

## Behaviour Policy

<b>Governors' Committee Responsible:</b> Full Governing Board	<b>Governor Lead:</b> John Dangerfield	<b>Nominated Lead Member of Staff:</b> Head Teacher
<b>Date Reviewed:</b> Updated September 2020	<b>Status &amp; Review Cycle:</b> Statutory 3 years	<b>Next Review Due:</b> To be reviewed regularly under Coronavirus period

## Learning, Caring and Sharing

A positive approach to behaviour

### 1. Statement of Principles

The governors of Byfleet Primary School are committed to promoting the values of respect, fairness and social inclusion. They are committed to eliminating all forms of discrimination, harassment and bullying, and to promoting the welfare of children and good relations across the school community. All children including looked after children, gifted and talented children, children with SEN, physical or mental health needs, will receive behavioural support according to their need.

**It is vital that this policy is read in conjunction with the current Coronavirus Risk Assessment.**

### 2. Aims

Byfleet Primary School regards the behaviour policy as pivotal to developing each child as an individual and to develop his/her potential to the fullest.

We aim to encourage relationships to be based on:

- Respect
- Development of positive self-esteem in each child
- Values that are built on mutual trust

All the staff at Byfleet Primary School are committed to maintaining high expectations of good behaviour, in a supportive way, as an essential contribution to the educational experience of the children and to their happiness and well-being whilst at school.

The behaviour policy is a working document and is a means of promoting good relationships so that people can work together with the common purpose of helping everyone to learning in an effective and considerate way. It has been drawn up as result of consultation with staff, pupils, parents and governors.

At Byfleet Primary School we believe that all children have the right to:

- Learn
- To develop their potential
- To be safe, happy and secure
- To develop positive relationships
- To feel valued and respected

- To be treated fairly and with consistency

### **Covid-specific Special Provisions**

Until further notice the behaviour principles and procedures outlined in Appendix 1 of this policy will apply and the remaining provisions within this policy have been revised as appropriate to reflect these.

### **3. Code of Conduct**

The code of conduct is essential for maintaining these rights. We believe that all members of the school community – children, staff, parents and governors should:

- have high expectations of their own and others behaviour
- involve parents in helping children at each stage
- respect and support each other
- show respect for the school environment and equipment
- consider the safety of everyone
- make positive contributions and recognise the contribution of others
- expect good behaviour to be rewarded and poor behaviour to have consequences

#### **Playground/playtime codes of conduct**

- Run only on the playground / grass area
- Play happily and cooperatively without any kind of fighting
- Do not remain in the classroom without the teachers' permission or an adults presence
- Use play equipment in a way that will not hurt or annoy anyone
- Football should be played on the field
- Do not play ball games in the playground / field before or after school
- Trees should not be climbed
- Scooters / bikes should not be ridden into the playground area before or after school or inside the school gates.
- The climbing area should not be used before or after school

### **4. Responsibilities**

For rights to be maintained, children have to take the responsibility to follow the rules. If children break those rules they must understand that they have chosen to do this and must therefore accept the consequences of their actions. The children and teachers have drawn up codes of conduct (Class Charter) for each classroom.

The whole school approach to behaviour in the classroom is through the Learning Ladders. These Learning Ladders are a visual aid where children and teachers can express the expectations of what good learning behaviour is and what rewards there are for this. Warnings are included into the ladder so that if a child makes the wrong choice then they have time to regain their position on the ladder within the lesson.

This is an example of the Learning Ladder on display in all classrooms:



Guidelines have also been developed in “child speak” so that the teacher is able to explain to the child what the consequence of their behaviour is both acceptable and unacceptable:

**Outstanding** - If we go the extra mile without being asked e.g. showing consistent initiative, independence, determination and care we will receive an outstanding certificate and a sticker for our personal chart.

**Super Attitude** - If we continue to make great choices and show a super attitude to our learning and behaviour we will receive house points and a sticker for our personal chart.

**Great Choices** - We will move up the ladder if we make great choices e.g. listening well to instructions, working as a team and trying our best.

**Ready to Learn** - We start here at the beginning of each day.

### **Warning**

We will get a warning if:

- We choose not to listen or try with our learning
- We shout out in class
- We choose not to follow instructions

### **Time Out**

We will have time out if:

- We have not listened to our warning
- We are being unkind to others
- Prevent other children from learning or being rude to our friends or teachers

### **Consequences**

There will be a consequence if:

- Time out was not successful
- We ignore adults
- We hurt others
- We break things
- We behave in an unsafe way

**Consequence chart (Staff version)**

If a child reaches the consequences rung on the ladder then the staff member must use the following guidelines-

Persistent distraction and lack of cooperation.	Timeout in another classroom. Miss whole of next playtime/15 mins from next lunchtime.
Leaving classroom without permission	Timeout in another classroom. Miss whole of next playtime/15 mins from next lunchtime.
Verbal aggression including swearing.	Visit Key Stage Leader/SLT. Miss next lunchtime play. Parents informed.
Physical aggression e.g. arguing/pushing.	Visit Key Stage Leader/SLT. Miss next lunchtime play. Parents informed.
Persistent verbal or physical actions of aggression (including bullying).	Parents informed. Internal exclusion in another year group given and both playtimes missed.  Further support may be implemented at this stage.
Serious verbal incident	Head teacher will meet with parents, class teacher and child to discuss incident and consequences. Individual behaviour plan may be created and monitored closely. Depending on severity of incident- child will either have ½ or whole day in isolation.
Serious physical incident	Head teacher will meet with parents, class teacher and child to discuss incident and consequences. Individual behaviour plan will be created and monitored closely. Depending on severity of incident- child will either have ½ or whole day in isolation.
Persistent serious verbal or physical incident	Head teacher will meet with parents, class teacher and child to discuss incident and review the child's behaviour plan. It is highly likely that the child will receive a fixed term exclusion.
Continued verbal/physical aggression may result in a permanent exclusion.	

## 5. Rewards

We believe that the most effective way of achieving our aims is to praise and encourage positive behaviour.

- Praise good behaviour as well as work
- Show an appreciation of children's contributions
- Praise those doing the right thing as an incentive to others to receive praise
- Private and public praise giving reasons for it
- Examples of such behaviour are praised in class and around the school, both verbally and by receiving tangible rewards such as house points and stickers
- Good news is shared with the parent if the child has tried particularly hard and reached **Outstanding**
- Children may also share their success and achievements with the Head teacher and Deputy Head teacher through Head Teacher and Deputy Head Teacher awards
- During celebration /achievement assemblies, the children have the opportunity to share their achievements with the rest of the children in their Key Stage
- Provide pupils with the opportunities for self-evaluation and therefore recognise achievement
- Provide a means by which each class member can contribute to class rewards
- Continuous positive behaviour will be rewarded by attending the Head teacher's Tea Party if they have achieved 10 stickers from reaching **Super Attitude** and **Outstanding** on the behaviour ladder over a term

Rewards need to be age appropriate and all children should benefit from them. It is essential that boundaries of acceptable behaviour are consistently applied by all members of staff.

## 6. Persistent Misbehaviour

Persistent misbehaviour will be dealt with in the following ways:

- A home / school contract, working with the parents, to produce a programme to encourage improvements in behaviour. Guidance and support may be sought from other agencies and the SENCO.
- A behaviour report card with explicit targets may be implemented to support and monitor the behaviour.
- Additional appropriate adults within the school will support and monitor behaviour.
- A meeting of all interested parties will be held and minutes of the meeting agreed.

In extreme cases the Head Teacher may decide that:

- As a last resort, the child must be restrained using reasonable force if they are at risk of hurting themselves or hurting others.
- A period of exclusion may be necessary.

The strategies and steps outlined above will be adapted as necessary during the period of the Coronavirus pandemic.

Part of the risk assessment to guard against COVID-19, separation of children in different Bubbles is vital. Should a child come into close contact with a child or an adult from another Bubble through their own behaviour choices and refuse to follow a staff member's request to socially distance themselves, the child's parents will be contacted and the child may receive an exclusion.

## **7. Bullying**

Bullying is the persistent desire to hurt others and can be verbal, physical or mental. At Byfleet Primary School we are keen to identify early signs of bullying. The children are encouraged to tell a teacher, friend or parent. All incidents are treated seriously and the appropriate action is taken by the Head teacher in conjunction with the class teacher and parents to deal with the bully and help the victim. The role of the parents is very important in reducing any incidents of bullying as they need to watch for any signs of distress such as repeated illness, damaged clothing etc. See the Byfleet Primary School Anti-Bullying Policy.

## **8. Partnership with Parents**

Staff will ensure:

- there is a welcoming environment for parents
- good as well as bad behaviour should be communicated to parents
- different family situations are respected

Parents have responsibilities which contribute towards the good conduct of their children. These include ensuring:

- regular attendance and punctuality
- their child has suitable clothing
- their child has a suitable breakfast
- their child brings to school all the appropriate books and equipment they need for their work
- homework is properly completed on time and actively encouraged
- parents should praise effort and progress
- parents should encourage their child to participate fully and positively in their day to day school work and in the wider life of the school and community
- parents need to cooperate with the school in matters of discipline and to reinforce the schools efforts at home
- parents are encouraged to keep in contact with the school beyond the formally organised parents evenings and if from time to time there any issues that would affect their child's behaviour then we encourage parents to share these with the school so that full, confidential support can be offered.
- parents inform the school of any difficulties and pressures which arise from unstable family relationships

Sometimes, family reorganisation may result in children having very disrupted lives. Pupils may feel inhibited to speak about the changing family circumstances. This may have an adverse effect on the children's emotional and educational development. For some children school may, temporarily, be the most stable and secure environment. The schools' processes for recording and identifying pupils with these sorts of problems should be sensitive to possible links with behaviour and other experiences in the child's life. This may lead to the need to involve other agencies or support services in order to assist the pupil's development. In cases where a child's

behaviour at school indicates serious problems at home, schools must be alert to the need to involve services or other agencies.

## 9. The Role of the Head Teacher

The Head teacher is responsible for ensuring the code of conduct are adhered to by all stakeholders.

It is also the responsibility of the Head teacher to ensure the health, safety and welfare of all children in the school. The Head teacher supports the staff by implementing the policy consistently throughout the school and by setting the standards of behaviour. The Head teacher keeps records of all reported serious incidents of behaviour on the school's online reporting system (CPOMS) and is responsible for: any consultations with the local authority; exclusions either fixed term, for individual children for serious acts of behaviour, or permanent for repeated/serious acts of behaviour. (These actions are only taken after the governors have been notified.)

## 10. Exclusions

We do not wish to exclude any child from the school but sometimes this may be necessary. The school has adopted and refers to the standard national list of reasons for exclusions and the standard guidance.

*EXCLUSION FROM MAINTAINED SCHOOLS, ACADEMIES AND PUPIL REFERRAL UNITS IN ENGLAND (DFES-57501-2012)*

Only the Head teacher has the power to exclude a pupil from school. The Head teacher may exclude a pupil for one or more fixed periods for up to 45 days in any one school year. The Head teacher may also exclude a pupil permanently. It is also possible for the Head teacher to convert fixed term exclusion to a permanent one, if the circumstances warrant this.

If the Head teacher excludes a pupil, he/she informs the parents immediately, giving reasons for the exclusion. At the same time the Head teacher makes it clear to the parents that they can, if they wish, appeal against such a decision to the governing body. The school informs them how they make such an appeal. The Head teacher informs the LEA and the governing body about any permanent exclusions and fixed term exclusions which are beyond five days in any one term.

The governing body cannot either exclude a pupil or extend the exclusion period made by the Head teacher. The governing body has a discipline committee which is made up of between 3- 5 members. This committee considers any exclusion appeals on behalf of the governing body.

When the appeals panel meet to consider exclusion, they look at:

- the circumstances in which the child was excluded
- any representation by parents and the LEA
- whether the child should be reinstated

If the governors' appeals panel decides that a child should be reinstated, the Head teacher must comply with the ruling.

### **11. Monitoring and Review**

The Head teacher monitors the effectiveness of the policy on a regular basis. She reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school uses an online reporting system, CPOMs, to record behaviour. Incidents are monitored and analysed half-termly during Senior Leadership Team meetings (or more frequently if required) to identify any patterns of behaviour and act on this accordingly.

The governing body is responsible for monitoring:

- the rate of exclusions
- that the school policy is administered fairly and consistently
- that no child is treated unfairly because of their individual learning needs, ethnic background or race.

### **12. The Use of Reasonable Force**

The school has adopted and refers to the standard guidance.

*USE OF REASONABLE FORCE  
(DFES-00295-2013)*

This covers both the use of force to restrain a pupil (e.g. to prevent them injuring somebody or themselves) and the use of force to compel a pupil to comply with a reasonable instruction (e.g. to leave the classroom).

**The Behaviour and Anti-Bullying policies should be read in conjunction with the following policies:**

Equality Policy

SEND Policy

Child Protection & Safeguarding Policy

Acceptable Use (ICT) Policy

Online Safety Policy

Touch and Physical Intervention Policy

Infection Control Policy

### **Appendix 1: Covid Behaviour principles and procedures**

Children will need to behave differently when they return to school. They will be encouraged to follow the rules and procedures which reflect those set out in the school's Coronavirus risk assessment, which will be updated regularly. The new behaviour rules and procedures outlined in this appendix have been put in place to protect the whole school community.

Children will be rewarded where appropriate for complying with the new rules and procedures in accordance with the reward structures and strategies outlined in this policy.

If children display inappropriate behaviour the sanctions outlined in this policy will be applied where appropriate.

Reasonable adjustments will be made and additional support provided during this period for students with more challenging behaviour. These will be notified to parents and staff as appropriate.

#### **New routines for arrival or departure / drop-off and pick up**

- Changes to drop off and pick up routines will be required. This is to reduce the number of people on the school site in the interest of infection control and to minimize the number of people children come into contact with.
- Only one adult should drop off and pick up a child or children who live together.
- Parents must drop off and pick up children from the locations advised to them.

#### **Drop-off**

- Parents have the responsibility of dropping their children in school.
- All unaccompanied children will come through the pedestrian gate at the front of the school at staggered timings. A member of staff will welcome and point each child in the direction of the door they need to enter into school.
- All accompanied children will come through the pedestrian gate at staggered timings and walk to their allocated waiting point.
- All children will be escorted to wash their hands upon arrival at school.

#### **Pick-Up**

- At the end of the day, pupils will leave school at staggered timings. This information will be provided in the form of letters, social stories and newsletters.
- Children from each class will line up in a single queue.
- Passwords may be requested by staff before releasing pupils as teachers and parent/carers will not necessarily know each other.

### **New behaviour rules and procedures relating to hygiene such as handwashing and sanitising**

Hygiene posters will be posted around school to remind children and reinforce the behaviour expected of them.

#### Handwashing

- When children come into school they will be required to wash their hands. They will be asked to do this regularly, before and after break and lunchtime and after visiting the toilet.
- Children will be taught how to wash their hands thoroughly using government guidelines, video links and posters.. All must wash their hands for at least 20 seconds each time. Children follow the <https://www.gov.uk/government/news/public-information-campaign-focuses-on-handwashing>
- Children will be advised to not touch their mouth, nose and eyes.
- Children can also bring in their own hand sanitiser that does not contain alcohol into school in named bottle. This needs to be kept on the child's desk and remain in school at the end of each day.
- Antibacterial children's dispenser are installed in all classrooms, learning areas, outside dining areas and halls. Children are to use these as an extra precaution after washing their hands.
- Children will also wash their hands before leaving school at the end of the day.

#### Coughing, sneezing and spitting

- Children will be taught to cough and sneeze into their elbow and away from the direction of other children and adults if they do not have a tissue. They will be asked to wash their hands after they have coughed or sneezed.
- Boxes of tissues will be available in all places where children are working and playing.
- Used tissues to be placed by the child in a lined and lidded bin. These will be emptied at the end of each day.
- Children must not cough or spit towards any other person.

#### Toilets

- Children will be directed to use designated toilets and must only use those toilets.
- Staff will teach and reinforce the need to properly flush toilets after use.
- Children displaying Coronavirus symptoms must use the disabled toilet which will then be closed off until a deep clean has taken place.

#### Doors & ventilation

- Doors and windows to outside areas need to be kept open to encourage good ventilation, when not too cold to do so.
- Internal doors and windows to be kept open to avoid them being touched too often.

### **New rules and procedures for reporting illness and when children who become unwell**

- children should stay at home if they are experiencing signs of illness outlined on the NHS website <https://www.nhs.uk/conditions/coronavirus-covid-19/>
- If a child feels unwell at school they should immediately tell an adult.
- If a child becomes ill in school they will be isolated in SLT room and supervised through the glass with a member of staff positioned outside the door.
- If a child becomes ill, follow the flow chart on display in every room.
- The child must sent home immediately through usual school procedures if they are experiencing the signs and symptoms of Covid 19 as given in NHS website <https://www.nhs.uk/conditions/coronavirus-covid-19/> or staff have noticed these signs and symptoms.
- Children showing symptoms must come into contact with as few staff and children as possible.
- Children must use the disabled toilet which will then be closed off until a deep clean has taken place.

### **New rules and procedures relating to sharing equipment or other items including drinking bottles**

#### Water bottles

- Children should bring their own named water bottle into school, which needs to be sent home and cleaned each night.
- Only the child whose name is on the bottle should handle the bottle, including collecting and filling it in school.

#### Other equipment

- Children should avoid bringing in any additional items from home into the school environment unless these are absolutely necessary and are appropriately treated before being distributed.
- Children will have their own equipment provided and remain with this equipment, for instance, laptops, books, glue to minimise movement within a class or Bubble (stationery will be provided for Reception and KS1, KS2 children bring in their pencil cases).
- Children should only bring in a snack, water bottle (named), pencils case (KS2 only), a packed lunch if they have one and a coat if needed.
- Coats and jackets should be hung on the back of their chair when not being worn.

### **New rules relating to school uniform**

- Children will be required to wear their PE kits to school on the days in which they have PE.
- Clothes worn at school should be washed once children get home and clean clothes must be worn to school the next day.

### **New rules and procedures relating to working and socialising within school**

- Apart from Reception children will sit in rows at allocated tables facing the front.
- Children will work in as small groups as possible. The groups need to be consistent as possible in terms of the same children, the same adults the same classroom and the same equipment used.

- Children will not be able to swap Bubbles or swap between Bubbles, this is to minimize the amount of people the children and staff come into contact with.
- Children will work/play outside as often as this is possible.
- If not outside children will work in well ventilated areas
- Children should not be encouraged to leave their seat so all equipment needs to be placed on a tray on their desk.
- Sports equipment used during lessons, will not should not be shared between Bubbles.

**New rules and procedures relating to moving around the school.**

- Children are encouraged to follow social distancing rules and try to keep at least 2 metres apart from anyone else who is not in their Bubble at all times whilst walking in corridors and moving around the school.
- Children must follow any instructions given when moving around the school and take notice of any signs around school to remind them which way to walk (eg. the 2 way coloured foot print markers in all corridors) and where to stand and telling them which areas of the school are out of bounds.
- Children must always walk (not run) inside school, walking on the left hand side of the corridor (footprints provide a visual reminder of this).
- Children must be accompanied by an adult at all times when they are in the school.

**New rules and procedures relating to breaks or play times, including where children may or may not play**

- Break times will be staggered to limit the number of children in the playgrounds.
- Children must take their breaks with their own Bubble of children.
- The playground and the field will be zoned off to Bubbles of children so that they are not in contact with others beyond their Bubble. Children must keep to their allotted zone.

**New rules and procedures relating to lunch time.**

- Lunches will be provided in sealed disposable take-out style boxes.
- Lunch will be eaten outside when weather and space permits, or in classrooms of that individual child for KS2 and in the dining hall for Reception and KS1, eating in their Bubbles.
- If a child has a packed lunch from home the lunch box should be thoroughly cleaned each evening before being brought back to school the next day. The lunch box will be stored in the child's classroom.
- Children who have not finished their lunch at the time they are to go outside as a Bubble, will sit in a quiet area within the Bubble's zone to finish their lunch.

**Reminder of rules for pupils at home about conduct in relation to remote education**

- Children who are being educated at home will continue to work in accordance with instructions issued by their teachers from time to time and will comply with the rules and recommendations in the school's Online Safety Policy and Acceptable Use policy.

### **Pupil support**

- Whilst new expectations are established, the school will focus on routines, safety and well-being rather than academic challenge.
- An age appropriate strategy for pupils to share their concerns e.g. a worry box, will be available in every group so that pupils' concerns can be heard and responded to every day.
- School staff will pay particular regard to families and pupils who are classified as clinically vulnerable so that appropriate additional support is put in place to reduce anxiety as appropriate to the circumstance.

### **Support for pupils who have additional or special educational needs**

- Pupils will have their individual provision map/proactive behaviour plan /risk assessment reviewed in light of the new circumstances. Packs are prepared for these children in case the children are sent home in response to a positive COVID result or due to the need to self-isolate in accordance with government guidelines.
- If there are concerns that appropriate support is not possible during this period, despite the school's best endeavours, a meeting will be held with parents (and relevant external professionals) to discuss next steps and what additional adaptations may be possible to ensure the pupil can manage his/her behaviour safely.

### **Procedures for Emergencies**

- Children will be lead out of the building by a member of staff and lining-up in the assembly point on the field must be done in a way in which adheres to the social distancing recommendations (children walking and lining up with one metre between them, for instance).
- Children must wash their hands on entry back into school if they are returning into the school building (which must only be on the request of a member of SLT or an official, such as from the fire brigade or police).