

# **Pupil Behaviour Policy – Fosse Primary School 2020-2021**

At Fosse Primary School, good behaviour will be celebrated and encouraged, improved behaviour will be supported while unacceptable behaviour will be challenged in a positive way at all times.

## **Aims**

- To provide a consistent approach to behaviour management
- To define what we consider unacceptable behaviour
- To create a caring, safe and secure environment
- To establish a clear framework through which pupils learn how to make good choices and behave responsibly within the wider community.
- To outline our system of rewards and sanctions

## **Objectives**

1. To encourage pupils to develop and demonstrate positive attitudes
2. To ensure a consistent approach to behaviour management across the school
3. To ensure the safety and wellbeing of pupils, staff and the general public
4. To care for the environment
5. To protect pupils from self-inflicted abuse or injury
6. To divert pupils from inappropriate to appropriate behaviour to foster an atmosphere where learning can take place
7. To encourage pupils to develop self-control and to take responsibility for their actions
8. To teach pupils that actions and choices have consequences
9. To involve staff and pupils in negotiations to develop classroom rules

## **Legislation and statutory requirements**

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- It is also based on the special educational needs and disability (SEND) code of practice. In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools should publish their behaviour policy online

## **Rewards**

We have high expectations of our pupils; we aim to give them **consistent, positive encouragement** and recognise their achievements. Working in a positive manner, praising those who are following rules is vital in creating a positive ethos where high expectations of good behaviour are constantly reinforced. We praise and reward pupils for good behaviour in a variety of ways

- **Consistent positive acknowledgement of good behaviour by all staff** – we expect staff to 'catch children being good' and highlight positive behaviour, thanking children for following rules and meeting behavioural expectations. (egs thank you for good listening, well done for being ready to learn etc)
- **Recognise and congratulate individual's good behaviour** using proximal praise where possible (i.e. praising children close to those not meeting expectations, encouraging everyone to follow the rules without having to 'tell children off')
- **All staff give 'Dojos'** for a variety of reasons, including good behaviour and keeping the 'Golden Rules'. House points are counted weekly and the winning house received the House trophy each Monday morning in assembly.
- **Postcards home** are used to acknowledge consistently good or improving behaviour.  
Nominations are made weekly by class teachers
- **Super Citizen Each** class will nominate a Super Citizen every term. These children should be model pupils who consistently demonstrate outstanding behaviour and attitude. At the end of every term the Super Citizens will go on a trip, free of charge.
- End of year certificates recognise children in three areas: positive attitude and effort; progress and teamwork.
- **Children can be sent to partner classes** for recognition of good or improved behaviour

## **Sanctions**

The school employs a number of sanctions to enforce the school rules and to ensure a safe and positive learning environment

- Pupils who do not listen carefully in lessons may be asked to sit near the class teacher or to sit on their own
- Pupils who are disruptive in class should be reminded of the acceptable behaviour. If a pupil continues the disruptive behaviour they should be isolated from the rest of the class by being sent to their base partner class until they are calm and able to work within their own class again, this should be recorded on the 'class log'
- Any pupil whose unacceptable behaviour continues in the base partner class should be referred to a member of the SLT, if the unacceptable behaviour continues the pupil should be sent to the Headteacher
- Where a pupil's behaviour endangers the safety of others the class teacher should immediately send for adult assistance and the pupil should be excluded from the class / activity and a member of the SLT called to the incident
- Any incident that involves injury, intimidation or bullying should be dealt with immediately. The Headteacher or Deputy Head will inform class teachers and parents (if appropriate) of the outcomes.
- Any racist incident should be dealt with immediately and recorded on CPOMS as 'racist incident'.
- As set out in our Whole School Behaviour System- see appendix

## **Rules**

There is an agreed set of Whole School Golden Rules which should be introduced to and discussed with all pupils, staff and visitors. It is expected that anyone in school will adhere to these rules. The Whole School Golden Rules should be displayed throughout school and referred to when praising or addressing behaviour.

A set of guidelines for playground behaviour will be agreed with staff and pupils at the beginning of each school year and displayed in the playground

In addition to the Whole School Golden Rules each class will negotiate, agree and display their own rules at the beginning of the school year.

At the beginning of each school year the Headteacher will ensure all staff are made aware of the expectations for behaviour within school, including the need for a consistent approach to behaviour standards; behaviour expectations will form part of the induction process for new staff.

The first two weeks of each Autumn term will be used by class teachers to focus on the Golden Rules and Class Rules and to embed the behaviour system and expectations. Class teachers will use the weekly Jigsaw sessions to reinforce the rules and expectations throughout the year.

In this way all pupils and staff should be aware of expected and acceptable standards of behaviour and a level of consistency maintained.

### **Golden Rules**

We are Gentle

We are kind and helpful

We listen

We are honest

We work hard

We look after property

### **Bullying**

The school does not tolerate bullying of any kind. Any incidents of bullying or intimidation will be dealt with immediately in accordance with the procedures set out in our Anti Bullying Policy. While it is very difficult to eradicate bullying we will do everything in our power to ensure that everyone can attend school free from the fear of intimidation.

### **Physical Restraint**

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

➤ Incidents of physical restraint must:

- **Always be used as a last resort** (Use of diversion, diffusion and negotiation should be tried first)

- Be applied using the minimum amount of force and for the minimum amount of time possible
- *Use of physical force that is unwarranted, excessive or punitive is not acceptable. Failure to comply with this principle, when considering or using physical force, will be dealt with under the school disciplinary procedures*
  - Be used in a way that maintains the safety and dignity of all concerned
  - Never be used as a form of punishment
  - Be recorded (online from Nov 19) by the staff member involved and reported to parents
  - Records of restraint will be monitored to support staff in learning from experiences and to determine the needs of the child.
  - Training in physical intervention methods (Team Teach) that are acceptable within the setting are available and teachers and support staff will be encouraged to take up such opportunities. This training will be provided by the LA Behaviour Support Team and will be renewed every 3 years as a whole staff. New teaching or learning support staff will attend training as soon as possible after their appointment
- If a child has received physical intervention (or if it appears likely that it will be needed) then a Positive Handling Plan (PHP) needs to be completed, in line with Team Teach strategies and SEMH guidelines. This will provide guidance on the best strategies to use to avoid the need for physical handling as well as providing advice on how they child may respond to physical intervention.

### **Supporting Pupils with Behavioural Difficulties**

- The starting point for supporting all pupils to improve their behaviour is the use of praise.
- We recognise that some children have behavioural difficulties in the same way that some children have learning difficulties – we always endeavour to separate the behaviour from the child.
- When a child finds a piece of work difficult we break the task up so we are only focusing on a small part of the problem at one time; we differentiate, we encourage and we support.
- When a child finds a type of behaviour difficult we should break the task up so we are only focusing on a small part of the problem at one time; we should differentiate, we should encourage and we should support.
- The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour is likely to be differentiated to cater to the needs of the pupil.
- We provide a range of pastoral support options that help pupils modify their behaviour over time – these could include mentoring sessions (individual or group); drop in sessions; group work with pupils who have similar difficulties (eg self-esteem issues etc.); drop in sessions; alternative lunch time provision etc. Pupils may be ‘referred’ by the class teacher or other professional working with the child to receive extra pastoral support.
- The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

- Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.
- When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

## **Exclusions**

A decision to exclude a pupil, either internally, or for a fixed period is seen as a last resort by the school. The physical and emotional health of our children and staff is our primary concern, and we therefore accept, that in some serious situations, exclusion may be necessary, if all other strategies have been exhausted. The decision to exclude will usually follow a range of strategies and be seen as a last resort, or it will be in response to a very serious breach of school rules and policies or a disciplinary offence such as:

- Serious actual or threatened violence against another pupil or a member of staff;
- Possession or use of an illegal drug on school premises;
- Persistent bullying;
- Persistent prejudice-based harassment or hatred-based acts

Exclusion may be the result of persistently poor behaviour or a serious single incident.

### **The exclusion process:**

If the Headteacher (or Deputy Head in their absence) decides to exclude a pupil he/she will:

- ensure that there is sufficient recorded evidence to support the decision;
- explain the decision to the pupil if the pupil is in the state of mind to listen to the decision
- contact the parents, explain the decision and ask that the child be collected;
- send a letter to the parents confirming the reasons for the exclusion, the length of the exclusion and any terms or conditions agreed for the pupil's return;
- in cases of more than a day's exclusion, ensure that appropriate work is set and that arrangements are in place for it to be marked;
- plan how to address the pupil's needs and integration back into their class on his/her return;
- plan a meeting with parents and pupil on his/her return to be conducted by a suitable senior member of staff.

## **Roles and Responsibilities**

It is the responsibility of every individual member of staff to act as a positive role model.

All staff, pupils and visitors should adhere to the principles set out in this policy

Staff, pupils and visitors should treat everyone with respect.

Some members of staff have specific responsibilities:

### **Lunchtime staff**

- Should follow and support the Fosse Primary School behaviour policy in maintaining a positive atmosphere
- Should refer to the playground rules in discussions with children
- Should be actively engaged with pupils throughout lunchtime to help minimise opportunities for poor behaviour

### **Teaching Assistants**

- Should follow and support the Fosse Primary School behaviour policy
- Support the class teacher in maintaining a positive working environment

### **Class teachers**

- Should ensure that the Whole School Golden Rules are explained and displayed
- Should support the development, display and fair application of class rules
- Should use the CPOMS system record all serious incidents that are dealt with in the class
- Should seek advice from their line manager, the Inclusion Manager or Headteacher as appropriate to support the behaviour of pupils in their class
- Should report any incident that involves injury, intimidation, potential bullying or racism on CPOMS
- Should liaise with external agencies as appropriate
- Report to parents regarding progress and behaviour at parents evenings and through the school report
- Ensure any ongoing behaviour issues are reported to the Headteacher and parents

### **Head Teacher**

- Should ensure the health, safety and wellbeing of all staff and pupils
- Should implement and monitor the Behaviour Policy consistently throughout school
- Should report to governors on the effectiveness of the policy
- Should support staff in the implementation of the policy
- Should keep records of all reported serious incidents using the CPOMS system to monitor these.
- May exclude a pupil for a fixed term in response to a serious incident in line with the exclusions policy

- May exclude a pupil permanently in response to repeated serious incidents in line with the exclusions policy
- Should communicate outcomes of behaviour investigations and any ongoing behaviour issues to parents and class teachers

### **Parents / Carers**

- Read and support the Whole School Golden Rules as shared in the school 'Permissions Booklet' and publicised around the school and on the school website.
- Support school actions undertaken for their child's improved welfare or behaviour
- Support their child's learning
- To discuss with the school any concerns they may have regarding the way their child has been treated or is treating others
- To follow the formal complaints procedure should they not agree with the outcome of discussions with the Headteacher regarding their child's behaviour

### **Governors**

- To support the Headteacher in establishing effective standards of discipline and behaviour
- To investigate incidents brought to their attention under the formal complaints procedure

### **Monitoring and evaluation**

The SLT and Governing Body are responsible for monitoring this policy. School uses CPOMS – an online system – to record all incidents of behaviour which is used to evaluate the effectiveness of this policy. The Headteacher, Deputy Head / SENCO and Inclusion Manager will monitor incidents to ensure pupils are receiving appropriate support as needed in order to modify their behaviour.

Incidents will also be monitored in line with the Equality and Diversity Policy and pupils' views will be collected on a regular basis and used to inform this policy. The policy will be reviewed at the end of each school year in order that any amendments can be put in place by the start of the Autumn term.

Date: September 2020

Date agreed by Governing Body: Sept. 2020

## BEHAVIOUR POLICY, PROCEDURES & STRATEGIES – From Staff Handbook

**All staff are required to follow the school behaviour policy in order to provide a consistent approach to behaviour management in the school.**

Whilst the discipline and behaviour of the Class is, primarily, the responsibility of the Class Teacher, all the Staff are collectively responsible for ensuring that all pupils learn to be considerate to others and behave appropriately. Staff should always work hard to remark on good behaviour and manners, and to commend children for their positive actions – we all need to ‘catch children being good’. If pupils do have to be reprimanded regarding inappropriate behaviour, this should be done in a constructive manner; *condemning the behaviour without humiliating, ridiculing or “putting down” the child*. **Shouting at children is not acceptable and should not happen**; it is counter-productive and does not show children a good example of adult behaviour. Everyone should be treated fairly and respectfully. **It is important to remember that we are positive role models in everything we do.**

**As far as possible both teachers and support staff are encouraged to deal with any behavioural problems themselves in order to maintain the respect of both children and parents. However, in persistent cases, cases of extremely bad behaviour, or where there is a Health and Safety issue then other members of staff are consulted and assist in applying sanctions.**

### In the classroom

We operate a ‘Golden Time’ system under which children are entitled to a ‘Golden Time’ session at the end of the week, unless they have lost any time during the week – see behaviour policy. The Establishment Phase is used to reinforce all rules and expectations so that children know what is expected of them at Fosse.

**A Consequence Card should be completed in CPOMS for incidents of challenging behaviour. These are only to be given by teachers and HLTAs. Other members of staff should refer incidents that may require a Consequence Card to a teacher.**

### In the playground

Lunchtime supervisors will operate the following system until advised otherwise:

- i) verbal warning from adult
- ii) child stays with a (dining) supervisor or receives a short ‘Time Out’
- iii) child is sent to Lisa Cartwright, the Midday Manager
- iv) If behaviour persists, or is serious, inform teacher (SMT member) on duty at which point a Consequence Card may be written

## GOOD PRACTICE IN MANAGING CHILDREN’S BEHAVIOUR

The quality of teaching and the organisation of the physical environment have a considerable effect on children’s behaviour.

### Always:

1. Create an interesting, stimulating and attractive classroom environment.
2. Provide an ordered environment in which everything has a place. Children should know where materials/equipment are and how to treat them with respect.
3. Make sure the children know what they are doing and that work is matched to their ability.
4. Be aware of what is going on around you.
5. Do not be static.
6. Do not let children queue.

**Remember** that problems are normal when children are learning and testing the boundaries of acceptable behaviour.

### Remember to:

- Set high standards
- Apply rules firmly and fairly
- Smile and relate
- Avoid confrontation
- Listen
- Stay calm

- Use humour
- Know the children as individuals
- Look out for good behaviour
- Praise quickly and consistently
- Praise the behaviour rather than the child

**As adults, we have a choice in how we behave;** we can either give pupils a negative experience by using sarcasm, ridicule and humiliation which harms children's self-esteem or, we can give them a positive experience which will build their self-esteem. Too many of our pupils already suffer from low self-esteem – we need to counteract this.

#### **Never:-**

- Humiliate - it breeds resentment
- Shout - it diminishes you
- Over react - the problem will grow
- Use blanket punishment - the innocent will resent you
- Over punish - never punish what you cannot prove

#### **CHILDREN'S RIGHTS**

- To be looked after by caring adults
- To be taught well
- To be able to rely on an atmosphere conducive to learning
- To be made to feel welcome
- Not to be talked down to
- To feel as important as anyone else
- Not to be bullied
- Not to hear swear words

#### **Team Teach**

As a general rule, staff should always look to diffuse difficulties using 'Team Teach' strategies.

If a child needs to be physically moved or held for their own safety or the safety of others an EPIF (Electronic Physical Intervention Form) needs to be completed – This is a legal requirement – all instances of physical intervention need to be reported to the local authority.

#### **POSITIVE BEHAVIOUR POLICY**

Whole School Reward System: Dojo Points (dojo cards for non-class based staff)

We have a consistent approach for rewarding and encouraging good behaviour, effort and manners based on the collection of dojo points. These may be awarded for any actions, deeds or attitudes which are deemed noteworthy and may include:-

- Particularly good work / effort
- Displaying good manners.
- Displaying a caring attitude towards others.
- Staying on task etc.

Teachers can create their own dojo names and awards points, reflecting the class needs at any given time e.g. teachers may want to create an award to encourage a specific learning behaviour such as taking risks, following instructions immediately, supporting other children etc.

Because dojos would normally be awarded in class without comment, teachers should ensure that individuals are reminded about why they have been awarded at other times during the day e.g. lining up, returning from play or lunch etc. to re-enforce the good behaviour or attitude.

Lunchtime supervisors and staff outside class should use dojo cards which can then be converted into dojo points.

Rewards are intended to help staff focus on positive rather than negative behaviour. e.g. if a child is continuing to stay on task when a partner is trying to distract him, staff may choose to reward the child

on task rather than apply a sanction to the child who is not.

**A dojo can be awarded by any staff member to any child at any time. This reinforces our philosophy that the care of all our children is the responsibility of all adults in school.**

NB: positive behaviour plans should be in place for particular pupils with identified SEMH needs. They will need other rewards in addition to dojos so that all children will see the system as fair and continue to value the dojo system.

Class records are kept in order to ensure a reasonably even spread of rewards across each class. **Once all the children in a class achieve each level of award they may have an extra break or an extended Golden Time.**

### **Certificates**

The Monday morning assembly is dedicated to the praise and recognition of children who have made particularly noteworthy progress in their learning. Children selected by their class teacher will receive a 'Golden Certificate' which will be printed on gold card.

Each class is asked to nominate 1 child each week for a certificate. **These nominations should be passed into the office during Thursday morning so that the certificate can be prepared for Monday assembly. Please do not miss this deadline. TAs based in classes to award certificates in case of teacher absence.** (There are a range of other certificates that may be awarded for specific areas according to school priorities e.g. improved presentation or 100% attendance) Teachers are expected to maintain a record of certificates awarded in order to make sure that the effort and improvements that all children make can be recognised publicly.

### **Super Citizen**

Each class will nominate a Super Citizen every term. These children should be model pupils who consistently demonstrate outstanding behaviour and attitude. At the end of every term the Super Citizens will go on a trip, free of charge.

We have end of year certificates for attitude and effort, progress and teamwork.

On occasion, staff will also be presented with certificates and awards that they have earned in the Monday Assemblies as role models for Lifelong learning.

### **Postcards Home**

Every Friday a child from each class will be selected to receive a postcard, through the post, for fantastic or improved effort/attitude/punctuality/attendance etc that they have shown throughout the week. In assembly the selected child will have their name read out by their teacher and a brief reason as to why they have received the postcard. Completed postcards from each class need to be handed to the office on Friday to be posted to the parents.

*As we are a 'Healthy School' it is inappropriate to reward children with sweets. We will also adopt a 'zero tolerance' policy towards sweets in lunchboxes.*

## **SANCTIONS PROCEDURE**

Children should be familiar with our procedures and know what will happen next if they refuse the sanction or continue with the behaviour.

Professional judgement is required regarding which step best reflects the most suitable sanction given the behaviour displayed. **Depending on the nature of the offence this may include immediate, temporary exclusion but this should be avoided wherever possible in favour of internal exclusion.** However, as a general rule for minor misdemeanours, the following sequence should be adhered to, with steps 1 and 2 being compulsory.

Teachers need to ensure that the following sequence is followed at all times. While there may clearly be occasions where immediate action will need to be taken by a senior leader, the majority of behavioural issues can be managed through the strict application of the following steps.

### **Normal strategies:**

Non-verbal cues, e.g. “teacher look”, proximal praise, redirection to task, gentle verbal reminder of expectations (use of a script): “We don’t do that at this school”, use of humour, eye contact, repetition of words or phrases (broken record strategy). See team teach for de-escalation strategies and do not forget the impact of pre-empting issues through efficient classroom organisation (groupings, seating, good planning etc).

### **Verbal warning**

#### **(Classroom teacher)**

Clear reminder that a golden rule has been broken.

### **Sanction 1**

#### **(Classroom teacher)**

Use the agreed phrase, ‘You are continuing to break a Golden Rule’ The child is then asked to move their name to the warning cloud or yellow card issued.

Children should be fully aware of what this means and the possible consequences of continuing with the behaviour.

### **Sanction 2 – RED CARD**

#### **(Classroom teacher)**

Child moves name to final warning zone/ rain cloud or red card issued. Agreed period of time is deducted from Golden Time: 2 mins KS1, 5 mins KS2 (Teacher makes weekly list of loss of golden time)

### **Sanction 3 Consequence card and Time out with phase leader/ SMT**

Initiated following non-compliance during / after Time Out OR a child can move immediately to sanction 3 for refusal to follow adult instructions, fighting, aggressive behaviour, swearing at an adult or absconding.

**Consequence Card** Child escorted to phase leader (Y5/6: Tom Houlton, Y3/4 Billy Taylor, Y1/2: Nadine Handford Glaze, EYFS: Lalia Turner) with a record of the incident.

- The teacher who issues the consequence card is responsible for reporting the incident on CPOMS. In phase meetings, phase leaders are to ensure that all Consequence cards have been logged onto CPOMS by the teacher who dealt with the incident. **Phase leaders have to keep a record of all cards issued.**
- **Class teacher** to phone parents or speak to them after school, in order to inform them about their behaviour (you do not need to mention that the child has received a consequence card, remember that you are reporting the behavior only so that the parents are aware of their child’s conduct in school and our concerns/ expectations).

### **3 Consequence Cards**

If three Consequence Cards are issued during a term then this results in differentiated seclusion / internal exclusion, where the child will work in a different phase to their own (to be decided by phase leader). It is the responsibility of the class teacher to provide work for the child and ensure that the seclusion is completed. The child will not be allowed to go out for break or dinner if their seclusion is taking place at that particular time:

Y1/2: 1 hour; Y3/4: 2 hours; Y5/6: 3 hours.

### **There is an expectation that all teachers will follow these first steps clearly and fairly**

Once three cards have been issued in a term then the following actions should occur:

- Discussion with Phase Leader, Deputy Head / SENCO: consider placing on SEN register and start to follow the ‘graduated response’ process.
- Begin monitoring to identify areas of concern / possible causes/ appropriate targets.
- Parents informed by letter that behaviour is a cause for concern.

- Parents discuss concerns agree targets/support and future consequences
- Consider alternative strategies, inform other agencies.
- Possible access to extra-curricular/enrichment activity linked to improvement.

## **6 Consequence Cards**

After receiving six Consequence Cards a child will complete their second period of seclusion (see above details) and may start a PSP – Pastoral Support Program.

**Please note: after each seclusion the child will need a short session to review their behaviour.**

## **Serious incidents**

**These need to be treated on an individual basis and the circumstances investigated.**

Pupils may be temporarily excluded for incidents that may include:

- Serious actual or threatened violence against another pupil or a member of staff;
- Sexual abuse or assault;
- Supplying an illegal drug;
- Carrying an offensive weapon;
- Serious deliberate damage to school property.

Please note that ONLY Richard Stone (or Emma Tuffey in his absence) are legally able to exclude children. **Exclusion should be seen as an absolute last resort, even if a member of staff has been hurt.**

## **COVID-19 Amended Policy**

### **Behaviour Policy, Procedures and Strategies – September 2020**

*The behaviour policy has been amended in light of Covid 19. The school is making all possible attempts to ensure pupils and staff are as safe as possible during the pandemic. We will be ensuring that children stay within their bubble and amendments to the behaviour policy reflect this.*

- Children must act with responsibility and within the best interests of all members of the school community at all times
- All children must enter and exit through the correct gate, via the one-way system. They must follow the altered routines for arrival and departure.
- Children must leave school at the designated time and not gather with friends on their way home.
- All pupils must follow school instructions on hygiene, such as handwashing and sanitising
- Children must endeavour to maintain social distancing. There must be no physical contact such as hugging, hand shaking or high fives.
- Children must sit in the seat directed by their teacher. They must always sit in the same seat, unless told otherwise.
- Children must not bring anything other than the allowed items in to school.
- Pupils must move around the school as per specific instructions (for example, one-way systems, out of bounds areas, queuing)
- Pupils must adhere to the expectations about sneezing, coughing, tissues and disposal ('catch it, bin it, kill it') and avoiding touching their mouth, nose and eyes with hands
- Children must tell an adult if they are experiencing symptoms of coronavirus
- Children must follow rules about sharing any equipment or other items including drinking bottles
- Children must adhere to the amended expectations about breaks or play times, including where they may or may not play

- Children must wash their hands before and after using the toilet
- Under no circumstances must any child cough or spit at or towards any other person
- All children must follow safety rules at home when using remote education
- See below for the adjusted rewards and sanction systems

Identify any reasonable adjustments that need to be made for students with more challenging behaviour: for any children who are struggling to cope with the current situation a separate space has been identified for them to reflect.

### **In the Classroom:**

#### **Normal strategies**

Non-verbal cues, e.g. “teacher look”, proximal praise, redirection to task, gentle verbal reminder of expectations (use of a script): “We don’t do that at this school”, use of humour, eye contact, repetition of words or phrases (broken record strategy).

Each ‘bubble’ will need to create a new red / yellow card display for the children in their bubble.

#### **Verbal warning**

Clear reminder that a golden rule has been broken.

#### **Sanction 1**

Use the agreed phrase, ‘You are continuing to break a Golden Rule’ The child is then asked to move their name to the warning cloud or yellow card issued.

Children should be fully aware of what this means and the possible consequences of continuing with the behaviour.

#### **Sanction 2**

Child moves name to final warning zone/ rain cloud or red card

#### **Sanction 3 - Child’s parent/carer will be contacted**

Child to be collected immediately by their parent/carer and sent home for the remainder of the day.

### **Serious incidents**

**These need to be treated on an individual basis and the circumstances investigated.**

Pupils may be temporarily excluded for incidents that may include:

- Serious actual or threatened violence against another pupil or a member of staff;
- Sexual abuse or assault;
- Supplying an illegal drug;
- Carrying an offensive weapon;
- Serious deliberate damage to school property.
- Wilful breaking of social distancing
- Purposefully coughing or spitting at/towards another pupil or member of staff

Please note that ONLY Richard Stone (or Emma Tuffey in his absence) are legally able to exclude children. **Exclusion should be seen as an absolute last resort, even if a member of staff has been hurt.**

### **In the playground**

Lunchtime supervisors will operate the following system until advised otherwise:

- v) verbal warning from adult
- vi) child receives a short ‘Time Out’
- vii) If behaviour persists, or is serious, inform ‘bubble’ teacher

### **Team Teach**

As a general rule, staff should always look to diffuse difficulties using ‘Team Teach’ strategies.

*Guidance that was sent to the school from the SEMH team states:*

**Should schools still be using physical restraint during COVID 19?**

Yes. We have a duty of care to protect children from hurting themselves or others. Physical restraint should be used as a last resort (as is usual practice). If staff members need to physical contact with a child, they should follow government guidance and increase hygiene efforts post incident.

**Can schools use guide away and physical prompts?**

Yes – especially if this will diffuse a situation. Covid 19 guidance explains to minimise contact, not to maintain a 2-metre distance. So, do so when needed. Continue to maintain good hygiene.

**If a child needs to be physically moved or held for their own safety or the safety of others a form needs to be completed online.**