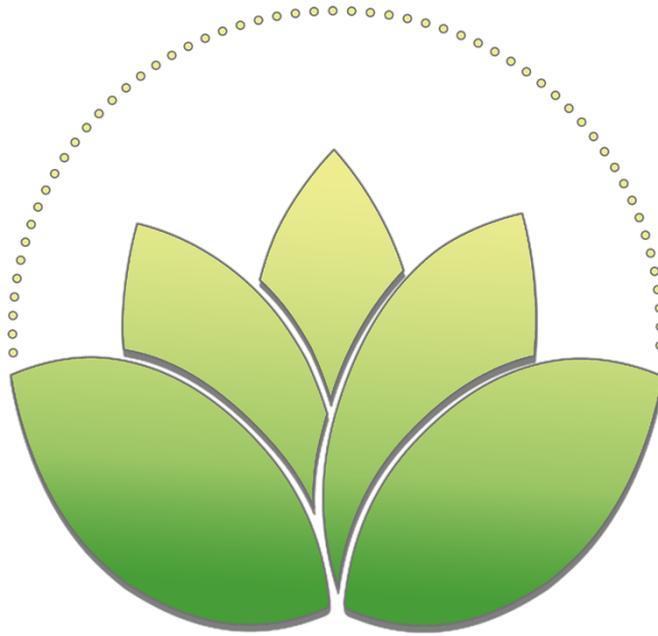


Behaviour Policy 2020

Shapla Primary School



Approved Date: November 11th 2020

Review Date:

Signed: Mark Campbell (Chair of Governors)

Aim

The aim of this behaviour policy is to set the standards of behaviour for children at Shapla in order for the school to operate and be COVID secure. In addition to our usual high expectations for behaviour we must now follow a new set of routines and expectations so we can protect the health and safety of all children and adults at Shapla.

An Appendix (1) has been added to this policy in accordance with Department for Education/ Department for Health guidelines. It is implemented alongside our school risk assessment.

Our Vision for learners

Every day at Shapla Primary School, the staff and governors are working to make sure that by the time you leave us you will:

- Develop the necessary life skills that will enable all of you to become lifelong learners
- Be successful in your learning and rise to enjoy challenge
- Be independent and motivated
- Be able to make friends and work well together
- Have respect for yourself and others
- Be able to make the right choices and keep yourself safe
- Understand that you are part of a global community
- Develop resilience and the confidence to cope with change

Our Values

We use our values to support learning and behaviour throughout the school. Our values help us to set expectations and reinforce positive behaviour. Our values are:

R	Respect
I	Inclusion
S	Safety
E	Equality

How we achieve a positive working environment

At Shapla, we understand that positive relationships between adults and children are fundamental to good learning. We provide a rich, stimulating, creative and exciting curriculum which can be accessed by all children. This enables a positive learning and behaviour culture within school. Adults model positive behaviour towards children and each other (see staff code of conduct).

We strive to be consistent in our approach to behaviour across the school. We actively praise positive behaviour whenever we notice it. We insist on acceptable standards of behaviour and respect for others. We ensure that children know why their behaviour is unacceptable, and explain our high expectations. We listen to children and ensure that issues are fully resolved with all involved. We make sure that class teachers are aware of children's inappropriate behaviour at playtimes and lunchtimes.

Zones of Regulation (see appendix 2 at end of the policy) are used consistently and effectively across school to equip pupils with the language to recognise and express a range of feelings and emotions in varying contexts, as well as enabling children to develop their own individual strategies and techniques to regulate their feelings and behaviour. Zones of Regulation displays are prominent in every classroom.

Positive reinforcement of behaviour

Praise and certificates are used to reward good behaviour. We do not generally use charts and stickers in classes as we want children to develop self-control and an intrinsic sense of right and wrong. Charts and stickers may, however, be used with children experiencing behavioural difficulties or those who have SEND, if this is the most appropriate reward system to meet individual needs.

Certificate assemblies will now be in classes on Monday mornings. Certificates will be shared with the Headteacher or senior members of staff at an arranged time each week.

Certificates for achievements are displayed centrally in the foyer area alongside children's work. This display is updated weekly so we can continue to celebrate success across the school. A class record is kept by the class teacher to monitor the distribution of certificates.

Additional assemblies now take place in classes and are timetabled and planned for. They include the following:

Mindfulness: to promote well-being and encourage positive mental health

Music: with a focus on musical appreciation

Circle Time (see section for Circle Time)

Working with Parents to support positive behaviour

We work hard to build trusting relationships, and we encourage all parents to be active members of the school community. In this way, parents understand the way we work and are supportive of the school behaviour policy. If a child's behaviour is causing concern, teachers will let parents know what has happened and how it has been dealt with. Parents are encouraged to speak to children at home to reiterate the school values. If a child has been involved in a serious behaviour incident, parents will be contacted by the school office and asked to come in to school to discuss the issue with the Headteacher and their child.

Parents are welcome to contact school to arrange a telephone meeting with the Headteacher or their child's class teacher should they have any concerns about their child, their behaviour or well-being.

Parents will be informed about the changes to the school behaviour policy in light of COVID-19, including the use of the Zones of Regulation so they can be reinforced at home. A child/parent friendly version will be sent home to parents and children and made available on the school website.

The Playground

To ensure everyone's safety, children and adults working in the playground are expected to follow the school values and new routines at all times. Children will have access to limited playground equipment that is provided within class bubbles and sanitised after use. Adults on duty should maintain social distancing when interacting with children to motivate constructive play. The play court is made available to all classes for ball games. Children will be reminded to play games that encourage social distancing and to be aware of their own safety and the safety of others.

Morning playtimes and lunchtimes are now staggered across classes and key stages. Teachers and staff working in classes will supervise play times within their bubbles. During lunchtimes, where there are up to a maximum of two classes using the playground, they will play in separate areas. Children are not permitted to cross bubbles at any time. Children should not leave the playground, either to

Behaviour Policy – October 2020

enter the car park or to leave the school gates. They should not be unsupervised inside the building.

Children are encouraged to use the Zones of Regulation during playtimes. Coloured benches linked to zones are set up in the playground so lunchtime staff can immediately identify children who may be experiencing difficulties and know how to support them effectively. Lunchtime staff have had training with our Speech and Language therapist.

Five minutes before the end of playtime, teachers on duty blow a first whistle to remind children to use the toilet and pack away equipment. The outdoor water fountains are out of use; children now have their own water bottles that are kept in the classroom at all times. After play, children walk into their classes calmly using the outside doors. Teachers and support staff must be back in classrooms ready to receive children at the end of break times and lunchtime.

Children must wash or sanitise their hands thoroughly at the end of play times when they enter the classroom.

Promoting Well-being

The School has an allocated Mental Health Lead to support children who may be experiencing anxiety or difficulty. Working alongside the Learning Mentor, vulnerable children are targeted for 1:1 support. In addition, there is a 'drop-in' session on Thursday afternoons that is open to all children across the school. There are plentiful resources accessible for teachers and parents to support children's mental health and well-being.

Circle Time

Circle Time is an opportunity to discuss and work out issues as a class. It is important to give each child the opportunity to participate during circle time to build self-esteem, resilience and confidence to handle the demands and problems of daily life.

Circle Time is an opportunity to develop teamwork, discuss social responsibility, solve problems and promote good behaviour throughout school. Circle Time should take place in the classroom every Tuesday as a class assembly time. This should be timetabled and carefully planned for. Considering the impact of COVID-19 on children's mental health and well-being, Circle Time may be more frequent to address children's' experiences, anxieties or arising concerns.

Children should always be aware of the need for confidentiality when discussing problems. All adults working in the classroom should actively participate during these sessions and join the circle.

During Circle Time it is important to:

- create a non-threatening, enjoyable atmosphere
- encourage participation
- expect all children to listen and respond to each other
- model positive speech (praise and encouragement are fundamental in raising a child's self-esteem)
- encourage mutual respect
- build trust by being fair
- always show sensitivity when asking questions
- encourage honesty about feelings
- relate issues to the school values

Conflict

We encourage all children to learn strategies to resolve conflict themselves wherever possible so that all parties feel a solution has been reached. This builds resilience and the skills necessary to deal with issues throughout their lives. If children are unable to resolve conflict independently adults will always help.

Serious conflict should always be resolved with the help of an adult. Children are asked to complete a *Think It Through* form, linked to the Zones of Regulation (see appendix 3 at the end of the policy).

It is important to give children the opportunity to apologise for their behaviour if they know they have upset someone. This will help both parties to feel better and to move forward. They may want to do this verbally, or if this is difficult, they may want to make a card or write a letter.

Sanctions and Rewards

Behaviour that is deemed to be unacceptable will be dealt with initially by the Class Teacher. Depending on the severity of the behaviour, children will then be sent to the Assistant Headteachers and if necessary, the Headteacher.

Children must be aware that the following behaviour is unacceptable or could compromise the safety and well-being of others:

- Defiance about following new routines
- Deliberately coughing or spitting at others
- Making COVID related jokes/inappropriate comments

In addition to certificates to reward good behaviour, Class Teachers may have their own reward systems in place to meet the needs of pupils in their classes.

Exclusion

Exclusion is the last resort at Shapla, and is only used in the most serious of incidents. Exclusions must follow the LA guidance and may be:

- 1 day
- 3 day
- Permanent

Parents will be asked to come in to school to discuss the incident, then to take their child home and speak to them about the incident and to remind them of the school values. At the end of the exclusion period, the parents and child must attend a 'return to school' meeting with the Headteacher to ensure the behaviour does not persist.

Governors are notified of any exclusions, as are the Local Authority.

Where necessary, a referral may be made to CAMHS (Children and Adults Mental Health Service).

Appendix to school Behaviour Policy

This appendix is in response to the Covid-19 pandemic. It follows guidance from the DfE, DoH and Tower Hamlets, and is used in conjunction with our current behaviour policy and school risk assessment.

New routines are in place to ensure the safety and well-being of children and adults working at Shapla. Information for parents and carers is clearly set out on the school website and will be regularly updated.

New Routines (refer to whole school risk assessment and website)

- All classes, referred to as 'bubbles', have staggered start and finish times.
- Children must stay in their bubbles **at all times**.
- Class bubbles have staggered playtimes and lunchtimes.
- Parents will follow a new system for dropping off and picking children up from school. There are now two points of entry to school - EYFS/KS2 through the main gate and KS1 on Ensign Street.
- Children will regularly wash and sanitise their hands for 20 seconds: on arrival to school, after playtimes, before and after lunch and before they go home. Posters are prominent in all areas of the school to remind children of the importance of regular hand washing.
- Children must try to follow the '*catch it, bin it, kill it*' rule by sneezing or coughing into a tissue and disposing of it safely. They should try to avoid touching their face, mouth, nose and eyes.
- Children have their own trays with equipment and resources for learning.
- Children have their own water bottles in classrooms that are sanitised weekly and filled by an adult.
- A one-way system helps children and adults move safely around the school. This is marked by arrows in corridors.
- Children are encouraged and reminded about social distancing.

Expectations for Behaviour

All children should:

- Follow routines for their bubble.
- Stay in their bubbles **at all times**.
- Listen to instructions given by all adults in school and at playtimes to ensure their safety.
- Use the one-way system using arrows to move safely around school.
- Wash/sanitise their hands when asked by an adult as well as doing so independently throughout the day.

- Follow the '*catch it, bin it, kill it*' rule by sneezing/coughing into a tissue and disposing of it safely. Try to avoid touching their face, mouth, nose and eyes.
- Use their own equipment and resources for learning in their trays.
- Use their own water bottles.
- Tell an adult if they feel unwell or are experiencing any symptoms of coronavirus.
- Be *aware* about social distancing.

Sanctions

Some behaviour is considered high risk that compromises the safety of others. This includes:

- Refusing to follow safety measures.
- Deliberate spitting or coughing at others.

Should this occur an initial conversation with the child and parents will include a verbal warning and support will be put in place. If this behaviour continues then an exclusion may be necessary. An individual risk assessment will then determine the conditions for a return to school.

Supporting children with Special Educational Needs/Vulnerable Children

We acknowledge that children at Shapla will have had a range of different experiences during the lockdown period that may impact on their behaviour and well-being upon return to school. For many, the process of re-engagement with learning and the school community, may require additional support.

This may present for example, through traits of anxiety, a lack of confidence, challenging behaviour, anger, hyperactivity and difficulties maintaining attention. For some children, including those with SEND, the change in routines will require adjustment and additional support. If a child is finding it hard to follow new rules and routines, the Class Teacher and SENCO will put strategies in place to support them individually.

If necessary, we will seek external support from external agencies such as BASS, Educational Psychologists or Early Help. Pastoral systems are in place to support individual children who have Child Protection/Child in Need plans.

Individual risk assessments are in place for children with SEND and vulnerable children. They inform a plan of action focusing on supporting attendance and engagement and identify what additional support pupils and families need. Individual risk assessments are updated and modified when required.

Attendance

Attendance data will continue to track attendance and compare it with neighbouring schools and local and national averages. This will inform decisions on where to focus intervention.

THINK IT THROUGH

Name _____ **Class** _____ **Date** _____

What has happened? How did the incident happen? Start from the very beginning.

What zone were you in when the incident happened?

Why were my actions or words wrong? Think about our RISE values – Respect, Inclusion, Safety, Equality.

What will I do differently in the future? Think about our RISE values – Respect, Inclusion, Safety, Equality.

What zone are you in now?