

Behaviour Policy COVID addendum



Black Firs School

“We should be gentle with those who ere, not in will, but in judgement.”

Sophocles. C450 BC

Rationale

“Good behaviour is a necessary condition for effective teaching and learning and an important outcome of education. For children to learn they need a secure environment, a clear framework of expectations derived from an agreed view, consistently implemented, on how the school attends to the development of children and the values that the school promotes. Standards of behaviour reflect all of a school's activities. They can be influenced by heads and teachers, regardless of child's home background and are amenable to change.”

“Achieving Good Behaviour in Schools”- OfStEd

This policy is based on the principle that children *choose* to behave or misbehave. If they choose to behave they will receive praise for their good behaviour; if they misbehave then a series of *agreed* consequences will be administered. In doing this we are reinforcing the DfE's principle that teachers have the right to teach and children have the right to learn, without disruption.

Purpose

To take account of need to address behaviour both within the classroom and around our School community.

To state unequivocally the values which are being promoted

To set out agreed criteria, which defines acceptable and unacceptable behaviour

Our School's Moral Code

Our School's behaviour code promotes respect for others within a moral, spiritual and cultural context.

It promotes;

- concern & empathy for others,
- the importance of self-discipline and self-respect,
- taking responsibility for our own actions,
- the basic virtues of honesty, fairness and politeness.

Our School Behaviour Code

There are five, simple, observable school rules, with one over-riding principle:

Always, think of others; treat them as you would wish to be treated

Follow directions first time

Keep hands, feet and objects to yourself

No running or shouting in the school building

No swearing, teasing or name calling

Use equipment in an appropriate manner

Explain why personal equipment should not be shared

ask an adult if they need to move about the classroom for something

Returning to School

Staff will discuss, with the children, social distancing what this means & why. In the Main building, children will be expected to stay within their own space and in their own classroom; sitting at their own table. In EYFS, children will be encouraged to keep their distance and stay in their own space.

Talk to children about gestures of friendship waving, thumbs, smiling to get them used to not getting too close to each other.

Supporting positive behaviour

Those children who behave in an appropriate manner will be rewarded for their positive response:

Individual praise

Positive memo /certificate / team point, message home on earwig and pass message on through teams to individuals.

A free choice of activity Golden Time

***A card, email or SMS to notify parents of their child's success
Children will also work towards an agreed 'whole class reward'***

Where a child chooses *not* to meet our expectations regarding behaviour they will face a series of consequences:

Name noted on the Board

Time spent working away from the group - Isolation within classroom - 10 min

Stay in at playtimes with adults in pod to reflect on their behaviour and complete behaviour journal where practicable

Parents contacted via phone call or on Teams via child's account

Formal interview with the Headteacher. Child to stay in the pod; Staff ask Head to come to class to escort child to a quite area to speak to them

In cases of *severe* disruption, the child will be sent immediately, to the Headteacher. ***Child to stay in pod and Staff ask Head to come to class to escort them to a quite area to speak to them.***

The sanctions are not cumulative beyond a day. However, for children who are continually choosing to breach the rules an individual behaviour programme will be introduced.

If, after a formal interview with the Headteacher the child still does not respond, then the following steps will be taken:

Official letter informing parents of their child's disruptive behaviour

Formal interview with parents and adoption of individual behaviour plan

Exclusion for up to 45 days in any one term

Permanent exclusion

Children identified, as continually choosing to break the rules will be given support and advice from other agencies - as appropriate.

Conclusion

We hope that by establishing a close partnership between home and school and by clarifying our intentions regarding discipline we will ensure the provision of a learning environment which is secure, and yet academically challenging, for each of the children in our care.

This policy should be read in conjunction with

“Assertive Discipline: Positive Behaviour Management for Today's Classroom” - Lee and Marlene Canter

“Achieving Good Behaviour in Schools” - OfStEd HMSO

As with all policies it will be kept under constant review and will be formally updated, as necessary

Schools return June 2020

- The updated **behaviour policy** reflects the new rules and routines necessary to reduce risk including:
 - ✓ Discuss with children why we are checking temperatures so they do not feel anxious about it.
 - ✓ following any altered routines for arrival or departure (Children will speak to adults in their pod and visual timetables will be set up for each group)

- ✓ following school instructions on hygiene, such as hand washing and sanitising (Posters outside and inside toilets)
- ✓ following instructions on who pupils can socialise with at school (Stay within their own outside space as well)
- ✓ moving around the school as per specific instructions (for example, one-way systems, out of bounds areas, queuing) Adults will need to support this especially outside toilet, need one at a time and one in queue.
- ✓ expectations about sneezing, coughing, tissues and disposal ('catch it, bin it, kill it') and avoiding touching your mouth, nose and eyes with hands, sanitise hands straight after.
- ✓ tell an adult if you are experiencing symptoms of coronavirus (Adults to observe and discuss in their pods and chat to younger children)
- ✓ rules about sharing any equipment or other items including drinking bottles (Drink bottles kept on their table in main building, EYFS will set up a drink station so children can get their drinks safely.
- ✓ amended expectations about breaks or play times, including where children may or may not play (Discuss school rules on return to school)
- ✓ use of toilets (Talk to children about 1 at a time in the toilet and the need to flush toilet and wash and sanitize hands)
- ✓ clear rules about coughing or spitting at or towards any other person
- ✓ Children to come to adults in their pod if they need first aid so adults can support
- ✓ clear rules for pupils at home about conduct in relation to remote education
- ✓ rewards and sanction system where appropriate