# Community Academies Trust

## Dordon and Wood End Primary Schools

# Behaviour Policy – Reopening following Covid 19 closure

This policy has been amended as a result of government guidance during the Covid 19 Pandemic 2020. The policy is designed to address the changes that are needed to reflect social distancing and infection control. It is designed to come into effect from June 1 2020. All adjustments are written in red

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| **Date adopted by Governors:** | **May 2020** |
| **Date for policy review:** | **July 2020** |
| **Person responsible for review:** | **Headteacher** |
| **Signed by Chair of Governors** | |

**Policies that link to this:**

**- Anti-Bullying policy**

**- Child Protection and safeguarding policy**

**- Pupil Exclusions policy**

**- Staff Code of Conduct**

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## 1	Aims and objectives

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. <span style="color:red">This is particularly important at a time where people have increased vulnerability.</span> We are a caring community, whose values are built on mutual trust and respect for all. The school's 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 in which everyone feels happy, safe and secure.

This policy aims to:

- Provide a consistent approach to behaviour management

- Define what we consider to be unacceptable behaviour with particular reference to behaviours that provide further risk to the health and safety of anyone in school

- <span style="color:red">Outline how pupils are expected to behave – new expectations are to be shared from June 1 and when subsequent year groups rejoin the school community</span>

- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management

- Outline our system of rewards and logical consequences

**Through its operation we would aim to:**

1.	Ensure that all children are kept safe.
2.	Ensure pupils remain happy in school and enjoy coming to school.
3.	Ensure all our actions are underpinned by a commitment to equality of opportunity.
4.	Ensure that everyone applies the detail of the policy consistently and fairly to all children.
5.	Have knowledge of this policy so that irrespective of where any member of staff is mainly based, they are able to apply the appropriate aspects of the policy in an age-related manner.
6.	<span style="color:red">Communicate the policy to staff, parents and children ahead of the reopening of school following the closure due to Covid 19.</span>
7.	Take every opportunity to reinforce positive aspects of discipline and behaviour, supporting good role models within the group, class or the wider school community.
8.	Ensure that staff members set an example that the children can be proud of, can respect and can follow, so encouraging mutual respect.
9.	Explain the reasons behind the various aspects of the policy to the children in age appropriate ways in order that the children themselves may become more independent in their approach towards behaviour in school and have a clear knowledge of what is expected.
10.	To establish firm but fair discipline in both the classroom and in the school as a whole dealing firmly with any child who breaches expectations.

## 2	Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- <span style="color:red">Actions</span> for wider opening of school on June 1

- Behaviour and discipline in schools

- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability (SEND) code of practice](#).

In addition, this policy is based on:

- Schedule 1 of the [Education (Independent School Standards) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy

- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

*:* This policy complies with our funding agreement and articles of association.

## 3   Expectations

Classrooms and shared areas around school will display our one word school rule-Respect.
It is clear that expectations in behaviour and relationships need to be shared and understood by all members of the community.

Rules changes in light of Covid 19. These will be shared with the school community prior to reopening via the website and direct communication with parents:

RESPECT is still and always will be our school rule but we now have some more to follow to keep everyone safe
- **Protect your bubble and don't get too close to anyone else's bubble**
- Keep your distance from other children in your group and adults looking after you and they will all do the same
- **Don't touch anybody or their resources/** equipment
- **Follow all adults' guidance for the safety of everyone in school**
- At the start and end of day, you cannot arrive at school early to chat to your friends on the playground. You need to arrive at your start time and come straight into school via the allocated door

A description of responsibilities for all the members of the school community:

| Staff and Governors | Pupils | Families |
|---|---|---|
| To show consideration and respect to all members of the school community. | To show consideration and respect to all members of the school community. | To show consideration and respect to all members of the school community. |
| To provide a positive example, embodying the one word school rule. | To contribute to and follow the one word school rule. | To support and respect the staff and governors in promoting the school's ethos. |
| To be calm and consistent in | To show consideration, support and care for each other. | Be aware of the school's |

| | | |
|---|---|---|
| dealing with children.<br><br>To encourage the values and ethos of the school among the children.<br><br>To have high expectations of the children and themselves.<br><br>To meet the educational, social, emotional and behavioural needs of the children.<br><br>To provide an appropriate, challenging and stimulating curriculum.<br><br>To support and comply with the terms of the Home School Agreement. | To respect others' property and learning.<br><br>To listen to others and to respect their opinions.<br><br>To take responsibility for their own actions and behaviour and make good choices.<br><br>To show consideration, respect, listen to and follow the instructions of all members of staff (teaching and non-teaching). | values and expectations.<br><br>To provide the school with an up to date emergency contact number.<br><br>To share in the values, ethos and expectations of the school.<br><br>To support and comply with the terms of the Home School Agreement.<br><br>To provide the school with a written explanation of the reasons for any absence, and to keep authorised absences to a minimum in the interests of the child's progress. |

# 4. Definitions

**Guide to levels of unacceptable behaviour:**

**Level One**: behaviour that can be effectively managed within a classroom environment by the class teacher and Teaching assistant – consequence includes loss of free time or skills time.

**Level Two:** more serious negative behaviour that is not so easily managed within a classroom environment or persistent level one type behaviour.

**Level Three:** Serious negative unacceptable behaviour or persistent level two type behaviour.

**Level Four:** Very serious unacceptable behaviour or persistent level three type behaviour.

**Unacceptable behaviour explained:**

| <u>**Level One**</u> | <u>**Level Two**</u> | <u>**Level Three**</u> | <u>**Level Four**</u> |
|---|---|---|---|
| Not on task/wasting time.<br><br><span style="color:red">Not paying enough attention to social distance expectations</span><br><br>Deliberate avoidance or non-completion of set work.<br><br>Low level disruption – fiddling, disturbing others, tapping, etc<br><br>Negative body language.<br><br>Accidental damage to school/others' property through careless behaviour.<br><br>Being disrespectful to | **Any Persistence of level 1 behaviour.**<br><br>Not telling the truth.<br><br><span style="color:red">Deliberately touching other people's resources or invading their space</span><br><br>Not responding to instructions.<br><br>Teasing others, name calling, making unkind and derogatory comments.<br><br>Play fighting, dangerous or rough/aggressive play on the playground or during sporting activity.<br><br>Answering back. | **Any persistence of level 2 behaviour.**<br><br><span style="color:red">Ignoring direct instructions from adults particularly relating to health and safety</span><br><br>Uncooperative behaviour.<br><br>Stealing.<br><br>Deliberate, persistent or malicious lying.<br><br>Defacing school property<br><br>Deliberately damaging another child's property.<br><br>Swearing | **Any persistence of Level 3 behaviour.**<br><br>Acts of intentional violence towards pupils and adults e.g: hitting, kicking, fighting, and biting.<br><br><span style="color:red">Deliberately spitting and coughing towards a person</span><br><br>Vandalism of school buildings/property.<br><br>Bringing dangerous items into school.<br><br>Drug related incidents<br><br>Leaving school premises without consent. |

| adults | | Persistent non-compliance | *Racist or homophobic incidents |
| Breaches of uniform policy | Retaliation. . | | *Bullying (as defined below) |

## 5. Bullying

**Bullying** is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.
Bullying is, therefore:

- Deliberately hurtful

- Repeated, often over a period of time

- Difficult to defend against

Bullying can include:

| Type of bullying | Definition |
| --- | --- |
| Emotional | Being unfriendly, excluding, tormenting |
| Physical | Hitting, kicking, pushing, taking another's belongings, any use of violence |
| Racial | Racial taunts, graffiti, gestures |
| Sexual | Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching |
| Direct or indirect verbal | Name-calling, sarcasm, spreading rumours, teasing |
| Cyber-bullying | Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites |

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy.

Pupils and parents are encouraged to report any incidents of bullying so that the school may take immediate action. Any reports of bullying are investigated thoroughly and recorded in the school log.

The school ensure that all parties receive the appropriate support to ensure there are no recurrences of this behaviour.

## 6. Roles and responsibilities

### 6.1 The Local Governing Body (LGB)

During the Pandemic, the LGB responsibilities have reverted to the Community Academies Trust Executive Leadership Team on behalf of the Main Trust Board.
They will be responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

### 6.2 The headteacher

The headteacher is responsible for reviewing and approving this behaviour policy.
The headteacher will ensure that the school environment encourages enables social distancing and the implementation of the Covid 19 guidance from DfE. They will enable positive behaviour and ensure that staff deal effectively with poor behaviour, and will monitor how staff implement this policy ensuring rewards and logical consequences are applied consistently.
The Headteacher will report regularly to the Local Governing Body on the effectiveness of the policy.
The Headteacher will record all significant serious incidents of misbehaviour.

The Headteacher can exclude pupils under the processes outlined in the Pupil Exclusion Policy. Parents will always be notified of this course of action and the reasons for it.
Act appropriately to maintain the health and safety of all stakeholders as outlined in the risk assessment around the wider opening of school from June 1.

### 6.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently

- Modelling positive behaviour at all times

- Providing a personalised approach to the specific behavioural needs of particular pupils

- Dealing with Level 1 and 2 behaviour within the classroom (Appendix 1)

- Recording behaviour incidents (see appendix 2 for a behaviour log)

The senior leadership team will support staff in responding to behaviour incidents.

### 6.4 Parents

Parents are expected to:

- Support school by ensuring their child understands the importance of keeping the new rules

- Support their child in adhering to the pupil code of conduct

- Inform the school of any changes in circumstances that may influence their child's behaviour

- Discuss any behavioural concerns with the class teacher promptly

## 7. Pupil code of conduct

We have a one word school rule which all pupils are expected to follow – Respect. This is frequently explained to the children and they have a good understanding of what this looks like within the context of our school. Essentially pupils are expected to respect, each other, all adults, the environment and themselves.

This simple rule then enables pupils to:

- Behave in an orderly and self-controlled way maintaining their bubble and that of others

- Show respect to members of staff and each other forging positive relationships

- In class, make it possible for all pupils to learn
- Move quietly around the school following the guidance from adults and signage
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept logical consequences when given

## 8. Rewards and Logical Consequences

We praise and reward children for good general and learning behaviours in a variety of ways.

The primary system of reward in school is GEMS which operates using the online system Class Dojo. The pupils all have an avatar and they earn points each half term for a variety of reasons. This will remain in place during the newly established social groups.

GEMS stands for:
G = Growth Mindset
E = Effort
M = Manners
S = Success

Each week, we nominate a child from each class to be 'Star of the Week'. Each 'star of the week' will receive a virtual 'Postcard Home' and is congratulated during school celebration assembly.

Celebration assembly will be suspended until the whole school are back in the building and large gatherings are possible.

The school may use one or more of the following logical consequences in response to unacceptable behaviour: These depend on the severity and regularity of the behaviour.

**Level 1 –** A verbal or non-verbal prompt (look, pause, indication of desired behaviour) by the class teacher or teaching assistant to indicate to the pupil that what they are doing is unacceptable and give them the opportunity to correct it. If this persists or is repeated within the same lesson, then a verbal warning will be given. Nothing is recorded at this point.

**Level 2 -** Following a warning from an adult, if the behaviour continues then the pupil will have a class sanction (time off break or lunchtime, conversation with staff )conducted by the class teacher. This will be recorded as a tally in the level 2 box of the class list in the behaviour file.

**Level 3-** Due to the persistence or severity of the incident, the issue will be dealt with by a member of SLT. The pupil will either be taken to them or the SLT member may be called depending on the situation. This will be recorded in the behaviour file. The outcome will be break/ lunchtimes missed which will be spent with members of SLT. In some instances, parents will be notified.

**Level 4 -** Due to the persistence or severity of the incident, the issue will be dealt with by the Headteacher and parents will be telephoned to communicate the course of action and the pupil's future behaviour. Parents are expected to support the school's approach. External support may be sought if deemed necessary. There will be a letter to confirm any actions agreed. Actions may include reduced timetable for a fixed period.

In some cases, the child may be excluded for a fixed period, usually in the first instance of 2 to 5 days and the formal recording of that exclusion will be made. In extreme cases, the child may be permanently excluded following notification to the member of the Community Academies Trust acting on behalf of the Trust Board. Each case will be considered on an individual basis but if a child were to require repeated physical intervention risking the health and safety of adults or there was repetition of Level 4 Covid related behaviour following parent meetings, then exclusion would be considered to be an appropriate measure.

Following any incidents of unacceptable behaviour, restorative conversations will occur between all parties to ensure that relationships remain positive and undamaged as a result of the behaviour. These conversations focus on the feelings of all the people involved and effective resolutions.

**Offsite Behaviour**
There will be no occasions during this time where children will be representing school as all trips, visits and extra-curricular activities have been cancelled.

**Malicious allegations**
Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy. Please refer to our Child protection and safeguarding policy or Keeping Children Safe in Education for more information on responding to allegations of abuse.
The headteacher will also consider the pastoral needs of staff accused of misconduct.

# 9. Behaviour management

**Classroom management**
Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. We do not shout at children. We foster positive relationships to create a happy and safe environment. At this time it is important to understand that children may have heightened emotions as a response to the situation. Empathy and understanding need to be exercised when dealing with children.

Staff will:

- Create and maintain a stimulating environment that encourages pupils to be engaged whilst working within the restrictions outlined in the risk assessment.

- Display the one word school rule and refer to it regularly within the context of praise

- Develop a positive relationship with pupils, which may include:
    o Greeting pupils in the morning/at the start of lessons
    o Establishing clear routines
    o Communicating expectations of behaviour in ways other than verbally
    o Highlighting and promoting good behaviour
    o Concluding the day positively and starting the next day afresh
    o Have a range of strategies for dealing with low-level disruption
    o Using positive reinforcement

**Physical restraint**

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded in the school's bound book and reported to parents

All staff can use physical intervention as part of their duty of care to the child and other children. School does ensure a number of staff are trained in physical intervention and where possible they will take the lead.

If physical restraint is needed, Senior Leaders will risk assess the situation relating to the loss of social distance and must exhaust all other strategies first.

**Confiscation**
**Any prohibited items (drugs, alcohol, pornography, weapons) found in pupils' possession will be confiscated.** These items will not be returned to pupils.
We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.
Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

**Pupil support**
The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.
The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs but face to face observations are not available at this time.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis. Such interventions may be hindered by the physical limitations created by social groups and social distance in school at this time.

When pupils pose acute levels of risk or challenge, a meeting between Senior Leaders and the parents will take place. This will determine the appropriate actions for the child including part time timetable. The usual strategies used in school such as time in another classroom, potential sessions in the Hive or working on 1:1 nurture interventions will not be possible under the arrangements for reopening.

## 10. Pupil transition

To ensure a smooth reintegration to their new social groups, children will have a transition book highlighting the changes to their daily routine. Phone calls will also be made by SLT to vulnerable children to talk through any concerns.

To ensure a smooth transition to the next year, pupils will complete work in their social groups around the move into a new year group. This may include sessions with their new class teacher via Teams in their group space. Paperwork will be sent home to allow parents to talk about changes and reduce anxiety. In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues is to be shared with staff of the new social groups. Effective strategies and things to avoid for children who struggle to regulate must be relayed. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

## 11. Training

Our staff are provided with training on managing behaviour, which may include proper use of restraint depending on their role, as part of their induction process.
Behaviour management will also form part of our programme of continuing professional development.

## 12. Monitoring arrangements

The Headteacher monitors the effectiveness of this policy on a regular basis. They also report to the member of the Community Academies Trust acting on behalf of the Trust Board on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records concerning incidents of misbehaviour. The Headteacher records those incidents in which a child is sent to him/her on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give written details of any incident in the incidents book that we keep in the staff room.

The Headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the member of the Community Academies Trust acting on behalf of the Trust Board to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently. The Trust will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance The Duty to Promote Race Equality: A Guide For Schools, and that no child is treated unfairly because of race or ethnic background.

The governing body reviews this policy every two years. The 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.

## Policy Review Sheet

Please note any comments or suggested amendments on this sheet. You may also choose to complete your comments in confidence on a separate piece of paper. Please add your initial to any comments.

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Appendix 1 – Class Record Sheet

| Name | Level 2 | Level 3 | Level 4 |
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Appendix 2 – Incident Log

Name of Child _____

| Date | Incident | Parent informed | Member of staff |
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