

Newchurch Community Primary

Policy Behaviour Management

Mission Statement

Newchurch will give every child a flying start by working in partnership with parents, staff and the community to develop well-rounded citizens who will contribute in a positive way to society.

Persons with Responsibility

Headteacher
SENCO
All staff

Linked Policies

Equal Opportunities
Health and Safety

Next Review: June 2022



NEWCHURCH COMMUNITY PRIMARY SCHOOL

Behaviour Management Policy

MISSION STATEMENT

Newchurch will give every child a flying start by working in partnership with parents, staff and the community to develop and celebrate well-rounded citizens, who will contribute in a positive way to society.

1. Principles

At Newchurch, we believe that:

- All members of the school community have a right to feel safe.
- All members of the school community should be respectful to each other and also school property at all times
- Our school rules reflect the high expectations we have of our pupils behaviour and attitudes to learning
- Developing inter-personal skills and the ability to behave in an acceptable way is a shared responsibility involving parents, teachers and members of the wider community.
- Staff (and other adults) should play an important part in being good 'role models', whose demeanour can positively influence pupils' perceptions.
- Children develop best in a positive atmosphere that offers praise and encouragement in a way that they feel valued.
- In dealing with incidents of unacceptable behaviour, staff (and children) recognise the importance of being fair, valuing opinions and being consistent about procedures and sanctions / outcomes.

2. Implementation

The principles outlined are reflected in our curriculum, the learning environment, approaches to negative behaviour (including physical, verbal, emotional, racist and homophobic bullying) and the ways in which good behaviour is celebrated or rewarded.

3. The Learning Environment

A supportive, structured classroom environment plays a vital role in developing appropriate skills and attitudes. Features include:

- Children taking responsibility for setting and keeping school rules.
- Flexible groupings in class that foster better communication between pupils, and encourage team building e.g. use of the Kagan structures.
- Children in class may negotiate their own class rewards.

- Children may also receive a Green Pen text home to their parents to celebrate their learning or exemplary behaviour
- Good behaviour is celebrated by written comments, stickers or house points, and / or homework diaries (reading records) that pupils take home.
- In the weekly Celebration Assembly, good behaviour is acknowledged in public; staff and pupils may nominate worthy recipients of 'hands' linked to the core values displayed in the hall.

4.0 Rewards

Every child will be rewarded for good behaviour, attainment, achievement and a positive attitude to their learning. Pupils will be rewarded for their efforts by earning house points. These will be linked to our core values.

4.1 House points

The children are split into four 'houses': Holcroft, Risley, Culcheth and Ratcliffe. Siblings will be in the same house. Each child earns house points when they demonstrate core values, when they adhere to school rules and when they show outstanding behaviour. One house point is earned for demonstrating the above. The child works in collaboration with other member of their 'house' to collect house points. These house points once given cannot be taken away from the child.

5.0 The Management of Negative Behaviour

Strategy for coping with first cause for concern:

Verbal disapproval followed by a reminder of the teacher's stated requirements.

Strategy for coping with second cause for concern

Opportunity to reflect on behaviour and support given to modify behaviour e.g. change of task, adult support, time outdoors, time in the nest etc. The language of choice will be used e.g. Do you think you are making good choice?

Strategy for coping with third cause for concern

Record the behaviour, note to parent. Parents will be contacted by the class teacher at the end of the school day. A record of this will be noted on CPOMS.

Strategy for coping with fourth cause for concern

Child sent to senior member of staff and the member of staff contacts their parents and speaks with them regarding their child's behaviour. The child will spend an agreed amount of time working outside of the classroom.

Further action (As required)

Individual Behaviour Plan

Internal exclusion

Fixed term exclusion (in extreme circumstances).

Permanent exclusion (in extreme circumstances).

5.1 Behaviour requiring a change of strategy

If further action is required due to a continuation of the negative behaviour and work-related activities then the Head and SENCO should be informed and an action plan will be discussed. This

will include the parents and will involve a close monitoring of work and a setting of targets for positive reinforcement. Severely disruptive behaviour, aggression towards others or challenges to a teacher's authority should be referred to the Head immediately and the following procedures will be implemented.

Colour-coded report cards (red, amber and green) may be used to monitor behaviour against specific targets in order to modify behaviour, with a focus on helping the child to recognise the positive changes they make. Initially, the children will start on a red card then proceed to amber and then green as their behaviour improves. Each week, the parents will make a comment, as will the Headteacher and the report cards stored in the cohort safeguarding file.

Should the negative behaviours continue, parents will be contacted for further discussion with the Headteacher and class teacher. This may lead to a request for outside agency involvement. Following these steps the parents will be warned that further serious incidents would lead to a consideration of a fixed term exclusion.

5.2 Internal Exclusion

An internal exclusion is a strategy used that requires a pupil to be removed from class and to work in isolation until their behaviour improves and any issues resolved.

5.3 Exclusion

5.4 Fixed term exclusion

A fixed term exclusion will be given when the behaviour policy has been breached and evidence is clear that keeping the pupil in school will seriously harm the welfare of the pupil or others in the school. Only the Headteacher may exclude a pupil.

5.5 Re-integration. Arrangements will be made for a reintegration interview with the pupil's parents/carers following the expiry of a fixed term exclusion. The purpose of this meeting is to discuss with parental support how to support their child to ensure their behaviour improves and so prevent further exclusions.

5.6 Permanent exclusion

A decision to exclude a pupil permanently should be taken only in response to serious breaches of the school's behaviour policy; and if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Permanent exclusion is an acknowledgement by the school that it has exhausted all available strategies for dealing with the child and should be used as a last resort.

There will, however, be exceptional circumstances where, in the head teacher's judgment it is appropriate to permanently exclude a child for a first / 'one off' offence. These might include:

- a) Serious actual or threatened violence against another pupil or a member of staff;
- b) Sexual abuse or assault;
- c) Supplying an illegal drug; or
- d) Carrying an offensive weapon

These instances are not exhaustive, but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the school community.

6. Allegations against staff.

Any false allegation made against a member of staff will be treated as a serious offence and may result in exclusion.

This policy is reviewed bi-annually.

Behaviour Policy Addendum during COVID-19

In light of the need for children to behave differently when they return to school, and the new systems put in place to support that, the following changes to our behaviour policy have been made:

1. Following any altered routines for arrival or departure

1.1. Children will need to arrive and depart at staggered intervals to allow for social distancing. All families will need to be punctual to ensure the system works effectively.

1.2. Families will need to stand beside the markings that have been placed two metres apart. Children should not run around and should stay with their parents at all times. If a parent needs to bring a sibling of a child attending school, they must keep them beside them at all times.

1.3. Families will need to line up at the markers by the entrance their child is going into school.

1.4. Families will need to follow the designated one-way route for leaving the school premises. No parents should gather by the school gates having conversations.

2. Following school instructions on hygiene, such as handwashing and sanitising

2.1. Staff, visitors and children will be expected to wash their hands:

- On arrival to school and before leaving
- Before and after eating
- After going to the toilet
- After sneezing or coughing into their hands (tables should also be cleaned)
- When they have used a tissue
- At regular timetabled intervals throughout the day

2.2. Hands should be washed for at least 20 seconds. Posters will be placed by sinks to remind the children how to wash their hands effectively and staff will use curriculum resources to teach the children the importance of handwashing.

2.3. Adults within the different nests will follow a cleaning schedule throughout the day, which will include the wiping down of desks, chairs, equipment, light switches, door handles etc. Gloves, face masks and aprons will be provided for this task.

2.4. At the end of the day, equipment used by the children will be wiped down. The cleaning service will complete a thorough clean of the learning spaces ready for the next day.

2.5. Staff will follow the procedure for lunchtime breaks. The additional staff allows for supervision during these times.

3. Following instructions on who pupils can socialise with at school

3.1. Children will be placed into 'nests' which are class sized. Each nest of children will have one adult(s) attached to them who will stay with them throughout the day.

3.2. Children will be taught that they are not to mix with anyone in another nest and just stay with the children they are grouped with. To facilitate this, specific spaces and timetabling of activities such as lunchtime and playtime will be used to reduce the risk of nests mixing.

3.3. In the critical worker group, the children will operate in two nests, each with their own adult. These children are grouped according to who requires wrap around care outside of the school hours. This will only be in the event of a localised lockdown.

3.4. Newchurch Robins will have consistent groups split into phases: Rec/Y1, Y2, LKS2 and UKS2. They will have their own resources and equipment and full hygiene and cleaning procedures will be in place.

4. Moving around the school as per specific instructions (for example, one-way systems, out of bounds areas, queuing)

4.1. The school will operate a one way system for staff around the school building. Each learning space will have their own entrance door.

4.2. Children must not be allowed to walk around the school site freely. The zoning of the different nests limits the need to move outside their given space as all facilities are available to them. Children will need to be made aware of the different pinch points in their zone and staff need to ensure these are watched when the children are in transition.

4.3. At lunchtimes, children will eat in their classrooms or in the school hall. All tables will be front facing. All tables will be cleaned after use.

4.4. When entering the learning spaces following being outdoors, the adult responsible for the nest must ensure that the children enter in an orderly fashion and wait to enter whilst observing social distancing. It is the expectation that the different year group teams will agree on the consistent approach that is needed.

5. Expectations about sneezing, coughing, tissues and disposal ('catch it, bin it, kill it') and avoiding touching your mouth, nose and eyes with hands

5.1. Tissues will be readily available to the children and adults in each nest. The children will receive a PSHE lesson about the expectations if they sneeze or cough and posters will be placed around the room to remind them.

6. Tell an adult if you are experiencing symptoms of coronavirus

6.1. As part of their induction and daily routine, the children will be reminded of what to do if they begin to feel unwell and show symptoms. The adult will then call for the First Aider to check the child following this procedure:

6.2. If the adult becomes unwell, they will inform the first aider and they will be sent home and a relief member of staff will be used to attend to the children.

7. Rules about sharing any equipment or other items including drinking bottles

7.1. Children will be provided with their own set of resources that only they will be able to use. These will be kept in either a plastic wallet with their names on or a tray. Children will be taught the importance of looking after their resources.

7.2. Children will be supplied with a reading book which will be changed on a Friday.

7.3. All soft furnishings and equipment that is difficult to clean will be removed from the learning spaces and any shared equipment will be cleaned throughout the day.

7.4. All water fountains will be taped up and not used by the children. Children will use their own water bottle which will be sent home at the end of the school day. Children will need to be able to undo their own water bottle and staff have bottled water to pour in when they require a refill. Disposable cups have been provided for children who forget.

7.5. Staff should bring in their own crockery and cutlery, which should be washed and dried. All surfaces used should be wiped down with disinfectant and the cloth disposed of in the bin.

8. Amended expectations about breaks or play times, including where children may or may not play

8.1. Staff will accompany their nest of children during outdoor activities, unless it is lunchtime.

8.2. All nests will have their designated zone for break times and outdoor activities. These will be timetabled in order to reduce the chances of nests mixing.

8.3. Staff will engage the children in outdoor activities which ensures that social distancing can be maintained. A copy of the outdoor activity pack is in the shared drive for all staff to access.

9. Use of toilets

9.1. The ladies toilet will become a unisex toilet to allow for the men's toilet to be used as a first aid base.

9.2. Children can use their normal toilets but enhanced cleaning will be completed throughout the day.

10. Clear rules about coughing or spitting at or towards any other person

10.1. Where possible, children will be kept far enough apart to avoid the chances of droplets being transmitted to another person within their nest. Throughout the day, the children will be reminded of social distancing rules.

10.2. As part of the induction process and the PSHE lessons, the children will be taught about the importance of following the rules about coughing or spitting. For children who find this difficult, they will have a risk assessment completed prior to being phased into the school environment.

11. Identify any reasonable adjustments that need to be made for students with more challenging behaviour.

11.1. All parents of children returning to school will be asked to read and sign the COVID-19 Home-school agreement which details the expectations for the school, parent and child.

11.2. If a child with challenging behaviour is being phased back into school, careful consideration will be made as to the adult and other children in their nest. The child will have their own risk assessment that has been shared with the parent of the child. A unique pathway of transition for children will be created on an individual basis in response to the children's needs.

11.3. Should a child fail to follow the rules, resulting in putting other children and staff members at risk, the head teacher may ask the parent not to bring the child into school. This would not be classed as an exclusion during this time. The school may look to a phased approach to the school day to support the child, increasing the amount of time each day.

12. Communication to parents and children

12.1. Prior to the phasing in of the children, the parents and children will receive a social story which shares the expectations of the routines and behaviours.