

Heber Primary School

Covid 19 Behaviour Policy

At Heber, even in these difficult times, we want to provide an environment where everyone (children, staff, and parents) feels safe, secure, confident, valued and respected. The primary aim of this policy is to promote good behaviour whilst keeping all staff and children safe and minimise the risk of infection. Good behaviour encompasses - politeness, courtesy, good manners, responsibility and respect and care for others.

We promote good behaviour through: -

- Staff acting as role models
- Our high Expectations regarding behaviour and manners
- Establishing and enforcing the school and 'bubble' rules
- Rewarding good behaviour
- Challenging and addressing unacceptable behaviour.

We expect: -

- All parents understand the changes to the behaviour policy as do the children.
- Everyone treats each other with respect, courtesy and good manners
- Parents to encourage their children to uphold the school's values and to adhere to the school's Behaviour Policy
- All those connected with the school to be aware of their responsibilities with regard to behaviour and with regard to preventing and responding to bullying.

**ROLES AND RESPONSIBILITIES IN PROMOTING POSITIVE BEHAVIOUR
AND POSITIVE ATTITUDES TO LEARNING**

The School will:

- Display and teach the children the school rules:
 - ❖ *We will react calmly and quickly to an adult's decision*
 - ❖ *We will respect the rights of all children to learn in a safe and positive environment*
 - ❖ *We will listen carefully and speak at appropriate times*
 - ❖ *We will respect the property of others. We will share safely.*
 - ❖ *We will not initiate or retaliate to a problem*

- Focus on generating and nurturing positive behaviour through a range of specific, targeted teaching and learning activities, such as circle time and PSHE. This time will also be used to address any anxieties about being back at school.
- Keep records of all reported incidents of misbehavior. If misbehaviour is endangering other children then parents and SLT must be informed.

Staff will offer children:

- Support SLT in providing an environment that feels as safe as possible.
- A daily structure that engages pupils to the best of their ability in these unprecedented times.
- Help children to try to understand how their actions can affect others and help them to begin to develop feelings of empathy and sensitivity towards others
- Learn to make positive choices about their behaviour
- Understand their rights and responsibilities as members of the school community and citizens in our society including the importance of social distancing.
- Ensure the children in their class know the 'bubble' and school rules
- Are listened to and listen to others
- Learn to value the contributions of others

Ensure that pupils' parents/carers

- (When appropriate) are informed about their child's welfare and behaviour and, where necessary, are offered support

Children should:

- Be polite, courteous and well mannered.
- Respect and care for others.
- Observe the school values – *thoughtfulness/responsibility /resilience* and class rules
- Take responsibility for their actions
- Listen to others
- Learn to resolve disputes constructively
- Value and take responsibility for the school environment

We ask Parents and Carers to:

- Support the school in implementing this policy
- Contact the class teacher if they have concerns about the implementation of this policy. If concerns remain they should contact the Wellbeing Assistant Headteacher – Lyndsey Jefford
- Contact the 'bubble' teacher if they feel their child's behaviour, in or out of school, is impacting on his or her emotional well-being.

The Governing Body will:

- Support the school in the implementation, of the policy
- If necessary , give advice about disciplinary issues
- Review the effectiveness of the policy

Rewards and Sanctions

Rewards

The children will be able to earn 'caught being good' marks these would work well inside and outside the bubble. These marks will be recorded on a board in the classroom. Weekly, all children who earned caught being good points, will be added into a draw to win a prize. The prize will be given out at the end of Friday each week.

Rewards are complemented by a series of sanctions centred on giving children the opportunity to reflect on and if appropriate alter their behaviour.

Sanctions in the Foundation Stage

Nursery:

Given the infancy of these children it is likely that a much more personalised, light touch response by supervising adults will be appropriate to help children with regards to most behaviour.

This will include:

- Coming down to a child's level, whilst maintaining a safe distance, and explaining why their behaviour is not appropriate.
- Explain to the child how their actions have impacted on another person.
- Model to the child how to say sorry and what they are actually sorry for, for example 'I am sorry that I took the train when you hadn't finished playing with it'.
- If the specified behaviour does not change then the child will be asked to leave the activity or area and be supported in selecting a new activity.
- Adults will verbalise an emotion associated with how the child is acting. For example 'I can see that you are sad/angry/frustrated/...'

In certain circumstances when a child is acting in a way which may injure or endanger another person, the other children will be moved away from the area.

In extreme circumstances such as biting, hitting, kicking the child may be taken into the 'reading area' with an adult to have time to calm down. Once the child has calmed down the

same process will occur with an adult discussing the impact their behaviour has had on another child or adult.

Reception:

Reception classes, teaching teams are encouraged to begin to adopt this Stepped Sanction approach. This will include:

- Coming down to a child's level, whilst maintaining at height advantage of the child to reduce the risk of infection, and explaining why their behaviour is not appropriate.
- Explain to the child how their actions have impacted on another person.
- Model to the child how to say sorry and what they are actually sorry for, for example 'I am sorry that I took the train when you hadn't finished playing with it'.
- If the specified behaviour does not change than the child will be asked to leave the activity or area and be supported in selecting a new activity with all safety measures in mind.
- Adults will verbalise an emotion associated to how the child is acting. For example 'I can see that you are sad/angry/frustrated/...'

However, in Reception the following procedure will be followed:

- A child is given a verbal warning and an explanation as to why their behaviour needs to change.
- The child is given another warning and it explained if the behaviour does change they will be giving 'Time Out' on the Thinking chair.
- On the 3rd warning the child is taken to the 'Time Out' area and given a timer. An adult will re-illiterate to the child why they have been placed there.
- Once the timer is finished an adult will discuss with the child the situation and how to amend their behaviour. This will include apologising for their actions.
- If the child repeats the behaviour after the 3rd time their parents will be called.

Sanctions in Key Stage 1-2

Every 'bubble' will display the 'bubble' rules. 'Bubble' rules will be agreed by the group on the first day they return to school. They will reflect the values of the school but also the safety measures that have been put into place. Children will be expected to follow the rules.

Examples of rules to be shared with all staff on inset.

If they do not follow the rules the following will happen.

If a child's behaviour is endangering the safety of their peers or adults and they have already been spoken to, a member of SLT must be informed immediately.

Staff Will

- Ensure warnings are given consistently for breaking school or 'bubble rules'.
- Pass on any concerns daily to SLT. If a child's behaviour is a danger to others a full risk assessment will be carried out.

Parents who show any form of aggression (verbal or otherwise) towards pupils or staff, may at the discretion of the Headteacher, be banned from the premises.

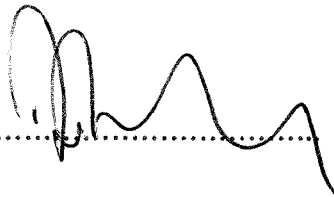
Exclusions

- The Headteacher and in his or her absence the Deputy Headteacher can exclude children for serious breaches of the behaviour policy.
- The decision whether to exclude a child may rest on the judgement of the Headteacher in relation to establishing the truth. He or she may have to make a decision concerning what may or may not have happened on consideration of the balance of probability.
- The behaviour of pupils outside school can be considered as grounds for exclusion. Again, this will be a matter of judgement for the Headteacher.
- Governors are informed of exclusions at termly meetings of the Governing Body.
- A child may, in exceptional circumstances be permanently excluded for repeated or very serious breaches of the behaviour policy. A child may also be permanently excluded if their presence in the school would seriously harm the education or welfare of others in the school.

Please refer to 'Exclusion from maintained Schools, Academies and Pupil Referral Units in England DfE September 2012.

Approval and Review Record

Policy Approved by Governors on (date).....22/06/20.....

Signed by Chair of Governing Body/Committee:.......... (PP)

(date).....

Due for Annual Review by Governors (date)

