

Rationale:

At Clutton Primary School, we believe that every member of the school community has a responsibility for behaviour and everyone has the right to feel valued and respected. All staff and pupils have the right to fulfil their potential and develop their talents in a safe and secure environment where effective teaching and learning can take place. It is our belief that good behaviour needs to be consistently and positively encouraged and valued.

As children and staff return to school full time during the Coronavirus pandemic, it is important for schools to be calm and disciplined environments, where everyone follows the rules. If the rules and guidelines are not followed, the mental wellbeing and safety of the school community is at risk. This revised policy clarifies how the school promotes good behaviour and will also set out sanctions used when a pupil misbehaves during this sensitive time.

See current DfE guidance around behaviour in schools during this time:

<https://www.gov.uk/government/publications/covid-19-school-closures/guidance-for-schools-about-temporarily-closing#behaviour-and-exclusions>

Aims:

At Clutton Primary School we believe that all members of our school should be able to work and play together in a caring, happy, co-operative atmosphere. This behaviour policy sets out our measures for children to:

- Learn the difference between behaviour that is acceptable and unacceptable.
- Develop self-discipline, the ability to learn independently and work cooperatively.
- To learn to respect themselves and others, valuing diversity of culture and accepting differences of opinion.
- Develop a proactive reaction to bullying and abuse.
- Have positive self-esteem, so they feel good about themselves
- For rules to be clear, simple, accepted by all and consistently applied by all members of staff. For parents and teachers to work together in finding constructive solutions to any situation involving their child which is causing concern.
- Additional rules specific to the return to school during the Coronavirus pandemic, are listed in Appendix A.

Purpose:

- To enable children to feel and be safe and secure.
- To enable children to solve their problems calmly and openly. · To enable children to feel confident in a system to which they have contributed and in which they can trust. · To achieve consistent expectations by all concerned.
- To devise and implement consistent sanctions and rewards throughout the school.
- To achieve a working environment that is free from low-level disruption through negative behaviour.
- To recognise, support and praise behaviour choices which reflects our aim, vision and values.
- To create and encourage a code of conduct which will act as a model beyond the School.



Behaviour in and around our school will reflect shared values, clearly expressed, discussed and agreed by all in the school community and consistently enforced.

Our School Values:

Children at our school are well behaved, caring, kind and honest. They recognise and are proud of the contribution they make to the wider community. The values we are keen to develop further are:

Respect: To strongly encourage children to think of others and develop a respect for each other's views and property, and appreciate all that we have.

Craftsmanship: To learn from, and be inspired by, the best. To have the highest aspirations and expectations for ourselves and others, and consistently work hard to achieve these.

Resilience: To develop the ability to bounce back from adversity, failure or challenges and see them as necessary steps of learning.

Class and school values will be regularly referred to and renewed. These will be displayed prominently in the classroom and followed by all those working in that class. The normal topics (highlighting and reinforcing good behaviour and discussing and resolving any problems/worries in a calm, non-threatening structured atmosphere) covered in circle times and SEAL/PHSE class assemblies, will continue as a class discussion and activities in class.

For continuity, the group will continue to use a behaviour chart, with visual images, which is used to support good behaviour in class. With agreement and understanding from the child, the class teacher will move the child's pegs accordingly. When reaching the top rung of behaviour chart, the Headteacher will be informed and will visit the child in class. A certificate will be sent home. The Head teacher texts parents to celebrate. If poor choices are made, the Headteacher will also contact parents/carers to discuss.

Incentives and Rewards:

Everyone attending Clutton Primary School should be aiming for the highest standards of behaviour in and around the school. It is expected that children live up to these high standards because it is the right thing to do. Therefore, we believe these do not need to be extrinsically rewarded.

A staged and structured reward system is in place which allows children's behaviour and learning behaviours to be celebrated at an individual and collective level.

The whole school looks forward to resuming award assemblies, Always Tea Party etc. in the near future.

Sanctions:

A staged approach will be adopted, and where possible, will not be carried over from one day to the next. Each morning and afternoon, all pupil pegs on the behaviour charts are set on 'Ready to Learn'.

Sanction 1: First verbal warning: child is reminded of expectations and class/school rules.

Sanction 2: Second verbal warning: Child peg is moved onto the 'Time to Think' behaviour rung.

Sanction 3: If behaviour doesn't improve, child spends time out to reflect on behaviour

Sanction 4: Poor behaviour continues, or in cases of extreme behaviour, peg is moved to the red rung ‘Poor Decision’ and Headteacher / Deputy Headteacher will spend time discussing behaviour with the child. Head teacher to phone parents.

Note:

In extreme cases, it is at the Head teacher’s (or Deputy head’s in her absence) discretion to move from the behaviour chart and staged approach. All aspects of violence, both physical and verbal, will be dealt with by the senior member of staff in school. Behaviour incidents which need to be investigated will be recorded in the Behaviour Log folder which is kept in the Head Teacher’s office.

If necessary, in consultation (by phone) with parents, specialist support may be sought to help draw up an individual behaviour plan and support programme for children who exhibit ongoing behavioural difficulties.

Incidents of discriminatory abuse (racist, sexist, homophobic or disablist) will not be tolerated in the school and should be challenged accordingly. Any such incidents will be reported immediately to the Head teacher/senior staff member in school. They will be fully investigated, reported upon, parents contacted and will be reported to the CEO of MAT.

Responsibilities:

Every member of the school community has responsibilities in promoting good behaviour at Clutton. No adult should pass on responsibility for a child’s inappropriate behaviour to another. Parents, carers and governors have a responsibility to support the Head Teacher in supporting the behaviour policy.

Collective responsibility in school:

- The additional class rules around the coronavirus and keeping everyone safe in school (Appendix A), will be built into class activities for children to familiarise themselves with the rules, understand the implications and be as safe as they can be in the school environment.
- The Head teacher has overall responsibility for monitoring that the practice in school reflects this policy document. This is checked by the chair of governors, and where necessary, reported on in both head teacher and link governor reports.
- All staff have a responsibility to model, implement and uphold the behaviour policy in school.
- At the start of each new year, all children have an opportunity to help formulate their own classroom rules as well as complying with the school’s Code of Conduct. These will be on display in class for the year.
- Deputy Head or phase leaders, in conjunction with the SENco, will liaise with staff to ensure that they are aware of any strategies which may need to be adjusted or adopted for individual children.
- Learning Support Assistants, OPAL play workers and SMSAs (lunchtime staff) have a responsibility for ensuring that the policy is consistently carried out, and that school values and expectations are upheld at lunchtimes.
- It is the responsibility of the class teacher/SMSA/LSA to record significant incidents of inappropriate behaviour in the Behaviour Log and to inform a senior member of staff

Lunchtime behaviour procedure:

A child deemed to be behaving inappropriately, (e.g. fighting, swearing, threatening behaviour, lack of respect to adults etc.) or any action which endangers themselves or others (e.g. silly behaviour inside toilets, running in school etc.) will be removed from their group and a member of teaching staff will investigate the situation and complete an incident log. Sanctions e.g. missing the following playtime will be implemented at the discretion of the teacher dealing with the situation.

The role of Governors:

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing this effectiveness. The governors support the Head teacher in adhering to these guidelines. The Head teacher has the day-to-day authority to implement the school's policy on behaviour, but governors may give advice to the Head teacher about particular disciplinary issues. The Head teacher must take this into account when making decisions about matters of behaviour.

The role of the Head teacher:

It is the role of the Head teacher to implement the school Behaviour Policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Head teacher to ensure the health, safety and welfare of the children in the school.

The Head teacher supports the staff by implementing the policy, by setting the standards of behaviour and in supporting staff in the implementation of the policy. Phase leaders take on additional responsibility for ensuring behaviour is good across their phase.

The Head teacher has access to records of all reported incidents of misbehaviour in the Behaviour Log. The Head teacher has the responsibility for giving fixed term suspensions to individual children for serious acts of misbehaviour. In the absence of the Head teacher, the Deputy Head will take on the responsibility and day to day decision making process, ensuring the safety and wellbeing of pupils and staff.

The role of the parent:

Clutton School recognises the value of strong home-school partnerships. The schools are aware that the current circumstances can affect the mental health of pupils and their parents in a way that affects behaviour. We will work with parents to support excellent behaviour in school by reinforcing our school expectations and values. Please assist the school by:

- Familiarising yourself with the revised arrangements for the return to school - letters sent home, risk assessments shared, this policy and the additional school rules in Appendix A.
- Talking to your children about the changes in place and why they are necessary.
- Make every effort to ensure your child attends school regularly and at the stated drop off and collection times/points
- Informing the school of any absence as soon as possible
- Informing the school about anything which may affect your child's learning at school.
- Supporting the school's values and vision of every child fulfilling their potential.
- Offering help and support with learning at home

Appendix A - Additional Behaviour Principles during Coronavirus Pandemic

These additional rules and guidelines support the school's risk assessments and arrangements for a safer return to school for the whole school community

Drop off and pick up:

Please use the assigned entrance and exit routes for your group

In the classroom:

- You will be given a work island, and this will be your learning space for the time you are in school. You will have a sealed bag containing equipment for your use only, and this will be kept on your island.
- Please try not to touch anyone else's island or their equipment. If you do touch it accidentally , or someone touches your island or equipment, please tell a member of staff immediately so it can be cleaned/replaced.
- You may be told which way you can go to your island, and which way to leave it (a one way system). Please listen to the teacher, and show respect by following all the instructions given.
- You will be asked to go to wash your hands one by one. Please listen to the teacher's instructions for your turn.
- Please take any coats, bags, lunch box and drink bottle to your work island. Cloakrooms will not be used. We encourage you to bring as little into school as possible.
- Please do not share any of your equipment, tissues, drink bottle etc with anyone.

Moving around the school

- Please stay with your group at all times, and listen to a teacher's instruction for when and where you or the group as a whole will move.
- Please use the assigned toilets, hand washing stations, exits and entrances for your group.

Hygiene

- You will be asked to wash your hands when you arrive at school, before and after break time, before and after lunch and before leaving for home, and at other times during the school day. Please follow the teacher's instructions and always use your group hand washing station.
- Please only use your group's toilet. There will be an adult with you to supervise. Restricted numbers of children will be allowed at any one time in the toilet area.
- If you need to blow your nose, cough , or sneeze, please use the tissues which will be on your island. The tissue must then be disposed of immediately in a bin in your group room, or bin nearest to you. (Catch it, bin, kill it campaign). The bins are situated away from work islands, and will be emptied twice a day.
- Please try not to touch your mouth, eyes or nose.

Feeling unwell

- Please speak to an adult immediately if you start to feel unwell.

- Please speak to an adult immediately if you are not feeling comfortable with anything in class.

Break times and lunchtimes

- Your group will play together in an outdoor zone around the school. Stay in your group and your zone.
- Lunch will be eaten in your classroom on your island.
- There will be time to eat, time to play outside and time to watch a film, read, colour, etc on your island.