



Hartington C of E Primary School

“Caring & sharing as part of God’s family”
“Loving our neighbour as we love ourselves” - Luke 10:27

Behaviour Policy and Procedures **+ Covid-19 addendum**

Policy Statement

At Hartington C of E Primary School we aim to maintain a calm and stimulating environment where all members of the school community feel safe and happy and which supports optimum learning for all the children. We believe that this is achieved through having a behaviour policy which is fair, has realistic goals and which is applied consistently by all staff members.

Our emphasis is on promoting positive behaviour which is acknowledged through the School’s Vision Statement, Christian values (Friendship, Service, Generosity, Trust, Respect and Compassion); Collective Worship following the Derbyshire Agreed Syllabus; Values for Life and SEAL (Social, Emotional Aspects of Learning); Fundamental British Values; a school rewards system, modelling good behaviour and through children acting as positive role models for others – SSMC (Social, Spiritual, Moral and Cultural). We believe that this unified approach helps to identify potential problems and works towards preventing inappropriate behaviour. We see it as our responsibility to ensure children understand what constitutes inappropriate behaviour and realise that there are consequences for inappropriate actions.

We will always seek to identify the root cause of any poor behaviour and provide appropriate support to allow the child to amend their behaviour. This may involve working with parents and / or outside agencies.

The school will record any incidents of inappropriate behaviour using the agreed school forms but will be mindful of any situations which may constitute anti-racist behaviour or bullying. If there is evidence to suggest that bullying has taken place we will act within the guidelines of the Anti-bullying Policy and Procedures Document. All incidents of racism and bullying will be recorded and kept on file in guidance with GDPR.

We consider the behaviour of every child to be the responsibility of every member of staff and they should be dealt with as per the procedures outlined below.

Internal procedures

At Hartington C of E School the set of Christian Values which all stakeholders consider best represent the school's vision and ethos, provides the basis for our behaviour policy. However, the further Christian Values of: Courage, forgiveness, thankfulness, perseverance, justice and truthfulness are taught directly through a rigorous Collective Worship Programme (Roots and Fruits). This in turn links to similar values promoted through the PE Curriculum and the Fundamental British Values Programme of Study.

The programmes and values help create continuity and consistency and are woven into the whole school curriculum. Cross-curricular links are also made and explored wherever possible linking into the children's own experiences, those of others and the wider community. Children are expected to demonstrate and understand the purpose of these values and are encouraged to acknowledge them in each other.

PE Values: Consideration, caring; respect; responsibility; fairness; honesty; friendship; understanding; co-operation; appreciation, truthfulness, and a positive attitude.

British Values: Democracy, The rule of law, Individual liberty, Mutual respect, Tolerance of those of different faiths and beliefs.

In order to re-enforce the values and to promote positive behaviour children are rewarded using verbal praise, house points (stars), stickers, certificates and through celebration assemblies. A written agreement between home and school is read and signed by the school, parents and children at the beginning of the academic year. Each class produces a written charter or set of rules including a code of behaviour to display and refer to within the classroom setting.

Children displaying poor behaviour see the consequences of their actions through sanctions such as verbal reminders, loss of playtime / lunchtime. Discussions with parents/carers also take place and targets set between home and school to help children to understand what is meant by unsuitable behaviour (Behaviour charts/targets).

Nurture and Positive Support Programmes can be accessed and if necessary the Behaviour Support Team can be accessed for individual children. In very extreme cases children might be excluded from special school events or attendance at school for a number of days as appropriate to the offence. Any such incidents will be reported to the Governors and where necessary the Local Authority. In incidents where children have been excluded from school the School's Exclusion Policy will then be adhered to.

In order to ensure this policy is administered fairly and consistently staff work within the following guidelines:

If a child is displaying inappropriate behaviour or using inappropriate language, they will be given a verbal reminder which points out what they are doing that is inappropriate and stating what is expected of them to put it right. (Adults must be explicit so the child is clear that what they are doing should stop and how they are expected to behave.

If the inappropriate behaviour continues then the child will lose time from break times on a sliding scale starting at five minutes.

If the child's inappropriate behaviour / language continues then parents will be informed and a meeting between parents / carers, staff and the child / children involved is held and an appropriate plan will be agreed, put in place and reviewed at a time identified within the meeting.

At break times the same principles apply. Any adult who has to address inappropriate behaviour should send a message to the relevant class teacher at the end of the break time.

At lunchtime, if there are any incidents Midday Supervisors/Staff should deal with the incident with the child and administer the appropriate sanctions. The member of staff on duty should feed this back to the class teacher.

If a child's behaviour doesn't improve as a result of the above procedures, support and sanctions as detailed in the school's exclusion policy will be applied.

To promote positive behaviour within the school the following reward system is applied:

Verbal praise, stickers and house points are used in class to reward good work / effort / positive behaviour etc.

House points are collected each week and children are selected to become the Star of the week, Star of the term and Star of the year. All the reasons for identifying these children recorded and then related to the whole school during the Celebration Assembly. Mention to these achievements are also made during the Family and 'End of Year' Assemblies.

The children work collaboratively to achieve House of the Week, House of the term, and House of the Year.

This system which has been devised and delivered by the staff and children within the school, helps to promote teamwork, friendship, tolerance, respect and the sense of family.

During each term certificates are given out to children in recognition for their good behaviour and achievement.

Addendum added to the policy due to the Covid 19 Pandemic:

At Hartington C of E Primary School we aim to maintain a secure, caring and stimulating environment in which children are encouraged to have respect for themselves and each other. Whilst expectations in our Behaviour Policy remain pertinent, it is necessary, in light of the Covid-19 pandemic, to make some adjustments for the safety of all pupils and staff. Current guide lines at present state that where ever possible children and staff maintain a 2 metre distance. However it is highly probable that over the next few weeks this distance will decrease to 1.5/1 metre distance. Therefore where ever the 2metre distance is referred to with this addendum that distance will be the current government recommendation. It is to be used in conjunction with, and read alongside, the Behaviour Policy, Anti-Bullying Policy, E-Safety Policy and Peer-on-Peer Abuse Policy. These adjustments are set out below:

Arrivals, Departures and Moving round the school.

There will be markers at the entrance to the school identifying 2 metre distancing for families. No parent carer is to enter the school. Children will enter school through the main entrance at the agreed time. Children will enter the school and have their hands sprayed with sanitizer and then go straight to their designated bubble, keeping a 2m distance from any other individual. Class 1 children go via the hall to their bubble and class 2 children go via class 2. On arrival to their bubble all children will wash their hands with soap and water.

At their designated home time, children will leave the building through the main exit. They will leave one at a time when their parent/carer has arrived to collect them, again keeping their distance using the markers on the floors as a guide. Entry and exit from the school is supervised by a member of staff. Movement around the school will be limited. When the children leave their bubble classroom to go outside for break, lunch or outdoor learning, they will maintain a 2m distance from peers and adults via the designated exit. Children will follow an adult from their bubble on their designated route. Children will be expected to tell a member of staff if they are unwell and are exhibiting signs of Coronavirus. The procedures will be followed as stated in the Covid-19 risk assessment.

Children must have a responsibility for their own equipment e.g. water bottles and ensure that these are not shared with others in their bubble. All children have individual resources allocated to them by the school.

Hand washing and Hygiene

Children will be expected to follow all hand washing and hygiene routines while in school. Children will wash hands /use hand sanitizer before entering school, after returning from the outside, before and after eating and at regular intervals during the day.

We ask children to follow the catch it, bin it, kill it, mantra when in school, if they need to cough or sneeze, they should use a tissue or crook of their arm. Children will be reminded not to touch their face, mouth, nose or eyes while at school.

Should a child refuse to follow these routines, disciplinary procedures and sanctions will be used (see below).

Social Distancing

Children who are old enough will be expected to socially distance from their peers and adults in school and on the playground at all times. All children throughout the school will have their own table with chairs spaced 2m apart. When children enter their bubble, they will be expected to go straight to their table and nowhere else in the room. Children will put their hand up if they need an adult's support, they will not get out of their seats without permission.

Teachers will ensure that children, where ever possible, adhere to social distancing measures. Where older children are not complying, the usual disciplinary procedures and sanctions will be used (see below).

We understand socially distancing may be more difficult for younger children, they will be encouraged wherever possible to keep a distance from peers and adults, however, we understand this may not always be possible.

Toilets

Each bubble will have their own toilets to use. These will be sign posted. Children will be supervised and encouraged to use the toilets one at a time (this may not always be possible with reception children).When a child has finished in the toilet they must wash their hands.

Break times

Children will have a designated place to play during break times. Children will be expected to remain socially distant from both peers and adults during play and break times. Children must stay in their designated area at all times. Children are to eat their snack at their designated table within their bubble before going out to play but after they have been to the toilet and wash their hands.

Rewards

The house point/ star of the week system will not be in use during Covid-19. Children, instead will be given stickers as rewards. Teachers and Teaching Assistants welcome opportunities to praise individuals for good work, attitude or good behaviour, and show recognition, if these are brought to their attention. Above all praise and encouragement should be used as much as possible. Walking through

school to show their work to the Head Teacher or other adult for acknowledgement and praise during this time will not be permitted. The individual class teachers will hold a celebration assembly each week within their bubble.

Behaviour in school

If a child's behaviour is deemed high risk, for example, refusing to adhere to safety measures, such as, hand washing, social distancing, remaining in their bubbles or deliberate behaviours that put themselves or others at risk, such as spitting or deliberately coughing at people. The following sanctions and disciplinary procedures could be used:

- Conversation(s) with children which could include a verbal warning, moving seats if logistically possible and other behaviour management strategies in line with our current behaviour policy.
- Once all appropriate behaviour management strategies have been exhausted, contact should be made with child's parent/carer.
- If the health and safety of other children and staff members are put at risk by the children not adhering to social distancing measures, then the parent/carer will be expected to collect the child and a fixed term exclusion will be applied in line with Exclusion guidance.

Children with Special Educational Needs

School acknowledges that children will have had a range of different experiences during the lockdown period which may have an impact on their behaviour presentation upon return to school. Some may present with frustration as a result of being isolated from friends or having missed a significant event or experience; e.g. exams, school trip, etc. Others may have experienced bereavement or loss or another, real or perceived, traumatic episode. For many, the process of re-engagement with learning and the school community, under unusual circumstances, may require some additional input and encouragement.

As a result of these varied experiences children may present with behaviour that is not usual, this may include;

- Anxiety; lack of confidence
- Challenging behaviour; fight or flight response
- Anger; shouting, crying
- Hyperactivity and difficulties maintaining attention

For some children, including those with attachment concerns or SEN, and especially those with autism, the change in routines and lack of familiarity will require additional adjustment.

School recognises that behaviour could be a sign that for some individual children there is an unfulfilled need and that the behaviour is communicating that there is a problem. If it is felt necessary, the school will undertake an individual risk assessment for the child and use reasonable endeavours to make the recommended adjustments to reduce the stimulus that may be triggering the challenging response.

Children with SEN are recognised as being particularly vulnerable and therefore have an urgent need to be re-integrated back into school as soon as reasonably possible. School will work closely with parents/carers to implement supportive strategies that will inform an appropriate response. If

necessary school will seek external support from other agencies such as Educational Psychologists, The Nurture Team or Behaviour Support.

Children working from home.

If interacting with other children or staff online, children should always be kind and respectful to each other and respectful and considerate to staff, remembering at all times that the staff are not 'friends' with, or peers to, children.

Children should never attempt to contact staff via social media or make comments about staff on social media platforms. Any inappropriate comments to staff online, via

The school forum, TikTok, Facebook, or any other platform will be taken very seriously. This is also the case for any online bullying towards other pupils or peer-on-peer abuse that is disclosed to the school during this time.

This policy has been reviewed and approved by the staff and governing body:

Date: _____

Head teacher's signature: _____

Chair of Governor's signature: _____

Date of next review: May 2022