



HEDDON-ON-THE-WALL ST. ANDREW'S CE PRIMARY SCHOOL

PROMOTING POSITIVE BEHAVIOUR POLICY

'Do to others as you would have them do to you'
Luke 6:31

Rationale

This Policy is a temporarily adapted version of your main Promoting Positive Behaviour Policy to respond to the expanded opening of Schools during the COVID-19 pandemic. Any adaptations to the usual Policy are written in red.

At Heddon-on-the-Wall St. Andrew's CE Primary School we seek to establish standards of behaviour that promote a spirit of co-operation, respect, courtesy and good manners as well as the Christian values of truth, justice, forgiveness and reconciliation. We also strive to celebrate differences and show respect. This will increase learner self-esteem, resilience and consideration of others which will lead to learners becoming good citizens in society.

This policy has been constructed in consultation with staff, learners, Academy Committee Members, parents and carers.

How Positive Behaviour is promoted throughout the School.

The development of positive behaviour is addressed throughout the day and will feature in all lessons. However, specific time is allocated to teach key issues through PSHCE (Personal, Social, Health & Citizenship Education) activities across the School as well as 'Celebration Assembly' each Friday and Collective Worship. SEAL units are taught during Worship and in class.

The School recognises that the promoting of positive behaviour is best done through encouragement and reward rather than the use of sanctions. However, the School is aware that there may be times when sanctions may have to be applied.

'God was in Christ reconciling the world to himself, he has entrusted us with the message of reconciliation.' **2 Corinthians 5:19**

The School understands and highly values the importance of forgiveness and reconciliation as part of our Christian duty, therefore, each day is seen as a fresh start

and new beginning for each learner. Forgiveness and reconciliation between learners and their peers as well as with adults is encouraged.

This Policy seeks to clarify the strategies and procedures the school will use to promote positive behaviour at a class and individual level.

Our School environment has needed to be radically altered to offer the safest operating procedures for learners and staff which may not be those best designed for optimal learning and wellbeing but are in accordance with current Government guidance issued.

School Rules

Our school rules, which we expect all pupils to adhere to, are:

- Be safe;
- Respect others;
- Always be ready to learn;
- Value, love and care for yourself;
- Excellence – always try your best.

These rules still underpin everything we do but are now supplemented with the three 'B's':

- Be Safe;
- Be Respectful;
- Be a Bubble.

Further details about the three new rules are found in Appendix 1.

These rules are displayed around school as well as in the classrooms.

Pupils who do not follow these rules will be given time out to consider their behaviour and talk about what they would do differently next time.

'Good to be Green' System

Behaviour in our school is based on clear expectations presented through our 'Good to be Green' behaviour system which makes these expectations known to all and ensures a consistent approach. Each day, every child across the school commences their learning with a Green Card against their name on a behaviour chart which is displayed clearly in every classroom.

Children who keep their Green Card all week will be sent home each Friday with a sticker and will be given a 'shout-out' in Celebration Assembly. They will also be issued with a raffle ticket which will be put into a half-termly prize draw for excellent behaviour.

If a child exhibits any low-level disruption they will be issued with a *Stop and Think* card from the Class Teacher. The child then has two choices: they can change their behaviour and earn off the *Stop and Think* card (putting them back to green) or they can continue with poor behaviour choices. If a pupil selects the latter option, and the Class Teacher or Teaching Assistant sees no improvement, then the child will be issued with their second warning, a Yellow Card. In this instance, we would hope the pupil would correct their behaviour and earn off the Yellow Card, however, if not, a Red Card or 'Consequence Card' will be issued and this cannot be earned back.

Class teachers will keep a running behaviour log and will be monitoring the frequency of children receiving warnings and consequences. Class teachers will feed this information back to the Headteacher regularly.

Consequences:

This approach is still relevant but at no point will any learner be asked to join another bubble by leaving their classroom. This will be adapted within their classroom setting. They may be asked to take some time away from their group at the edge of the room or to leave the room to a safe space (table outside Headteacher's Office - situated away from other bubbles) if absolutely necessary for the safety and wellbeing of others.

First Red Card = Missed playtime;
Second Red Card = Work in a Key Stage Leader's classroom for the rest of the day;
Third Red Card = Work in another classroom for the following day. Parents contacted.
Home-school Behaviour Log introduced.

Children receiving more than three Red Cards within a half-term will face more severe consequences such as a missed school trip / disco / special event or, in severe cases, short-term exclusions. Exclusion is, of course, a last resort. Any exclusion made by the School has to be reported to the Local Authority and a set procedure must be followed. Any exclusion must be accompanied by work, which is to be set and marked during this period by the Class Teacher.

House Points

Our positive rewards and celebrations cannot operate in the same way as in normal School such as any provision of a House Point Treat due to rules around Social Distancing. However, staff will adapt our systems in the spirit of the School values to ensure that all learners feel valued and their achievements celebrated. This may well

evolve once staff begin to support learners and devise and adapt the most appropriate strategies for their bubble.

During each week each child will have the opportunity to gain house points for their house. At Celebration assembly each Friday afternoon, the number of house points collected by each team will be counted and the house that has collected the most points will be recognised. At the end of each half term, the winning house will meet and choose a reward for their achievement e.g: a team party, a visit to the park or a visit to the fire pit. Their achievement will also be recognised and celebrated with parents and Governors on the website and newsletter.

House points and special house achievements are displayed in the school hall.

Stars of the Week

Our positive rewards and celebrations cannot operate in the same way as in normal School such as our gathering together in person for our Stars of the Week Celebration Assembly due to rules around Social Distancing. However, staff will adapt our systems in the spirit of the School values to ensure that all learners feel valued and their achievements celebrated. This may well evolve once staff begin to support learners and devise and adapt the most appropriate strategies for their bubble. This includes carrying out our Celebration Assembly via Zoom.

'Stars of the Week' are chosen based upon our School Rules and Christian values which have been drawn from God's Toolbox of Values.

Each week class teachers select two learners from their class to receive a Head Teacher's sticker, special certificate and receive a round of applause from their peers in 'Celebration Assembly' each Friday afternoon.

Each week there is a different theme which relates to one of our Rules or the Christian values. Learners are aware of the theme for the following week so they can make an effort through their behaviour to be chosen as their classes star. Each theme is discussed with learners so that they know what sort of behaviour is expected.

There are 6 themes which are used as part of a cycle. They are:

Helping Others
Being a Good Friend
Being Kind
Being Sensible
Having a Positive Attitude
Resilience – Not Giving Up

Severe Clause

This approach is still relevant and learners may be asked to leave the room to a safe space (table outside Headteacher's Office - situated away from other bubbles) if absolutely necessary for the safety and wellbeing of others.

While we wish to adhere to this structure as far as possible, there may be events which can occur which will cause a different course of action to be taken. Such events are known as Severe Clause events and will result in the learner being sent directly to the Headteacher.

Such events include:

- Behaviour which could place the health of others at significant risk such as deliberately spitting or coughing on others which could spread the virus;
- Persistent refusal to wash hands or use hand gel;
- Severely hurting another learner or adult;
- Deliberate destruction of school or others' property;
- Persistent defiance;
- Swearing.

Exclusion

If the behaviour of a learner is such that they are posing a serious threat to the health and safety of themselves and others and the School has exhausted all strategies to reduce that risk then exclusion remains an option. However, the Headteacher would seek additional guidance before carrying out this sanction as in the context of the virus pandemic, the safety of the learner at home may be seriously compromised and the risk should not be diminished but viewed as part of the overall risk assessment for the learner, taking on board the views and advice of all relevant parties.

The ultimate sanction held by the school is exclusion. Exclusion will only be considered as a final course of action when a learner is placing **either themselves or others at risk of serious harm**. Actions which could lead to exclusion are:

- Assault against another pupil including behaviour which could spread the virus such as deliberately spitting or coughing on another;
- Assault against an adult including behaviour which could spread the virus such as deliberately spitting or coughing on another;;
- Threatening behaviour towards another pupil (may be physical or verbal);
- Threatening behaviour towards an adult (may be physical or verbal);
- Racist language;
- Proven bullying of any kind: physical, homophobic, cyber etc;
- Sexual misconduct;

- Possession of drugs or an offensive weapon.

Further guidance on exclusion is available from the Headteacher.

Individual Behaviour Plans

An Individual Behaviour Plan will be devised for learners who do not respond to school procedures. This plan will be discussed and agreed with the pupil concerned and their parents, and progress will be reviewed. New targets will be set as necessary. A copy of the School Behaviour Plan is appended to this Policy.

Note the School can only adopt strategies where it is safe to do so within the Government guidance. The School will seek to support learners in the most suitable way to keep everyone as safe as possible, working in partnership with parents wherever possible.

External Support

If a learner is consistently unresponsive to school procedures for developing positive behaviour, initially the problem will be drawn to the attention of the school's Special Educational Needs Co-ordinator (SENCO). They will then speak to the learner's parents and follow the appropriate procedures to involve the Behaviour Support Service within the Local Authority or, alternatively, the SENCO may wish to liaise with our Educational Psychologist at Illuminate Psychology, Dr. Emma Black. Note the School can only adopt these strategies where safe to do so within guidance and the appropriate agencies are operating to offer support. If any of the strategies are not appropriate / available the the School will adapt our approach in the most suitable way to seek to meet the needs of the child whilst keeping everybody as safe as possible, working in partnership with parents wherever possible.

Play and Lunch Time

These arrangements have been adapted in accordance with the main risk assessment. All adults supervising bubbles must uphold this amended Policy.

If a learner is doing something that they should not do they will be encouraged to think about how they should be playing or what they should be doing.

If they continue the unacceptable behaviour they will be asked to stand out for 2 minutes to reflect on what they have been doing and think how they can make their behaviour right. Should their behaviour continue, they will be asked to stand out for the remainder of their time outside. Their behaviour will be discussed with the Headteacher and their parents (via telephone or Zoom).

At times when it is felt that there has been a deterioration in standards of behaviour within a significant section of learners during play and lunchtimes, all learners may be spoken to by **their class teacher or Headteacher (to be done outside - while observing strict Social Distancing)**.

Induction

New staff to the school will be given the staff handbook as well as appropriate training, advice and support by their Key Stage Co-ordinator.

If a colleague is experiencing difficulties with a particular learner / group of learners it is the responsibility of the Key Stage Co-ordinator to offer support, advice and encouragement.

Monitoring of the Policy

Monitoring will be carried out in an appropriate way with respect to Government guidance around Social Distancing and visitors in School.

This will be carried out by:

- Senior Team to carry out monitoring;
- A named Governor carrying out regular monitoring visits and reporting to the full Governing Body. Consideration of this policy will also be given by any Governor undertaking a visit to the school;
- Discussions at full Staff, Key Stage and Senior Management meetings;
- Discussions by the School Council;
- Pupil Interviews;
- Parental Questionnaire.

Support for Parents / Carers in Developing Learners' Social, Emotional and Behavioural Skills

- As part of the School's Open Door Policy all staff are willing to talk to parents and give guidance and advice to help with behaviour management. **Face to face contact will no longer take place unless absolutely essential and only with the authorisation of the Headteacher or in their absence by a member of the Senior Management Team by arrangement following strict Social Distancing guidance. Where possible contact is via telephone or Zoom;**
- Further advice can be obtained from the SENCO / Headteacher who can meet with parents and make referrals to the School Nurse, Educational Psychology and the Parent Support Partner. **Face to face contact will no longer take place unless absolutely essential and only with the authorisation of the Headteacher or in their absence by a member of the Senior Management Team by arrangement following strict Social Distancing guidance. Where possible contact is via telephone or Zoom;** All referrals are

made with the agreement of parents / carers;

- School can facilitate access to a number of externally provided courses specifically for parents to support with behaviour strategies at home. **Note we can only adopt this strategy where safe to do so within guidance and the appropriate agencies are operating to offer support.**

Document Record

| Version | Reason for Amendments/Update/Review | Date of Adoption by School | Date of next review |
|----------------|--|-----------------------------------|----------------------------|
| 1.0 | Policy written | 01/09/2016 | |
| 2.0 | Revision to remove LIST team references and to include Good to be Green and new Educational Psychologist | 01/11/2017 | |
| 3.0 | Revision to include Individual Behaviour Support Plan and revised School Rules | 01/11/2018 | 01/11/2019 |
| 3.1 | Reviewed | 01/11/2019 | 01/11/2020 |
| 3.2 | Addendum added in light of COVID-19 and the expanded opening of the School | 06/06/2020 | 01/11/2020 |

Appendix 1

| Rule | In Class | Around School |
|---------------|--|--|
| Be Safe | <ul style="list-style-type: none"> ● We wash our hands at the start of the day, after using the toilet, before and after playtime, before and after lunchtime and before going home; ● We use hand sanitiser in the classroom when asked to by an adult; ● We use a tissue or an elbow to cover our mouths and nose when we sneeze or cough; ● Tissues go into the bin (catch it, bin it, kill it); ● We keep our hands away from our eyes and mouth; ● We use only our own equipment on our desk; ● We must tell an adult if we don't feel well or have been coughing a lot. | <ul style="list-style-type: none"> ● We only go where an adult tells us to go; ● We line up keeping an appropriate distance between our friends when moving around School or going to the toilet; ● We only use the equipment which has been provided outside the classroom; ● We use equipment safely; ● We move calmly and quietly around School with an adult; ● Make sure you flush the toilet when you have finished; ● We wash our hands with soap for 20 seconds after using the toilet; ● Only come into and leave School through your special gate. |
| Be Respectful | <ul style="list-style-type: none"> ● We listen carefully to the adults and follow instructions; ● We speak kindly and respectfully to each other ● We only use our | <ul style="list-style-type: none"> ● We use kind hands and feet in the playground; ● We talk to each other and adults if we have a problem. |

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|-------------|---|--|
| | <p>own equipment;</p> <ul style="list-style-type: none"> ● We use good manners; ● We are honest; | |
| Be a Bubble | <ul style="list-style-type: none"> ● We sit on our special chair at our own desk; ● We use only our own equipment on our desk; ● We must ask an adult if we need to leave the classroom; | <ul style="list-style-type: none"> ● We have lunch with our bubble; ● We play on our own playground in our own bubble; ● We play non-contact games in our bubble; |