



Behaviour Policy Addendum September 2020



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1. Scope

This addendum applies until further notice.

It sets out changes and exceptions to our normal behaviour policy. Pupils, parents and staff should continue to follow our normal behaviour policy with respect to anything not covered in this addendum.

We may need to amend or add to this addendum as circumstances or official guidance changes. We will communicate any changes to staff, parents and pupils.

2. Expectations for pupils in school

2.1 New rules

When pupils are in school, we expect them to follow all of the rules set out below to keep themselves and the rest of the school community safe.

Staff will be familiar with these rules and make sure they are followed consistently.

Parents should also read the rules and ensure that their children follow the new procedures that have been put in place. Parents should contact Clare Owen if they think their child might not be able to comply with some or all of the rules, so we can consider alternative arrangements with them and support them to integrate back into school life.

Health and Hygiene

- No entry into other bubbles or out of bounds areas
- Avoid touching their mouth, nose and eyes with hands
- Follow 'catch it, bin it, kill it' protocol for coughing or sneezing at all times with additional hand washing after
- No intentional spitting, coughing or sneezing under any circumstances
- Tissues and paper towels to be disposed of in black lidded classroom bins
- Frequent hand washing or use of hand gel including upon entry and exit of the school, entrance and exit of classroom and before and after food
- Alert an adult if they are feeling unwell in any way
- Staying 1 metre apart from other children and adults in their bubbles at all times (KS1 and 2 only)

Outside

- Follow school signage in and around school grounds
- Following one-way system at all times
- Use of designated lines when lining up on entry and exit of classrooms
- Prompt arrival and exit time to adhere to the staggered start and end of the school day

Classroom

- Remain in your seat unless instructed otherwise (Year 2-6 only)
- Individual resources not to be shared with others (Year 2-6 only)
- Remain in class bubble at all times
- Remain forward facing in classrooms (Year 2-6 only)
- Raise hand to leave seat for any reason (Year 2-6 only)
- Bags to be kept under individual's desks (Year 2-6 only)
- Mobile phones to be turned off on entry and keep securely in own bags- not to be accessed during the school day (KS2 only)
- Classroom resources to be shared within bubbles only (with cleaning in between)
- No singing or shouting at any times
- Use designated toilets only as instructed by your adults
- Use of the interactive whiteboards for children will not be permitted as this time

Lunchtime

- When outside, remain in zoned areas
- Remain in classroom for lunchtime
- Play only with children in your bubble

We recognise that this behaviour addendum needs to be responsive to individual needs. The school believes that our response to children who have additional needs relating to a disability must take into account the legislation of the Equality Act of 2010. Our school must not discriminate against pupils with a disability and consequently may be required to make reasonable adjustments to ensure their educational and social experiences at Bishops Down Primary and Nursery School are as positive and inclusive as possible. For children who display inappropriate behaviour for reasons related to a disability, the school's response may need to be differentiated in recognition of the additional difficulties these children may have in managing their actions.

These reasonable adjustments may include the need to:

- Review of existing support plans to ensure they reflect the child's current needs. We will adapt teaching strategies as much as possible to enable our health and safety measures to be met at all times.
- Teach new routines explicitly in class and use visual prompts where needed.
- Provide consistency in approach where possible.
- Work with external agencies to best support children and families.
- Write personal risk assessments and/or behaviour support plans for any children who cannot follow these rules due to identified additional needed. This may lead to a part-time timetable.

2.2 Rewards and sanctions for following rules

Early Years

In Nursery and Reception we understand the importance of our role in modelling and guiding behaviour to equip the children to become resilient and respectful learners. We use a star and sun behaviour management system, as this feeds well into the system used in the rest of the school. Children's pegs will be moved onto the star if they do something brilliant, and their peg will be moved up onto the sun if they do something extraordinary. We will take a picture to post on Tapestry if they are on the sun at the end of the day, to share this with parents.

We understand the huge importance of relationships in the Early Years when dealing with behaviour. We get to know all of our learners so that we know the best way to support them to act appropriately. We know that 'all behaviour is communication' and will always seek to understand why a child acted in an inappropriate way. In most cases, behaviour can be dealt with by a quiet word from the adult. If the behaviour causes any concerns for their safety or that of staff and other children, the child will be asked to have some thinking time in a safe place. If the child has had a quiet word, thinking time and continues to display behaviour that causes concern, the Early Years Lead will be called. If the behaviour escalates, a member of the senior leadership team would be called. At this point, it may be necessary for a phone call with parents to discuss a positive way forward to support the child.

Behaviour System Years 2-6

The pink and green peg system will be reinstated with reasonable adjustments made for the health and safety of everyone in school. All children will be familiar with this system and it is consistently delivered throughout each class. Only teachers will access these and move pegs on behalf of the children.

To help encourage pupils to follow the above rules, we will award green pegs in the following order:

Green

- ✓ Step 1- Verbal praise
- ✓ Step 2- House point
- ✓ Step 3- Sticker
- ✓ Step 4- Headteacher Award

However, if pupils fail to follow these rules, they will be given a pink peg in the following order:

Pink

- Step 1- Verbal warning (children will be reminded to make the right choice)
- Step 2- Time out (minutes to be taken off playtimes)
- Step 3- Sent to senior member of staff (children will have an opportunity to discuss what has caused them to be given pink pegs and reminded of the best choices to make)
- Step 4- Sent to Headteacher (Children will be spoken to by the Headteacher and parents will be informed)

Continuous deliberate rule breaking, unsafe/unhygienic behaviour or refusal to comply with safety rules will result in a phone call home to parents and the child being isolated in a designated room away from their peers and teacher. This will be recorded as an internal exclusion. If the school does not have capacity to release an adult from a bubble to conduct this internal exclusion, the child will be excluded from school for a period of time between a half day and two full days depending upon the age of the child and the severity of the rule break.

2.3 Changed rules

Until further notice, we will alter the following school rules:

- School attendance will be mandatory again from the beginning of the autumn term. This means from 3rd September 2020 the usual rules on school attendance will apply, including:
 - parents' duty to secure that their child attends regularly at school where the child is a registered pupil at school and they are of compulsory school age;
 - schools' responsibilities to record attendance and follow up absence

- the availability to issue sanctions, including fixed penalty notices in line with local authorities' codes of conduct
- from September 2020, all pupils must wear uniform to school and follow normal school rules on uniform as set out in our uniform policy. If pupils cannot wear their full uniform, parents should contact Clare Owen. Children should attend school in their full PE kits on their two designated PE days a week.

3. Expectations for pupils at home

3.1 Remote learning rules

If pupils are not in school, we expect them to follow all of the rules set out below.

Parents should also read the rules and ensure their children follow them. Parents should contact Ellen Stock if they think their child might not be able to comply with some or all of the rules, so we can consider alternative arrangements with them and support them with their learning.

Children should:

- Be available to complete learning during the working school day hours 8.45-3.15 with reasonable breaks
- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers or teaching assistants using the class email address
- Alert teachers if they're not able to complete work
- Use proper online conduct, such as using appropriate language in messages

Children with identified additional needs and/or disabilities may require frequent breaks or a part-time timetable to maintain their wellbeing. Some children may also require access to specialised software and/or devices to support their learning.

3.2 Dealing with problems

If there are any problems with pupils adhering to rules around remote learning, including if they don't engage with the remote learning set for them, we will contact the families to put appropriate support in place in line where reasonably possible.

4. Monitoring arrangements

We will review this policy as guidance from the local authority or Department for Education is updated, and as a minimum every short term.

5. Links with other policies

This policy links to the following policies and procedures:

- Child protection policy
- Behaviour policy
- Health and safety policy
- Pupil Absence and Leave policy
- Uniform policy