

# Behaviour policy and statement of behaviour principles – COVID 19 Amendment

## Ballifield Primary School

Approved by:	Governors	Date: May 2020
Last reviewed on:	May 2020	
Next review due by:	July 2020	

Amendments have been made to this policy in line with guidance on the wider reopening of schools following the COVID 19 pandemic. Any additional notes and amendments are in bold under the existing subheadings.

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Ballifield Primary School is a nurturing school aiming to work together with staff, children, parents and governors, as a 'family of learning', to provide a high quality, inclusive education within a safe, happy and stimulating environment. We are committed to safeguarding and promoting the welfare of pupils and young people and expect all staff and volunteers to share this commitment.

This policy sets out the aims of the school in relation to achieving good standards of behaviour and includes the strategies to be followed. It details the systems and procedures within school to ensure that these aims and strategies are implemented effectively, monitored and reviewed.

At Ballifield Primary School we aim to promote and develop an ethos which is open and honest, where children are listened to and where everyone treats each other with respect, as they know this is the right way to behave. Pupils will only be able to reach their potential academically, socially and personally through learning and playing in a safe and secure environment.

### 1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

## 2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

## 3. Definitions

**Misbehaviour** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
  - Knives, weapons or blades
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - Fireworks
  - Pornographic images
  - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

## 4. Bullying

**Bullying** is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy.

## 5. Roles and responsibilities

### 5.1 The governing board

The Governors will review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

### 5.2 The headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the Governors.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

### 5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents (see appendix 3 for a behaviour log)

The senior leadership team will support staff in responding to behaviour incidents.

### 5.4 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Work together with the school to address any behaviour concerns

## 6. Pupil code of conduct

**The code of conduct has been expanded to take into account the new behaviours that children will be expected to follow in relation to the COVID 19 pandemic. These are as follows:**

- **Wash your hands regularly**
- **Stay in your bubble**
- **Only use your equipment**
- **Coughs and sneezes – catch it, bin it, kill it!**
- **Tell an adult if you feel unwell**
- **Learn the new routines: moving around school, playtimes, lunchtimes, drop offs and home time.**
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Pupils are expected to follow our three 'Good to be Green Rules':

- Be responsible**
- Be respectful**
- Be safe**

These three key rules incorporate the following expectations:

- We are helpful, kind and polite to everyone
- We look after our school and everything in it
- We work quietly and always do our best
- We listen carefully and always do as we are asked
- We walk and move about school quietly and sensibly
- We share with others
- We always tell the truth

## 7. Rewards and sanctions

### 7.1 List of rewards and sanctions

We praise and reward children for good behaviour in a variety of ways:

- Staff congratulate and praise children
- Phone calls home to parents
- Staff may give children extra playtime for exceptional behaviour – **this will no longer be an option due to the staggered playtimes**
- Star of the day certificate in Foundation Stage and Year 1 classes – **this will no longer take place as classes will not be running as usual**

#### Learning Champion

**During the time of the pandemic, there will be no assemblies, including the Learning Champion assembly. No prizes will be available from the headteacher and deputy headteachers office.**

-Every week two children are nominated in every class for this award for their learning achievement and progress. The reason for their nomination will be shared in Friday's assembly.

-The children will receive a certificate as recognition for their efforts in Friday's Learning Champion assembly.

-One child will receive the Learning Champion medal from Foundation Stage and Key Stage 1 and one child will receive the medal from Key Stage 2. A photograph of the child will be taken and displayed on the achievement display outside the hall.

-All nominees receive a prize from the Treasure Chest in the Headteacher and Deputy Headteacher's office.

-Any certificates, awards, cups and medals achieved outside of school will also be shared in Friday Learning Champion assemblies and a photograph of the child will be taken and displayed on the achievement display outside the hall.

#### Bronze, Silver, Gold and Headteacher Awards

**During the time of the pandemic, these rewards will no longer be used. Bubble group leaders will be able to praise children and give specific rewards but due to the numbers of children in school and not wanting to disadvantage children who are not attending any rewards given will not count towards these awards.**

-Children earn stickers, on their reward chart, for completing homework to a good level, reading regularly at home, trying hard with their learning and showing quality in their learning.

-Certificates will be awarded in Friday's Learning Champion assemblies.

-10 stickers the child will receive a bronze certificate and a Ballfield pencil.

-20 stickers the child will receive a silver certificate and a Ballfield rubber.

-50 stickers the child will receive a gold certificate and a Ballfield bookmark.

-70 stickers the child will receive a Headteacher certificate and a Ballfield pen.

#### Hot Chocolate Friday

**During the time of the pandemic, this reward will no longer take place as social distancing could not be managed and sharing of resources and cups would not be suitable.**

-For those children who have gone over and above the minimum standard to be identified for Hot Chocolate Friday. Children whose behaviour is impeccable but are too easily forgotten are identified for this reward. A list of names will be displayed weekly in the entrance area and photographs to be tweeted.

### **Praise Pads**







**During the time of the pandemic, these rewards will no longer be given out as movement of objects between school and home must be restricted.**

-Staff are encouraged to send notes home frequently in recognition of consistently good behaviour, improved behaviour, significant effort etc.

### **House Team Points**

**During the time of the pandemic, house team points will not be used as rewards for good behaviour, although the behaviours linked to these will still be expected by the children. Bubble group leaders will be able to praise children and give specific rewards when children are demonstrating appropriate behaviours. It has been recommended that bubble group staff work with the children to give their bubble a group name so that they have a sense of team and can work together to show the correct behaviours.**








-Children earn tokens for their house team when they demonstrate behaviours linked to team work and to the core values:

-  We aim high
-  We value diversity
-  We are respectful
-  We enjoy our learning
-  We have a voice
-  We are a healthy school

- ✓ We can problem solve
- ✓ We can communicate well
- ✓ We can think creatively
- ✓ We can exchange ideas
- ✓ We can demonstrate trust
- ✓ We can co-operate

-Monitors will count the tokens weekly and the winning House will be announced in Monday morning whole school assemblies.

-Each half-term there will be a House celebration for the House that has earned the most tokens. House team rewards could involve:

-  A movie & popcorn treat
-  Indoor games afternoon
-  Outdoor play equipment
-  A visit from the ice-cream van
-  A technology afternoon
-  A visitor to school
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### **Good to be Green**

**During the time of the pandemic, these rewards will no longer be used.**

-Weekly reward for staying on a green card – a frog sticker on the child's chart and a House Point token

-Half-termly reward for staying on a green card – a 'consistently good behaviour' certificate and 5 House Point tokens

-Full term reward for staying on a green card – a plastic certificard 'Green all term' and 10 House Point tokens

-Two full terms reward for staying on a green card – a 'Good to be Gold' metallic certificard and 15 House Point tokens

-A full year (three full terms) reward for staying on a green card – an enamel frog badge and 20 House Point tokens

## **Sanctions**

**During the time of the pandemic, it is important that the children are aware that sanctions will still apply to children who do not follow the behaviour guidelines. The sanctions available to staff will be dependent on each individual situation and will need to follow the guidelines set out in the bubble groupings.**

**Sanctions such as sending a pupil to another class would not be used due to bubble group integrity.**

**Loss of playtime would not be suitable due to staffing of bubble groups and staggered play and lunch times. This sanction would change to the child having to stay with the adult during this time rather than playing with the other children.**

**Contact with senior members of staff should be limited as much as possible; however, in certain circumstances this sanction should still be used, but with prior notice to SLT through the means of communication stated on the staff guidance.**

In Foundation Stage, it is recognised that children are new to school and young in age therefore responses to incidents are dealt with through the personal, social and emotional development aspect of the Foundation Stage curriculum and through circle time.

The school employs a number of sanctions to enforce the school rules and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand
- Sending the pupil out of the class to work in another class
- Expecting work to be completed at home, or at break or lunchtime
- Loss of break or lunchtime
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour plan
- Putting a pupil 'on report'



## Ballifield Primary School

### Behaviour Guidelines

**As stated above these rewards will no longer be used. However, the structure of the verbal warnings and persistent behaviour would still work within the bubble group but sanctions would need to be considered as stated above.**

Teachers and staff respond to inappropriate behaviour using the 'Good to be Green' scheme. Each classroom has a 'Good to be Green' wall chart with a space for each child. Every pupil has three cards behind their name: Green, Yellow (Warning) and Red (Consequence).

The Good to be Green rules are also displayed in each classroom. The aim is to enable pupils to stay on the green card by supporting them in following the school rules. Each day all pupils will start again with their green card displayed in the wall chart.

A summary of unacceptable behaviours is included below:

<b>If</b>	<b>Then this will happen</b>
If a child misbehaves	S/he will be given a 'verbal warning' - a private reminder about the behaviour we wish to see -inviting them to make the right choice.
If this behaviour persists	A yellow warning card will be displayed in the classroom wall chart. The pupil will lose 5 minutes of their playtime to reflect on their behaviour with a member of staff.
If the behaviour stops	If the pupil does not modify their behaviour the adult working with them will provide strategies and support to help them to move back to green.  As soon as the pupil demonstrates that they have modified their behaviour they will be moved back to the green card.
If the child continues to display inappropriate behaviour, within the same lesson	If the behaviour still does not modify, despite warnings and support, a red consequence card will be issued.  The pupil will miss the whole of their break time to have a restorative meeting with a member of staff.  Parents/carers will be informed at the end of the day so that they can help to support an improvement in their child's behaviour.
If there are <b>3 yellow cards in a week</b>	Class teacher to speak to parents about behaviour concerns (early intervention).  Meeting between child, class teacher & Assistant Headteacher to discuss behaviour aims.  Loss of play/lunch time to discuss how to improve behaviour/complete work/write letter of apology etc.  Assistant Headteacher to check-in with pupil &/or teacher regularly throughout the week.
If there are <b>5 or more yellow cards in a week</b>	Class teacher and pupil to meet with Deputy Headteacher to discuss concerns and actions needed.  Parent meeting with class teacher, Deputy Headteacher & pupil to discuss concerns & improvements needed to avoid behaviour plan & behaviour report chart.  Deputy Headteacher to check-in with pupil &/or teacher regularly throughout the week.
If there are <b>3 red cards</b> in a half term	The Assistant Headteacher/ Deputy Headteacher will meet with parents/carers.

If there are <b>6 red cards</b> in a half term	The Deputy Headteacher/Headteacher will meet with parents/carers.
If a child persistently chooses inappropriate behaviour	The child may be taken to work in another classroom, or with a senior member of staff, following an investigation into an incident. The child will be given appropriate work to complete and will spend the time alone, supervised at all times by a member of staff and be given the opportunity to reflect on their behaviour.
If swearing is used by a child towards an adult or a peer	This results in an automatic red card. Internal seclusion may also be used and a restorative meeting. If behaviour of this type continues, it could result in a fixed term or permanent exclusion.
If a child persistently demonstrates inappropriate behaviour at break times or lunch times	The child will not be allowed outside at these times and will be supervised by a member of staff. A restorative meeting will take place and the pupil may have tasks to complete as a result of their behaviour.
If a child physically abuses another child by hitting, kicking etc. including fighting	This results in an automatic red card. Internal seclusion may also be used and a restorative meeting depending on the context and further incidents of inappropriate behaviour. Such an incident could result in a fixed term or permanent exclusion.
If a child verbally abuses another pupil or adult, by threats, teasing, racist comments, comments about weight or homophobic taunts	This results in an automatic red card and could result in a fixed term or permanent exclusion.
If a child is physically violent towards a child or adult, which may result in injury	Could result in a fixed term or permanent exclusion.
Running out of school	Could result in a fixed term or permanent exclusion.
Bullying	Could result in a fixed term or permanent exclusion.
Persistent disobedience	Could result in a fixed term or permanent exclusion.

## 7.2 Off-site behaviour

**Pupils will be reminded about behaviour off site; in particular, year 6 children not walking home in big groups etc.**

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

## 7.3 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

Please refer to our Whistleblowing policy for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

# 8. Behaviour management

## 8.1 Classroom management

**This will become even more important as we welcome more children back into school as they will possibly be in unfamiliar surroundings with staff they are not used to. Behaviour guidelines, code of conduct, feeling safe in school and being**

**able to discuss feelings and fears at this time will need to be a priority in the first few weeks of welcoming children back into school.**

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil code of conduct or their own classroom rules
- Develop a positive relationship with pupils, which may include:
  - Greeting pupils in the morning/at the start of lessons
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement

## **8.2 Physical restraint**

**Under current guidelines and advice, this should be avoided as much as possible. If restraint is needed this should, where possible, be carried out by a qualified member of staff (Clare Roddis and Emma Pasley). If a situation is looking like it may result in the need for physical restraint SLT should be contacted immediately so that appropriate staff can be deployed to where they are needed.**

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

## **8.3 Confiscation**

**Any prohibited items (listed in section 3) found in pupils' possession will be confiscated.** These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

## 8.4 Pupil support

**Support from outside agencies may not be available at this time; however, the SENDCO is aware of where advice can be gained from and will assess the children on their return to school and ensure measures are in place to support those children.**

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

## 9. Pupil transition

**Even though transition will not take place as normal for this academic year, staff will have the opportunity to have handover meetings where any behaviour issues or difficulties can be discussed. Information has been passed on to receiving secondary schools regarding behaviour through emails.**

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

## 10. Training

Our staff are provided with training on managing behaviour, as part of INSET days and staff meetings. Team Teach training is accessed by key members of staff to ensure de-escalation is the main focus and that restraint is used appropriately, if needed.

Behaviour management will also form part of continuing professional development.

## 11. Monitoring arrangements

**The amendments to this policy will be reviewed if and when there are further changes to the wider reopening of school.**

This behaviour policy will be reviewed by the headteacher and Governors biannually. At each review, the policy will be approved by the Governors.

## 12. Links with other policies

This behaviour policy is linked to the following policies:

- Anti-bullying policy
- Exclusions policy
- Safeguarding policy