outgrown an item of uniform and their parent is currently unable to replace it.

## **11. Managing the behaviour of remote learners**

11.1. While all pupils will return to school in September, there may still be times when pupils need to learn remotely, e.g. due to a local lockdown or when the pupil is following health advice to stay at home.

11.2. Pupils who are learning remotely off-site are expected to adhere to this policy where applicable.

11.3. The school expects pupils who are learning remotely to uphold good behaviour at all times and to:

- Complete the work that has been set and return it on time, to the best of their ability.
- Keep all communication polite and appropriate, and in line with the school's remote learning arrangements.
- Not misuse or mistreat the resources or technology utilised for the delivery of remote learning.
- Report any issues, including harassment or bullying from their peers, to their teacher.

11.4. Where discipline must be deferred until the pupil returns to school, the headteacher informs the pupil's parent via letter and the pupil will be disciplined when it is safe to do so.

## **12. Support for pupils**

12.1. The school understands that adverse experiences and/or lack of routines of regular attendance and classroom discipline may contribute to disengagement with education in some pupils, resulting in increased incidences of poor behaviour.

12.2. Relevant staff work with pupils who are struggling to re-engage with school and who are at risk of being absent and/or persistently disruptive, including providing support for overcoming barriers to attendance and behaviour and to help them reintegrate back into school life.

12.3. The school understands that some pupils will return to school in September having been exposed to a range of adversity and trauma, which may lead to an increase in social, emotional and mental health (SEMH) concerns.

- 12.4. Appropriate support for pupils with SEMH issues is arranged, including arranging access to services such as educational psychologists, social workers and counsellors.
- 12.5. The SENCO works with local services to ensure services and support are in place for pupils with SEND to allow them a smooth return to school.
- 12.6. Where a pupil requires additional support, relevant staff consider what support or reasonable adjustments are needed and develop a plan to deliver this support.
- 12.7. EHC plans, pastoral support plans or multi-agency plans for relevant pupils are kept up-to-date.
- 12.8. Pastoral staff and the DSL and their deputies undertake the appropriate training to ensure they are able to spot signs of distress and poor mental health.

## **13. Rewards and discipline**

- 13.1. Rewards and discipline are given in line with this policy.
- 13.2. Staff ensure that any rewards given adhere to the school's infection control and social distancing measures.
- 13.3. The school understands that pupils may have had different experiences during the coronavirus pandemic and that this may affect how pupils re-adapt to a school environment and its routines.
- 13.4. Where the school recognises that a pupil's challenging behaviour may be linked to their experiences during the coronavirus pandemic, e.g. bereavement, it acts in line with relevant policies and ensures adequate wellbeing support is offered.

## **14. Exclusions**

- 14.1. All poor behaviour is addressed in line with this policy and discipline remains rational, reasonable, fair and proportionate.
- 14.2. Persistent poor behaviour, including the persistent, purposeful refusal to follow the school's social distancing and infection control rules, may result in the pupil being excluded from school in the interests of the health and safety of the pupil and others.
- 14.3. The headteacher retains the power to exclude pupils on disciplinary grounds – all exclusions and their arrangements are carried out in line with the Exclusions Policy, where practicable.
- 14.4. Permanent exclusion is only be used as a last resort.
- 14.5. Where a pupil with a social worker is at risk of exclusion, their social worker is informed and involved in relevant conversations.
- 14.6. The headteacher liaises with the LA and the parents of a permanently excluded pupil to arrange alternative provision to minimise any breaks in education.

## **15. Close contact behavioural management**

- 15.1. Behavioural management which requires the use of reasonable force or restraint as a last resort is carried out in line with the Positive Handling Policy.
- 15.2. The school recognises that social distancing and infection control measures cannot be adhered to using reasonable force or exercising restraint on a pupil to control their behaviour to prevent them posing a significant risk to themselves or others.
- 15.3. Once a pupil no longer needs to be restrained for the safety of others or themselves, staff continue to adhere to the social distancing and infection control measures put in place.

15.4. If a member of staff develops coronavirus symptoms after using restraint or reasonable force, they are sent home immediately and advised to test for coronavirus.

## **16. Monitoring and review**

16.1. Regular feedback is provided to staff, pupils and parents on how well they are executing these behaviour expectations and procedures.

16.2. Parents, staff and pupils are asked for feedback on the behaviour expectations on a regular basis, and changes will be made where necessary.

16.3. This appendix is reviewed in reaction to any new government advice by the headteacher.

16.4. Once the school resumes regular activity, and if deemed appropriate by the headteacher, all sections within this appendix will expire.