



Behaviour Policy for school opening- COVID 19

Date: January 2021

Date for review: September 2021

Status: Statutory

1. Introduction

The staff and governors at Burhill Primary School are committed to providing the best possible educational opportunities for all children. We aim to create and maintain a caring and supportive environment in which all children will flourish academically, socially and emotionally, and in which they will develop into independent and self-motivated young people. We encourage all children to strive for excellence in everything they do.

Within the context of these general aims, we expect all pupils to behave in a positive and responsible manner, both in school and in the wider community. We expect them to be polite and courteous to each other, to adults in the school and to visitors, and we promote an ethos in which children look after and respect each other. Positive behaviour is encouraged and rewarded through praise and public acknowledgement. The school values self-discipline and we encourage children to think carefully about the consequences of their actions.

In cases where children's behaviour does not meet the high standards expected, a framework exists in which they are given the opportunity to consider and reflect on their behaviour. A clear sequence of sanctions is also in place to reinforce where necessary the need for positive behaviour.

This policy also recognises that children's behaviour is closely linked to their social and emotional development. It is likely that all children will misbehave at some point; for most children this misbehaviour will be minor, and children themselves will recognise and rectify this. For other children, misbehaviour may be more persistent or more serious, and the causes of this behaviour may be directly linked to low self-esteem, emotional development and / or family and environmental factors. An important part of the school's approach to improving behaviour, therefore, is the ongoing and practical support provided for all children as they develop.

This policy sets out how positive behaviour is encouraged throughout the school. It deals with the general principles of the school's approach and covers some aspects of the practical implementation of the policy. This policy has been written within the context of national and local policies and guidance; its application (specific procedures, record-keeping etc.) may be updated from time to time and additional guidance will be issued to staff as appropriate.

2. General principles & guidelines

2.1 A positive approach

The school has high expectations of pupils' behaviour, and regards positive behaviour and consideration towards others as the norm rather than the exception. These expectations are discussed and reinforced with the children on a regular basis through assemblies and class discussions. A focus on the school's core values and ethos forms a significant part of this process.

We believe that to treat children positively, by praising them and offering encouragement for the things they do well, is the most successful approach in the long run. This does not mean that misbehaviour is ignored, but rather that the positive aspects of children's behaviour are highlighted whenever possible. Positive behaviour and achievements are acknowledged, and staff will praise children for their achievements, both publicly and privately.

2.2 Towards self-discipline

We encourage self-awareness leading to self-discipline, through the PSHE curriculum (Personal, Social and Health Education), class discussions, circle time and other opportunities to discuss moral issues and personal responsibility. We aim to provide opportunities and time for children to reflect on relationships and responsibilities, inside and outside school. We aim to develop pupils' self-esteem by valuing each child and his or her contribution to school life. Children have opportunities to work in pairs and small groups to develop their listening and negotiating skills. Problems and emotions encountered in daily life are also considered.

2.3 Involvement of all staff

All staff have a significant role to play in ensuring that the behaviour policy is implemented, and both teaching and support staff therefore need to be aware of the principles underlying the policy and how it is implemented. Although the majority of behavioural issues are likely to be dealt with by class teachers, all staff will interact positively with children on a regular basis - for example, in the corridor, in the playground, and when they are taking messages to and from the office - and the quality of this interaction therefore helps to set the tone for the relationship between adults and children.

All adults in the school are to be respected, and have the authority to ask the children to do something or to reprimand the children if necessary. This is discussed with the children on a regular basis.

Information concerning the behaviour of specific children or ongoing situations is shared between staff, to ensure that situations can be monitored and dealt with effectively. Midday Supervisors, for example, will be advised if the behaviour of certain children is giving cause for concern so that they can monitor their behaviour and report back if necessary. Any set of rules for playtimes will be shared with Midday Supervisors so that they are applied consistently at lunchtimes.

2.4 Partnership & communication with parents

We aim to work closely with parents in all aspects of school life, and particularly so with regard to behavioural issues. High expectations for behaviour are more easily established and maintained if there is agreement between home and school on what constitutes appropriate behaviour.

Parents will be invited to see the class teacher and/or a senior member of staff (including the deputy headteacher or headteacher) in cases where significant misbehaviour has occurred. This may be with regard to minor but persistent misbehaviour, or more serious individual incidents. In all cases the aim will be to establish a shared approach to positively changing aspects of the child's behaviour, and to monitor the effectiveness of the plan by follow-up meetings.

2.5 Equal opportunities

The staff and governors at Burhill are committed to the principle that all children have the right to be treated with equal respect and dignity. We are therefore opposed to any form of prejudice or discrimination which may damage children's self-esteem.

This principle also applies to the management of children's behaviour, and all children can expect staff to listen carefully to what they say and to respond in a fair and just manner.

3. Policy in practice

3.1 Establishing clear guidelines for acceptable behaviour

When children return, classroom principles are shared with the children, within the context of the present situation and keeping all children and staff safe. These principles will include:

- politeness and consideration towards each other and to adults;
- respect for each other's property and that of the school;
- developing a positive working environment
- understanding the importance of social distancing and personal hygiene

It is important to keep guidelines for good behaviour simple and few in number. They will be displayed in the classroom and discussed on a regular basis. Guidelines will be phrased in positive rather than negative term, e.g. 'always wash your hands when entering the classroom'.

Aspects of behaviour that should be agreed as being unacceptable will include:

- bullying (persistent, deliberate unkindness by an individual or group towards specific individuals)
- physical aggression, violence, hitting or hitting back;
- intentionally coughing and spitting at any other person;
- deliberately using other people's resources and material;
- rudeness, ignoring others, answering back;
- disobeying staff or other deliberately uncooperative behaviour;
- offensive or discriminatory behaviour or comments linked to race, religion, gender, age, disability or sexual orientation (of pupils and/or their families)
- the expression or promotion of extremist views
- misuse of, or damage to, school property;
- leaving the classroom or school premises without permission.

3.2 Day-to-day strategies

As well as understanding the guidelines that have been established and agreeing to them, it is also important that children understand the consequences of their behaviour, for themselves as well as for others. Children are encouraged to take responsibility for their own actions and are encouraged to 'choose to do the right thing'.

Within the general principles outlined above, the systems and strategies for dealing with behaviour on a day-to-day basis will be largely consistent across the school. Any variations will be made through consultation with the senior leadership team (including the SENCo).

If safe to do so our staff will take an empathetic approach which requires some thought on the part of the adult if a child misbehaves. If safe to do so the practitioner should take a few moments to consider why the child is behaving in that way...what is the context, the history, other factors. Only then can the adult formulate an appropriate response. As part of this approach, we use a sunshine and cloud chart in KS1 and EYFS, for a very visible reminder and the coloured Behaviour Stages in KS2. See appendices for further detail on the behaviour stages used in each key stage.

Monitoring of behaviour will be an important part of day-to-day strategies, so that patterns of behaviour can be identified. Closer monitoring will also take place in the event of more serious or persistent behaviour, as the results of this are used when requesting external support.

In the vast majority of cases, classroom misbehaviour never goes beyond the first sanction, which is likely to be a verbal warning or admonishment from a member of staff. If necessary, other sanctions may be used. These might include a phone call home from a member of staff. If misbehaviour persists or escalates, parents will be informed and spoken to by a member of SLT.

Exclusion will be used as necessary to keep the school community safe. Exclusion will be carried out in line with SCC's Exclusions Guidance.

3.3 Recording

Class teachers and other staff will record any significant instances of misbehaviour using CPOMS (our online reporting system). Staff should record on CPOMS any occasion that a child ends the day on the lowest level of their key stage behaviour system (red/the cloud). Records are moderated by senior staff to ensure consistency of recording.

Issues referred directly to the Headteacher may be recorded either by the Headteacher or the class teacher, whichever is more appropriate. Support staff may refer issues to the class teacher, or a member of the senior leadership team if necessary.

3.4 Controlling or restraining pupils

Physical contact with children during this time will not be appropriate even to provide comfort, ease distress or signal care. If a child is finding it difficult to settle and becomes distressed, parents will be encouraged to take them home.

There may be some circumstances, however, in which 'restrictive physical intervention' (RPI) may be necessary and appropriate. The school has adopted the principles outlined in the Surrey document, "Touch and the Use of Restrictive Physical Intervention" when working with children and young people (SCC, 2010), which provides a legal basis and practical guidance for the rare occasions when physical intervention may be necessary. This guidance indicates that such intervention may be appropriate to prevent a pupil from doing or continuing to do any of the following:

- committing a criminal offence;
- injuring themselves or others;
- causing damage to property;
- engaging in any behaviour that is prejudicial to maintain the good order and discipline at the school.

Restrictive physical intervention will only be used when all other strategies have failed, and therefore only as a last resort. However there may be other situations when physical management may be necessary, for example in a situation of clear danger or extreme urgency. In all cases, the concept of 'reasonable force' shall apply; although there is no legal definition of 'reasonable force', there are two relevant considerations:

- the use of force can be regarded as reasonable only if the circumstances of an incident warrant it;
- the degree of force must be in proportion to the circumstances of the incident and the seriousness of the behaviour or consequences it is intended to prevent.

Staff receive appropriate training, both in terms of good practice to reduce the need for physical intervention and, where necessary, in approved methods for physical restraint. This training is in line with SCC's 'positive options' technique.

At all times, it is borne in mind that physical contact is for the purposes of care and control, not punishment. Many staff are trained, and updated in MAPA- managing acts of physical aggression.

3.5 Further support

In cases where a child's behaviour causes concern over a period of time, or where the behaviour is serious, further support may be provided. This may include additional classroom support or referral to the ELSA programme (emotional literacy teaching assistants), run in school by trained TAs. External support and guidance may also be sought (usually by the Special Educational Needs Co-ordinator in the first instance, as children whose behaviour reaches this level of concern will often be on the SEN Code of Practice). Such support may include input from the Local Authority's specialist teaching teams and / or Educational Psychologist. There may also be support from the school's attached Home School Link Worker, or children's social care. In all cases of external support, parents will be involved at an early stage and throughout the process. Further details of the support and strategies available are in the current versions of the school's SEN Information Report and Whole School Provision Map, both of which are available via the school website or from the school office.

5. Monitoring, evaluation and review

The practical implementation of this policy is monitored and reviewed regularly by all staff. Issues relating to pupil behaviour are discussed at meetings of teaching and support staff, and minor adjustments to the day-to-day implementation of the policy may be made accordingly. The conduct of individual pupils is also discussed by appropriate staff, i.e. class teachers, SENCo, senior leaders.

The policy will be reviewed in line with the schedule on page 1, or sooner if required by significant changes in legislation and/or local or national guidance.

6. Summary - a child friendly summary of this policy

Main Ideas

- we are positive;
- good behaviour is the normal thing here- and we expect everyone to behave well;
- teachers like to spot the good things, and make sure they praise children for that;
- the importance of social distancing and personal hygiene.

Self-discipline

We do a lot of work in class to help children understand why it is important to behave well, to help them become well behaved people.

Involvement of all staff

- all grown-ups at Burhill help children behave well- not just class teachers;
- children must respect all adults at Burhill, and listen to their advice;
- the grown-ups will talk to each other to make sure they really help a child properly.

Talking to parents

It is really important that we talk to mums or dads about behaviour, so that they can join in helping make it better too. If a child misbehaves, we will talk to their parents.

Being Fair

We really believe that all children have the right to be treated with equal respect and dignity. We try really hard to treat all children fairly, no matter what their background.

All children can expect staff to listen carefully to what they say and to respond in a fair way.

We pride ourselves that we have an empathetic approach, rather than a punitive approach. Simply having escalating punishments will not address the causes of the misbehaviour. Creating the conditions for good behaviour is every adult's responsibility- not just the class teacher's.

Appendix 1

Behaviour management in EYFS

Implementation: At Burhill Primary School, EYFS staff model, support and provide opportunities for children to practise social skills. We provide positive interest and concern for children and recognise and help them to express their feelings, without judgement. On a daily basis we support the development of sharing and encourage children to work together and include others in their play. We support choices and autonomy and provide challenges for thinking and scaffold learning. We should be aware at all times that children entering our setting need time to develop relationships with us and encouragement to want to conform within a large group setting. This can be particularly evident during the autumn term. We recognise the consistency of language as crucial in supporting children's decisions and personal, social and emotional development.

EYFS staff aim to use positive language such as:

- You need to think about the choices that you are making
- You need to stop and think
- At school we use kind hands
- We agree that in our class we will keep everyone safe and play together
- Good listening (Golden Ears) Super Sitting, Thinking Thumbs

Staff will refer children to pictures to remind them of what they need to do to follow agreed behaviours.

Positive behaviour strategies include:

- Regular and explicit praise for desirable behaviours.
- Weekly 'Star Assembly' for which children are explicitly told of their personal achievements.

Managing challenging behaviour:

In times of distress, practitioners need to remain positive and respectful and give attention and care directly to the children through warm, supportive interactions. It is entirely appropriate to adapt the EYFS environment to meet the needs of any individual child. It can also be appropriate to modify planned teaching to ensure behavioural successes.

For a few children with specifically identified behavioural needs it may help to motivate and support them by using a reward system. This will only be introduced by the class teacher in consultation with parents/carers. In all situations of conflict, a member of staff will thoroughly investigate to try to establish the original cause and support those involved to a resolution. In such situations, practitioners will use a communication tool that is appropriate for each individual child's needs e.g. visual prompts.

It is very important that we as practitioners avoid situations of confrontation. Using terms such as "I am sad about that" and then walking away can be a helpful strategy. If all attempts to deescalate a situation fail and a child becomes highly emotional, they can be asked to sit in an area of the classroom that is quieter to "stop and think". The amount of time needed for reflection may be decided at the discretion of the class teacher (a guide

would be 3 minutes for a nursery child and 5 minutes for a reception child). Following this reflection period the child will be asked to participate in a discussion and cooperate to resolve the difficulty.

In all cases where a child has been hurt, both sets of parents need to be informed. Serious incidents need to be reported to SLT using CPOMS.

Appendix 2

Burhill Behaviour Stages EYFS and Key Stage 1

All children start the day on the rainbow. This system is used on a daily basis with children starting a fresh and needing to demonstrate the appropriate behaviours for the day.

Setting up the system:

Shooting Star, Sun, Rainbow, Cloud and Storm Cloud displayed in all classrooms.

Children's names will be laminated to enable easy movement between the stages.

Positive Behaviours:

If a child goes on the Shooting Star and stays there for the rest of the day, they receive a special 'behaviour award' sticker at the end of the day. A child shouldn't be moved to straight up to the shooting star – it is for consistent behaviour – they should go onto the sun first.

Example Behaviours:	Example Rewards:
Focused on learning Kind and helpful towards others Being a positive role model Contributing well to tasks / discussions about learning Impressive effort in learning Displaying a growth mindset Resilience / persistence to achieve a goal Taking care with presentation of work	Verbal praise Stickers 'Behaviour award' sticker – on shooting star at the end of the day Email / verbal mention to parents

Negative Behaviours:

Children will always be given a reminder / verbal warning before being moved down the chart. If a child moves to the cloud or storm cloud they are reminded that they can turn their behaviour around and move back up the stages. If a child goes onto the storm cloud their parents must be informed even if they have moved their way back up the stages during the day. The child will also discuss their behaviour with the Phase Leader. If this should happen two or more days in a week then parents will be asked to meet with their child's teacher.

Example Behaviours:	Example Consequences:
Low level disruption – calling out distracting others Not following adult instructions Unkindness to others Not on task with learning	Discussion with class teacher about how to improve behaviour Email / verbal mention to parents

Appendix 3

Burhill Behaviour Stages Key Stage 2

All children start the day on green. This system should be operated on a daily basis. All children start a fresh and need to demonstrate the behaviours for that stage on that day.

Setting up the system:

Behaviour Stages clearly displayed in the KS2 classrooms. (Gold, Silver, Green, Amber, Red)

Children's names to be laminated so as they can be easily moved between the stages.

Positive Behaviours:

If a child goes on Gold they receive a merit. If the child is still on Gold by the end of the day, they will receive a raffle ticket. At the end of each half term two names per class are pulled out from each raffle collection and the children will receive a treat to be decided and organised by the Phase Leaders.

Negative Behaviours

Please remember that if a child moves to amber or red they are reminded that they can turn their behaviour around and move back up the stages. If a child goes onto Red, their parents must be informed and they must be recorded on CPOMS (even if they have moved their way back up the stages throughout the course of the day).

	Gold	Silver	Green	Amber	Red
Example Behaviours	<p>Consistently:</p> <ul style="list-style-type: none"> -Focused on learning -Kind and helpful towards others -Being a positive role model -Impressive effort towards learning -Displaying a Growth Mindset -Conscientious pieces of work 	<ul style="list-style-type: none"> -Focused on learning -Kind and helpful towards others -Contributing well to tasks and/or discussions about learning -Displaying a Growth Mindset -Taking care with presentation of work 	<p>All children begin the day on green.</p>	<ul style="list-style-type: none"> →Children will generally receive a verbal warning before being moved to amber, depending on the behaviour being displayed. -Low level disruptive behaviour (calling out, distracting others etc) -Not following adult instructions -Not on task with learning 	<ul style="list-style-type: none"> →Children will generally have been moved to amber before being moved to red, depending on the behaviour being displayed. -Aggressive behaviour towards other children and/or adults -Inappropriate language -Repeated disruptive behaviour
Example Consequences or Rewards	<p>Rewards:</p> <ul style="list-style-type: none"> -Merits -Stickers -Email to parents -Half termly certificates -On gold at the end of the day = entered into Golden Book and Best Luck Prize Draw. 	<p>Rewards:</p> <ul style="list-style-type: none"> -Verbal praise -House Points -Email to parents as appropriate 	<p>All children begin the day on green.</p>	<p>Consequences:</p> <ul style="list-style-type: none"> -Discussion with class teacher about how to improve behaviour 	<p>Consequences:</p> <ul style="list-style-type: none"> - Children will be sent to another class within the year group bubble and a member of SLT will be informed -Parents will be contacted by phone by the class teacher -Potentially children will be sent home (excluded) from the school setting.