



Behaviour Policy

School Name: Haydon Wick Primary School

Version No: 4

Author: Aine Gale

Owner: Aine Gale

Approved by: Governors

Ratified date: July 2020

Interim review date: N/A

Next review date July 2021

I Aims and expectations

1.1 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.

1.2 The school has a number of school rules, but the primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

1.3 The school expects every member of the school community to behave in a considerate way towards others.

1.4 We treat all children fairly and apply this behaviour policy in a consistent way.

1.5 This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

1.6 The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

2 Rewards and Sanctions

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

- Teachers congratulate children;
- We distribute stickers to children either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school;

2.2 The school acknowledges all the efforts and achievements of children, both in and out of school.

2.3 The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

- We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.

- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.
- If a child is disruptive in class, the teacher reprimands him or her. If a child misbehaves repeatedly, we isolate the child from the rest of the class until s/he calms down, and is in a position to work sensibly again with others.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.
- If a child threatens, hurts or bullies another pupil, the class teacher records the incident and the child has sanctions. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.

2.4 The class teacher discusses the school rules with each class. In addition to the school rules, each class also has its own golden rules, which is agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during 'circle time'.

2.5 The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

2.6 All members of staff are aware of the Swindon Guidance Document 'Policy on Positive Handling and the Use of Reasonable Force' which the governing body have fully adopted.

Staff only intervene physically to positively handle children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with borough guidelines on 'positive handling and the use of reasonable force' of children and are recorded in an incident management log.

3 The role of the class teacher

3.1 It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.

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

3.3 The class teacher treats each child fairly and enforces the classroom code consistently. The teacher treats all children in their class with respect and understanding.

3.4 If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the Principal.

3.5 The class teacher liaises with the SENCO who may then choose to contact external agencies, as necessary, to support and guide the progress of each child.

3.6 The class teacher reports to parents about the progress of each child in their class. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

4 The role of the Principal

4.1 It is the responsibility of the Principal to implement the school behaviour policy consistently throughout the school. It is also the responsibility of the Principal to ensure the health, safety and welfare of all children in the school.

4.2 The Principal supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

4.3 The Principal keeps records of all reported serious incidents of misbehaviour.

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

5 The role of parents

5.1 The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

5.2 We explain the school rules in the school prospectus, and we expect parents to read these and support them.

5.3 We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

5.4 If the school has to use reasonable sanctions to sanction a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher.

If the concern remains, they should contact the Principal. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

6 The role of governors

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

6.2 The Principal has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Principal about particular disciplinary issues. The Principal must consider this when making decisions about matters of behaviour.

7 Fixed-term and permanent exclusions

7.1 Only the Principal (or the acting Principal) has the power to exclude a pupil from school. The Principal may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Principal may also exclude a pupil permanently.

7.2 If the Principal permanently excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Principal makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

7.3 The Principal informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

7.4 The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Principal.

8 Monitoring

8.1 The Principal monitors the effectiveness of this policy on a regular basis. The Principal also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

8.2 The Principal records those incidents where a child is sent to him/her for significant behaviour issues. These are recorded in the management of incidents log.

8.3 The Principal keeps a record of any pupil who is suspended for a fixed term, or who is permanently excluded.

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

9 Review

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

In summary, after attending Haydon Wick School we would like our children to be literate and numerate, having a degree of independence and an awareness of others and a sense of their own worth, to be capable of learning, to have a desire to learn and to be able to develop their capacity for learning.

The school believes that good relationships must exist with mutual respect between teachers and pupils, teachers and teachers, pupils and pupils, and teachers and parents. In creating the positive ethos of the school, teachers must have high expectations of pupils' behaviour and their work.

Both children and teachers have rights and responsibilities which must be achieved. They are listed below:

Children's Rights

Right to feel safe

Right to learn

Right to be treated with respect

Children's Responsibilities

To listen to teacher and do the tasks set by him/her

To respect others

To behave themselves and follow the school rules

Teacher's Rights

Right to teach

Right to support from other staff, Governors, Parents and other agencies

Right to adequate teaching resources and good working conditions

Right to be treated with respect

(some children may find treating teachers with respect difficult)

Teacher's Responsibilities

To respect all children and develop their self-esteem

To provide a suitable, differentiated and stimulating curriculum for children

To make explicit his/her expectations as to acceptable and unacceptable behaviour for children

To provide a pleasant and well organised classroom

Reviewed July 2020

Coronavirus Annex: Behaviour principles

To facilitate the safe return to school on June 1st 2020

In light of the need for children to behave differently when they return to school, and the new systems we have put in place to support that, we have made changes to the behaviour policy. Whilst coronavirus continues to impact the routines and interactions of people in school these changes will apply.

The school expects every member of the school community to behave in a considerate and respectful way towards others, both in person and online. We treat all children fairly and apply this behaviour policy in a consistent way.

This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

Staff training and awareness of mental health and well-being implications

As a school we ensure that staff working directly with children/young people have a knowledge and understanding of the impact of adversity and trauma on children's mental and physical health, development and life chances. We understand that children can communicate an unmet need through their behaviour, whether this is challenging and disruptive or quiet and withdrawn

Altered routines for arrival or departure

Pupils will arrive at staggered intervals they will be given a specific arrival time in which the teacher in charge of their group will collect them from the main playground.

Parents and children will enter from the gate by the field, drop children off in the playground and then exit via the main gate in the car park. Thus, we will operate a 'one way' system around the school. In school, pupils will remain in their classroom, as each room has access to its own toilets there will be no need for pupils to move around the school.

Departure will follow the same procedure – staggered exit times and pupils have a time slot where they will be collected in the playground. Lines in the playground mark two metres distance if parents need to form a queue.

Use of toilets

Each bubble will have a separate toilet, pupils must ask permission to use the toilet and only go on their own. Pupils will not use other toilets in the school building. Posters are around the school to encourage good hand hygiene.

Following instructions on who pupils can socialise with at school

Pupils will be put into groups called bubbles and they will stay in this bubble for the whole day with the same adults and use the same classroom, they will have break and lunch times together.

Expectations about breaks or play times

Outdoor playground equipment can be used in line with government guidelines regarding outdoor play spaces, fixed equipment will not be cleaned but pupils will wash hands before and after playing on it. Pupils will be reminded of safe behaviour and this includes social distancing. However, we cannot guarantee all pupils will follow social distancing measures – this has been communicated to parents and they will send pupils to school know this is the case. Pupils will remain in their bubbles during break, play times, and stay with the adult in charge of the group.

School Uniform

From September 2020, all pupils must wear uniform to school and follow normal school rules on uniform as set out in our behaviour policy.

Following school instructions on hygiene, such as handwashing and sanitising

Within school, preventing the spread of coronavirus involves dealing with direct transmission (for instance, when in close contact with those sneezing and coughing) and indirect transmission (via touching contaminated surfaces). A range of approaches and actions have been introduced:

- minimising contact with individuals who are unwell by ensuring that those who have coronavirus symptoms, or who have someone in their household who does, do not attend school
- cleaning hands more often than usual - wash hands thoroughly for 20 seconds with running water and soap and dry them thoroughly or use alcohol hand rub or sanitiser ensuring that all parts of the hands are covered
- ensuring good respiratory hygiene by promoting the ‘catch it, bin it, kill it’ approach avoiding touching your mouth, nose and eyes with hands
- cleaning frequently touched surfaces often using standard products
- must tell an adult if experiencing symptoms of coronavirus
- no sharing of play equipment, utensils and drinks bottles.
- minimising contact and mixing by altering, as much as possible, the environment and timetables, groups of no more than 15, creating ‘virtual bubbles in school’ and minimising any time in corridors.
- Children need to report to a member of staff if they believe they have COVID 19 symptoms – teachers will encourage this at the start of term.

It is important for school to be a calm and disciplined environment, where everyone follows the rules. At the start of Term 1 (2020-2021) the staff will explain all of the new social distancing rules and the protective measures that have to be rigorously enforced. In this way, every child in the school knows the standard of behaviour that we expect and anything that will be defined as ‘new unsafe behaviours’.

For example:

- spitting
- refusing to wash their hands or apply hand sanitiser
- deliberately coughing in someone’s face
- refusing to follow adult instructions, such as refusing to move or leave a room
- invading personal spaces

If there are any incidents of ‘unsafe behaviour’ which breach the protective measures, the teacher will discuss these with the children immediately involving a member of SLT if

required.

Children who persistently fail to follow the protective measures and demonstrate 'unsafe behaviour' will be sent home. The disciplinary powers that schools currently have, including exclusion, remain in place.

Due to minimising any cross contamination between classes, children cannot be sent to other teachers. The strategy for dealing with a breach of protective control measures and any incidents of unsafe behaviour will be:

Step One:

The class teacher applies his or her normal control strategies including eye contact, body language, being told to stop etc.

Step Two:

A verbal warning to explain why the behaviour is unsafe and unacceptable. Indicating that the next time a further step will be taken.

Step Three:

The child will be sent home. Parents will be informed by the Headteacher or member of SLT in school of any sanctions taken.

Step Four:

In the event that the child is sent home, a risk assessment will be conducted which will assess the risk to staff and other children posed if the child returns. If the risk assessment deems it too high a risk for the child to return to school, the child will be asked to remain at home (and will be asked to complete the home learning material supplied by the school) until the risk to staff and other children is deemed low. This risk assessment will be reviewed weekly.

The school keeps a variety of records of incidents of misbehaviour, including e-safety. The class teacher records serious classroom incidents on CPOMS.

Remote learning rules

If pupils are not in school, we expect them to follow all of the rules set out below. Parents should also read the rules and ensure their children follow them. Parents should contact school 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 with their learning.

- Be contactable during required times – although take into account that pupils may not always be in front of a device the entire time
- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers or teaching assistants
- Alert teachers if they're not able to complete work
- Use proper online conduct, such as using appropriate language in messages

- **How can schools make reasonable adjustments when they devise and implement new rules?**

Some children will return to school having been exposed to a range of adversity including feelings of loss, bereavement and long term anxiety. This may lead to an increase in social, emotional and mental health (SEMH) concerns. Additionally, where children have special educational needs and disabilities (SEND), their provision may have been disrupted during partial school closure and there may be an impact on their behaviour. For children and young people with SEND, it will be especially important to teach new norms and routines around protective measures, unsafe behaviours, personal hygiene clearly and accessibly.

Where appropriate, the school will have updated individual risk assessments for high risk pupils (including children on behaviour plans).

The school will also seek guidance from the DFE's 'Supporting children and young people with SEND as schools and colleges prepare for wider opening' guidance (update 26th May)

<https://www.gov.uk/government/publications/coronavirus-covid-19-send-risk-assessment-guidance/coronavirus-covid-19-send-risk-assessment-guidance>

The new rules and routines will need to be revisited every day, so that they become established

Principal: Aine Gale

Updated: 16th July 2020