

THE BELLBIRD PRIMARY SCHOOL



Positive Behaviour Policy

including

Addendum May 2020

Re Covid19

Reintegration of Pupils in EYFS, Y1 and Y6

The Bellbird Primary School June 2020

From March 2020, the global Covid-19 pandemic has led to a change in how we define some of our children's behaviours in school and our assessment as to whether these are difficult or dangerous, particularly where a child or young person's behaviours could cause an increased risk to their own health or the health of others. Examples of this might include (but are not limited to):

- spitting
- repeated disregard of social distancing rules
- not staying in their class bubble

We will work together with the child, parents/carers to carry out a Risk Assessment which will explore whether a child can manage in the school environment, under current circumstances. In exceptional circumstances, the outcomes of the risk assessment may mean we are unable to offer a place in school, at this time.

If a child is unable to manage within the safety rules to minimize Covid-19 risk, then an offer of a school place may be removed until a new plan and phased return can be implemented that ensures the current guidance can be adhered to. In all cases, the child's Risk Assessment and plan will be regularly reviewed and the school will work with the family to ensure support to the child is provided in other ways, through reasonable endeavours.

At The Bellbird Primary School we are committed to the safe reintegration of pupils and understand that staff/pupil behaviour and cooperation will be the key to implementing all of the controls laid out in the Covid19 Guidance documents.

Behaviour policy changes will need to be communicated to pupils, parents and staff.

Issues related to re-establishing routines and expectations

1. Re-establishing routines

We recognise that it may be difficult to re-establish routines, but 'getting back into the swing of things' must be our priority. The vast majority of children feel more secure when routines are set, and they know what is expected of them. For some children, it will take time for them to re-establish and re-learn the expectations of the school, particularly learning and behaviour.

2. Re-establishing expectations

Leaders and teachers need to find time to talk to each class daily to remind them of these expectations.

Much emphasis must be placed on:

- the school being a safe environment and that the children are cared for.
- respecting each other
- re-establishing the culture and ethos that existed at our school before lock down.
- attitudes to learning

3. Dealing with children who are worried about returning (including separation anxiety)

Many children will be looking forward to returning to school, but many will find being around people difficult, frightening and even overwhelming.

Staff must ensure:

- Movement around the school is calm and well ordered
- Lunchtimes are also orderly and calm
- Quiet places have been established both in and out of the main building

4. School Uniform

Schools need to be sympathetic and may have to relax some of their rules regarding school uniform. Children need to be welcomed back and not picked up regarding lack of appropriate uniform.

5. Relationships

It is important that re-building relationships will be a key factor in a successful return to school. Children are unlikely to have played with friends where they have had to compromise, and may find following rules difficult.

Staff must:

- ensure that all playing is supervised and scaffolded
- remind children how to play together
- remind children how things are done at our school
- help children to regain their identity and the culture and ethos that comes with it
- use The Bellbird reward systems sensitively and correctly to reinforce messages of being one unit
- be very patient with some children
- remind those children, that will need it, how to speak at school

6. Special Needs

Helping children with special needs settle back into school life and routines

For most SEN children the biggest hurdle will be that of managing expectations of behaviour, establishing routines once more and reassuring them that everything is ok.

Staff must ensure:

- Visual timetables are used
- Excellent behaviour management needs to be in place using positive reinforcement as many may well have forgotten how to behave (shouting out, talking over each other, poor language)
- Arrangements need to be made for those children that will struggle
- Accept that it may take a few weeks to re-establish routines and appropriate behaviour
- Create charts to outline unacceptable and acceptable behaviours and discuss with the children

Expectations of behaviour for pupils reintegrating in June.

Staff must ensure that pupils:

- follow any altered routines for arrival or departure.
- follow school instructions on hygiene, such as handwashing and sanitising.
- follow instructions on who pupils can socialise with at school (bubble system)
- move around the school as per specific instructions (for example, one-way systems, out-of-bounds areas, queuing).
- are made aware daily of expectations about sneezing, coughing, tissues and disposal (in line with the "catch it, bin it, kill it" message) and avoid touching their mouth, nose and eyes.
- tell an adult if they are experiencing symptoms of coronavirus.
- understand rules about sharing any equipment or other items
- understand expectations about breaks, including where children may or may not play.
- follow clear instructions on the use of toilets.
- follow clear rules about coughing or spitting at or towards any other person.

We will seek to encourage good behaviour by everyone having ownership of our shared aims and expectations.

The disciplinary powers that schools currently have, including exclusion, remain in place. Behaviour which flouts social distancing rules outlined above, will not be tolerated and will be managed in the first instance by the bubble teachers. If the behaviour is persistent, the teachers will send for the team leader or, if appropriate, the Head teacher. They will talk with the child, reminding them of why the behaviour is unacceptable, and then return them to the bubble and bubble teacher at an appropriate time.

Sanctions for this type of behaviour may include:

- withdrawal of privileges
- working in a separate space agreed on with the team leader
- informing parents by phone (SLT) so that parents can work with the bubble teachers
- behaviour contracts
- internal exclusion
- fixed term exclusion

Head teachers retain the power to exclude pupils on disciplinary grounds. Any decision to exclude should be lawful (with respect to the legislation relating directly to exclusions and a school's wider legal duties, including the European Convention on Human Rights and the Equality Act 2010); rational; reasonable; fair; and proportionate. Permanent exclusion should only be used as a last resort, in response to a serious breach, or persistent breaches of the school's behaviour policy, and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Mission Statement

At The Bellbird Primary School we are committed to providing an inclusive, happy, stimulating and challenging environment where everyone's potential is valued, enabling them to become confident members of the wider community with respect for themselves and others.

We aim to:

- Value individual contribution and achievement
- Provide a challenging and supportive atmosphere
- Nurture independence, confidence and high expectations.
- Encourage a successful partnership with parents and carers
- Provide equality of opportunity
- Foster creativity within a broad and balanced curriculum
- Provide an excellent working and recreational environment
- Inspire learning for life

All staff have received training on 'Steps' behavioural approach. This is a recognised training programme provided by Cambridgeshire County Council. The remit of the training is to ensure that necessary steps are put in place to ensure that every young person is given an equality of opportunity to develop socially, to learn and to enjoy community life.

All staff need to know how to promote pro social behaviour and manage difficult or dangerous behaviour, and to have an understanding of what behaviour might be communicating.

All staff should focus on de-escalation and preventative strategies rather than focusing solely on reactive strategies.

The approach is based on use of the following:

- Positive phrasing
- Limited choices
- Disempowering the behaviour
- Consequences
- Use of de-escalation scripts

School Rules

We seek to encourage good behaviour by **everyone** having ownership of our shared aims and school rules.

These are:

- Everyone has the right to learn. We will work in the classroom to make it possible for everyone to learn and the teacher to teach without being distracted by others.
- We walk quietly around the School
- We speak politely and quietly to everyone.
- We will look after School property and the property of others and take a pride in our classrooms and the School. We will help to keep the School clean and tidy.
- Everyone will treat each other with courtesy and respect.

Classroom Management

Classroom rules and codes of behaviour define the expectations of the School and classroom behaviour. Each class teacher discusses and agrees the class rules with the class at the start of the academic year. These are on display and referred to throughout the year, being reviewed and occasionally amended at the start of each term.

Adults

All adults who work in school promote our positive behaviour policy by:

- Setting a good example by their words and actions
- Being fair and consistent with the individual or the whole class
- Making boundaries clear and encouraging children to take responsibility for their own behaviour
- Giving encouragement and positive feedback
- Communicating any difficulties or concerns with parents so that a strong partnership is made to help the child.

To encourage positive behaviour

We recognise that the intrinsic rewards offered by warm relationships and a stimulating curriculum are the ideal incentives. It is important to devise a tangible record system which recognises all forms of social and academic achievement and regularly communicates the good news to the children and their parents.

The following rewards and incentives are used by all adults working in the School:

- Bellbird Superstar awards
- Sticker chart books
- Team points and treats awarded half termly
- Lunchtime awards
- Walking awards
- A Celebration display in the entrance to the school showing the children who have had the Superstars Certificates awarded in the previous Friday's assembly
- **Most important of all:** An ethos of respect and encouragement in the way all adults in school interact with children.

Our Sanction System

- Each lesson or period of time is a capsule. i.e. a clean sheet for the next lesson and not a build up of time over the day
- The class teacher manages the verbal warnings, grey clouds and thunderstorm clouds within the classroom
- The class teacher may ask the child to remain in the classroom at the end of a lesson to talk about their inappropriate behaviour and may instruct the child to miss a few moments of their break.
- If the class teacher has issued a thunderstorm cloud, they will speak with the child about how to avoid this happening again and may put in strategies e.g. moving the child to sitting elsewhere
- If the 'thunderstorm cloud' behaviour continues, the class teacher may refer the child to the Deputy who may decide to ask the child to report to him/her daily.

- Success means success; once the monitoring by the deputy head is finished, the slate is clean for that half term
- If a child continues to display difficult behaviour after monitoring by the Deputy, they are sent to the Headteacher. They report to the Headteacher daily for a week. The Headteacher will explore the systems and management arrangements in the classroom to ensure the child does not go back to failure.
- Class rules are agreed by the class at the start of a term. If a child breaks a class or school rule, they are given 1 'warning' to stop their behaviour. If they stop, no further action is taken.
- If the behaviour continues after the warning, their name goes onto the grey cloud. If they stop and display good behaviour, they can earn their name to be removed from the grey cloud.
- If the child still has their name on the 'grey cloud' at the end of a session, e.g. playtime or lunchtime, they miss minutes off their break time. The grey cloud is then cleared.
- If, however, the behaviour continues in the session, their name is put onto the 'thunderstorm cloud' and this cannot be removed.
- Children with a 'thunderstorm cloud' go to a designated 'time out' space in the playground at the start of the break time and miss the first five minutes of their break. The class teacher will inform the staff on duty

Parents /Carers

Parents become involved if all of the steps listed above have not resulted in the child improving. A record will be kept by the class teacher of what strategies the School did to change things so that the child did not fail again.

In emergency situations, the Headteacher retains the right to call parents immediately.

The Positive Behaviour Policy will be shared with parents in a variety of ways, such as comments in the newsletter, Parent Information Evenings, School Council Newsletter, and School website. We continually strive to develop strong partnerships with parents where the child is our main concern.

Behaviour Contracts

If the school rules are consistently broken, then an individual behaviour contract may be issued. This will involve the parents. An individual behaviour plan will also be used following a fixed term exclusion.

Team Points

- The whole school are split into 4 teams (Emerald, Amethyst, Ruby and Sapphire).
- Points are counted up weekly and shared with children in weekly assemblies.
- The team with the most points in a half term have an extra treat to be discussed and agreed by the pupils and Headteacher through the school council.

Lunchtimes

Lunchtimes are part of the school day and the same strategies, rewards and sanctions are in place as for the rest of the school day.

- All members of staff, including lunchtime supervisors, issue team points and thunder clouds.

- Year 6 children take on the responsibility of being a Lunchtime Monitor. They support Foundation Stage and Year 1 children moving from the dining hall, to the playground.
- The Headteacher or Deputy liaises with the Senior Midday Supervisor to keep them up to date on any issues.
- There is a termly lunchtime staff meeting with the Headteacher or Deputy Head and Senior Midday Supervisor, to share views and continue to strive for inclusive, happy lunchtimes.
- Some lunchtime clubs take place to make lunchtime an enjoyable time.
- Lunchtime staff are invited to attend staff meetings and training where appropriate.
- An invitation only lunchtime club (Lego Lunchtime Club), managed by a teaching assistant may operate at lunchtime. This club is for children who find an hour of lunchtime difficult to manage or who need some special attention e.g. if there has been an upset at home
- There are Playground Mentors who have been trained in supporting children resolve playtime issues through a restorative approach in order to achieve enjoyable lunchtimes for all.

Lunchtime System

- The children have shared and discussed the school rules and lunchtime rules at the start of the academic year
- If a child breaks a school rule, the lunchtime supervisor will issue a verbal warning. If the child does not stop, the lunchtime supervisor may issue a 'grey cloud' and informs the Senior Midday Supervisor.
- The Senior Midday Supervisor will speak with the child and ask them to stay in the 'time out area' at the side of the playground.
- It is the class teacher's responsibility to keep a note of the amount of times a child is sent in at lunchtime by the dinner staff. If it is happening regularly, it will be followed up in the classroom.
- Children in Foundation Stage and Key Stage One will have 2 or 5 minutes maximum in the 'time out area'.
- Children in Key Stage Two will have 5 or 10 minutes maximum.

Weapons

No one may bring any form of weapon or any inappropriate material associated with weaponry onto School premises.

Breakfast Club / After School Club

FLASH After School Club and Breakfast Club are informed of our policy. **Behaviour that is**

not managed by our grey / thunderstorm cloud system Some behaviour, such as:

- fighting/hitting;
- swearing
- persistent disruptive behaviour;
- defiance to adults;

will not be tolerated and automatically supersede the grey/ thundercloud system. Bullying will not be tolerated (see Anti- Bullying Policy).

Behaviour such as these are managed first by the class teacher. If the behaviour is persistent, the teacher will send for the Deputy Head or, if appropriate, the Head teacher. They will talk with the child and then return them to the classroom and class teacher at an appropriate time.

Sanctions for this type of behaviour may include:

- Withdrawal of privileges such as being outside in the playground at break times.
- Working in isolation at a table in teaching time
- Home / school message book so that parents can work with the class teacher.
- Withdrawal from the classroom.
- Behaviour contracts.
- Fixed term exclusion.

Children who refuse to leave the room

If a child refuses to leave the room, the class teacher will arrange for a teaching assistant to escort the child out of the room and stay with them in a quiet space to calm down and reflect. If the teacher feels the child will not go with the teaching assistant, the Deputy Head or Headteacher may be called to escort the child.

The child will be spoken with and returned to the class teacher with their agreement at the appropriate time. An apology will follow. If this behaviour continues, appropriate support will be given by the SENDCo and Head teacher.

Damage to School Property

In the event of School property being damaged, parents will be informed and asked to make good the damage.

Positive Handling

Several members of staff have been on positive handling strategies training. All class teachers, however, are able to physically handle a child if they deem it appropriate. As a very last resort, when a child is at risk of hurting themselves or others, they may be physically handled from the classroom to a quiet place by two adults (see our Positive Handling Policy).

Exclusions

If it is felt necessary to exclude a child, temporarily exclude or exclude on a permanent basis, then the procedures identified in the Exclusion Policy will be followed

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Racism

Any form of racist abuse must be reported immediately to the Headteacher or Deputy Head. They will be dealt with according to the anti-racism policy.

Inclusion

We expect the same good behaviour for all children, including those with Special Needs. We make allowances for particular needs.

Supply Staff

To ensure consistency, a laminated card explaining the rules/system will be left on display for visiting staff to follow.

Monitoring

The Headteacher monitors behaviour and reports to Governors in the termly Head teacher's Report to Governors.

Appendix 1

School Rules

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These are:

- Everyone has the right to learn. We will work in the classroom to make it possible for everyone to learn and the teacher to teach without distracting others.
- We walk quietly around the School.
- We speak politely to everyone and use a quiet voice.
- We will look after School property and the property of others and take a pride in our classrooms and the School. We will help to keep the School clean and tidy.
- Everyone will treat each other with courtesy and respect.

Appendix 2

Information for Supply Teachers Positive

Behaviour at The Bellbird

Please follow the positive behaviour system set out below when teaching at The Bellbird. If you have any queries, please ask a member of staff. Thank you.

Team Points

- The whole school are split into 4 teams (Emerald, Amethyst, Ruby and Sapphire)
- A member of staff can award a team point for good behaviour, good work, good manners, etc.

Sanctions

<ul style="list-style-type: none">• Class rules are agreed by the class at the start of a term• The class rules will be on display in the classroom.• School rules are on display in the classroom.• If a child breaks a class or school rule, they are given 2 'warnings' in Foundation Stage and Key Stage One and 1 'warning' in Key Stage Two to stop their behaviour.• If they stop, no further action is taken.
<ul style="list-style-type: none">• If the behaviour continues after the warnings, their name is put onto the 'grey cloud'.• If they stop and display good behaviour, they can earn their name to be removed from the 'grey cloud'.• If the child still has the 'grey cloud' at the end of a session, e.g. playtime or lunchtime, they miss minutes off their break time.• The 'grey cloud' is then cleared.
<ul style="list-style-type: none">• If, however, the behaviour continues in the sessions, their name is put onto the 'thunder cloud' and this cannot be removed.• Children with a 'thunder cloud' are taken by the teacher to the adults outside on duty who ask the child to sit on a designated bench and miss some of their break time.
<ul style="list-style-type: none">• If 3 'thunder clouds' are issued, the class teacher may decide to send the child to the Deputy Head.• The Deputy will talk with the child and put into operation any strategies agreed, as well as checking on the child each morning and afternoon for a week.
<ul style="list-style-type: none">• 3 'thunder clouds' and then a fourth in the same half term, the child goes to the Headteacher.• The Headteacher sees the child each day for a week.