

Behaviour Policy

New End Primary School

Date Reviewed: **Summer Term 2020**

Next Review Date: **Autumn Term 2020**

Rationale

The purpose of this amended policy is to:

- Reiterate expectations during the phased return to school following COVID-19 closure
- Build a positive ethos throughout the school.
- Facilitate everyone's well-being.
- Enable effective learning to take place.
- Provide a framework whereby the school community works together for common aims with respect to discipline and behaviour.

Aims

The aims of this policy are as follows:

- To encourage children to respect and show consideration for other people (whether they know them or not) - their property, beliefs and customs.
- To be a school where children work hard, take an interest in all aspects of school life and feel happy and secure, and have pride in their school.
- To encourage children to think about their behaviour and learn self-control and self-discipline inside and outside the school, whether they are with an adult or not.
- To give children the chance to take responsibility, to make decisions about their work and play.
- To encourage adults to set a good example by treating children politely and fairly so children in turn can learn to be fair and polite themselves.
- To teach children to be honest with themselves and with each other.
- To praise and reward good work and behaviour.
- To involve parents in all parts of school life, including childrens' behaviour.
- To be a school where racism and sexism are not acceptable, in line with the school's Race Equality and Equal Opportunities policies.
- To be a school where all forms of bullying, fighting and aggressive behaviour are not tolerated and are dealt with openly and effectively.
- To encourage children to act calmly and sensibly.
- For all adults working in the school to acquire and maintain high status and authority.

- For adults to accept team responsibility for the conduct and behaviour of children throughout the school, in particular through understanding and agreeing the school's behaviour policies and procedures and applying them consistently.
- For adults to have high expectations of attitude and behaviour, together with continuity.
- For the wider community to think well of New End School and its staff and pupils.

('Adults' includes teaching and non-teaching staff.)

Code of Conduct

To help children manage their own behaviour we need to establish clear boundaries related to acceptable and unacceptable behaviour. **This is particularly important as children need to abide by the additional rules put in place in the current climate.**

It is essential that the whole school workforce operate this strategy in a highly consistent manner so that children are enabled to develop positive behaviour at all times.

At New End, we promote the following:

- Be respectful
- Be kind
- Be helpful
- Be honest
- Be a good listener
- Try your best
- Share with others

To keep each other safe, we:

- **Follow all instructions from staff at all times**
- Arrive at the allocated time
- Keep 2 metres apart from adults at all times
- Try to always maintain the 2 metre rule with other children
- Stay only with the children and adults in our bubble
- Walk inside the school buildings
- Follow the one way system put in place on the stairs
- Look after and take pride in our school
- Use quiet voices inside all of the school
- Remember our manners
- Follow hand hygiene rules (sanitise hands on arrival, wash hands regularly but at least before and after eating, using the toilet, after sneezing/cough, or going out to or coming in from the playground)
- Follow rules about sneezing, coughing, tissues and disposal (Catch it, bin it, kill it) and avoid touching your mouth, nose and eyes with hands
- Do not share any equipment

- Do not bring in any equipment except a water bottle and a packed lunch (if not taking a school packed lunch)
- Under no circumstances cough or sneeze at or towards any other person.
- Under no circumstances scratch, bite or spit at or towards any other person.
- Follow school guidelines on using the toilets.

The code of conduct towards the implementation of these aims is as follows:

- The positive ethos is a shared ethos and it is therefore everyone's responsibility to develop it.
- A 'please walk' policy will be promoted.
- A 'please talk quietly' policy will be promoted.
- A 'silence in listening time' policy will be promoted.
- A 'mutual respect' policy will be promoted - respect for people, their space, their time, their possessions, their beliefs and feelings, the environment.
- Any disagreement between adults will be resolved privately, not in front of the children. Adults here include parents/carers as well as members of the school staff.

Classroom Management

All children need to understand The Cloud Stages within their classroom.

Ensuring positive behaviour within the classroom is the responsibility of each teacher with the support of their teaching assistants. It is vital that consistent boundaries are established and reinforced from the first moment a child enters a classroom. *Each child begins the day on the Green Cloud, indicating that expected behaviour is shown by all. If a child's name is moved to Orange, this is a warning to the child and the class that behaviour is causing concern and needs to be specifically improved in order to return to the Green Cloud.*

A calm, respectful atmosphere in a classroom is conducive to effective learning. Teachers and members of the support staff should model positive behaviour at all times by the way they speak and behave to each other and to the children.

A proactive approach to 'nipping in the bud' any low level disruption, at the earliest opportunity, is a key element discovered in all effective classroom environments.

It is also vital that the focus is upon those children who display positive behaviour rather than on negative behaviour.

At the beginning of each bubble, each group goes through the expectations / rules set out above. These must be displayed for all to see.

Presence on the Orange Cloud will indicate that learning behaviour has been poor and without modification will necessitate being moved to the Red Cloud.

It is also vital that these sanctions are followed very consistently as this will also help to reinforce the boundaries of acceptable behaviour.

Children should know that being placed on the Red Cloud indicates that removal from the classroom is necessary and that parents/carers will be informed.

In most cases, the approach outlined earlier, will result in positive behaviour. Where this has not been achieved, the following steps are to be followed (this only to apply Yr1 – Yr6 as EYFS have a behaviour management system more appropriate to 4 and 5 year old children):

Stage 1

Removal from the classroom to work outside the room with a member of the bubble staff for 10 minutes to reflect upon their behaviour.

Stage 2

The child receives a red card and must be taken to the Deputy Head in the first instance or to the Assistant Head if not available.

The child will be asked to discuss their behaviour and why it has been inappropriate. The DHT / AHT will then call the child's parent (with the child present) to outline that a red card has been issued and to seek their further support in moderating the child's inappropriate behaviour.

It will be made very clear to both the parents and the child that further inappropriate behaviour at Stage 2, may result ultimately in the removal of the provision for that child if they cannot adhere to the school's expectations.

Methods to de-escalate the process

It is vitally important that the behaviour management strategy gives children the opportunity to modify their behaviour. This needs to be recognised by visible recognition of the child moving back towards the Green Cloud. Children should be aware that they all start each day on the Green Cloud.

Behaviours where children should immediately be sent to the Deputy Headteacher:

- **Breaking the safety rules highlighted in red**
- Physical or verbal violence
- Swearing intentionally to cause offence
- Bullying and intimidating behaviour
- Racist or sexist or homophobic remarks
- Repeated disobedience
- Continued inappropriate behaviour after returning from Time Out

Rewards and Sanctions

Rewards

We believe an important part of a behaviour policy should be the reward of hard work, effort and good behaviour. We see this as important in itself, but also contributing to the elimination of bad behaviour. To this end, weekly 'achievement assemblies' will take place in the bubble, where good behaviour and effort by individual children in any area of school life will be highlighted and made known to all children. **This will be recognised verbally and not with certificates.** We regard these assemblies as extremely important in raising the status of good behaviour and rewarding it appropriately.

Sanctions

Sanctions will include an opportunity for children to think about and/or explain how they can change (i.e. provide a route for a positive outcome), through reflection verbally or in writing.

Sanctions required during break times must be applied in the playground.

Parents will always be contacted and spoken to by the Deputy Headteacher or Assistant Headteacher when bad behaviour is persistent or very serious. Parents will be reminded that further rule breaking will result in the provision offer being withdrawn as we have a responsibility to ensure the health and safety of other children.

A member of the SLT will contact the parents of any child who scratches, bites or spits at another child or adult and they will be asked to collect the child immediately.

Exclusions from Provision

A decision will be taken only:

- In response to serious breaches of the school's Behaviour and Discipline policy and/or
- If in allowing the pupil to remain in school the education, safety and/or welfare of the pupil or others in school would be seriously harmed.

Monitoring and Evaluating Policy and Practice

The policy will be reviewed regularly by New End staff to ensure that it reflects practice at New End.