



## Coads Green Primary School Code of Behaviour and Discipline



### Aims:

- To create an environment which encourages and reinforces good behaviour.
- To define and communicate clearly the acceptable standards of behaviour.
- To ensure a consistent approach is used.
- To promote self - esteem, self - discipline and positive relationships.
- To ensure the expectations and strategies are known and understood by Governors, staff, parents and pupils.

Our school rules are few and usually concerned with safety and consideration for others. They try to ensure the smooth running of the school and encourage mutual respect and self-discipline.

We try to maintain an atmosphere of order and use a positive, firm approach that provides conditions for effective teaching and learning.

Children need to understand the consequences for the behaviour choices that they make – both good and bad. In dealing with the latter, it is also important that they see the behaviour as the problem, not themselves as bad. In so doing, change becomes possible as they learn to make more responsible choices.

In order to ensure that our Code of Behaviour is effective in school, it is important that all children and their families are clear about what is expected. To support this code we have a very clear system of rewards and sanctions that is followed throughout the whole school, but remember that we prefer to reward rather than punish. Any behaviour problems will be handled in a developmentally appropriate fashion, respecting individual children's level of understanding and maturity.

### 3 Rules for Life

We have 3 Rules for Life:

- **Show good manners at all times**
- **Care and respect everyone and everything**
- **Follow instructions with thought and care.**

These rules have been adopted through the whole school.

Staff regularly discuss progress and initiate agreed change in rewards and sanctions where it is felt necessary. The children are involved in the review through assemblies, PHSE, School Council and RTime.

### The Reward System Structure

**The overarching theme will be the 3 RTime Rules for Life**

There will be 3 strands:

#### **1. BEHAVIOUR REWARD**

Golden tickets will be used at lunchtime and playtimes (after request from the

children) to reward pupils using our 3 Rules for Life. These will be placed in the top hat and at each Celebration Assembly; one ticket will be pulled out. That pupil will win a prize.

## **2. ACADEMIC REWARD**

The class based system will consist of Lenny's Learning Points and will be tallied for each individual child by the class teacher. In Celebration Assembly, a 1st, 2nd and 3rd certificate will be awarded to the 3 pupils with the highest number of Lenny's Learner Points for each class.

Merits will still be awarded for outstanding achievement.

Merit Awards for exceptional behaviour or work can be given by all members of staff when appropriate. These will be collected in a Merit Book and a postcard will be sent home for the parents/carers to see. The following awards will be given:

- 10 merits; a special pencil
- 25 merits; Bronze badge
- 50 merits; Silver badge
- 75 merits; Gold badge
- 100 merits; Cream tea
- 125 merits; £10 gift token of the child's choice.

## **CELEBRATION ASSEMBLY**

A £5 Tesco voucher will be awarded for the Golden Ticket pulled out of the Sorting Hat.

Merits and the Scroll of Honour will be read out at Celebration Assembly.

## **PRIVILEGE TIME**

This is class based and the content will have been decided by the pupils, making it more meaningful and relevant.

## **Sanctions for unacceptable behaviour**

There are occasions, however, when children do not follow our Code of Behaviour and Discipline. It is important that pupils understand that there are **consequences** in place for them when their behaviour lapses and they cause concern to others or disrupt the environment of the class, playground or school.

Adults will be aware that some kinds of behaviour may arise from a child's individual needs.

The staff have developed a list of sanctions or consequences ranging from an immediate warning to more serious sanctions depending on the extent of the unacceptable behaviour and the attitude of the pupil.

We have agreed that adults will not shout or raise their voices in a threatening way. They will instead, lower the voice and encourage eye contact (unless this is culturally inappropriate).

Ways of dealing with poor behaviour include moving of children both within and from the room, the loss of playtime, or being sent to the Head teacher or an appropriate adult in his/her place. Parents will be notified of any continual misbehaviour and expected to work with the class teacher and the school to attempt to improve the situation.

### **Behaviour Diaries**

Behaviour Diaries will be used when appropriate and their use will be agreed by parents, the child in question, and school staff. This diary is used to provide a clear communication channel between home and school and both the school and parents/carers will be expected to contribute to it. It is important that good behaviour is recorded and valued as well as poor behaviour.

A system of cooling off time and a place for this will be provided to allow children to reflect on their actions and calm down.

### **Physical restraint**

Physical restraint, such as holding, will be used only to prevent physical injury to children or adults and/or serious damage to property. Any significant event of this sort will be recorded, and the parent informed the same day. Staff using these techniques will be trained in the "Team Teach" method.

### **Consequences of poor behaviour**

In any case of misbehaviour, it will always be made clear to the child or children in question that it is the behaviour and not the child that is not welcome.

Although this list of sanctions follows a clear order and pupils are given a daily fresh start, there are some acts of misbehaviour which have been deemed totally unacceptable.

### **Order of sanctions**

1. Private disapproval – frown, sign, head shake
2. First reprimand – reminder of rule
3. Second reprimand means loss of 5 minutes privilege time.
4. Child sent to another teacher
5. No improvement – sent to head teacher
6. No improvement – parents informed .
7. No improvement – parents informed again and behaviour plan drawn up. Inclusion on SEN register
8. No improvement- Exclusion

### **Help Cards**

A "Help Card" is in each room and can be taken by a child to another member of staff to summon immediate help in the case of any emergency. A helping hand card will also be used if help is needed but is a non emergency.

***It is important that if the Code of Behaviour in school is to be successful that it is supported by all children, parents, staff and governors. Our aim is to create and maintain a school that is safe, caring and as happy as possible for all who are part of the environment.***

We ask all parents to read and discuss the Code of Behaviour and Discipline with their children. If any parent would like to talk about any of the matters raised, a meeting to discuss concerns can be arranged with the Head teacher and a member of the staff.

# Trust Wide Behaviour Principles Guidance for Schools - Covid19 (Annex A - Planning guide for primary schools/DfE) May 2020



The planning guidance referenced above states that schools should consider changes to their behaviour policy or procedures in light of the new demands placed on pupils, staff and parents because of the CV19 pandemic.

***These changes to behaviour arrangements have been communicated to staff, pupils and parents prior to the partial re-opening of school expected as from 1<sup>st</sup> June.***

Changes to school start and departure time for different year groups are displayed on website and have been communicated to parents prior to 1<sup>st</sup> June.

**Repeated failure to follow these routines could be that parents/pupils are unable to attend the setting as it is not safe for them to do so.**

A supervised 'safe isolation space' facility is in place in case pupils arrive unexpectedly and they cannot enter the relevant year group bubble short term. *This space may also be useful if a pupil needs to be removed from their bubble due to repeated poor or anti-social behaviour.* A senior leader is available on site every day to address behaviour issues arising from this aspect.

- ***following school instructions on hygiene, such as handwashing and sanitising***

A daily cleaning plan is available for each teaching space ensuring it is displayed in the room and on the room door.

Teaching staff have spent time to train year group bubbles on the basic hygiene expectations (e.g. washing hands 6 times per day for sustained period)

Staff and pupils are aware of safe storage arrangements for any non-hazardous cleaning products kept within the classroom.

Staff are aware of any pupils in their bubble who have allergies to particular cleaning products or ingredients

**Repeated failure to follow these routines could be that parents/pupils are unable to attend the setting as it is not safe for them to do so.**

A senior leader is available on site every day to address behaviour issues arising from these aspects.

- ***following instructions on who pupils can socialise with at schools***

Pupils, staff and parents are clear regarding the social distancing regime in operation at the school.

Posters and instructions at school entrances, classroom doors and classroom interiors explain expectations in clear simple English.

Each year group bubble not to mix with other bubbles wherever possible.

No use of shared resources and equipment explained to staff and pupils.

**Repeated failure to follow these routines could be that parents/pupils are unable to attend the setting as it is not safe for them to do so.**

A senior leader is available on site every day to address behaviour issues arising from this aspect.

- ***moving around the school as per specific instructions (for example, one-way systems, out of bound areas, queuing)***

Staff, pupils and parents are fully informed of the new arrangements in place.

Signs and posters are in place to make safe movement requirements explicit.

Physical barriers or markers, tape etc are in use to support building users and year group bubbles in their movement around the school.

Fire exit access have been reviewed and fire drills are regularly practised.

**Repeated failure to follow these routines could be that parents/pupils are unable to attend the setting as it is not safe for them to do so.**

A senior leader is available on site every day to address behaviour issues arising from this aspect.

- ***expectations about sneezing, coughing, tissues and disposal (catch it, bin it, kill it) and avoid touching your mouth, nose and eyes with hands***

Posters are displayed and used to teach and remind pupils on a daily basis the requirements to complete this expectation.

Parents are reminded through good communication of the need to also follow this expectation when dropping off or collecting pupils.

Daily cleaning and hygiene regimes are displayed in classrooms, entrances and anywhere pupils are likely to be

Teaching staff have spent time to train year group bubbles on the basic hygiene expectations (e.g. washing hands 6 times per day for sustained period each time)

**Repeated failure to follow these routines could be that parents/pupils are unable to attend the setting as it is not safe for them to do so.**

A senior leader is available on site every day to address behaviour issues arising from this aspect.

- ***tell an adult if you are experiencing symptoms of corona virus***

Pupil bubbles are clear about possible symptoms as staff regularly teach pupils about indicators in a factual and matter of fact manner.

Posters are displayed around the site and classrooms detailing symptoms

Ensure a bubble is closed down and parents and staff informed immediately if there is evidence of infection.

A senior leader is available on site every day to address behaviour issues arising from this aspect.

- ***rules about sharing any equipment or other items including drinking bottles***

Pupils are to use their own equipment on a daily basis.

Water bottles, cups and pencil cases are being used by individual pupils and ensure all staff, parents and pupils are informed prior to -re-opening of the safest arrangements for such items.

Daily cleaning and hygiene regimes are in place for each bubble.

**Repeated failure to follow these routines could be that parents/pupils are unable to attend the setting as it is not safe for them to do so.**

A senior leader is available on site every day to address behaviour issues arising from this aspect.

- ***amended expectations around breaks or play times , including where children may or may not play***

All staff, pupils and parents are aware of the premises restrictions put in place to reduce risk. Staff have explained to pupils the reasons why the use of certain spaces or types of play are not permitted.

Pupils are aware of consequences of behaviours or actions which may increase safety risk for others in the bubble or the school.

Play times are staggered and meal times will take place in different areas to reduce interaction between bubbles and to avoid multiple use of the same space. Particular areas of the grounds have been designated for sole use of one bubble.

**Repeated failure to follow these routines could be that parents/pupils are unable to attend the setting as it is not safe for them to do so.**

A senior leader is available on site every day to address behaviour issues arising from this aspect.

- ***use of toilets***

Staff, pupils and parents are fully informed of the new arrangements established by the school's senior leadership team.

Pupils are aware of consequences of behaviours or actions which may increase safety risk for others in the bubble or the school.

Staff are aware of any cleaning and hygiene use of shared staff toilet facilities.

**Repeated failure to follow these routines could be that parents/pupils are unable to attend the setting as it is not safe for them to do so.**

A senior leader is available on site every day to address behaviour issues arising from this aspect.

- ***clear rules about coughing or spitting at or towards any other person***

All pupils, parents and staff are fully aware of the serious nature and possible consequences of such action within the school setting.

Daily reminders are given to pupils about the safe expectation of the school in regard to this element.

Police will be informed if this is deemed as deliberate act by a party.

**Failure to follow these expectations could be that parents/pupils are unable to attend the setting as it is not safe for them to do so.**

A senior leader is available on site every day to address behaviour issues arising from this aspect.

- ***clear rules for pupils at home about conduct in relation to remote education***

Expectations have been set up prior to re-opening for those pupils not attending school in bubble year groups.

**Failure to follow these expectations could be that parents/pupils are unable to attend the setting as it is not safe for them to do so.**

A senior leader is available on site every day to address behaviour issues arising from this aspect.

- ***rewards and sanction system where appropriate***

A school review will continue to take place to ensure any existing system can be adapted to work safely and appropriately with the year group bubble system.

A temporary suspension of any existing system will take place if it cannot be adapted under the new operational arrangements. Any system changes prior to 1<sup>st</sup> June re-opening will be communicated with parents, staff and pupils.

**Failure to follow these expectations could be that parents/pupils are unable to attend the setting as it is not safe for them to do so.**

A senior leader is available on site every day to address behaviour issues arising from this aspect.

**27/05/20**