



Gladstone Road Primary School

"Learning to succeed"



Behaviour Policy (Updated for Covid19)

This policy aims to promote how to behave in an acceptable way in all aspects of learning, of wider school life and life beyond the school. It has been adapted to suit the Covid 19 situation, keeping the elements of our policy that can still be used but updated practice where needed. It also outlines new rules and routines that need to be followed at all times in order for pupils and adults to be safe in school.

We recognise that most children behave well in a full range of circumstances but also acknowledge that some children are still learning to behave appropriately. These children will need more guidance and regular reminders.

At Gladstone Road our behaviour policy is based on traffic lights and scripted language. We use the concept of 'green' to represent behaviour that is acceptable.

Traffic lights are displayed at the front of every classroom. All children start each day / session on the green traffic light. Children need to be reminded about green behaviour throughout the day.

This should be done through scripted language:

Show me..... green listening, green sitting,green lining up, green social distancing.

We should also use scripted positive praise to encourage children:

'Well done for' and 'Thank you for'

That's lovely / amazing / brilliant green lining up, green listening,green sitting

If a child does not have the right attitude we talk about the behaviour we want to see by saying:

'You need to' and 'To stay in green you need to'

We repeat instructions if they are not followed.

If a child needs moving to amber, their name is to be written on or moved to the orange traffic light by an adult. The child is told what they need to do to move back to green – 'To move back to green you need to.....' The name is rubbed off or moved back by an adult as soon as the behaviour we want is seen (even if it is a matter of seconds!)

We say 'Thank You for' to children when they do as we have asked.

We aim to further develop positive behaviour by

- Using positive strategies that reward and reinforce good behaviour.
- Sharing new procedures and children's responsibilities with them regularly.
- Discussing inappropriate behaviour and imposing sanctions where needed.
- Informing parents of all changes so they can work in partnership with school and support their children.

Positive Behaviour – Strategies and Rewards

Good behaviour is expected **all** the time and will be consistently acknowledged and rewarded. Positive behaviour is highlighted and praised using references to traffic lights and scripted language. This therefore becomes an incentive for other pupils to behave. (If children do not like public praise other methods will be used to reward them.)

Rewards include

- Dojos – these are awarded to individuals and the whole class to celebrate good work, attitudes, kindness etc.
- Merits – celebrating the hard work or good working attitude of one child each day.
- Brain box prizes – these are given out as a reward for excellent work
- Being nominated for award assemblies

School Rules

Our School rules demonstrate the behaviours that we value and are used in a positive way. They state that in our school we:

- try our best and never give up
- are polite and use good manners
- care for each other and our school

We will continue to refer to our school rules regularly in all areas of school including classrooms and in the playground.

Buckets full of Kindness.

This strategy works on the idea that everyone carries an imaginary bucket. This represents good feelings that people have about themselves and fills up when people are kind or helpful towards them.

Each day, classes should be given the opportunity to verbally share kind things that others have done for them.

New strategies / rules that need to be followed to keep children and staff safe.

At School

Children are expected to follow all safety rules and guidance laid down by school. This includes the following:

- Staying seated in class, facing the front, unless told otherwise.
- Entering school through their correct designated door. Bags and coats to be taken into the classroom.
- Remaining in bubbles and not mixing with children from other bubbles.
- Using the toilets that are allocated for their bubble and only entering when numbers are low.
- Using the one-way system into school and around school once inside.
- Using the equipment that is provided for them in their basket and bag in the playground.
- Following hygiene rules, washing hands regularly and using hand sanitiser when given.
- Catching coughs and sneezes following the 'Catch it, Bin it, Kill it' approach.
- Not coughing, shouting or spitting towards other people.
- Informing an adult if they think they are showing symptoms of Covid 19.

This guidance will be shared with children in school and they will be reminded regularly.

At Home

It is expected that all people participating in online learning will follow internet safety guidance and act with respect for others. Any Issues that arise from this will be investigated and the SLT will decide on actions to follow.



Responsibilities

Everyone in the school has the responsibility to adhere to and uphold this policy.

We ask parents to:

- support this new school behaviour policy
- talk to children about good behaviour and expectations especially the additions in the light of Covid 19

We ask children to:

- follow the school rules and new expectations linked to Covid 19
- be honest and take responsibility for their own behaviour
- make sure their behaviour does not stop other children learning or make them unsafe
- join in with learning and help others to learn
- make sure they do not bully or allow others to be bullied

Negative Behaviour – Strategies and Sanctions

We are currently taking part in the Nurturing Schools Programme and are taking on the 6 principles of nurture. One of these states that 'All behaviour is communication'. As a school, we try to understand what is being communicated through all behaviour but especially negative behaviour.

Negative behaviour is dealt with following the guidance later in the policy. This lays out the strategies to use, other staff to involve and when to inform parents.

We aim to understand negative behaviour by discussing it with the child. We use a range of strategies to support this including traffic lights, scripted language, the school rules and restorative practice. With older children, we may discuss consequences that occur in society as well as in school.

We use sanctions (appropriate to the age and level of support needed) to show children that there are consequences to incidents of poor choices. If children are moved to the red traffic light, they have time out in a designated space for a designated time. Children have to be on the green traffic light before they go out to play and parents/carers will be informed if behaviour has not been acceptable at the end of the day.

Restorative Practice

Some incidents may need to be worked through using Restorative Practice. Restorative Practice is used to work through conflict between two or more children. In our school we base this on three questions for the wrongdoer and the victim.

For the wrongdoer – to be asked first	For the Victim
<ol style="list-style-type: none">1. What happened?2. Who has been hurt / affected by what you did?3. What do you think needs to happen next? <p>Question 2 can include one or both options and can discuss emotional and physical hurt as well as affecting people by wasting time, damaging property etc</p>	<ol style="list-style-type: none">1. What happened?2. How has this made you feel?3. What do you think needs to happen next?

Restorative Practice is used by staff to work through simple problems between children. In more complex cases the Phase leader or SLT will need to be involved.

Under the Equality Act 2010, the school has legal duties to consider in relation to the Safeguarding of Pupils and in respect of pupils with SEND. Where necessary, the school is obliged to consider reasonable adjustments in order to meet this duty. A team approach will be taken towards this and may include support plans and risk assessments, specific to children's needs, close liaison with parents and support from outside agencies if needed.

Behaviour outside school

We will continue to follow up incidents that happen outside school in line with the DfE document - 'Behaviour and Discipline in Schools' and will inform parents of all such incidents.

Restrictive Physical Intervention (RPI)

In normal situations, we follow both the LA and National guidance on the use of force to control or restrain pupils.

As physical intervention does not fit with social distancing, for safety reasons, staff will not be expected to carry this out. Strategies should be used to try to control and minimise the risk to others including distraction and de-escalation and removing target children. If a pupil is endangering their own safety, the safety of others, damaging property or threatening the good order of the school, parents/carers may be phoned to support staff. Staff will supervise the child until parents/carers arrive.

Related policies and Documents:

Anti-bullying Policy

Equalities Policy

SEND Code of practice

Teaching and Learning Policy

Parent / carer behaviour policy

Staff code of conduct

EQUALITY ACT 2010

KEEPING CHILDREN SAFE IN EDUCATION 2018

WORKING TOGETHER TO SAFEGUARD CHILDREN 2018

BEHAVIOUR AND DISCIPLINE IN SCHOOLS 2016

MENTAL HEALTH AND BEHAVIOUR IN SCHOOLS 2018

Amended: Oct 2020

This policy will be reviewed as the Covid 19 situation changes and self-evaluation of the policy in practice leads to the need for amendment. It will also be reviewed if legislation changes.

Procedures.

<p>1. Things that momentarily disrupt learning, affect play, forget Covid 19 rules:</p>	<p>The person dealing with the incident decides on appropriate action:</p> <p>Quick response using</p> <ul style="list-style-type: none"> • Traffic lights – refer to green behaviour: ‘To stay in green you need to.....’ • Scripted language – ‘You need to....’ ‘Thank you for....’ • Reminders of Covid 19 rules and procedures
<p>2. Things that disrupt their learning and the learning of others / affecting their right to learn, regular breaking of Covid 19 rules and putting others at risk,:</p> <p>repeatedly shouting out making disruptive noises shouting across the classroom talking when asked not to task avoidance name calling minor damage of school property passive work refusal provocation not social distancing, and following Covid 19 safety rules</p>	<p>Speak to child about their behaviour using</p> <ul style="list-style-type: none"> • traffic lights • scripted language: ‘You need to....’ ‘Thank you for....’ • school rules • advise how to achieve the behaviour • model the behaviour (if possible) • take up time • impose a consequence – time out for red traffic light – time out in playground • Discussion in child’s time – restorative <p>Parents should be informed of incidents at the end of the day all incidents and conversations should be logged on cpoms.</p> <p>If continues – move to level 3.</p>
<p>3. Dangerous / aggressive and disruptive behaviour, purposefully breaking Covid 19 rules and procedures:</p> <p>Purposefully not following new rules and procedures in light of Covid 19</p> <p>ignoring adults arguing with adults / answering back not following instructions persistent provocation stealing racist /sexist /homophobic /family name calling climbing on walls and fencing dangerously throwing things dangerously provoked violence swearing of any kind</p>	<p>Incidents should be dealt with if possible.</p> <p>The person dealing with the incident is to decide on the action to take which may include:</p> <ul style="list-style-type: none"> • Scripted language and further actions if needed • Distraction and de-escalation • Speaking to the child about their behaviour • Restorative Practice • Imposing a sanction – time out for red traffic light • Phase leader or SLT to be informed immediately and impose detention if deemed necessary. • SLT may impose internal exclusion in extreme circumstances. <p>If the incident can be de-escalated, the child may be able to remain in class. If this is the case, reflection / restorative conversations need to take place with the child and expectations made clear for the rest of the day. Parents/carers should be informed at the end of the day and the seriousness of the incident stressed and expectations made clear moving forward.</p> <p>Incidents should be logged on cpoms by the person who saw/dealt with the</p>

<p>sexual behaviour aggressive work refusal stopping others from learning climbing on furniture dangerously</p> <p>intentional biting scratching spitting hitting kicking</p>	<p>incident using the correct time that it happened.</p> <p>If the incident cannot be de-escalated, class or target children to be removed from situation. SLT to be informed to support and impose consequences/plan if needed.</p> <p>Incidents should be logged on cpoms by the people who saw/dealt with the incident using the correct time that it happened.</p> <p>If this behaviour is repetitive move to stage 4.</p>
<p>4. Very dangerous aggressive and disruptive behaviour:</p> <p>Purposeful actions with the intent to put others safety at risk of Covid 19. Total disregard of Covid 19 rules.</p> <p>Purposeful serious physical assault on anyone. Assault on a member of staff. Targeting a child or adult with serious intent. Threatening behaviour including threats with a weapon. Defiance towards SLT. Purposefully disrupting the teaching and learning of others or the smooth running of the school Serious intentional vandalism. Racial abuse.</p>	<p>Distraction and de-escalation techniques will need to be used in these situations.</p> <p>Social distancing should be maintained by adults. No adult should try to restrain a child but shielding may be needed at times to protect children. Other children are to be removed from the area if targeting is occurring. SLT to be called to support.</p> <p>Incidents should be logged on cpoms by the people who saw/dealt with the incident using the correct time that it happened.</p> <ul style="list-style-type: none"> • SLT discuss incident and plan for rest of day. • Exclusion may be used in extreme circumstances. • Internal exclusion may be used for a period of the day • Risk assessment will be put in place if needed. • Parents will be informed of decisions and actions taken. • Consideration of referral for early help (if not already in place). • Social worker (if in place) will be informed of all decisions and actions by Jane McCloud. • All decisions / actions and plans to be logged and added to cpoms.