



### Our Vision

Our Christian school exists to provide a **welcoming** environment in which everybody is **cherished** and **challenged** to fulfil their **potential**

The three values we embrace:

*Belonging, Believing, Becoming*

## **Behaviour Policy**

**(Updated in light of reopening school  
during Coronavirus – See Annex A)**

# Didsbury CE Primary School

## Behaviour Policy

### Context

This policy sets out the expectations of behaviour at Didsbury CE Primary School. The Governing body, staff and pupils seek to create an environment which encourages and reinforces good behaviour and the fostering of positive attitudes. It also sets out the consequences for misdemeanours should they arise. The policy is designed to reinforce our vision of belonging, believing becoming. It is firmly rooted in the Christian tradition of forgiveness. Every day the children have a fresh start on 'green'. Please note, we have a very visible traffic light behaviour system to reinforce good behaviour. Should a child not display good behaviour then they can be moved from the green circle to the amber and ultimately to the red circle. When a child is moved to the red circle they receive a red card from the Head of School. They 'belong' in the class and as illustrated later in the section on how the policy is put into practice, this very visual and concrete way of creating a positive behaviour culture within school enables all the children to learn from a very early age exactly what we mean by 'good behaviour' and the behaviours we expect to enable good learning to take place (eg. good sitting and good listening.)

### Aims

- To promote a positive Christian ethos and climate in the school in order to live out our vision statement 'belonging, believing and becoming.'
- To create a consistent environment that encourages and reinforces good behaviour.
- To define acceptable standards and the principles of good behaviour.
- To encourage consistency of response to both positive and negative behaviour.
- To promote self-esteem through success, self-discipline and positive relationships.
- To ensure that the school's expectations and strategies are widely known and understood.
- To encourage the involvement of both home and school in the implementation of this policy.

### Role of Staff

The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.

As adults we should aim to:

- create a positive climate with realistic expectations;
- emphasise the importance of being valued as an individual within the group;
- promote, through example, honesty and courtesy;
- provide a caring and effective learning environment;
- encourage relationships based on kindness, respect and understanding of the needs of others;
- ensure fair treatment for all regardless of age, gender, race, ability and disability;
- show appreciation of the efforts and contribution of all.

- ensure that every child is aware that they will be forgiven and that we all make mistakes that we can learn from.
- be consistent in our approach towards the class as a whole and towards each individual
- realise that repeated poor behaviour may be a sign of underlying safeguarding concerns and to follow safeguarding procedures accordingly.

All teachers are responsible for dealing with incidents in and around school. If in doubt they can refer to the senior management team, SENCO and ultimately to the Head of School

### **Role of the Head of School**

It is the responsibility of the Head of School to implement the school behaviour policy consistently throughout the school, and to report to governors, every term in the Full Governing Body meeting, on the effectiveness of the policy. It is also the responsibility of the Head of School to ensure the health, safety and welfare of all children in the school.

The Head of School supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy. The Head of School keeps records of all reported serious incidents of misbehaviour and has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Head of School may permanently exclude a child.

Both these actions are only taken after the school governors have been consulted.

### **Role of parents**

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school. We explain the school rules in the school handbook and in the home/school agreement, and we expect parents to read these and support them.

We expect parents to support their child's learning, and to co-operate with the school, as set out in the home/school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to punish a child it is essential that parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Head of School. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

### **Role of Governors**

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors have a duty to monitor the efficiency of this policy and ensure that it promotes and reflects the Christian tradition of the school.

The governors support the Head of School in carrying out these guidelines.

The Head of School has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Head of School about particular disciplinary issues. The Head of School must take this into account when making decisions about matters of behaviour.

The Governors should follow the normal grievance procedure in cases of complaint.

### **The curriculum and learning**

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

It follows that lessons should have clear objectives, understood by the children, and be differentiated to meet the needs of children of different abilities. Marking and record keeping can be used both as a supportive activity, providing feed-back to the children on their progress and achievements, and as a signal that the children's efforts are valued and that progress matters. We want to foster a sense of 'belonging', support self believe through children seeing staff believe in them and ultimately enable the children to 'become' the best that they can be.

### **Classroom management**

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

Relationships between teacher and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave.

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

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

Teaching methods should encourage enthusiasm and active participation for all. The atmosphere in the class should be one that encourages and supports good learning behaviours. Lessons should aim to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others. Praise should be used to encourage good learning behaviours as well as good work and good effort. Situations should be handled sensitively and dealt with in a way appropriate to the situation.

### **Rules and Procedures**

Praise and reward for good behaviour are the key to creating a positive atmosphere where the children have the opportunity to succeed.

Rules and procedures should be designed to make clear to the children how they can achieve acceptable standards of behaviour.

Rules and procedures should:

- be kept to a necessary minimum – we only have three Ready, Respectful and Safe
- be positively stated, telling the children what to do rather than what not to do;
- Give clear choice and consequence options
- actively encourage everyone involved to take part in their development;
- have a clear rationale, made explicit to all;
- be *consistently* applied and enforced;

- promote the idea that every member of the school has responsibilities towards the whole.

If school rules are broken we need to know:

- What happened;
- When;
- How often;
- In whose company;
- In what circumstances.

Each individual and situation is different; it is not possible to lay down strict guidelines for every situation. Distinction needs to be made between minor and serious incidents; the latter includes bullying, physical, online or verbal (see policy), deliberate injury or attempted injury and stealing. ( More serious incidents need to be logged on the Child protection Online Monitoring System (CPOMS) used within school. Should any child's actions need physical intervention, it will be employed by trained staff following TEAM TEACH principles and procedures (see the Positive Handling Policy) Any such intervention will be logged using CPOMS.

### **Didsbury CE Primary Reward systems**

- The traffic light reward system exists in order to promote good learning behaviours, manners and high expectations in our children as we encourage them to be responsible, hardworking members of the school community.
- Each class teacher is able to award house points to encourage the children to work towards a collective goal.
- A Gold Award is awarded each week to a child in each of the classes who has produced work that has demonstrated something that is above and beyond the norm for that child.

**Other rewards:** As well as whole school rewards each class has systems set up to reward more frequently.

**Foundation Stage:** Verbal reward with praise

Stickers given for positive behaviour and work.

Certificates presented for special events i.e. swimming

Golden Time to be used on the discretion of each class teacher for very good class effort.

**Key Stage 1:** Verbal reward with praise main strategy

Children have individual targets in English and Maths

Dojo points used to reinforce good behaviour, being on task, participation in lessons etc.

Smiley face drawn to reward good work

Stickers given for excellence/improved work

Class reward worked for as and when necessary

Some children have individual sticker charts to record when they are being encouraged to develop good and positive learning behaviours.

House points given

Golden Time to be used on the discretion of each class teacher for very good class effort.

**Key Stage 2:** Verbal reward with praise used as a strategy

Children have individual targets in English and maths

House points awarded for good work/effort

Stickers given for excellence/improved work

Dojo points used to reinforce good behaviour, being on task, participation in lessons etc.

Rewards are given on regular small steps basis.

Some children have individual sticker charts to record when they are being encouraged to develop good and positive learning behaviours.

House points:

Points to be tallied each week. The winning team receives four points down to one point for the team with the least score. The cumulative points are displayed on the house points board in the hall.

The team with most points at end of each term wins a reward chosen by the school council. The team with the most points at the end of the year wins the House Point Cup

### **Sanctions**

The approach that is taken encourages pupils to understand that their behaviour can impinge on their own work and progress and the rights of others to education and as a result will have consequences. Regular rule reminders are to be used as an initial non-confrontational approach with disruptive behaviour.

The use of sanctions should be characterised by certain features:-

- It must be clear why the sanction is being applied.
- It must be made clear what changes in behaviour are required to avoid future punishment.
- Group punishment should be avoided as they breed resentment.
- There should be a clear distinction between minor and major offences.
- It should be the behaviour rather than the person that is sanctioned.

Sanctions that may be used are:

- Expression of disapproval and warning regarding behaviour
- Time out spent in another class
- Being moved to amber in the traffic light system – in KS2 this results in time spent in Reflect and Restore for 10 minutes. (See below for more details) Five visits to Reflect and Restore in a half term results in a letter sent home from the class teacher.
- A letter of apology given to the injured party or persons.
- Extra tasks to fulfill at leisure times and/or for homework
- Letters to parents after 3 red cards in one term (traffic light system)

- Ultimately Exclusion(following LEA guidelines on exclusion policy – see appendix A)

Most instances of poor behaviour are relatively minor and can be adequately dealt with through minor sanctions. It is important that the sanction is not out of proportion to the offence. Where anti-social, disruptive or aggressive behaviour is frequent, sanctions alone are ineffective. In such cases careful evaluation of the curriculum on offer, classroom organisation and management, and whole school procedures should take place to eliminate these as contributory factors. We would also look for reasons behind the behaviour realising that consistently or sudden poor behaviour might be a safeguarding issue.

Time to discuss issues with the children is important and may take place during “PSHE lessons. These sessions give the opportunity to reinforce expectations of behaviour and respect throughout the school.

Where it is felt necessary help from the Educational Psychologist may be called upon through discussion with the SENCO.

### **Monitoring**

The Head of School monitors the effectiveness of this policy on a regular basis. He also reports to the governing body on the effectiveness of the policy.

The school keeps a variety of records of incidents of misbehaviour. Each visit to R and R is recorded in order to build up a picture of a child's behaviour. Teachers may also record incidents on CPOMS. The Head of School records those incidents where a child is sent to him/her on account of more serious bad behaviour.

The Head of School keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded. It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

### **How our Behaviour Policy is put into practice:**

Throughout EYFS, Key Stage 1 and Key Stage 2, every class has a very clear working behaviour chart displayed in a prominent place in the classroom.

Each class has red, amber, green and gold circles displayed at child friendly heights that enable the children to move their name from one circle to another should the need arise. So, although every day each child starts the day with their name in the green circle, if they behave in a way which is not expected they would have to move their name to the amber circle. Should a child be moved to amber in the EYFS and Key Stage 1 but apologise for their poor behaviour and not make the same mistake again then they are moved back to green. Forgiveness and redemption are important. We all make mistakes and need to be able to understand why we made mistakes to move on.

In Key Stage 2, if a child is moved to amber then they will miss 10 minutes of their lunch time. They will go to a designated **Reflect and Restore** room at lunch and their name will be recorded as will the reason for being on amber. They will **reflect** on the reason for being on amber and think about how they can **restore** the relationship with the offended person (be it a teacher/TA/another child.) If a child is on amber five times in a half term, then a letter will be sent home in order to be transparent with parents about the learning and relationship behaviour of their child.

In EYFS and KS1, good behaviour is rewarded with Golden time on a Friday, so each child gets the opportunity to move their name to a Golden Circle and enjoy Golden time for following the Golden Rules if their behaviour warrants such a treat.

**Cross- Reference:** refer to Anti – Bullying Policy; Positive Handling Policy

Head of School

Governors

Simon Ball

Paul Good

Dated: 6.11.19

Ratified by governors: November 19

Reviewed November 20

## **Annex A Adaptations to the behaviour policy during school reopening**

As we reopen the school and increase the number of children in the school the behaviour policy needs to be adapted. The adaptations are mainly in a response to the fact that school will be very different with groups of no more than 15 children operating in class bubbles and maintaining a social distance wherever possible. Therefore, there will be a different focus on behaviour and the need to follow instructions relating to complying with rules that support the latest DfE guidance around reopening schools.

All of the below expectations sit well within our three school rules of Ready, Respectful and Safe with an increased focus on being safe.

Consequently, children are expected to:

- follow any altered routines for arrival or departure – these have been clearly communicated to parents
- follow school instructions on hygiene, such as handwashing and sanitising – these instructions will be shared with children on their first day back in school and must be adhered to.
- follow instructions on who pupils can socialise with at school – the class bubble concept has been communicated to parents and it will be made clear to children on their first day in school
- move around the school as per specific instructions - the main corridor of the school has been marked out to showing clearly that children should move on the left. Also, at given points social distancing markers have been laid down on the floor. These instructions about moving around the school must be followed by children.
- follow expectations about sneezing, coughing, tissues and disposal ('catch it, bin it, kill it') and avoid touching their mouth, nose and eyes with hands – posters concerning personal hygiene are in each classroom; children will be shown how to catch a sneeze in their elbow and how to dispose of tissues in the lidded bins
- tell an adult if they are experiencing symptoms of coronavirus – clear guidance has been sent out to parents about the procedure that school will take when a child is experiencing symptoms
- follow rules about sharing any equipment or other items including drinking bottles – information has been sent to parents about what children should bring and what they should not bring into school
- follow amended expectations about breaks or play times, including where children may or may not play – the children will be told which designated area they are to use and they must remain in that area
- follow the expectations on using the toilets – no more than three children are to use the toilets at any one time and children are to wash their hands for 20 seconds after using the toilet.
- follow clear rules about not coughing or spitting at or towards any other person – any child that coughs or spits towards another child intentionally will be removed from the class group bubble. Their parents will be contacted and the child will work away from their class bubble for the rest of the school day.
- follow the school rules for pupils at home about conduct in relation to remote education – our remote learning is not live streamed and therefore there is no live communication between school and home. If children upload completed work to staff using their own email, parents

have been told that their child must copy in the parents so that they have a record of what was uploaded to school.

## **Adaptations**

Please note where children do not follow our new Covid 19 risk reduction school rules or behaviour expectations as a result of a special educational need and/or disability or a lack of understanding for another reason e.g. mental health., we will look at adaptations to support developing their understanding. Such adaptations may include personalising play resources within their social bubble, social stories, breaking down instructions, visualizing expectations and ensuring that an appropriate risk assessment is in place.

For children who still struggle to follow the new safety rules and expectations this may require reduced hours at school, or it may be deemed following the risk assessment that home is the safest place for them, as first and foremost we must consider the safety of the child and others. Please note any such decision would be made in conjunction with parents/carers.

This is very much in line with the DfE guidance for such vulnerable children which states:

*For vulnerable children and young people who have an education health and care (EHC) plan, attendance is expected where it is determined, following risk assessment, that their needs can be as safely or more safely met in the educational environment.*

Therefore, if pupils with EHCPs are unable to follow the risk assessment due to their special educational need and/or disability or a lack of understanding for another reason e.g. mental health then it might be necessary for their own safety as well as the safety of others to be educated at home by their parent/carer. This would be a short-term arrangement while we make the necessary adaptations in school and consider how best to support the pupil with their understanding of the safety measures.

The school rewards and sanctions system will now be altered in the following ways to adapt to the new school provision.

## **Rewards**

Gold Awards will continue to run as Virtual Gold Awards as they have during the school closure

The awarding of house points and smilers has been suspended during school closure and will continue to be so during the reopening phase

Public praise will be given in a 'Children learning at home and school' section of the newsletter.

## **Sanctions**

**Reflect and Restore has been suspended during this time.**

Children who do not follow expectations within the classroom setting will have time out away from other children in the bubble yet still within the classroom setting. Parents will be notified of this at the end of the school day by the class teacher via email. Repeats of these actions will result in a letter from the Head of school being sent home.

Children who do not follow expectations in an outside setting at break and lunchtime will first be warned and upon not heeding a warning will have time out within the designated play area eg stand against a wall for a limited time until they are ready to join back in with the group following expectations. Parents will be notified of this at the end of the school day by the class teacher via email. Repeats of these actions will result in a letter from the Head of school being sent home

Children who repeatedly and intentionally do not follow expectations within either a class or an outside setting during a school day will spend time away from their class bubble. Parents will be contacted by the Head of School or in his absence, the Assistant Head of School during the school day. Parents will be reminded of the seriousness of the situation and of the possibility of a Fixed Term Exclusion if serious intentional rule breaking continues.

Please note where children do not follow our new Covid 19 risk reduction school rules or behaviour expectations as a result of a special educational need and/or disability or a lack of understanding for another reason e.g. mental health. we will look at adaptations to support developing this understanding. Such adaptations may include personalising play resources within their social bubble, social stories, breaking down and visualizing expectations. For children who still struggle to follow the new safety rules and expectations this may require part time schooling, as first and foremost we must consider the safety of the child and others.

This is very much in line with the DfE guidance for such vulnerable children which states:

*For vulnerable children and young people who have an education health and care (EHC) plan, attendance is expected where it is determined, following risk assessment, that their needs can be as safely or more safely met in the educational environment.*

Therefore, if pupils with EHCPs are unable to follow the risk assessment due to their special educational need and/or disability or a lack of understanding for another reason e.g. mental health then it might be necessary for their own safety as well as the safety of others to be educated at home by their parent/carer. This would be a short-term arrangement while we make the necessary adaptations in school and consider how best to support the pupil with their understanding of the safety measures.

Simon Ball  
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24/7/20

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