

Behaviour Policy Addendum for Donnington Wood CE Junior School March 2021

Whilst the aims, principles and ethos of our existing behaviour policy still apply, when children return to school on 8th March, staff and children will need to adhere to the guidance, procedures and rules set out in this addendum. The aim of this addendum is to ensure the health and safety of all stakeholders during the outbreak of COVID-19 and ensure calm and confident feelings on returning to school. It will be under continual review and will be adapted and redistributed as often as required.

Our school values are always to build **friendships** by acting in kindness and respect to everyone; to encourage **perseverance**, building resilience and determination through these difficult times; and to inspire **hope** and life-long learning for the future.

Behaviour principles

All staff should support children to:

- follow the set routines for arrival and departure at school
- follow instructions provided on hygiene, such as handwashing and sanitising
- follow instructions on who pupils can socialise with at school
- adhere to social distancing rules outside of school.
- move around the school as per specific instructions (for example, following one-way systems, avoiding out of bounds areas, queuing)
- understand the expectations about sneezing, coughing, tissues and disposal ('catch it, bin it, kill it') and avoiding touching their mouth, nose and eyes with hands
- tell an adult if they are experiencing symptoms of coronavirus
- understand rules about sharing any equipment or other items including drinking bottles
- understand the expectations about breaks or play times, including where children may or may not play
- understand the expectations regarding using the toilets
- understand the rules about coughing or spitting at or towards any other person
- understand the rules for conduct in relation to remote education and on-line safety.
- know that there will be rewards and sanction system used where appropriate

Teaching staff should:

- encourage all pupils to be calm, focused and alert in school to maximize the conditions for learning.
- proactively teach rules to support staff, pupils and parents and help them to understand the importance of the school's expectations and risk assessment.
- regularly and rigorously, reinforce behaviour expectations throughout every day.
- praise and reward children who are following the school's expectations using the agreed methods in the existing behaviour policy.
- calmly and consistently, apply the agreed sanctions when rules are broken, as well as positively teaching and reinforcing self-regulation strategies.
- be aware that any sanction given in relation to the breaking of rules should be discussed with the pupil and if necessary a member of SLT. Sanctions should be appropriate and proportionate, and consider the needs of individual pupils.
- ensure that any sanctions given should seek to educate children so that they can self-regulate their emotions and learn to modify their behaviour.
- make reasonable adjustments for students with particular anxieties and needs. It may be necessary to work with the SENCO to identify any reasonable adjustments that need to be made and to complete a risk assessment for individual children.
- Use the child-friendly version of the new rules with children. These are outlined below.

New School Rules – Child-Friendly

Whilst the School Rules still apply, we also have a new set of rules that you will be expected to follow. These rules are extremely important and must always be followed. If you follow the new rules, you will be safe and ready for learning in school. If you are unable to follow the new rules at any time, appropriate consequences will be put in place by staff to support you and help you become safe, calm and ready for learning.

The rules are:

- *You must arrive and leave school at the times agreed with your teacher.*
- *You must wash your hands when your teacher asks you to.*
- *You must wash your hands in the way you have been shown by your teacher.*
- *You must stay in the group that you have been allocated, and you must follow the new playtime rules.*
- *You must stay within the area discussed during break and playtimes and stay out of areas that are out of bounds to you.*
- *You must follow the one-way system around school.*
- *You should protect others from getting sick. If you sneeze or cough, you should use a tissue and dispose of the tissue straight away and wash your hands. 'Catch it, bin it, and kill it!' Do not use your hands. Do not touch your face.*
- *You must tell an adult if you have a new continuous cough or a high temperature.*
- *You must only use the equipment that has been allocated to you. You must not share equipment, drink bottles or food.*
- *You must use the toilet allocated to you. You must ask before going to the toilet so that an adult can ensure it is safe for you to do so. You must wash your hands with soap after going to the toilet.*
- *You must not cough or spit towards any other person.*
- *You must follow the rules for learning from home if you are using the internet.*

Consequences and rewards

As our school behaviour policy outlines, our behaviour plan is based on **rewarding positive behaviour** and discouraging inappropriate behaviour through a planned rewards and consequences structure.

The plan is structured to help adults to deal with any inappropriate behaviour in a calm, caring and consistent way that minimises the impact on pupils, maintains the health and safety of the group and reduces the loss of teaching and learning time to an absolute minimum.

Appropriate behaviour of following our new procedures and rules should be **recognised** and all staff will endeavour to acknowledge pupils who are displaying expected behaviours. This recognition will promote and **reinforce** the positive ethos and values of the school. Acknowledgement and positive praise will be given regularly and is the most effective form of behaviour feedback.

Rewards – when pupils display exemplary behaviour they will be rewarded in a number of appropriate ways:

- **Recognition and verbal praise** this is always the most regular and effective means of encouraging and rewarding sensible choices and effort made by our pupils. This should be positive, specific and targeted rather than general and vague. Staff should say, *"Thank you (name) for ..."* / *"(Name) I have noticed you are...well done!"*
- For behaviours that follow our school values, pupils may be awarded **Dojo points** and these will be recorded on the Class Dojo App on the whiteboard. Certificates are given to pupils for reaching 25/50/75/100 Dojos each term.
- **Phone calls/notes home** to inform parents of how pleased we are with a child's behaviour, effort and attitude
- As well as individual rewards, children can earn '**Lion Spots**' for their group. This reinforces the school ethos of 'TEAM – Together Everyone Achieves More'. Lion Spots will be recorded on a Lion chart and a full Lion will earn a group/class extra time/play outside during the week.
- **Golden time** (a time of free choice and fun activities) will be given to all pupils at the end of each week.

Steps to managing unacceptable behaviour

It is vital that all adults follow the Behaviour Plan consistently and therefore the following steps **MUST** be applied.

- **Informal reminders and checks**
There may be a variety of reasons why a pupil finds it difficult to follow our behaviour expectations. Staff will be vigilant to pupils' emotions and responses at any time during the day. It is sensible and necessary to talk

to pupils, reassure them and calm them before providing informal reminders of the expected behaviours along with self-regulating strategies.

Support can be offered through non-verbal cues or redirection strategies. These are given to provide a pupil with an opportunity to calm themselves and quickly stop behaving inappropriately, maintain safety and prevent disruption to the lesson. This is usually all that is needed, but if the inappropriate behaviour continues the Behaviour Plan MUST be followed using the following steps:-

- **Formal Verbal Warning** - It is important to use this term so that children know they are now on step one of the Revised Behaviour Plan. This caution should be recorded and time given to allow for a response. Further support may be necessary if this heightens a pupil's anxiety.
- **5-minute timer** - A timer clearly visible on the teacher's desk, is turned over and a pupil's behaviour monitored for 5 minutes. At the end of this time, if the pupil has responded, the timer is stopped and the pupil should be able to continue with their learning activity. If possible, a child may need to have time sat outside of the fire door to calm down but only where social distancing can be maintained. At break times/lunchtimes, the child should be directed to a calming place safely away from other pupils for 5 minutes. The duty staff are responsible for monitoring and timing this 'calm-zone'.
- **Reparation Conversations** – any pupils that get to this stage will be expected to have a brief conversation (5 mins max) with the staff member to rebuild trust and respect, remind the pupil of the consequences of the current situation and address their feelings, triggers and behaviour choices that led to the sanctions. This should take place at the end of the lesson/activity or as soon as time allows. (see Appendix)
- **Golden time loss** - it may be necessary for a pupil who has not been able to self-regulate and follow school rules during the week to lose part of their Golden Time (10 minutes) on Friday. This time will be used to provide a further support session with SLT to rebuild trust and confidence and to plan strategies to help them cope and manage behaviour in the future. This session is formally logged and monitored. If loss of Golden Time occurs on 2 occasions/term parents will be contacted
- **Additional Adult Intervention** - If a pupil fails to respond to the above sanctions it may be necessary to ask a senior member of staff (or member of the Pastoral Team) within the Year Bubble/via TEAMS to speak to the pupil. This is intended to reinforce the seriousness of their misbehaviour, remind them of the behaviour expectations/ consequences and support them in calming and refocussing their attention. This formal conversation will be noted and may be held outside or within the hall at a safe social distance.
- **Serious Breaches and Exclusion** –If there is continued disruptive behaviour or if following a serious incident, a message will be relayed via TEAMS for Senior Leaders to intervene and offer support. If safety has been compromised and the situation poses an unmanageable risk, you may be excluded, this is always the last option.

As a school, we recognise that respectful relationships, setting the conditions for learning and behaviour management are the responsibility of **everyone** in the school (TEAM) and this behaviour policy is to be regularly discussed and reviewed by all. If you have any concerns about behaviour or actions taken, please discuss with SLT. We pride ourselves on being able to find a solution to help all of our children.

We strongly believe that a caring, POSITIVE approach is far more effective than an insensitive, NEGATIVE one. We work hard to avoid damaging and disrespectful comments and endeavour to use **PRAISE and encouragement** as often as possible to build respectful relationships (**FRIENDSHIP**), raise children's self-esteem and resilience (**PERSEVERANCE**) and encourage positive behaviour and life-long learning attitudes (**HOPE**) throughout our school.