

Covid-19 Behaviour Policy

Governors' Committee Responsible: Full Governing Board	Governor Lead: Martin Lock	Nominated Lead Member of Staff: Head Teacher
Date Reviewed: May 2020	Status & Review Cycle: Regular reviews throughout crisis	Next Review Due: Regular reviews

Covid-specific Special Provisions

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

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.

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 learn in an effective and considerate way. It has been drawn up as a 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

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 on 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.

5. 5 Golden Rules

1. Regularly wash hands for 20 seconds or two times "Happy Birthday" song.

2. Try to stay arms distance (yours and other child's arm) away from each other.

3. Catch it-Bin It-Kill It

4. Use my equipment only and sit at my table (or my "spot").

5. Listen carefully to instructions and try our best. Have fun and stay positive.

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



Guidelines have also been developed in “childspeak” 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 our parents will be informed.

These strategies will not all be possible during the period of the Coronavirus pandemic and alternative reward strategies may be employed.

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/or stickers

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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

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. Incident recorded on CPOMS.
Leaving classroom without permission	Timeout in another classroom. Miss whole of next playtime/15 mins from next lunchtime. Incident recorded on CPOMS.
Verbal aggression including swearing.	Visit Key Stage Leader/SLT. Miss next lunchtime play. Parents informed & incident recorded on CPOMS.
Physical aggression e.g. arguing/pushing.	Visit Key Stage Leader/SLT. Miss next lunchtime play. Parents informed & incident recorded on CPOMS.
Persistent verbal or physical actions of aggression (including bullying).	Parents informed. Internal exclusion in another year group. given and both playtimes missed. Incident recorded on CPOMS. Further support may be implemented at this stage.
Serious verbal incident	Headteacher will meet with parents, class teacher and child to discuss incident & 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. Incident recorded on CPOMS.
Serious physical incident	Headteacher will meet with parents, class teacher and child to discuss incident & 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. Incident recorded on CPOMS.
Persistent serious verbal or physical incident	Headteacher 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. Incident recorded on CPOMS.
Continued verbal/physical aggression may result in a permanent exclusion. Incident recorded on CPOMS.	

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 through 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 **Super Attitudes** or one **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:

- The child must be restrained using reasonable force as a last resort.
- A period of exclusion may be necessary.

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 behaviour as well as bad 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 are 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 codes 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, or Acting 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.

During the period of the Coronavirus pandemic face to face meetings may not be possible and alternative methods of communicating with parents may be used.

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.

The strategies 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 is vital. Should a child come into close contact with another child through their own behaviour choices (including, but not exclusive to spitting, touching another child deliberately, touching objects that they are not permitted to) and refusal to follow staff members' requests to socially distance themselves, the child's parents will be contacted to come to take their child home immediately. As advised by Surrey's Inclusion Officer for Vulnerable Learners, Stuart Lee, this will not be treated as an exclusion due to the circumstances brought about by COVID-19. Following a discussion with parents, should a child not be able to continue to follow the rules, they will have to continue with home learning.

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).

Appendix: 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 from time to time.

Drop-off

- Parents have the responsibility of dropping their children in school. If the child is upset, staff cannot intervene unless it is keeping to the social distancing regulations.
- All children will come through the pedestrian gate at staggered timings. The member of staff welcome each child and lead them into school.
- All children will be escorted to wash their hands upon arrival at school and have their temperature taken.

Pick-Up

- At the end of the day, pupils will leave school one class at a time.
- Children from each class will line up in a single queue and each stand beside a circle marking 2m distancing. A member of staff will be on the gate to pass each child over to their parent/carer.
- Passwords may be requested by staff before releasing pupils as teachers and parent/carers will not necessarily know each other.

Parents will be informed of drop off and pick up points and timings.

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 and before and after break and lunchtime.
- 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/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings>.
- 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. Bins with liners are available in each classroom, hall, playground and entrance area. These will be emptied at the end of each day, or at lunchtime if full.
- Children must not cough or spit towards any other person.

New routines for moving around the school and access to areas

- Children to remain with their group and follow instructions for moving around school
- Children to only use the areas designated to their group
- Children are not allowed to access other areas of school that are not their designated area as they have been allocated to other children and staff
- Children are not allowed to move around the school unaccompanied

Warning

We will get a warning if:

- We choose not to follow the instructions to keep us safe re handwashing, hygiene and movement

Time Out

We will have time out if:

- We have not listened to our warning re following safety measures in place

Consequences

There will be a consequence if:

- Time out was not successful
- We ignore adults
- We behave in an unsafe way