



Positive Behaviour Policy

2020 - 2021

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Ethos:

Firs Primary School promotes a high standard of behaviour and an ethos where all members of the school are valued as individuals. The school believes in the development of self-esteem, respect for others and self-discipline.

At Firs Primary School, great emphasis is placed on positive reinforcement of behaviour through praise. Children's confidence and self-esteem are developed through encouragement, incentives and recognitions, both verbal and written.

This policy sets out the expectations of behaviour where staff, pupils and parents seek to create an environment which encourages and reinforces positive behaviour and the fostering of positive attitudes. In addition, it sets out the consequences for poor behaviour, should it arise.

This policy should be read in conjunction with the Firs Primary School Anti-Bullying Policy.

Aims

- To ensure that all children, regardless of race, gender, religion, ability and disability have the right to learn in a caring, nurturing and supportive environment.
- To foster an environment in which everyone feels safe and secure and where each person is treated fairly.
- To ensure that every member of the school community feels valued and respected.
- To create an environment where good behaviour is encouraged and reinforced.
- To define acceptable standards of behaviour.
- To encourage consistency of response to both positive and unacceptable behaviour.
- To promote self-esteem, self-discipline and positive relationships.
- To ensure that the school's expectations and strategies are widely known and understood.
- To ensure that every member of the school's community behaves in a considerate way towards others.
- To promote the right for children to speak out and seek help in all aspects of their well-being.

How Will We Achieve Our Aims?

- Praise and recognition is the key to creating a positive atmosphere where children have the opportunity to succeed.
- Establish a set of school rules that children know and understand.
- Establish a praise and recognition system.
- Adults will lead by example and model good practice.
- All children will undertake Personal, Social Education (PHSE) and Social and Emotional Learning.

The Curriculum and Learning

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual children, the active involvement of children in their own learning, and structured feed-back all help to avoid the alienation and disaffection which can lie at the root of poor behaviour.

It follows that lessons should have clear objectives, understood by the children, and differentiated to meet the needs of children of different abilities. Marking and record keeping will be used both as a supportive activity, providing feed-back to children on their progress and achievements, and as an indicator that the children's efforts are valued and that progress is important.

Classroom Management

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued.

Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption.

Displays should help develop self-esteem through demonstrating the value of each individual's contribution and overall the classroom should provide a welcoming environment.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others.

Praise should be used to encourage good behaviour as well as good work.

Rewards

Our approach to creating a positive ethos within the school is to treat children positively, by praising them, offering them encouragement and acknowledging their achievements.

We will ensure children know that their effort, achievement and good behaviour are recognised and valued by means of a range of rewards:

- Lilly pads/ planets leading to Dojo's and class based rewards.
- Gold book- certificates and stickers given.
- Half-termly Good Behaviour Tea Party with Head Teacher.
- Time in the Orchard with Learning Mentor.
- Whole School 'Class Dojo' system in place to reward learning behaviours that are linked to 'Firsy Five.' Children will be rewarded for 50, 100, 200, 300 and 500 Dojo points.
- Since COVID-19, we have **also** used Class Dojo as a means of communication between the class teacher and the parents/carers. The reasons for this are to share work and to communicate positive messages.
- Merits are awarded for learning outcomes. Pieces of learning that are exemplary and deserve recognition. House rewards for the most merits within a half term will be allocated and a recognition given.

Sanctions

When we discuss inappropriate behaviour, we will encourage children to consider alternative choices they could have made which would have resulted in a more positive outcome. Sanctions for inappropriate behaviour may be:

- Lilly pads/planets leading to a sanction depending on Key Stage.
- Send to another class- Buddy Class.
- In house isolation.
- Playtime Detention for low level behaviours.

- Lunchtime Detention with SLT for persistent or high level behaviours with parents informed by Class Teacher.
- Weekly behaviour meetings and behaviour targets for children who are persistently making the wrong choices.
- Letters are also sent to parents when there is a concern about their child's behaviour. These will be kept in the pupil's files.
- The use of Sports Club over Lunchtimes or The Orchard provides the structure for an alternative provision to support pupils with their social and emotional learning.
- Possible referral to Newton's Walk Nurture @ Lakeside.
- Off site at Lunchtimes.
- Part-time timetable.

During social times if there are incidents of poor behaviour choices then a recording of this will be made in the Playground Behaviour Book.

Whenever a child misses numerous playtimes or lunchtime over a short period of time, this concern will be passed to SLT who will hold behaviour meetings and set targets with the pupil. This should always involve speaking with Parents/Carers, to highlight how best to support the child and provide a course of action to move the situation forward.

Children who demonstrate a pattern of inappropriate behaviour or who are struggling to conform to school expectations will be referred to SLT and/or Learning Mentor, who will draw up a structured individual behaviour plan in consultation with class teacher, pupil and parents.

Use of Reasonable Force (Guidance taken from Use of reasonable force- July 2013)

School will only use force to control or restrain a pupil as a last resort or when absolutely necessary. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury. The use of reasonable force means using no more force than is needed.

School will only use reasonable force when necessary and will always try to avoid acting in a way that might cause injury. However, in extreme cases, it may not always be possible to avoid injuring the pupil.

Exclusions

All efforts will be made and proactive steps will be taken to prevent an exclusion. However, in extreme circumstances or if behaviour continues to raise serious concerns, a fixed term or permanent exclusion will be applied. These will be issued by the Head, who will notify the Governing Board, The Trust and LA.

Expectations

Staff will always:

- Provide a consistent approach across the whole school.
- Model appropriate behaviour.
- Promote honesty and courtesy by example.
- Provide a caring and effective learning environment.
- Encourage relationships based on kindness, respect and understanding of the needs of others.
- Show appreciation of the efforts and contributions of all within the school.
- Ensure fair treatment of each individual, regardless of age, gender, race, ability and disability.
- Follow the agreed behaviour policy and support each other in doing so.

Children will be encouraged to:

Follow the Golden Rules:

1. Follow instructions with thought and care.
2. Care for everyone and everything.
3. Show good manners at all times.

Demonstrate the 'Firsy Five': (Our Behaviours for Learning.)

Fascinated

Independent

Respectful

Sociable

You can do it!

Children are awarded Dojo points by any member of the staff community at Firs Primary. The 'Firsy Five' are displayed in both halls and in key areas around school. Children have their own Dojo and points are awarded. Parents can log in to Class Dojo to monitor how many points their children have received and since Covid-19 have been able to use this to share work and communicate with the class teacher.

We hope parents will:

- Work in partnership with the school so children receive consistent messages about how to behave both at home and at school.
- Support and encourage their child's learning.
- Download the 'Class- Dojo' app so that they can monitor and praise the children's rewards within school.
- Inform the class teacher should any concerns arise about behaviour.

The Headteacher will:

- Implement the school behaviour policy consistently throughout the school.
- Ensure the health, safety and welfare of all children in the school.
- Celebrate examples of exemplary behaviour with the whole school.
- Support the staff in implementing the behaviour policy.
- Keep records of all reports of incidents of serious misconduct, with action taken.
- Deal with serious, unacceptable behaviour.
- Share an analysis of behaviour with Governors so that they can measure the impact of the policy across school.

COVID-19:

As a result of COVID-19 an addendum has been written to accompany this policy and set out the measures in line with government guidance. Please see supporting document.

School Behaviour Policy Addendum

Behavioural Management during the Coronavirus (COVID-19) Pandemic

Statement of Intent

The school aims to act in accordance with our Behaviour Policy (available on the school website) at all times; however, we understand the necessity for additional rules and considerations during the coronavirus (COVID-19) pandemic. This addendum sets out what additional actions the school will take during this time.

The information in this addendum is under constant review and kept updated to reflect any changes to national or local guidance.

Enforcing New Rules

The school ensures that infection control and social distancing rules are communicated effectively to all pupils (regular Updates from HT).

Staff are informed about the measures in place so they can enforce these rules at all times (Risk Assessment and Updates).

The school informs parents of any changes to provision outlined in this policy (text to Parents).

The school expects pupils to uphold these rules at all times, including on school transport, where practicable (reminders of expectation).

Staff are informed of sanctions and recognitions in place to aid enforcement of these rules in line with this policy. (Use of Class Dojo for positive actions).

Where required, staff explicitly teach and supervise health and hygiene arrangements, e.g. handwashing, tissue disposal and toilet flushing. (Posters around school, sanitising stations and care boxes in each classroom).

The school recognises that pupils may be supervised or taught by members of staff they have had no prior contact with; however, pupils are expected to treat all members of staff with respect and work together to maintain a safe environment. (Part of the schools ethos and values).

The school expects pupils in wrap-around care, e.g. breakfast clubs, to adhere to the school's social distancing and infection control rules (to be re-introduced at a later date).

Attendance

Attendance is mandatory for all pupils from September 2020.

The attendance register is taken as usual, in line with the school's Attendance Policy. (See HT Update for processes for taking registers).

Pupils should not attend school if they are following public health or clinical advice to stay at home, and pupils and their parents are not be penalised for these absences. (In RA and letters sent to parents).

If a pupil needs to stay at home due to following public health or clinical advice, the reason for their absence is reviewed on a weekly basis by the head teacher and attendance team).

If a pupil cannot attend school for any reason, their parent must get in touch with the school office. If the school is not contacted regarding an absence, the pupil's parent will be contacted on the first day of the absence (part of the existing practice of the school).

Attendance is monitored, and specific interventions put in place to reengage non-attending pupils. (Attendance team including the class teacher.)

Arrival and Departure

The school expects pupils to follow all arrival and departure arrangements to the best of their ability and to arrive at the correct time. (In RA and information sent to parents).

Pupils are expected to participate in any infection control and social distancing measures, e.g. hand washing, before entering and exiting the school. (In RA and information sent to school).

The school expects pupils to move immediately to their learning area after washing their hands upon arrival. (Information to parents. Staff available to monitor this and guide the children).

Upon departure from school, the school expects pupils to move immediately from the school buildings and not to linger on the school premises without good cause, e.g. they are waiting to be picked up. (RA and update sent from HT).

Hygiene and Infection Control

The school's Coronavirus (COVID-19): Risk Assessment for Full Opening in September is conducted prior to full opening in September in order to enforce adequate and practical measures to protect the health and safety of both staff and pupils. (Sent to all staff.)

The school understands that younger children and those with complex needs may not understand why the infection control measures need to be in place and may struggle to follow them. These pupils are supported to adhere to the measures and their needs are taken into account with regards to discipline and giving recognition. (The school sent out short videos of the processes prior to the autumn start for parents to work through with their children).

Pupils remain within their assigned 'bubbles' and avoid mixing with others as much as possible - staff reinforce this behaviour through teaching, rewards and supervision.

Pupils are expected to wash their hands for at least 20 seconds with soap and water, and/or alcohol-based hand sanitiser: (As identified in the most up to date risk assessment).

- Upon arrival at school.
- Before and after consuming food.
- After using the toilet.
- After coughing or sneezing.
- When they return from breaks.
- When they change rooms.

Younger pupils and those with complex needs are helped to clean their hands properly and are supervised when using hand sanitiser. (EYFS and KS1 pupils if needed.)

Pupils are expected to maintain good hand and respiratory hygiene at all times while in school, to the best of their ability. (Posters and class reminders).

Pupils are expected to dispose of tissues using the litter bins provided. (RA and posters in classrooms and around school).

Pupils are expected to use infection control provisions responsibly, e.g. using hand sanitiser as directed. (In all classrooms and stations around the school).

Pupils are discouraged from sharing equipment or toys which pose a higher risk of infection, e.g. play dough. (KS1 and EYFS and Sensory).

The school prohibits pupils from spitting, biting, coughing purposefully in another person's vicinity, or other behaviours that increase the risk of spreading infection, e.g. purposefully disposing of soiled tissues in an unsafe manner (in RA - whole school and individual).

The school understands that some pupils with complex needs will struggle to maintain good respiratory hygiene, e.g. those who spit uncontrollably or use saliva as a sensory stimulant. Individual risk assessments are conducted for these pupils to ensure their safety and the safety of the staff who work with them (individual RA's).

Pupils whose behaviour is purposefully contrary to the infection control measures in place will be disciplined in line with the behaviour policy. (Updated policy and staff INSET.)

Pupils who are deemed unable to fully adhere to infection control rules, e.g. some pupils with SEND or younger children, are not disciplined for poor behaviour in this regard – positive behaviour is reinforced using praise and rewards. (For all pupils as part of classroom practice).

Members of staff encourage pupils who are deemed unable to fully adhere to infection control rules to practice good infection control behaviours to the best of their ability, through teaching, praise and supervision. (Whole School RA.)

Pupils are not expected to wear face coverings on the premises. If a pupil comes to school in a face covering, e.g. because they have had to travel on public transport to get to school, they are asked to remove the covering safely upon entering the premises. When removing a face covering, pupils must:

- Not touch the front of their face covering during use or when removing them.
- Wash their hands immediately on arrival to school.
- For temporary face coverings, dispose of them in a covered bin.
- For reusable face coverings, store them in a plastic bag.
- Wash their hands after removing the face covering.

Social Distancing

General

Pupils adhere to the social distancing measures put in place by the school, which will be fully explained to them on their return to school in September.

Pupils form orderly queues, e.g. when waiting to use the toilets, using the two metre floor markings where necessary, and they are respectful and patient towards their peers.

Pupils are expected to:

- Refrain from close contact with people who display symptoms of coronavirus.
- Remain at least two metres apart from other people, where practicable.
- Remain within their assigned bubbles.

Where it is not practicable for pupils to remain two metres apart from others, they are expected to maintain as much distance between themselves and others as possible and to ensure their time in close proximity to others is limited.

Pupils are placed into bubbles and they are not permitted to mix with other pupils outside this bubble, unless instructed to do so by their class teacher.

Pupils whose behaviour is purposefully contrary to the school's social distancing measures are disciplined in line with the behaviour policy.

Pupils who are deemed unable to fully adhere to social distancing measures, e.g. some pupils with SEND or younger pupils, are not disciplined for poor behaviour in this regard – positive behaviour is reinforced using praise and rewards.

Members of staff encourage pupils who are deemed unable to fully adhere to social distancing measures to keep away from others, to the best of their ability, through

teaching, praise and supervision (STAFF INSET, COMPREHENSIVE UPDATE 28/08/20 in whole school RA).

In the Dining Area

The school expects pupils to respect the health and safety of catering and canteen staff and to follow all infection control and social distancing rules put in place while collecting and eating food.

Pupils are allocated specific times and areas for their lunch to help adhere to social distancing rules. Pupils do not enter the canteen or dining area unless expressly told to do so by a member of staff. (RB meeting with Play leaders and kitchen. Rota for Autumn 1 sent to relevant staff, part of whole school RA).

During Sports and Exercise Activities

The school expects pupils to follow all social distancing and infection control measures during sports and exercise activities, both indoors and outdoors.

Pupils are expected to remain at least two metres apart, or as far as is practicable, from others when using changing rooms or other dressing and washing facilities.

The school does not permit close-contact sports, play or activities at this time.

Pupils who purposefully take part in close-contact sports, play and activities, or whose behaviour purposefully poses a greater risk of infection, are disciplined in line with the behaviour policy.

Pupils who are deemed unable to adequately follow social distancing or infection control measures during sports, activities and play are not disciplined – correct behaviour is reinforced by a member of staff. (In Whole school RA).

Moving Around the School

The school expects all pupils to move around the school following the school's arrangements, e.g. using one-way systems.

The school prohibits pupils from lingering in walkways, including stairs, and other communal areas without good cause.

Pupils are expected to move directly from one destination to the next at the times allotted to them and in their assigned groups, e.g. moving from one class to another or using the dining hall.

Pupils may leave the classroom to use the toilets or other sanitary facilities one at a time, with permission from a member of staff.

Pupils who purposefully and continuously linger in walkways and communal areas without good cause are disciplined in line with the behaviour policy. (Whole school RA and Behaviour Policy).

Ill Health and Infection

The school expects pupils to report to a member of staff as soon as possible if they are feeling unwell and showing symptoms of coronavirus, or believe a peer is showing symptoms of coronavirus.

Any bullying or harassment towards pupils who have had, currently have, or are suspected to have coronavirus is not tolerated - this behaviour is addressed in line with the behaviour policy and the Anti-Bullying Policy.

The school allocates suitable areas that can be used to isolate pupils who shows symptoms of coronavirus whilst they wait for their parent or primary carer to collect them.

Pupils who have been advised to self-isolate at school while waiting to go home are expected to follow all infection control and social distancing rules in place and must not leave the area used to isolate them until their parents or primary carer picks them up (Behaviour Policy and Whole school RA).

The School Premises

Pupils are prohibited from entering areas of the school that have been closed for cleaning, social distancing, or infection control purposes.

Pupils who purposefully access prohibited areas of the school without permission are disciplined in line with the behaviour policy – pupils who are deemed unable to fully adhere to these restrictions are not disciplined and the correct behaviour is reinforced instead (SM and SLT regular checks, checklist sheet from DDAT, whole school RA).

Breaktime and Lunchtime Arrangements

The school expects pupils to adhere to social distancing and infection control measures, to the best of their ability, during lunchtimes and breaktimes.

Pupils are expected take their breaks and lunchtimes at phased times, within their permitted bubbles and only in designated areas. (RB meeting with key staff, provision on new rotas, labels on playgrounds, whole school RA).

School Uniform

The school expects all pupils to wear uniform while in school, in line with the School Uniform Policy.

Parents do not need to clean their child's uniform any more often than usual.

On PE days children will come to school in their PE Kit. If they haven't got their kit, they will take of shoes and socks as dance is being taught Autumn 1).

Reasonable adjustments are made where pupils cannot, for good reason, wear the correct school uniform, e.g. the pupil has outgrown an item of uniform and their parent is currently unable to replace it. (Letters to parents, INSET).

Managing the Behaviour of Remote Learners

While all pupils will return to school in September, there may still be times when pupils need to learn remotely, e.g. due to a local lockdown or when the pupil is following health advice to stay at home.

Pupils who are learning remotely off-site are expected to adhere to this policy and the Pupil Remote Learning Policy, where applicable.

The school expects pupils who are learning remotely to uphold good behaviour at all times and to:

- Attend remote classes or group sessions on time.
- Complete the work that has been set and return it on time, to the best of their ability.
- Keep all communication polite and appropriate, and in line with the school's remote learning arrangements.
- Not misuse or mistreat the resources or technology utilised for the delivery of remote learning.
- Report any issues, including harassment or bullying from their peers, to their teacher.

The school recognises that some sanctions are unable to be given to pupils learning remotely and that adjustments to the actions outlined in section 13 of this policy may be in place.

Where discipline must be deferred until the pupil returns to school, the headteacher informs the pupil's parent via letter and the pupil will be disciplined when it is safe to do so (whole-school policy).

Support for Pupils

The school understands that adverse experiences and/or lack of routines of regular attendance and classroom discipline may contribute to disengagement with education in some pupils, resulting in increased incidences of poor behaviour.

Relevant staff work with pupils who are struggling to reengage with school and who are at risk of being absent and/or persistently disruptive, including providing support for overcoming barriers to attendance and behaviour and to help them reintegrate back into school life.

The school understands that some pupils will return to school in September having been exposed to a range of adversity and trauma, which may lead to an increase in social, emotional and mental health (SEMH) concerns.

Appropriate support for pupils with SEMH issues is arranged, including arranging access to services such as educational psychologists, social workers and counsellors.

The SENCO works with local services to ensure services and support are in place for pupils with SEND to allow them a smooth return to school.

The parents of pupils who require support to re-engage with school are contacted before the beginning of the academic year to set expectations, discuss concerns and build confidence in their child returning to school.

Where a pupil requires additional support, relevant staff consider what support or reasonable adjustments are needed and develop a plan to deliver this support. EHC plans, pastoral support plans or multi-agency plans for relevant pupils are kept up-to-date.

Pastoral staff and the DSL and their deputies undertake the appropriate training to ensure they are able to spot signs of distress and poor mental health (RB/PH will work with agencies, pastoral team and DSL team will support pupils).

Recognitions and Discipline

Recognitions and discipline are given in line with the behaviour policy, where practicable – discipline that cannot be given with immediate effect to remote learners is carried out in line with section 10 of this appendix.

Staff ensure that any recognitions given adhere to the school's infection control and social distancing measures.

The school understands that pupils may have had different experiences during the coronavirus pandemic and that this may affect how pupils re-adapt to a school environment and its routines.

Where the school recognises that a pupil's challenging behaviour may be linked to their experiences during the coronavirus pandemic, e.g. bereavement, it acts in line with relevant policies and ensures adequate wellbeing support is offered. (SLT and Pastoral Team in school).

11B: Detentions

Due to the inability to mix bubbles, detentions will need to be managed within 'Bubble Teams.' This will also include lunchtime detentions. However, if as a last resort an individual child needs to be isolated, a member of the SLT will supervise this.

This situation will be continually reviewed in line with government guidance.

Exclusions

All poor behaviour is addressed in line with the behaviour policy and discipline remains rational, reasonable, fair and proportionate.

Persistent poor behaviour, including the persistent, purposeful refusal to follow the school's social distancing and infection control rules, may result in the pupil being excluded from school in the interests of the health and safety of the pupil and others.

The headteacher retains the power to exclude pupils on disciplinary grounds – all exclusions and their arrangements are carried out in line with the Exclusions Policy, where practicable.

Permanent exclusion is only be used as a last resort.

Where a pupil with a social worker is at risk of exclusion, their social worker is informed and involved in relevant conversations.

The headteacher liaises with the LA and the parents of a permanently excluded pupil to arrange alternative provision to minimise any breaks in education.

The timeframes set out in the Exclusions Policy remain in force, where practicable. This applies to all exclusions, including those that were issued before 23 March 2020.

Where a deadline cannot be met, meetings and panel hearings may take place even if the relevant deadline has been missed – where necessary, the Local Governing Body decides whether any meetings should be delayed.

The Local Governing Body takes reasonable steps to ensure that meetings are arranged for a time when all parties are able to attend or attend virtually. (Already within the policy and part of the school practice.)

Close Contact Behavioural Management

Behavioural management which requires the use of reasonable force or restraint as a last resort is carried out in line with the Positive Handling Policy.

The school recognises that social distancing and infection control measures cannot be adhered to using reasonable force or exercising restraint on a pupil to control their behaviour to prevent them posing a significant risk to themselves or others.

Once a pupil no longer needs to be restrained for the safety of others or themselves, staff continue to adhere to the social distancing and infection control measures put in place.

If a member of staff develops coronavirus symptoms after using restraint or reasonable force, they are sent home immediately and advised to test for coronavirus. (INSET and RA)

Monitoring and Review

Regular feedback is provided to staff, pupils and parents on how well they are executing these behaviour expectations and procedures.

Parents, staff and pupils are asked for feedback on the behaviour expectations on a regular basis, and changes will be made where necessary.

This appendix is reviewed in reaction to any new government advice by the headteacher. Once the school resumes regular activity, and if deemed appropriate by the headteacher, all sections within this addendum will expire (RB and SLT, updated RA).