



<b>Behaviour Policy</b>		
	<b>Name</b>	<b>Date</b>
<b>Head Teacher</b>	Fiona MacCorquodale	
<b>Governing Body</b>	Helen Fentiemn (CoG)	
<b>Next review date</b>	Autumn 2021	

### **Covid 19 – Behaviour Addendum June 2020**

Whilst we are working in exceptional times our first priority, as always, is to keep our children safe. Therefore, in accordance with government guidelines, we are implementing a clear approach to social distancing in a number of important areas within the School and Children's Centre and across the Golden Lane Campus. Government guidance does not advise that social distancing is essential at all times in school, but it is one of a range of measures that schools are taking to keep children safe. This means:

- sitting children at desks that are far apart where possible
- ensuring everyone queues and eats further apart than normal where possible
- keeping apart when in the playground or doing any physical exercise
- visiting the toilet one after the other
- staggering break times
- putting guidelines on the floor in corridors
- avoiding unnecessary staff and parent gatherings

For further details, please see the Prior Weston School and Children's Centre Covid-19 risk assessment available on the school website or contact the school office for a copy.

In line with this approach, we expect pupils as well as adults to follow these expectations which we have incorporated within our 'school rules' as explained in this policy. We recognise that this will be very new and could be challenging in some situations, particularly for younger pupils, where staff will implement social distancing measures as far as they are practicably able, whilst ensuring children are kept safe and well cared for. Similarly, there may be exceptional situations with older pupils where social distancing is superseded by our duty of care towards them (such as if a child seriously hurts themselves). In these situations, staff will again take all possible precautions, whilst ensuring that these pupils remain safe and are well cared for.

As in all other circumstances, the expectation for social distancing and safe behaviour is now an important part of our behaviour policy. This is intended to ensure that pupils can learn and thrive in a positive, orderly and safe environment.

This policy should typically be applied proportionately for younger pupils to encourage positive and safe behaviour rather than to apply sanctions for accidental lapses. For older pupils, there may be situations where they are deliberately breaching expectations



for social distancing and safe behaviour and it is important that staff respond to this consistently.

We recognise that to begin with these expectations will be very unfamiliar and so accidental or momentary lapses of social distancing will be dealt with as such. Pupils will be reminded of the expectation and expected to amend their behaviour immediately. However, if there are instances where pupils deliberately and repeatedly break this rule then this will be considered a clear breach of the behaviour policy. This will be dealt with seriously and in line with any other breach of the behaviour policy and in accordance with the approaches outlined in full within this policy.

### **Introduction**

Prior Weston is a very happy primary school and we have high expectations of the children and for the children. This includes a strong, consistent focus upon active learning with calm, nurturing, purposeful relationships amongst the children, their parents and families and the staff team. We understand children have individual needs and we endeavour to support every child actively so they develop an ownership of their own actions and behaviour and understanding that all actions have consequences which are positive and negative and listed in this policy.

Every child and adult is expected to follow the school rules: **'Ready, Respectful and Safe.'** These three words sum up our expectations that children are ready to learn and follow direction, respectful of one another's right to learn and to feel happy in school and that every child feel continually safe.

**This policy is underpinned by the school's vision and values.**

### **At Prior Weston:**

#### **We aim high**

We aim high and understand that learning has no limits. We appreciate and celebrate our skills and talents and help our friends and family to do the same.

#### **We are resilient**

We persevere and demonstrate determination and self-belief. We try our hardest and keep going, asking for help when we need it.

#### **We are curious learners**

We want to learn and explore. We ask questions, think creatively and stretch ourselves. We respect different views.

#### **We value diversity**

We are considerate and think of others. We celebrate diversity and community.

#### **We are respectful**

We are polite and kind. We look after our school and each other. We are considerate and think of others in both our school and the wider community.



### **Principles:**

1. Being Inclusive
  - Some individuals need more support than others in learning to respect the rights of others and to meet the school's expectations of behaviour.
  - Some of our children, for some or all of the time, will need more of our attention and support than others.
  - We have a responsibility to teach social behaviour to all children.
  - We should be clear with staff, pupils, parents, governors about which expectations are non-negotiable.
  - All pupils have the right to be educated no matter how challenging their behaviour.
  - Dealing with challenging behaviour often helps us to find ways to improve our systems, processes and procedures. We should seek to adapt these to fit our diverse population.
2. Being Positive
  - Parents and Carers need to be as fully involved as possible.
  - We should have high expectations of what is acceptable behaviour in our school and within the wider community and should seek to raise those expectations in partnership with staff, governors with pupils and parents/carers.
  - If we want our pupils to behave in a particular way, we are responsible for making it clear to them how we want them to behave.
  - We should recognise acceptable behaviour through positive reinforcement.
  - We should provide pupils with honest & sensitive feedback on their own learning and behaviour.
3. Being Assertive
  - We believe we all have rights- teachers have the right to teach, pupils have the right to learn.
  - Pupils and staff have the right to feel safe in school.
  - Parents have the right to feel welcome and to know their children work, play and learn in a friendly, safe and helpful school.
  - We should never tolerate violent, abusive or anti-social behaviour in the classroom or anywhere in school.
  - Staff requires support from each other and outside agencies in order to support individual pupils through learning and making changes in behaviour.

### **Our Expectations**

#### **At Prior Weston we are:**

- **Ready** – being ready to learn, to play, to work – ready for anything



- **Respectful** – being respectful to all
- **Safe** – being safe and also keeping others safe

### **A positive approach**

#### **Our positive approach to behaviour is based on the following core beliefs:**

- Building positive relationships with children fosters an ethos of mutual respect and trust
- Children learn from the effective role models they see and hear around them
- Behaviour can change and every child can be successful
- Celebrating success supports achievement at all levels
- Praise and rewards are more likely to change behaviour than blaming and punishment
- Reinforcing good behaviour helps children to feel good about themselves
- Being aware of children's individual needs helps us to act in the fairest way
- Working in partnership with parents and carers helps to ensure that a consistent approach supports children to behave well
- Children need clear and consistent boundaries to help them to understand what good behaviour means and what it looks like in practice
- Children should be taught about conflict management and self-discipline so that they have the necessary life skills to demonstrate respect for themselves and others. Self-discipline is the only sort of discipline worth having.

If children are working well and being active members of the Prior Weston community, they will be rewarded with:

- A smile, recognition and positive praise from both adults and their friends so that they feel pleased about themselves
- Opportunities for them to share their success with someone else
- A certificate or some other recognition given in class or in assembly
- Extra time to do something they really enjoy
- 'Class Dojos'
- Phone calls home for children who have behaved well that day
- Positive notes home
- Stickers
- Star of the Week
- Power of the Letter
- Hot Chocolate Friday/HT Tea Party
- Head-teacher's Award
- Class stars – can be given by any member of staff for good conduct of individuals or groups, best class lining up, good manners, lunchtime conduct... Once each class has achieved a certain number of stars, there is a class reward – decided by the children.



At the end of each term, the class with the most stars wins a special trip chosen by the children.

**Consistencies from all staff:**

1. Meet and greet at the door.
2. Model positive behaviours and build relationships.
3. Plan lessons that engage, challenge and meet the needs of all learners.
4. A mechanism for positive recognition is used in each classroom throughout the lesson.
5. Refer to '**Ready, Respectful, Safe**' in all conversations about behaviour.
6. Be calm and give 'take up time' when going through the steps. Prevent before sanctions.
7. Follow up every time, retain ownership and engage in reflective dialogue with learners.
8. Never ignore or walk past learners who are behaving badly.

**Managing unacceptable behaviour**

We know that many children find changes to their routines very difficult, and should also not underestimate the impact on them of being confined at home. Schools may therefore experience an escalation in behaviour that challenges as children return to school

Where a child is displaying behaviour that challenges and distresses the child and those in the immediate environment as a school we will consider the following short term approaches to accommodate the present circumstances and discuss:

- Could a physical health need be causing a change in presentation
- Are environmental changes having an impact, and how you might be able to alter these
- e.g noise levels, temperature
- Are there any obvious triggers and can they be reduced or avoided
- Provide as much free access as possible to things the child enjoys
- What is the change in behaviour 'saying'? Does the child want positive attention,
- something tangible (e.g. food, a toy), to avoid something, or reassurance \they are safe
- Consider how you might introduce a new routine - choose an activity that you can
- continue on a daily basis so you can build a new everyday programme together



- At this time of change and increased anxiety, consider reducing demands and expectations, e.g. I know Anthony can do this, but he needs more support because the circumstances are different.

At some stage, children will demonstrate behaviours that are unacceptable. This is a part of all children's healthy development – they are learning to understand what the boundaries are. Behaviour can be affected by a number of physical, mental and emotional factors – or a combination of all three.

Unacceptable behaviour could include: refusing to social distance, running away from their bubble, or running out of the school, calling out or misbehaving in class, physically hurting another person, hurting another person's feelings by being unkind or calling them names, damaging another person's or the school's property, persistently being unkind and / or hurtful to intentionally making someone upset, biting, spitting, foul language and swearing, answering back, rudeness, stealing, truancy, racist, sexist, homophobic or any other discriminatory comments and bullying, including the improper use of social media.

### **Social distancing**

When moving around the school children will be asked to walk in single file and keep the appropriate distance between themselves and the other children in the line. All adults and children will keep to the far left when walking through the school. In narrower spaces there will be a give way system with traffic lights to enable 'bubbles' of children to pass as safely as possible.

### **EARLY YEARS & YEAR 1 SANCTIONS**

Negative behaviour will be dealt with verbally. For repeated negative behaviour we give **two warnings** and if continued then a **short 'time out'**. If the behaviour is violent or it deliberately hurts another child then there is an 'immediate time out'. There will be a designated time out area that we will call the 'thinking chair or thinking mat' to encourage children to think about their behaviour. A book of photographs showing happy faces & positive behaviour / sad faces negative behaviour will be available for children to look at to reinforce the message. **Time out will be 3 mins in Nursery & 4/5 mins in Reception/Year 1**, depending on age.

### **Year 2 and Key Stage 2:**

We use the following 5 step structure to encourage good behaviour and manage behaviour that is challenging:

<b>Step 1</b>	Minor incidents/low level behaviour e.g. talking on the carpet Action - Reminder of expected behavior, use scripted intervention (class teacher) breaching social distancing
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<b>Step 2</b>	Continuation of low level behaviour Action - Reminder of expected behavior, use scripted intervention, move to yellow stage (class teacher) <b>Deliberately breaching social distancing</b>
<b>Step 3</b>	Repeatedly deliberately breaching social distancing (despite instruction otherwise) Continuation of low level behaviour Action - Sanction given, child moved to red stage and playtime is lost (5 mins, 10 mins, 15 mins) or timeout in another class (class teacher)
<b>Step 4</b>	Breaching social distancing with intent to threaten or intimidate other pupils (eg, 'pushing a child and saying 'you've got coronavirus'). Severe defiance, swearing, hurting others, undermining staff Action – as level 3, lunchtime reflection, letter of apology, loss of privileges (e.g. Fun Time Friday) Phase Leader or SLT alerted, incident recorded on CPOMS, class teacher informs parent of incident
<b>Step 5</b>	Running around the campus and leaving their bubble, leaving the school Violence against any member of school staff, unprovoked pupil violence, instances of discriminatory remarks, bullying, leaving school premises without permission, damage to school property, behaviour that endangers themselves or others. Action – as level 4, internal exclusion, fixed term exclusion, incident recorded on CPOMS, a member of SLT will speak to the parent or carer, behaviour plan and support to be discussed, can result in permanent exclusion.

Steps 1 to 3 – managed by classroom teachers

Step 4 – managed by middle leaders

Step 5 - managed by SLT

In most cases, a quiet word or a look is enough to stop a child behaving inappropriately or the structured step approach, in partnership with parents and carers, will make the difference. If this does not bring about the desired behaviour, the following disciplinary actions may be taken:

- Set up a behaviour record/diary
- Set up a pastoral support plan with clear targets to improve behaviour
- Involve local authority behaviour support specialists or other external support partners, for instance, our educational psychologist, to give expert advice
- In extreme circumstances and as a last resort, a child may be excluded from school for a fixed term or permanently

Staff in the playground will follow the same 5 step support structure giving a reminder of expected behaviour. If behaviour move to stage 3 and give time out.

**More serious behaviour problems:**

Children displaying more serious behaviours, including non compliance with social distancing member of the Senior Leadership Team will be notified and the child will receive an appropriate consequence. The incident must be recorded on CPOMS in the appropriate format and parents/carers will be informed. When recording the incident the



school format must be used to record this and must be as detailed as possible. This should be completed as soon as possible after the incident and handed to the member of SLT. All adults responsible for the child should also be informed if they are not aware of the incident already.

This may also result in fixed term exclusion. For children who continually find it difficult to follow school rules, individualised strategies will be implemented to support them. This may include the use of clear targets with specific rewards. In consultation with SLT, alternative rewards and consequences may be used if those in this policy are considered inappropriate. The SLT will decide on when parents/carers are contacted.

EXAMPLES OF MORE SERIOUS BEHAVIOUR:

- Deliberate defiance and not following the direction of the class teacher or senior manager
  - Running around the campus and leaving their bubble
  - Spitting at others
  - Verbal or racial abuse
  - Swearing at someone and any abusive language
  - Deliberately hurting another child physically or emotionally
  - Stealing
  - Bullying
  - Vandalism
- Breaching of health and safety issues, including social distancing

**Exclusion:**

Pupils will only be excluded as a last resort, and in extreme circumstances. Fixed term exclusion is for a fixed period, e.g. one day or three days, depending on the severity of the incident. Repeated fixed term exclusions may result in the length of the term being extended, e.g. one day on the first instance, three days on the second and five days for a third.

PUPILS MAY BE EXCLUDED FOR:

- Violent behaviour towards staff members
- Violent behaviour towards pupils
- Abusive/aggressive/threatening behaviour towards staff
- Abusive/aggressive/threatening behaviour towards pupils
- Refusal to accept authority of the teacher/school, refusing to social distance
- Repeated or extreme discriminatory behaviour e.g. racist, sexist etc.

**Permanent exclusion** is the most serious punishment the school can give if a child does something that is against our behaviour policy (the school rules). It **means** that the child would no longer be allowed to attend the school and their name would be removed from the school roll. This is only in the most extreme circumstances, once all other avenues of managing the child's behaviour have been exhausted, and under full consultation with the local authority and the governing body.





**Playtimes and Lunchtimes:**

Children may lose part or all of their playtime if behaviour in the class or playground has been unacceptable.

For playground behaviour, children should always be given a warning and a chance to improve low level poor behaviour before being given time out.

**Restraining Pupils:**

All members of staff are aware of the regulations regarding the use of force by schools staff, as set out in DfEE Circular 10/98, relating to section 550A of the Education Act 1996: 'The Use of Force to Control or Restrain Pupils'. Staff in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

This is a particularly challenging aspect of our policy at this time whilst we follow Trust and government guidelines around social distancing. Therefore, we will use physical intervention and positive handling only as a last resort. For pupils with significant SEND and behavioural needs where positive contact is routinely used we will amend these plans where possible to use alternative strategies. Focused work will be carried out where appropriate to help these pupils to understand how they will be supported differently from the ways they may have become used to. Staff working with these pupils will also be expected to consistently apply these strategies.

Nevertheless, there may still be extreme instances where positive handling is required in the interests of safety and pupils. This will be where a failure to intervene could lead to harm. In these instance, this will be carried out in accordance with the guidelines within this policy."

**Response to bullying**

At Prior Weston, we do not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure children attend school free from fear.

(Anti-Bullying Policy 2018)

**Partnership with parents and carers**

The school collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home and at school.

We expect parents and carers to support their child's learning and to co-operate with the school. We try to build a supportive dialogue between the home and the school, and we



inform parents immediately if we have concerns about their child's welfare or behaviour. We also expect parents and carers to inform the school of behavioural difficulties at home, and to discuss any aspect of their child's health that may impact on their child's performance or behaviour at school.

If the school has to use reasonable sanctions to punish a child, we expect parents and carers to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the family welfare and safeguarding lead. If still concerned, parents and carers can speak with a member of SLT or the head teacher. If these discussions cannot resolve the problem, then parents and carers should contact the school governors.

### **The role of governors**

The governing body has the responsibility of setting down principles on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the head teacher in adhering to these principles.

The head teacher has the day to day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the head teacher about particular disciplinary issues. The head teacher must take this into account when making decisions about matters of behaviour.

### **The role of the class teacher**

It is the responsibility of class teachers to ensure that the school rules are enforced in their classes and that their classes behave in a responsible manner.

Class teachers at Prior Weston have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.

The class teacher strives to treat each child fairly and enforces the classroom code and the five step support structure consistently. The teachers treat all children in their classes with respect and understanding.

Teachers' powers to discipline include the power to discipline children even when they are not at school or in the charge of a member of staff.

The class teacher may confiscate prohibited items. Any confiscated items will be returned to parents and carers at the end of the school day or as soon as is practical after that.

### **The role of the head teacher**



It is the responsibility of the head teacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the head teacher to ensure the health, safety and welfare of all children in the school.

The head teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

The head teacher ensures that records of all reported serious incidents of misbehaviour are recorded on CPOMS.

The head teacher has responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the head teacher may permanently exclude a child. These actions are taken in exceptional circumstances and the governing body and local authority are informed.

### **Children's conduct outside the school gates – teachers' powers**

What the law allows:

- Teachers have the power to discipline children for misbehaving outside of the school premises "to such an extent as is reasonable".
- The school's response to non-criminal bad behaviour and bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school, including the punishments that will be imposed on children.
- Subject to the behaviour policy, teachers may discipline children for:
  - Misbehaviour when the child is:
    - Taking part in any school-organised or school-related activity or
    - Travelling to and from school or
    - Is, in some way, identifiable as a pupil at the school
  - Or misbehavior at any time, whether or not the conditions above apply, that:
    - Could have repercussions for the orderly running of the school or
    - Poses a threat to another child or member of the public or
    - Could adversely affect the reputation of the school, including misuse of social media
- In all cases of misbehavior, the teacher can only discipline the child on school premises or elsewhere when the child is under the lawful control of the staff member.



### **After school clubs:**

As during school hours, children will be given reminders and warnings, and they may be asked to sit out or complete a behaviour booklet. If a child persistently chooses to not follow the school rules, s/he may be stopped from attending clubs for a period of time. In the extremely rare case that the behaviour is severe, the child may be stopped from attending the clubs altogether. The link member of staff for behaviour during after-school clubs is any member of SLT.

For off-site clubs where the host organisation leads the activity, children are required to follow the behaviour and discipline policy of that organisation as well as that of Prior Weston. The staff of Prior Weston and the host organisation will liaise with one another when necessary and either one can impose sanctions when needed.

### **ICT/Computing:**

All pupils (and/or parents) have signed an 'acceptable use of the internet' agreement upon enrolment in the school. Failure to comply with this agreement could result in children being banned from use of the internet. For minor/accidental incidents pupils will be given a warning. More serious breaches of the agreement will mean children could be banned from using the internet and/or any ICT equipment in school, the timescale of which will be judged depending on the offence. All incidents of inappropriate internet use must be reported to Jenny or Fiona (ICT leads).

### **Equal Opportunities**

It is clear from the statements around the school that, comments or actions relating to gender, race, special needs, religion or national origins are not tolerated at St Luke's and will be dealt with accordingly.

### **Extremism and radicalisation**

Staff will also take action if they witness behaviour, or suspect that pupils and/or families that point to extremism or radicalisation. These could include the following:

- Showing sympathy for extremist causes
- Justifying or even glorifying violence
- Possessing illegal or extremist literature and advocating messages similar to illegal organisations such as Muslims against Crusades or groups such as the English Defence League.

Staff should use their professional judgment in identifying children who might be at risk of radicalisation and act proportionately and follow the safeguarding procedures when and where concerns are raised.

Where there are concerns about keeping children and young people safe from extremism and radicalisation the staff member must share their concerns with the Head of School or Headteacher.



### **Building children's resilience to radicalisation**

As a school, we already have a strong focus on children's personal, social and emotional development. We are committed to doing this in an age appropriate way, through ensuring children learn right from wrong, mix and share with other children and value other's views, know about similarities and differences between themselves and others, and challenge negative attitudes and stereotypes.

### **Promoting British Values**

As school and children's centre, we promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs.

We ensure actively promote principles and values which -

- Enable children to develop their self-knowledge, self-esteem and self-confidence
- Enable children to distinguish right from wrong and to follow school expectations which will prepare them to respect the civil and criminal law of England in the future
- Encourage children to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the setting is situated and to society more widely
- Enable children to acquire a broad general knowledge of and respect for public institutions and services such as fire fighters, health services, libraries, police and green spaces in the locality
- Further tolerance and harmony between different cultural traditions by enabling children to acquire an appreciation of and respect for their own and other cultures
- Encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010
- Encourage making choices from an early age to support growing understanding and respect for democracy and support for participation in the democratic process,



## **Governors' statement of principles**

### **Principles for behaviour policy**

- Good behaviour is the norm
- Our school environment is caring and supportive
- Everyone in our school is treated fairly and respectfully
- Everyone takes responsibility for their actions
- Sanctions for bad behaviour are clear to all
- We strive to create an environment which is conducive to hard work, allows everyone to think for themselves and encourages everybody to make a positive contribution

If children are working well and being active members of the school community, they should be rewarded with:

- A smile
- Feeling pleased about themselves
- Making somebody else happy
- Feeling valued
- Praise from their peers or teaching staff
- Time to do something they really enjoy

If a child chooses not to behave well, we believe they may have to face:

- Sitting on their own
- Missing out on something good or exciting in school
- Being sent to a member of the senior leadership team
- Having their parents or carers involved in a discussion about their behaviour

### **Responsibilities**

Children in our school

- Are kind and supportive to other people and look after each other
- Listen when others are talking
- Make themselves heard in a polite way
- Ask questions to help them learn
- Work hard and focus on learning
- Behave responsibly in class and on the playground
- Are involved in decisions about their behaviour





#### Teachers and staff

- Model good behaviour and have high expectations of the children's behaviour
- Ensure all children understand what is expected and why good behaviour matters
- Establish caring and supportive relationships with the children, ensuring the children know they care and want them to do well
- Provide interesting and stimulating lessons for all children
- Follow up with appropriate measures if a child displays patterns of bad behaviour, including involving the parents and carers
- Ensure behaviour problems are dealt with on an individual basis
- Discuss behavioural issues with the children

#### Parents and carers

- Share any concerns they have about behaviour with their child's teacher
- Inform the school of anything happening outside the school which may affect behaviour and learning at school
- Support their child's learning
- Respect children and adults and explain to their children that they must do the same.