Stratford-sub-Castle Church of England VC Primary School

Life in all its fullness (John 10:10)

<u>Behaviour for Life and Learning Policy #10</u>

The *Behaviour for Life and Learning Policy* was reviewed in the Autumn term as a result of the COVID 19 outbreak. This document is the result of that review.
The school is aware of the challenges resulting from the following the COVID 19 'Lockdown' in March 2020 and the subsequent consequences for individuals, families and institutions.

This policy has been revaluated using the 'Checklist for school leaders to support full opening: behaviour and attendance'. The document is a tool for schools to support the re-engagement of pupils and the return to orderly and calm environments in which all pupils can achieve and thrive.

Some school cultures, norms and routines have been disrupted by the coronavirus (COVID-19) outbreak and some pupils may have been exposed to a range of adverse experiences. Our staff will work to reset behaviour expectations and consider additional support to successfully reintegrate pupils back. As part of this work our school is adopting a *Recovery Curriculum* in September 2020

See page 14 for Covid-19 Addendum

DATE AGREED BY FULL GOVERNING BODY:	**21/09/20**
REVIEW DATE:	**September 2021**
AUTHOR:	**Mrs Kay Bridson & Mrs Justine Watkins**
HEADTEACHER:	**Mrs Kay Bridson**
CHAIR OF GOVERNORS:	**Miss Angela Britten**
SIGNED:	
TO BE READ IN CONJUNCTION WITH:	*Aims of the School* *Anti-Bullying Policy* *Behaviour & Discipline Principles* *Child Protection Policy* *Home / School Agreement* *Online Safety Policy* *Safeguarding Policy* *Special Educational Needs Policy* *Church of England Documents:* *Church of England Vision for Education - Deeply Christian, Serving the Common Good (Autumn 2016)* *Valuing All God's Children – 2nd edition (Autumn 2017)*

Stratford-sub-Castle Church of England VC Primary School

Life in all its fullness (John 10:10)

Behaviour for Life and Learning Policy #10
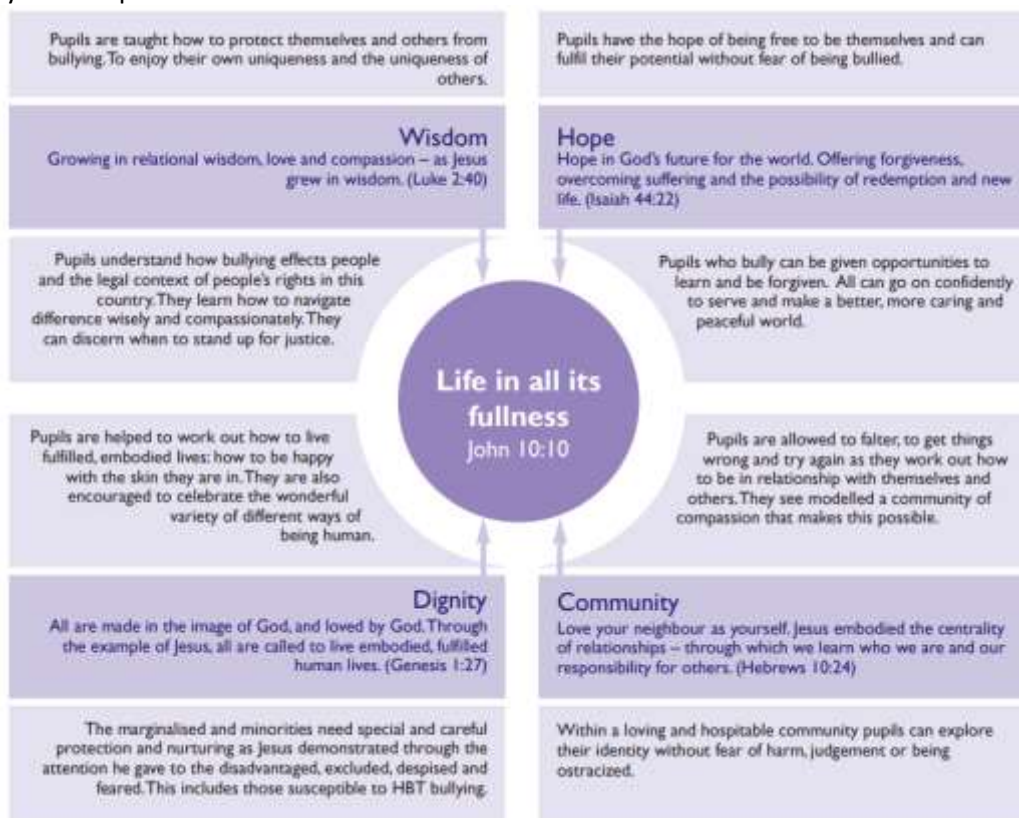
'Life in all its fullness' (John 10:10)
'Love your neighbour as yourself.' (Mark 12:31)

As a Church of England School we believe that all children are loved by God, are individually unique and that the school has a mission to help each pupil to fulfil their potential in all aspects of their personhood: physically, academically, socially, morally and spiritually. Our aim is that all may flourish and have an abundant life. We recognise our duty to try to remove any factor that might represent a hindrance to a child's fulfilment. We want all pupils to willingly engage in learning in a safe and welcoming environment.

Our school fully supports the vision for education, as outlined by the Church of England (*Church of England Vision for Education - Deeply Christian, Serving the Common Good. Autumn 2016*).

This vision offers human flourishing for all, one that embraces excellence and academic rigour, but sets them in a wider framework. There are four basic elements that run through the whole approach. Together they form an 'ecology' of the fullness of life, each in interplay with all the others. The four basic elements are:

- Wisdom, Knowledge and Skills
- Hope and Aspiration
- Community and Living Well Together
- Dignity and Respect

Pupils are taught how to protect themselves and others from bullying. To enjoy their own uniqueness and the uniqueness of others.

Pupils have the hope of being free to be themselves and can fulfil their potential without fear of being bullied.

Wisdom
Growing in relational wisdom, love and compassion – as Jesus grew in wisdom. (Luke 2:40)

Hope
Hope in God's future for the world. Offering forgiveness, overcoming suffering and the possibility of redemption and new life. (Isaiah 44:22)

Pupils understand how bullying effects people and the legal context of people's rights in this country. They learn how to navigate difference wisely and compassionately. They can discern when to stand up for justice.

Pupils who bully can be given opportunities to learn and be forgiven. All can go on confidently to serve and make a better, more caring and peaceful world.

Life in all its fullness
John 10:10

Pupils are helped to work out how to live fulfilled, embodied lives: how to be happy with the skin they are in. They are also encouraged to celebrate the wonderful variety of different ways of being human.

Pupils are allowed to falter, to get things wrong and try again as they work out how to be in relationship with themselves and others. They see modelled a community of compassion that makes this possible.

Dignity
All are made in the image of God, and loved by God. Through the example of Jesus, all are called to live embodied, fulfilled human lives. (Genesis 1:27)

Community
Love your neighbour as yourself. Jesus embodied the centrality of relationships – through which we learn who we are and our responsibility for others. (Hebrews 10:24)

The marginalised and minorities need special and careful protection and nurturing as Jesus demonstrated through the attention he gave to the disadvantaged, excluded, despised and feared. This includes those susceptible to HBT bullying.

Within a loving and hospitable community pupils can explore their identity without fear of harm, judgement or being ostracized.

Valuing All God's Children (2017)

These provide a foundation for our school aims and values.

The Christian faith and British Values provide the basis from which we learn how to treat each other and be a community. Our Behaviour for Life and Learning Policy is underpinned by these core truths and values.

Purpose:
The purpose of this document is to fulfil the aims of the school through a consistent approach to behaviour management and in so fulfil our statutory duties in:
- promoting good behaviour, self-discipline and respect;
- preventing bullying;
- ensuring that pupils complete assigned work;
- regulating the conduct of pupils.

Statement of Aims:
We aim to:
- make each member of the school feel valued and respected
- balance the needs of the *whole school* with those of each individual
- build learning power muscles – resilience (feeling), resourcefulness (thinking), reflectiveness (managing) and reciprocity (relating)
- help our pupils attain the highest possible standards of personal development, whilst nurturing within them a sense of community and social responsibility.

Implementation:
The Governing Body and the Headteacher have overall responsibility for the implementation of this Behaviour Policy.

The Governing Body ensures that the Headteacher acts in accordance with the current statement made by the Governing Body, under section 88(2) (a) and (b) of the Education and Inspections Act 2006 and Section 89 of the same Act. *Behaviour* is regarded as a *whole school issue*.

Statement of Principles:
We regard *behaviour* as comprising the actions and responses of each member of our school community. It is how we value and respect ourselves, how we behave towards one another and how we treat our environment.
We believe that each individual is responsible for his or her decision-making and therefore behaviour.
We believe that *behaviour* affects every academic and social programme designed to further a child's development.

Expectations:
We expect everyone to be responsible for their own behaviour, to make appropriate choices, to accept the consequences of their behaviour and to behave appropriately in different situations and surroundings.

Behaviour Management

a) Roles
We believe that each individual is responsible for their own *behaviour.* However, safety and group management issues must also be taken into account. We recognise the need to create the conditions for positive behaviour and to limit the situations where inappropriate or undesirable behaviour might occur.

All Staff
We believe it is important for all adults working in our school to take a proactive role in behaviour management by:
- modelling positive relationships adult to adult
- modelling positive relations adult to pupil

- praising and reinforcing positive behaviour
- emphasising *DO* rather than *DON'T (Walk rather than don't run!)*
- being a positive role model (*see Expectations*)
- keeping each other informed
- adopting similar strategies to deal with conflict
- knowing and using, where necessary, *Crisis Management Plans*
- being aware of the 5 stages of anger and therefore being sensitive to the timing of interventions.

All staff members must report non-criminal poor behaviour or bullying which occurs anywhere off the school premises and which is witnessed by a member of staff to the Headteacher.

<u>**Class Teachers and Teaching Assistants**</u>
We believe it is important for all class teachers and teaching assistants to take a proactive role in behaviour management by:
- establishing clear routines
- creating a positive and safe classroom environment
- using good classroom management to promote positive behaviour
- establishing clear expectations of appropriate behaviour in different situations / places (i.e. formal, social, with visitors, with younger children, in Church, on trips etc.)
- co-ordinating the devising and displaying of *Golden Rules* with their class
- reinforcing *desired behaviour* in Circle Time and in general class time
- reinforcing general school rules (*See Staff Handbook*)
- continually monitoring *behaviour* and identifying *hot-spots* in order to re-establish conditions for positive behaviour / eradicate opportunities for negative behaviour
- ensuring all children have access to the curriculum
- recording and monitoring behaviour in the class behaviour log
- employing strategies to build up children's self-esteem.

<u>**Duty Staff - playtime**</u>
We believe it is important for the teachers and T.A's on duty to take a proactive role in behaviour management by:
- dealing with minor incidents immediately
- communicating *problems* which may continue into the classroom to class teacher as soon as possible
- reporting more serious incidents to Head or Deputy Head Teacher.

<u>**Duty Staff – lunchtime**</u>
We believe it is important for duty staff to take a proactive role in behaviour management by:
- recording both positive and negative behaviour and safety issues in the *Lunchtime Problem-Solving Record Book*
- recording both positive and negative behaviour on an individual child's *Lunchtime Report Sheet*
- rewarding positive behaviour with stickers and smiley faces
- communicating general concerns and individual behaviour problems to the Deputy Head at regular meetings.

Key person for EYFS at lunchtime is Jeanette Hardiman (First-aider).

It is the responsibility of the head/ deputy headteacher to follow up any incidents logged in the *Lunchtime Problem-Solving Record Book.* The book should be dated and signed by the person dealing with the incidents recorded in the book, and any action taken recorded in it. Any consequences are written onto the white board in the staffroom.

<u>**Deputy Headteacher**</u>
We believe it is important for the Deputy Head teacher to take a proactive role in behaviour management by:
- providing a *next step* for class teacher and duty teacher
- co-ordinating *internal / external lunchtime reports*
- co-ordinating class reports.

SENDCO

We believe it is important for the SEND Co-ordinator to take a proactive role in behaviour management by:

- co-ordinating Individual Education Plans (*IEP's*)/ Behaviour Plans and ensuring these are accessible
- co-ordinating all stages of the Code of Practice
- liaising with agencies and expertise from outside the school.

Headteacher

We believe it is important for the Headteacher to take a proactive role in behaviour management by:

- monitoring a consistent approach to behaviour throughout the school
- monitoring a consistent approach to discipline throughout the school
- co-ordinating a *School Report*
- ensuring that all avenues have been explored and safety issues considered before the sanctions of fixed term exclusion or permanent exclusion are used. (Only the Headteacher has the power to exclude. The Deputy Headteacher has the power when acting in the Headteacher's absence.)

The Headteacher takes into account the governing body's statement of behaviour principles when deciding on any mesures to be taken.

The Headteacher has due regard for her duties as documented in the Education and Inspections Act 2006. The Headteacher determines measures to comply with the Education and Inspections Act 2006. This policy, and supporting policies, outline the measures to be taken with a view to:

a) promoting among pupils, self-disciple and proper regard for authority
b) encouraging good behaviour and respect for others on the part of pupils and in particular, preventing all form of bullying among pupils
c) securing that the standard of behaviour of pupils is acceptable
d) securing that pupils complete any task reasonable assigned to them in connection with their education and otherwise regulating the conduct of pupils
e) otherwise regulating the conduct of pupils.

<div align="right">(Section 89, subsection 1 – Education and Inspections Act 2006)</div>

b) Recognition

We recognise that much inappropriate behaviour is rooted in poor self-esteem. We acknowledge positive behaviour, (improvements or excellence) which may help to build up an individual child's feelings of self-worth. Acknowledgements may also be used to foster team-spirit and reinforce a sense of community and belonging.

Behaviour Management Strategies (Recognition and Acknowledgements) include:

- smiles
- verbal praise
- written comments on work
- name written under smiley face on board in classroom
- stickers / stamp on work
- stickers / stamp on child
- certificates / wrist bands
- bookmarks
- notes home (praise-pad) – class teacher daily (Person of the Day)
- trophies
- positive comments in home/school book
- sharing work / behaviour with an adult : Head, Deputy, previous/future teacher, TA
- sharing work / behaviour with other children : same class, other classes
- special time with an adult: TA, helper, visitor
- verbal and public praise in assembly for positive entry in *Lunchtime Problem-Solving Book* and *Bus Book*
- public recognition, assembly: Celebrating Good Work: effusive praise and sticker from Head teacher. Smiley face recording good work or behaviour displayed on tree in hall

- homework awards – 6x per year
- behaviour awards – 6x per year
- attendance awards- stickers weekly, wrist bands 3x per year and books annually
- entry into Headteacher's *Happy Book*
- *Smilometer-* 5 minutes extra playtime .

Privileges include:
- morning break
- play time during the lunch break
- representing the school
- after-school clubs
- moving round the school without direct adult supervision
- Y6 sitting on benches in assembly
- Y6 School Monitors

c) Sanctions/ Disciplinary Penalties
We recognise that, to be effective, sanctions should be applied when all parties are able to communicate calmly. They should be meaningful to the child / children involved and be as appropriate to the situation as possible.

Sanctions should leave some incentive for a child to behave well for the rest of the day.

When time allows, children should be encouraged to understand their feelings and responses. They should be helped to understand that strong emotions are not *bad.*
We encourage children to explore various alternative reactions and to rehearse what they could do another time, in a similar situation.

Children are encouraged to make choices and to accept the logical consequences of their actions.

Where appropriate, children should be encouraged to apologise for their actions either verbally or in a letter. Staff should remember to deal with any "injured parties" first when dealing with disputes, allowing all involved to regain their composure. (See appendix 1)

Meaning of "disciplinary penalty"
According to the Education and Inspections Act 20016 (Section 90) "disciplinary penalty" means a penalty imposed on a pupil, by any school at which education is provided for him, where his conduct falls below the standard which could reasonably be expected of him (whether because he fails to follow a rule in force at any such school or an instruction given to him by a member of its staff or for any other reason). The reference to conduct, in relation to a pupil, includes:
> (a) conduct which occurs at a time when the pupil is not on the premises of a school and is not under the lawful control or charge of a member of the staff of a school, but only to the extent that it is reasonable for the school imposing the penalty to regulate the pupil's conduct at such a time, and
> (b) conduct which consists of a failure by the pupil to comply with a penalty previously imposed on him.

Sanctions/ Behaviour Management Strategies include:
- the look!
- the look accompanied with – click of finger, name
- child moved towards teacher/ teaching assistant
- child asked to sit or stand
- teacher moves into child's space
- *rewind -* try that again
- teacher talks to child firmly
- time out
- time out in another place

- warning board (see below – Classroom Management)
- loss of privilege (see above)
- informal note or phone call to parent from class teacher suggesting a meeting should take place to discuss their child's behaviour (*Headteacher to be informed and entries to be made into Behaviour Log by Class teacher.)*
- verbal / written letter of apology
- time out in another class : verbal contract
- internal lunchtime report
- class report
- lunchtime report with parents informed by letter
- sanction to match the *misdemeanour* i.e. inappropriate play on the track results in loss of track privileges
- increase of adult supervision – moving around school and for school routines
- behaviour contract
- child referred to Deputy Head teacher
- child referred to Head teacher
- lunchtime exclusion
- fixed period exclusion
- permanent exclusion

Principles of *Restorative Justice* will be followed when dealing with incidents between pupils. Following the *Restorative Justice,* teachers and TAs all use these questions to structure conversations:

1. *What happened*
2. *What was it like before?*
3. *What were you thinking?*
4. *Who else has been affected by what's happened?*
5. *What do you need to do to make things improve?*
6. *Are you satisfied with the outcome?*

The school will respond to any unacceptable behaviour, which takes place when a pupil is taking part in any school-organised or school-related activity, wearing school uniform, or identifiable as a pupil at the school.

Classroom Management

All class teachers and teaching assistants use the following classroom behaviour management strategy: names are written on a white-board, under a "sad face" (without comment) when inappropriate or undesirable classroom behaviour occurs; names are written under a "smiley" face when children receive notable, positive feedback. We aim as much as possible for each pupil to have a "clean slate" i.e. fresh start at the beginning of each session and each day.

Mornings
Name x1 = polite warning
Name x2 = final warning
Name x3 = asked to go and talk to Mrs Watkins.
Afternoons
Name x1 = polite warning
Name x2 = final
Name x3 = asked to go and talk to Mrs Watkins.

Lower school – Name is wiped off at the end of every session (age appropriate)
Upper School – Name is wiped off at playtime, lunchtime and the end of the day

---

d) Crisis Management
We believe it is crucial to have a systematic plan to deal with a crisis. At the beginning of each academic year all staff are made aware of the procedures. All classrooms have panic buttons installed for use in an emergency.

e) Emotional and behavioural difficulties

Pupils who show signs of emotional and behavioural difficulties which are not resolved by the general arrangements outlined in this policy will be moved to the school-based stages of the Code of Practice. During the later stages of the COP, expertise from outside the school, in particular the educational psychology and behaviour support services, may be drawn upon.

As part of this staged response to a child's difficulties, the school may also consult health and social services, which can help to meet the particular needs of children and their families and thus prevent exclusion in the future. (*See SEN Policy*.)

Children who exhibit challenging behaviour have Behaviour Plans which are displayed in the staffroom for reference.

Children should not be "manhandled" to make them comply. If help is needed call for the DHT or HT.

Monitoring and Review

This policy is monitored termly by the Headteacher.

Appendix 1

Stratford-sub-Castle Church of England VC Primary School
<u>Anger Management Strategies</u>

This strategy is written as an appendix to the school's *Behaviour Management Policy,* and should be read in conjunction with that document.

<u>Purpose</u>
The purpose of this chapter is to support the aims of the school through a consistent approach to anger management.

<u>Rationale</u>
At Stratford School we implement an active behaviour policy incorporating effective anger management strategies. We accept however that there will still be occasional storms, and it is our response to these incidents which may escalate or ameliorate the situation. Anger that is expressed ineffectively may become a problem likely to endanger relationships or safety.
It could include either
* ❖ physical attack directed at people or property, or
* ❖ verbal attack, personally condemning or abusive.

It is important to consider
* ❖ the most effective time at which to intervene
* ❖ the importance of early warning signs, and
* ❖ defusing strategies.

<u>The Assault Cycle</u>
The stages involved in an aggressive incident can help us to understand how and when to intervene effectively, and how our own reactions will affect the direction of the incident.
The Assault Cycle has five phases:
* ❖ the trigger stage
* ❖ the escalation stage
* ❖ the crisis stage
* ❖ the plateau or recovery stage
* ❖ the post-crisis depression stage.

The Trigger Stage
Anger can be simply related to the model of a firework. The *trigger stage* is an event that "lights a person's fuse", stimulating thoughts and feelings that lead to problem anger. At this stage a child perceives an event or incident as threatening, including threats to self-esteem and self-image as well as more tangible threats to personal safety or property.
The most effective time to intervene with young people is at this very early stage. Once the body becomes prepared for "fight or flight", the child become incapable of listening or responding to others, and quickly reaches "explosion" point in the firework analogy.

The Escalation Stage
This is the time at which the body is preparing itself physiologically for "fight or flight". Adrenaline is released into the body, the muscles tense, breathing becomes rapid and blood pressure rises. There may be some chance of changing behaviour at this stage, but it is becoming increasingly unlikely as the person is now less able to make rational judgements. This can be likened to the fuse of a firework, and as such will be shorter or longer depending on individual biological differences, and as the result of early learning models and experiences.

The Crisis Stage

At this time the pupil is completely unable to make rational judgements or to demonstrate any empathy with others. This is the firework exploding.

It is very difficult for people to listen to others or to understand what is being said to them at this stage.

The Plateau or Recovery Stage

After the explosion or outburst the anger begins to subside during the plateau or recovery stage. It takes time for the body to return to normal. During this time it is easy to escalate the anger again by intervening inappropriately. The body is still partly prepared for action and the feelings that accompany this stage are likely to leave the person feeling vulnerable and confused. It is possible that guilty feelings will start to show through, and that these may in themselves feel threatening to a young person and escalate the outburst again.

The Post-Crisis Depression Stage

At this stage the body needs to rest and recover. The ability to listen and think clearly begins to return at this stage and it is likely that the pupil will begin to feel unhappy about the incident that has just occurred. Guilt often leads to negative feelings about oneself, but it is important to distinguish between negative personal feelings and remorse about one's behaviour.

Personal guilt may reduce self-esteem and make the young person feel bad about themselves. Remorse for the behaviour could lead to effective responses such as apologising, making amends, or thinking carefully about how to change one's actions in the future.

It is important to be aware that the assault cycle can easily be sparked off again if the fuse is re-lit during the recovery phase.

In adults it can take up to 90 minutes after a serious outburst for the body to return to normal levels. If two individuals are involved in an argument it is possible that they will continue to trigger each other and so repeat the assault cycle for some time. In practice it is sensible to allow some "cooling-off" time, at least 45 minutes to an hour, before a teacher or parent discusses a major incident with the young person involved.

Children are much quicker to recover from strong feelings and are likely to be feeling fine while an adult is left feeling drained and uncomfortable.

Early Warning Signs

There is often opportunity to stop anger developing into an angry outburst if we learn to identify the early warning signs. Intervening in the early stages stands a better chance of averting a crisis, rather than leaving things to develop.

Early warning signs can include any of the following:

- ❖ change in facial expression
- ❖ physical agitation – pacing up & down, fiddling with equipment, twitching legs
- ❖ change in eye contact
- ❖ change in body posture
- ❖ change in facial colouring
- ❖ change in tone of voice
- ❖ verbal challenges
- ❖ change of position in the classroom
- ❖ rapid mood swings
- ❖ over-sensitivity to suggestions or criticisms.

Each child is different and these "signs" will be different in every individual. Knowing the child well is important.

Defusing Techniques

Ignoring these signs is unhelpful, as the situation may well escalate with a momentum of its own.

However, phrases that are likely to make matters worse include anything that is likely to devalue the other person, for example:

"Pull yourself together"

"I thought you were more grown up than that"

"Don't be silly"
"Now don't start that".

The following may help to diffuse the anger and reduce aggressive confrontations.

Distraction - this is more likely to be effective with younger children. Distracting with a favourite toy or an event happening elsewhere may be enough to divert attention away from their own distress.

Relocation - by removing the pupil from the stressful environment, we may avert the escalation of the outburst. Send the child on an errand of responsibility, for example. This supports self-esteem, removes them from the area of conflict and allows "cooling-off" time.

Change of activity - it may be sufficient to alter the task that you are asking the child to participate in. A positive behaviour programme incorporates strategies helping the pupil learn to deal with stressful situations.

Physical proximity - some children respond well to physical closeness. Eye contact, minimal physical touch, may also be helpful. It is important to know the child well to judge whether this will be successful. For some pupils, this may add to their feelings of threat and insecurity. This strategy should be avoided when working with pupils you do not know well.

Humour - this must also be used with caution as the pupil could misinterpret it as belittling their response. Certainly sarcasm and irony should be avoided. Although it is high risk, humour can be extremely successful as the physiological responses involved are the exact opposite to those of anger. Laughter is a very good antidote to anger!

Communication - young people need to feel they are being listened to effectively and that their opinions are being valued. This gives the feeling of being in control, particularly important for teenagers. If the current environment is inappropriate for in-depth discussion, reassure the pupil that there will be an opportunity for further discussion at a later time. Follow-up work from the incident should be several hours afterwards, after which a fresh start can be made.

Relaxation - employing direct relaxation techniques may be helpful to reduce the build up of anger. Deep breathing, tensing and un-tensing muscles all contribute to a relaxed physiological state. Clearly these techniques must be taught at a time when the pupil is calm and responsive, with reminders given when the early warning signs are noticed. Physical activity such as running or kicking a football may be helpful to some children, while others find listening to music helps them relax.

Managing Our Own Response
It is helpful to remember that when we are under a perceived threat we respond physiologically and risk entering the assault cycle ourselves. In doing so we are far more likely to feel punitive and get into a power struggle with the young person that will escalate rather than defuse the situation.

We must, therefore, be able to remain calm psychologically and physically.
De-personalising the incident is helpful, and we can utilise the relaxation, distraction and defusing strategies recommended for the pupil.

Reinforcing Unacceptable Behaviour?
An issue which causes concern is whether we are enforcing unacceptable behaviour by providing pleasant alternatives. For example, if a young person shows signs of an aggressive outburst when asked to conform to a school rule, and alternatives are offered because of that outburst, are we encouraging that behaviour?
It is important to separate the issues of avoiding an aggressive outburst and teaching a pupil to choose more appropriate ways to behave.

The school's positive behaviour programme is used to teach the pupil to understand the triggers of the outbursts and to make alternative choices when they feel threatened or upset. The consequences of problem anger are so significant, however, that it is important to help the child to avoid the outburst at the point at which the fuse has been lit. Understanding and avoiding triggers which light the fuse will be an important part of the pupil's positive behaviour programme, considering the strategies to employ at the point of conflict, as well as positive techniques to teach the child how to make better behavioural choices.

A *whole-school* approach is needed to support these children, and the Headteacher will decide whether to involve parents or carers as appropriate.

Consequences of inappropriate behaviour.

Name under 'sad face' on the board
Name x1 = polite warning
Name x2 = final warning
Name x3 = asked to go and talk to Mrs Watkins.

Lower School - Name is wiped off at the end of every session (age appropriate)
Upper School - Name is wiped off at playtime, lunchtime and the end of the day

Consequences of appropriate behaviour for life and learning.

- smile
- verbal praise
- written comment on work
- sticker / stamp on work
- sticker / stamp on child
- bookmarks
- note home (praise-pad) – class teacher daily (Person of the Day)
- trophies
- positive comments in home/school book
- sharing work / behaviour with an adult : Head, Deputy, previous/future teacher, TA
- sharing work / behaviour with other children : same class, other classes
- special time with an adult: TA, helper, visitor
- verbal and public praise in assembly for positive entry in *Lunchtime Problem-Solving Book* and *Bus Book*
- public recognition, assembly: Celebrating Good Work: effusive praise and sticker from Head teacher. Smiley face recording good work or behaviour displayed on tree in hall
- homework awards – 6x per year
- behaviour awards – 6x per year
- entry into *Happy Book*
- Smileometer- *5* minutes extra playtime .

Privileges include:
- morning break
- playtime during the lunch break
- representing the school
- after-school clubs
- moving round the school without direct adult supervision
- Y6 sitting on benches in assembly
- Y6 School Monitors

Consequences of inappropriate behaviour.

Name under 'sad face' on the board

Name x1 = polite warning

Name x2 = final warning

Name x2 = asked to go and talk to Mrs Watkins.

Lower School - Name is wiped off at the end of every session

Upper School - Name is wiped off at playtime to start again with "clean slate" between play and lunchtime.

Behaviour for Life and Learning Policy 2020 Covid-19 Addendum #1

This policy has been revaluated using the '*Checklist for school leaders to support full opening: behaviour and attendance'*. The document is a tool for schools to support the re-engagement of pupils and the return to orderly and calm environments in which all pupils can achieve and thrive.

Some school cultures, norms and routines have been disrupted by the coronavirus (COVID-19) outbreak and some pupils may have been exposed to a range of adverse experiences. Our staff will work to reset behaviour and attendance expectations and consider additional support to successfully reintegrate pupils back. The school is adopting the Recovery Curriculum (Professor Barry Carpenter) in September 2020 with the aim of promoting:

Lever 1: Relationships
Lever 2: Community -
Lever 3: Transparent Curriculum
Lever 4: Metacognition
Lever 5: Space

At Stratford-sub-castle Church of England Primary School we work together to...

- make each member of the school feel valued and respected
- balance the needs of the *whole school* with those of each individual
- build learning power muscles – resilience (feeling), resourcefulness (thinking), reflectiveness (managing) and reciprocity (relating)
- help our pupils attain the highest possible standards of personal development, whilst nurturing within them a sense of community and social responsibility.

The school's 'Behaviour for Life and Learning Policy' and 'Rights and Responsibilities' already set out clear, reasonable and proportionate standards of behaviour. These remain in place.

However, for the sake of clarity, the table below sets out specific adjustments it is necessary to make due to COVID 19 and its aftermath. These are to promote the safety of all pupils and staff. It is recognised that pupils may not be 'responsible' for certain aspects of school routines. We request the co-operation of all adult's caring for pupils with these routines (especially at the beginning and end of the school day)

	New routines, habits and systems: Expectations for September 2020	
1.	Arriving and leaving school	Children must: • adhere where possible adhere to the staggered/ allocated to time slots (requires parental co-operation) • use the designated door – use designated doors to enter and exit the building. • wash hands/ hand gel on entering classroom – as necessary and on request of a staff member • adhere to any one -way systems / cones & tape and notices – take notice and adhere to directions/restrictions.
2.	Hygiene practices	Children must: • arrive at school clean (requires parental co-operation) • wash hands or hand gel on entry to classroom • wash or gel hands at the request of a member of staff • wash or gel hands before eating.

3.	Lunch and breaktime routines	Children must: • use the field or big playground • take notice and adhere to restrictions (signified by cones and tape) • use designated door • not play outside the track • not play games which involve touching • use designated toys and games and return them to the appropriate 'box' / barrow • socially distance from staff where ever possible.
4.	Moving around the school	Children must • remain in their 'Upper school' and 'Lower school' areas unless accompanied by an adult • keep moving in corridors – walking safely and with purpose.
5.	Personal belongings	Children must • have a responsibility for their own equipment e.g. water bottles and ensure that these are not shared with other pupils • not touch other children's belongings.
6.	Working from home	Children must • adopt the same standards of behaviour expected in school when using all forms of on-line communication to contact staff or other pupils.

At Stratford-sub-castle Church of England Primary School we regard behaviour as being 'communication'…

We recognise that everyone has experienced 'Lockdown' and the COVID 19 outbreak differently.

Children may present with frustration as a result of being isolated from friends or having missed a significant event or experience; e.g. school trip or Sports' Day, 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

Our approach is to help children to 'reset' with kindness, understanding and consistency. Consistent, proportionate and reasonable consequences!

At Stratford-sub-castle Church of England Primary School we understand the need to make 'reasonable adjustments' in response to the age, health or understanding of a pupil…

When considering behaviour management strategies to implement, the age, maturity and individual needs of each young person is taken into account by all staff.

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.

The school will undertake an individual risk assessment for the child and use reasonable endeavours to make the necessary adjustments to reduce the stimulus that may be triggering the challenging response. Children with SEND 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 to implement supportive strategies that will inform an appropriate response. If necessary, school will seek external support from other agencies through Early Help.

At Stratford-sub-castle Church of England Primary School we know it is important to 'recognise' appropriate behaviour for life and learning…

We know that much inappropriate behaviour is rooted in poor self-esteem, poor/ immature social skills, anxiety or fear. We acknowledge positive behaviour, (improvements or excellence) which may help to build up an individual child's feelings of self-worth, improve social skills and reduce challenging emotions. Acknowledgements may also be used to foster team-spirit and reinforce a sense of community and belonging.

 Behaviour Management Strategies (Acknowledgements and Recognition) include:
- smiles
- verbal praise
- written comments on work
- name written under smiley face on board in classroom
- stickers / stamp on work
- stickers / ~~stamp on child~~
- certificates / wrist bands
- bookmarks
- notes home (praise-pad) – class teacher daily (Person of the Day)
- Happy Book (in each class and shared weekly with Headteacher)
- trophies
- positive comments in home/school book
- sharing work / behaviour with other children : same class, other classes
- verbal and public praise in assembly for positive entry in *Lunchtime Problem-Solving Book* and *Bus Book*
- public recognition, assembly: Celebrating Good Work: effusive praise and sticker from Class teacher or Head teacher. Smiley face recording good work or behaviour displayed on tree in hall. (class assemblies)
- homework awards – 6x per year
- behaviour awards – 6x per year
- attendance awards- stickers weekly, wrist bands 3x per year and books annually
- entry into Headteacher's *Happy Book*
- *Smilometer*- 5 minutes extra playtime .

Privileges include:
- morning break
- play time during the lunch break
- representing the school
- moving round the school without direct adult supervision
- Y6 sitting on benches in assembly

Behaviour Management Strategies (Sanctions/ Behaviour Management) include:

- the look!
- the look accompanied with – click of finger, name
- child moved towards teacher/ teaching assistant
- child asked to sit or stand
- teacher moves into child's space
- *rewind* - try that again
- teacher talks to child firmly
- time out
- time out in another place
- warning board (see below – Classroom Management)
- loss of privilege (see above)
- informal note or phone call to parent from class teacher suggesting a meeting should take place to discuss their child's behaviour (*Headteacher to be informed and entries to be made into Behaviour Log by Class teacher.*)
- verbal / written letter of apology
- time out in another class : verbal contract
- internal lunchtime report
- class report
- lunchtime report with parents informed by letter
- sanction to match the *misdemeanour* i.e. inappropriate play on the track results in loss of track privileges
- increase of adult supervision for school routines
- behaviour contract
- child referred to Deputy Head teacher
- child referred to Head teacher
- lunchtime exclusion
- fixed period exclusion
- permanent exclusion

Principles of *Restorative Justice* will be followed when dealing with incidents between pupils. Following the *Restorative Justice,* teachers and TAs all use these questions to structure conversations:

1. *What happened*
2. *What was it like before?*
3. *What were you thinking?*
4. *Who else has been affected by what's happened?*
5. *What do you need to do to make things improve?*
6. *Are you satisfied with the outcome?*

High Risk Behaviour

If a child's behaviour is deemed high risk, the sanctions and disciplinary procedures outlined above will be implemented. High Risk behaviour is for example:

- refusing to adhere to safety measures. For example hand washing, social distancing and failure to remain in designated areas
- deliberate behaviours which put themselves or others at risk. For example unhygienic behaviours and or actions which put another person's health, wellbeing or safety at risk.

The sanctions and disciplinary procedures outlined above will be implemented.

Once all appropriate behaviour management strategies have been exhausted, contact will be made with a pupil's parent/carer. If the health and safety of other pupils and staff members are put at risk by the

pupils not adhering to rules, designed to protect everyone's health and safety, then the parent/carer will be expected to collect the pupil and a fixed term exclusion will be applied in line with government exclusion guidance.

This Covid-19 Addendum will be reviewed in line with the reviews of the school's Risk Assessment for the safe return to full opening of the school September 2020.