



## Positive Behaviour Policy Including Covid-19 Appendix

(To be read in conjunction with policies on [Care and Control Policy](#), [Anti Bullying](#) and [Exclusion](#))



Date	Revision and Amendment Details
July 2018	Reviewed and approved by LGB
Nov 2018	Updated and approval by LGB
Nov 2019	Readopted by LGB
June 2020	Covid-19 appendix approved by TEFAT Ops Team
Sept 2020	Proposed date for review

### **Rationale - Why?**

Promoting and rewarding positive behaviour is underpinned by our school values and ethos. It is vital that children are able to thrive within an environment that makes them feel happy and safe.

Furthermore, taking responsibility and ownership of behaviour, being able to reflect on and understand how our actions impact on others, and building emotional resilience contributes to developing life skills in order to be constructive and responsible members of society.

Everything begins with having friendly, positive and trusting relationships between staff and pupils. Staff are trained and committed to managing behaviour calmly, non-aggressively and they use language that focuses on and promotes good, positive communication at all times.

### **Expectations - We all have a responsibility**

Everyone who works, learns or visits the school are expected to treat each other in a polite and well-mannered way.

- Pupils to each other
- Adults to pupils
- Pupils to any adult member of staff, helper or visitor
- Visitors or parents to staff and pupils.

### **Pupil Responsibilities**

- All children are responsible for their own behaviour and the choices they make
- Children are expected to join staff in maintaining a safe, respectful and tolerant ethos in our school - "Aiming High!"

- Children should know and understand our school rules, what it means to be a “Chandos Child” (our values)
- Every child should understand the rewards and consequences for the choices they make.

### **Teacher/Staff Responsibilities**

- To ensure all children in their care fully understand our school values and the school rules
- To maintain a positive approach to behaviour management at all times
- To apply our behaviour policy consistently and fairly
- To maintain high expectations for pupil behaviour anywhere in school, and to frequently share these with all pupils
- To ensure the behaviour “Zone Board” is highly visible, accessible and maintained in all classrooms (Y1-6)
- To use the Class Dojo system to manage rewards on a weekly basis
- To liaise closely with parents informing them of good choices as well as concerns they may have regarding a pupil.
- To record agreed consequences (repeat consequence on zone board or timeout in neighbouring class) in scholarpack pupil conduct and not follow up with parents.

### **Leadership Responsibilities**

- To ensure that school policy is understood and fairly implemented by all staff
- To support and train staff in appropriate behaviour management
- To follow up on any incident referred to them by liaising promptly with the pupil(s) involved, class teacher/staff member, pastoral team, parents/carers, head teacher (if necessary).
- To ensure all referred incidents and follow up actions are logged on Scholar Pack
- Half termly audit of Scholarpack conduct record and Dojo data to monitor repeat incidents and refer, if needed to Pastoral Team.

### **Our School Rules**

Our school rules are reviewed regularly by the children and staff. These rules apply to EVERYONE!

**Walk, talk and work quietly wherever you are in the school.**

**Respect other people’s feelings and their property.**

**Keep your hands, feet and any other object to yourself.**

**Always finish your work in the given time.**

Speak with care using a person's given name at all times.

Listen and do as you are asked the first time.

**Implementation of Rewards and Consequences - "The Zone Board"**

Behaviour	Procedure	Outcome
<p><b>Gold Standard</b></p> <ul style="list-style-type: none"> <li>Consistently Aiming High!</li> <li>Achieving another three dojos (can be over more than one day)</li> </ul>	<ul style="list-style-type: none"> <li>Move name to 'Gold Standard' Zone</li> <li>Verbal praise</li> <li>Bonus dojos</li> <li>Show work to HT/ AHT/ Pastoral</li> <li>Name written in Gold Book</li> <li>Special Note home to parents</li> </ul>	
<p><b>Aiming High!</b></p> <ul style="list-style-type: none"> <li>Perseverance and effort when faced with a challenge</li> <li>Having pride in school work and presentation</li> <li>Demonstrating our C.H.A.N.D.O.S. values everywhere in school and outside</li> <li>Consistently following our school rules</li> <li>Achieving three dojos (can be over more than one day)</li> </ul>	<ul style="list-style-type: none"> <li>Move name to 'Aiming High' Zone</li> <li>Verbal Praise</li> <li>Bonus dojo</li> <li>Show work to other CT</li> </ul>	
<p><b>Ready to Learn</b></p> <ul style="list-style-type: none"> <li>Doing as asked the first time</li> <li>Speaking with care</li> <li>Keeping hands, feet and other objects to myself</li> <li>Walk around school safely and sensibly</li> <li>Completing tasks within the given time</li> <li>Respect other people's feelings and their property</li> </ul>	<p>This is our expected behaviour. All children start the day on the 'Ready to Learn' Zone. Children can expect frequent verbal praise for this.</p>	
<p><b>Reflect and think</b></p> <ul style="list-style-type: none"> <li>Not following the school rules as shown in 'Ready to Learn' section</li> </ul> <p>Examples include: Shouting out, pushing in the line, running in the corridor,</p>	<ul style="list-style-type: none"> <li>Verbal reminder of correct behaviour expectation</li> <li>Move name down to 'Reflect' Zone</li> <li>Praise and encouragement should be used to motivate the child to make better choices</li> </ul>	<ul style="list-style-type: none"> <li>Return to 'Ready to Learn' Zone once behaviour has improved. Time spent on 'Reflect' is at the teacher's discretion but should be limited to not more than 15-30mins.</li> <li>Dojo awarded is behaviour is sustained</li> </ul>

<p>refusal to follow instructions, being unkind to others, not playing safely outside</p>	<ul style="list-style-type: none"> <li>• Change seats or task temporarily</li> </ul>	
<p><b>Consequence</b></p> <ul style="list-style-type: none"> <li>• Repeating the above including; unkind words, walking around class and preventing others from learning, not showing respect to adults, being constantly disrespectful and disruptive.</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal explanation of why and how behaviour is causing a problem</li> <li>• Change seats or task temporarily</li> <li>• If repeated move to partner class for 5-10 mins time-out/reflection time</li> <li>• Conduct recorded on scholarpack</li> <li>• Phase leader should be informed</li> <li>• If repeated sent to Phase leader or HT</li> <li>• Repeated poor conduct recorded on scholarpack</li> <li>• Praise and encouragement should be used to motivate the child to make better choices</li> </ul> <p>DO NOT RECORD ON SP IN FRONT OF OTHER CHILDREN. We should PRAISE &amp; REWARD in public (PIP!), but REPRIMAND in private (RIP!). Important to avoid any possible further embarrassment for the child which can escalate into distressed/inappropriate choices.</p>	<ul style="list-style-type: none"> <li>• Return to 'Ready to Learn' Zone once behaviour has improved.</li> <li>• Class Teacher to inform parent; for parent to discuss school behaviour expectations at home.</li> <li>• Note parental contact on "Follow up" in pupil conduct record on scholarpack.</li> </ul>
<p><b>Intervention Needed</b></p> <p>Repeating the above and including</p> <ul style="list-style-type: none"> <li>• Willfully damaging school and other people's property</li> <li>• Unsafe behaviour, defiance and persistent refusal</li> <li>• Threatening, aggressive behaviour (slamming doors, shouting, negative body language, inappropriate sexual words, gestures )</li> <li>• Absconding</li> <li>• Violence towards children, staff or self (hitting, kicking, slapping, pushing, using an object to cause harm, fighting, throwing objects inside and outdoors, spitting, defecating)</li> <li>• Bringing harmful objects/ weapons into school</li> </ul>	<ul style="list-style-type: none"> <li>• Red Hand to Senior Leader dependent on behaviour</li> <li>• Incident to be investigated by a member of the Senior Leadership Team and/or Pastoral Team and recorded on Scholar Pack</li> <li>• Parent's notified either; phone call home, face to face meeting with a member of Senior Leadership Team</li> <li>• Safeguarding, outside agency referral, or police where appropriate</li> </ul> <p><u>Team Teach</u></p>	<ul style="list-style-type: none"> <li>• Child removed from class, time of which at the discretion of the Head Teacher or Assistant Head Teacher dependent on the severity of behaviour</li> <li>• Loss of play time and alternative provision provided</li> </ul> <p><b>Either/or</b></p> <ul style="list-style-type: none"> <li>• Internal exclusion, formalised and organised by Assistant Head or Head Teacher</li> <li>• External exclusion (fixed term) 1, 3 or 5 days dependent on the behaviour</li> <li>• Alternative arrangements for child to have lunchtime at home (fixed term exclusion)</li> <li>• Permanent exclusion</li> <li>• Behaviour Chart</li> </ul>

<ul style="list-style-type: none"> <li>• Inappropriate harmful language or behaviour (Racism, sexism, homophobia, sexual)</li> <li>• Stealing</li> <li>• Bullying and cyber-bullying</li> </ul>	<p>Team Teach is the effective use of verbal de-escalation strategies. As a last resort, safe, physical intervention may be needed where a pupil or other person is at significant risk. However, this intervention will only be implemented by staff trained in Team Teach.</p>	<ul style="list-style-type: none"> <li>• Personalised risk assessment</li> </ul> <p><b>Support</b></p> <ul style="list-style-type: none"> <li>• Team Teach</li> <li>• Resolving conflict session</li> <li>• Pastoral session</li> <li>• School and Parent liaison</li> <li>• Return to school meeting</li> </ul>
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### Individual pupil rewards - DOJOS

- All children in class registered on the class Dojo web page and allocated their personalised Dojo
- Each pupil to be placed in to one of four house teams - named: Oak, Sycamore, Elm and Willow
- When a child demonstrates good choices in line with the school Chandos Child values or our school rules they are awarded a dojo which they click on the web site. A greater emphasis should be placed on our values.
- Dojo web page should be displayed on the IWB when board is not in use for teaching.
- When a child has achieved three Dojos they automatically move their name up the zone board. This could be over more than one day.
- Each week children in each class who have achieved 20+ Dojos will be named and celebrated in a phase assembly and receive a certificate home
- At start of each week Dojos to be reset for a fresh start (system accumulates historical evidence for analysis on half termly basis)
- Dojos, once earned, should **NEVER** be removed
- Negative dojos are **NOT** to be used
- Staff should not award “bundles” of Dojos to a child at one time. The value of one Dojo should be emphasised and reinforced consistently.
- The Dojo page keeps a record of Dojos awarded per child over time. This will be analysed monthly by Phase Leaders.

### Whole Class recognition of choices - Ten for Ten/Class Sunflowers

- Sunflower displayed in all classes. When a class is behaving well, eg settled at work, lining up well, walking down corridor/stairs smartly, they are awarded a petal.
- When they have gained ten petals they are awarded ten minutes extra play time.
- **NO PETALS SHOULD EVER BE REMOVED FROM THE SUNFLOWER.**
- Classes can bank their ten minutes for a longer treat. Children vote on a treat during a class discussion.

## **Playtimes and Dinnertime routines**

Adults on duty and lunchtime supervisors must use the same rules and systems for implementation as are used in the classroom. To reinforce these rules the lunchtime supervisors will inform the class teachers of stickers earned on the playground which link into Dojo rewards

The consequences of choosing not to obey the rules on the playground are:

1. A friendly but assertive verbal warning
2. Staying with the supervising adult for five minutes, (**not “against the wall” or “on the line”**)
3. Being taken to the Senior Supervisor to support in de-escalating the incident
4. Being taken to the member of senior leadership (HT or AHT) or the Pastoral Team
5. Any consequence should be reported briefly and sensitively to the class teacher, but avoid embarrassing or upsetting the child further.

## **Covid-19 Appendix (June 2020)**

### **Aims**

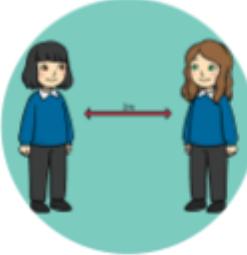
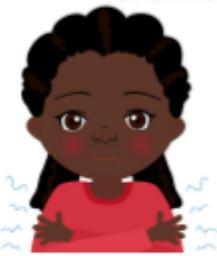
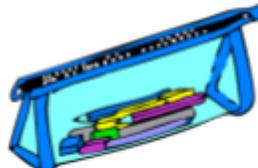
Our previous rationale (see above) for managing behaviour in school is unchanged. Our 6 central rules (see above) remain unchanged. In light of the current Covid-19 context we would also expect:

- that when children are in school we expect them to follow all of the rules set out below to keep themselves and the rest of their school community as safe as possible
- that staff will be familiar with these rules and make sure that they are applied consistently
- that parents should also read the rules with their children (as part of the transition/induction pack) and ensure that all are clear on the new expectations and procedures in place
- that parents should contact Mr Allan/head teacher or Miss Devlin/assistant head teacher if they think that their child might not be able to comply with some or all of the new expectations so that support (which may include induction visits ahead of return, a phased reintegration timetable to support working towards full time provision) and, where necessary, alternative arrangements can be considered

### **New rules / expectations of children**

These “Bubble Rules” will be displayed and shared in all classrooms. It will be important that for all children new to the bubble are sensitively briefed to the new expectations. They must understand the importance of following these rules in order to keep each other safe and well.

# The Rules of The Bubble

<p>I will regularly wash my hands throughout the day for at least 20 seconds.</p> 	<p>I will remain at my table/workstation at all times unless told to move by an adult.</p> 	<p>I will use the 'catch it, bin it, kill it' rules, coughing and sneezing into my elbow or a tissue.</p> 	<p>I will stay 2m away from others at all times.</p> 	<p>I will ask an adult when I need to use the toilet so they can keep me safe.</p> 
<p>I will tell an adult if I feel unwell straight away.</p> 	<p>I will only stay within my bubble and not mix with any other bubble.</p> 	<p>I will not bring things in from home or take things home from school.</p> 	<p>I will only use the equipment provided in my tray.</p> 	<p>I will follow the rules at all times to maintain the safety of myself and others.</p> 
<p>I will follow these expectations and know that if I don't, I may be sent home and may not be allowed back into school until I can be safe.</p>				

In addition, all children will be briefed in altered routines around their specific bubble. These will include:

- Using floor markings to assist in following the 2m rule
- Understand the importance of **keeping hands, feet and "any other object" to themselves** - including germs, spit, coughing, etc.

- On arrival in school, going straight to their classroom keeping their personal belongings with them at all times
- While in school, only leaving classroom to go to toilet with permission of the teacher/teaching assistant
- At any other time, they should be supervised by an adult within their bubble
- Each class will be furnished with hygiene box and lidded bin to enable effective personal hygiene to be maintained within the classroom bubble

## **Our expectations and responsibilities**

Our expectations and responsibilities as staff or pupils remain unchanged (see main policy above).

In the light of the Covid-19 context the following should also be considered:

- the level of support offered to children will be greater at this time.
- additional support and encouragement will be given to children on making correct choices. Some children may find it difficult to consistently behave appropriately at this time.
- adaptations to the school curriculum to meet the needs of the children will be considered depending on the age and context of the specific child and bubble.
- adaptations to the class environment will need to be considered to meet the needs of a specific child. These should only be developed and established in consultation with a member of the SLT.
- social-emotional needs will be prioritised within our offered curriculum plans to support children in developing and maintaining good physical and mental health.
- specific emotional needs will be identified and addressed promptly to support all children through prompt referral to the safeguarding and pastoral team. For example, TEFAT Bereavement and Trauma guidance is available.

## **Rewards and Sanctions**

### **Rewards**

Our basic principles set out in the main policy remain unchanged.

- At this time, as always, behaviour should be managed in a positive and assertive manner.
- All children should be regularly praised for following school and bubble expectations
- The zone boards can be used to structure children's responses (see above)
- It is suggested that the dojo system is not used at present - however this may be reviewed once the bubbles are established and on consultation with the children.

## Sanctions

The principle that the vast majority of our children are responsible for their choices with the expectations we set for them remains as explained in main policy

If a child makes a wrong choice staff should:

- Give a verbal reminder of correct behaviour expectation. Positive and prompt intervention should be encouraged at all times.
- Move name down to 'Reflect' Zone - with a sensitive explanation to the child that they have every opportunity to correct behaviour.
- Praise and encouragement should be used to motivate the child to make better choices
- Once corrected, swiftly move child back to "ready to learn" or better (within 10 mins)

If child repeats behaviour:

- Verbal explanation of why and how behaviour is causing a problem
- Move name to "consequence zone"
- Praise and encouragement should be used to motivate the child to make better choices and move name back up to "ready to learn"
- Duty senior leader should be informed by phone
- Conduct recorded on scholarpack
- Parents will be informed by duty SLT of concerns by phone

At this time attendance is not compulsory, rather children are being invited to attend. Therefore it is permissible, should a child on a particular day be struggling to behave as required such that they are putting themselves or others at risk and assuming that the steps outlined to support have been followed with no improvement in behaviour:

- that parents be contacted to discuss the behaviours and, where the school deems it necessary, be asked to collect the child ahead of the scheduled end of session
- we should work to the 'fresh start...tomorrow is another day' approach at this time and that the child should be invited to attend the next scheduled session with any further reasonable adaptations in place to support a successful outcome
- Regional Director (Travis Latham) should be made aware of such incidents and they should be logged on to SP.
- Should a child on a particular day be struggling to behave as required such that they are putting themselves or others at **significant risk**, a serious or persistent breach of the rules, then the Principal has the full range of sanctions available up to and including in extreme cases permanent exclusion
- If the situation has escalated to the point that a permanent exclusion is being considered please ensure that your Regional Director and Director of Governance and Policy are made aware as a matter of urgency

### **Review Arrangements**

- This policy has been approved by the Operations Group acting under delegated authority from the Trust Board as per the Covid-19 Scheme of Delegation
- The policy will be reviewed as and when official guidance is updated and as a minimum ahead of the Autumn Term 2020

### **Links with other policies**

- Any applicable locally owned policies - see top of policy document
- Link to the TEFAT website [Covid-19 section](#)