



Bournmoor Primary School

Policy for Behaviour Management

Amended with regard to Covid-19

Introduction

Our school believes that in order to function as an institution with a safe and caring environment for all who work or learn in it, there must be a charter of rights to support everyone and an understanding of our responsibilities based on mutual respect and safety which governs behaviour. As a Rights and Respecting school, the UN Convention on the Rights of the child are fundamental in our school practice. As such we ensure that:

- ✚ The best interests of the children are a priority (Article 3),
- ✚ Children have the right to say what they think matters concerning them (Article 12),
- ✚ Children have the right to be protected from being hurt or mistreated, in body or mind (Article 19),
- ✚ Children have the right to be safe (Article 37).

This policy has been amended to reflect the current Covid-19 situation and in line with Department for Education guidance. These changes will be reviewed as needed or as the guidance changes. This policy is usually reviewed annually but will be reviewed sooner if required.

Definition

Our school believes that “behaviour” includes physical, emotional and personal attitudes which affect each person around them. The behaviour should be protective towards, and supportive of others within the school.

Scope

This policy applies to all pupils, the nursery and to all adults who work in the school and all visitors to the school. *This policy has been amended to reflect the required changes to ensure pupil and staff safety during Covid-19. It has been amended in line with Department for Education guidance as part of the wider opening of schools.*

Aims

It is the aim of the school to:

1. Promote respect for other people.
2. Promote self-discipline and a respect for authority within its pupils.
3. Teach good behaviour amongst its pupils.
4. Ensure that the standards of behaviour are acceptable.
5. Regulate the conduct of pupils.
6. Develop within the pupil’s behaviour patterns which serve to improve their lives and produce a sound basis for adulthood.
7. Promote the necessary safety rules in place to ensure the health and well-being of children and staff.

Objectives

By planning for the management of behaviour it is intended to have the following outcomes:

1. Adults including parents will lead by demonstrating respectful behaviour.
2. Children and adults will treat each other with respect, kindness and consideration.
3. Children will develop self-discipline and self-respect.
4. Children will develop a sense of fairness, together with respect for the school charter of rights and responsibilities.
5. Children will develop an awareness of, and tolerance towards ways of life, culture, opinions and ideas different from their own.
6. Respect for the school environment.
7. Co-operative links between the home and school will be strengthened.
8. Children’s and adult’s attitudes to school and work will be positive and the learning environments will be conducive to the raising of educational standards.

By show an understanding and respect for the safety rules, children can ensure their personal safety and the safety of those around them as follows:

- 1. Follow any altered routines for arrival or departure.*
- 2. Follow school instructions on hygiene, such as handwashing and sanitising.*
- 3. Follow instructions on how pupils can socialise at school.*
- 4. Move around the school as per specific instructions (for example, one-way systems, out of bounds areas, queuing).*
- 5. Comply with expectations about breaks or play times, including where children may or may not play.*
- 6. Listen to instructions about the use of toilets.*
- 7. Follow the clear rules about not coughing or spitting at or towards any other person.*
- 8. Follow expectations about sneezing, coughing, tissues and disposal ('catch it, bin it, kill it') and listen to advice about avoiding touching your mouth, nose and eyes with hands.*
- 9. Follow the rules about sharing any equipment or other items including drinking bottles.*

Requirements

Our school will produce a policy for the management of behaviour which will be reviewed annually however this policy will also be amended to reflect any changes that are needed following significant national issues such as the Covid-19 pandemic. The school will publish unambiguous charters for classroom and playground behaviour. The teachers and other staff will be given training in behaviour management and supportive skills.

The pupils will be taught correct behaviour attitudes and will be rewarded for achieving these. They will be reminded to tell an adult if they are experiencing symptoms of coronavirus, for example to ensure the well-being of those around them. A clear statement of the school charter of Rights and Responsibilities, identified acceptable and unacceptable behaviours, the rewards and sanctions as well as the exclusion process will be produced and presented to all pupils and staff.

This policy is designed to enable the school to develop a clear strategy for the management of pupil's behaviour and well-being. Through this strategy and guidance, it is intended that the classroom environment will be supportive of good, safe educational practice, and that the ethos of the school supports a caring, protective and happy working environment.

Pupils with Special Educational Needs

School acknowledges that children will have had a range of different experiences during the lockdown period which may have an impact on their behaviour presentation upon return to school. Some may present with frustration as a result of being isolated from friends or having missed a significant event or experience; e.g. exams, school trip, etc. Others may have experienced bereavement or loss or another, real or perceived, traumatic episode. For many, the process of re-engagement with learning and the school community, under unusual circumstances, may require some additional input and encouragement.

Children with SEN are recognised as being particularly vulnerable and therefore have a need to be re-integrated back into school as soon as reasonably possible. School will work closely with parents to implement supportive strategies that will inform an appropriate response.

For some children, including those with attachment concerns or SEN, and especially those with autism, the change in routines and lack of familiarity will require additional adjustment. School recognises that behaviour could be a sign that for some individual children there is an unfulfilled need and that the behaviour is communicating that there is a problem.

*The school will undertake an individual risk assessment for the child and use **reasonable endeavours** to make the necessary adjustments to reduce the stimulus that may be triggering the challenging response. If necessary, school will seek external support from other agencies such as Educational Psychologists or Early Help.*

Guidelines for Behaviour Management

Introduction

- The school system of behaviour management is based on respect for all.
- Children are rewarded for good, safe behaviour.
- All children are expected to follow the School Charter of Rights and Responsibilities, their classroom charter and the lunch-time charter.
- Parents agree to support the School Charter of Rights and Responsibilities when they sign the home school agreement and *any subsequent amendments focused on supporting the health and well-being of pupils during Covid-19*.
- Consequences for behaving inappropriately should be applied consistently by all members of staff.
- Identify reasonable adjustments that may need to be made for students with more challenging behaviour to be applied through best endeavors to support the child, whilst ensuring the continued safety of others in so doing.

Classroom charters

- Each class agrees a class charter of rights and responsibilities
- *Each class discuss and agree their right to be safe during Covid-19 and to promote the safety of others*

Rewards (as appropriate following social distancing)

- Praise
- *Virtual high 5s, thumbs up and other appropriate visual rewards*
- Pegs moved up towards 'Super Star Status' using the whole class system
- Stars, stickers, stamps on work or on sweatshirts for good work or behaviour
- Stars on chart (awarded individually, to a group or to a class) for special work or behavior which add up to prizes (as suggested by School Council) for example:
- Headteacher Awards for excellent work or behavior are given out regularly and this allows pupils to build up to their awards e.g. 'Gold Award' or 'Platinum Award'

Consequences (as appropriate following social distancing)

- Warning
- Peg moved down on visual display chart to 'fallen star' status
- Moved away from the group
- Lose five minutes of playtime
- Lose whole play-time
- Sent to Headteacher (*consideration of removal from premises to ensure social distancing during discussion*)
- Headteacher phones parents to engage home support
- Severe Clause: Headteacher sends letter home

Rewards

- Individual stickers awarded and *visual praise such as thumbs up*
- Moving up our peg system to achieve 'Super Star' status
- Being noted as a role model for other children
- Behaviour Certificate/prize awarded when you get achieve Headteacher awards
- Praise to child and shared with parents
- Good news shared in assembly with the school or within the learning environment

Consequences

- 1st time rule is broken: warning
- 2nd time rule is broken: time out for 5 minutes
- 3rd time rule broken: ten minutes time out and teacher informed

- 4th time rule broken: Send to Mrs Snowdon and parents may be informed (*consideration should be taken with regard to speaking to the child off the premises to allow social distancing*)

Repeated Unacceptable Behaviour

The school will work with parents and the Behaviour Support Services to implement a range of programmes and support to children exhibiting repeated unacceptable behaviours.

Exclusion

- In the event of behaviour which breaks the code of conduct severely children may be given a temporary exclusion following the County guidelines.

Behaviour Outside School

- When incidents of unacceptable behaviour occur on the way to or from school and are reported to the school the class teacher, deputy headteacher or headteacher will investigate and speak to the children concerned and, if appropriate, liaise with parents and the Community Police officers.
- If other incidents occur in the community and are reported to school, staff will use their discretion in talking to children. If appropriate, the deputy headteacher or headteacher will liaise with parents and the Community Police officers.

Date for Review	June 2021
Headteacher	<i>Mrs L A Snowdon</i>
Chair of Governors	<i>Mrs T Bell</i>

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Our School Charter

Rights 	Respectful Actions 
To be listened to.	To listen to others.
To get the help we need to understand our work.	To listen and follow instructions.
To have a clean and tidy school.	To help to keep the school tidy.
To be spoken to politely.	To speak politely to everyone.
To feel safe in school.	To keep our hands, feet and objects to ourselves.
To be treated with respect.	To never hurt other people's feelings by what we say.
<i>To be supported through the promotion of safety and well-being.</i>	<i>To follow the rules and expectations to ensure everyone's safety and well-being.</i>

Our Lunchtime Charter (inside)

Rights 	Respectful Actions 
To be able to talk and to be listened to.	To talk using inside voices and to listen to others and follow instructions.
To have a choice of healthy food.	To try the food we have chosen.
To have a clean and pleasant environment.	To clear away our cups and trays.
To be spoken to politely.	To speak politely to everyone.
To feel safe in the hall.	To keep our hands and feet to ourselves and push our chairs in when we get up.
To enjoy our meal without being disturbed.	To be considerate of others while they are eating.
<i>To be supported through the promotion of safety and well-being.</i>	<i>To follow the rules and expectations to ensure everyone's safety and well-being.</i>

Our Lunchtime Charter (outside)

Rights 	Respectful Actions 
To be respected by other people.	To play together, share equipment and use kind words.
To have a choice of a variety of equipment.	To look after equipment and put it away when we are finished playing with it.
To play safely.	To be aware of other people and our surroundings.
To have a choice of activities.	To agree to follow the Active Lunch Rota.
To have fresh air and exercise.	To bring coats and sensible shoes/wellies.
<i>To be supported through the promotion of safety and well-being.</i>	<i>To follow the rules and expectations to ensure everyone's safety and well-being.</i>