



Behaviour Policy

COVID Additions

Reviewed May 2020 (virtually)

Rationale

At Deerhurst and Apperley Primary School, it is our intention to provide all children with the opportunity to work and play in a safe, secure environment, enabling all teachers to teach and all children to learn. The school behaviour policy underpins the above statement.

The staff at Deerhurst and Apperley C of E Primary School feel that any difficulties should be dealt with in a sensitive and positive way. Time will be given to listen to the child's views and opinions, and these will be considered fairly.

Our school rules are few and simple:

- We will all work hard;
- We will all behave well;
- We will all respect each other;
- We will all look after people and property.

Children are also encouraged to remember their 'PETS' - Please, Excuse me, Thank you and Sorry.

'All' in this context includes the whole school community, not just children, and we believe that if we all adhere to these simple rules, we will also all have fun!

Aims of the policy

To this end, we will:

- establish routines that will help children to become independent;
- recognise the effort and achievement of individuals and groups of children and adults;
- provide an engaging and well differentiated curriculum that addresses the needs of the children;
- seek to establish a sense of collective responsibility which promotes partnership between home and school and within the school;
- promote a culture of respect within the school - respect for peers, adults and property.

We believe that children will behave well when they are given:

- good role models (children and adults);
- praise, to help them feel confident and valued;
- a happy, caring and safe environment;

- clear, simple instructions;
- clear expectations;
- established routines;
- mutual respect (for children and property);
- a well prepared, engaging and inspirational curriculum;
- opportunities to build self esteem;
- a sense of belonging;
- a supportive framework for a team approach;
- opportunities for partnership (e.g. parents, other agencies).

Rewards

At Deerhurst and Apperley School, we believe that all efforts and achievements deserve recognition which is timely and appropriate. Children can expect to be rewarded for good work or behaviour. Once a reward has been given it should not be taken away.

Some typical rewards for appropriate behaviour would be:

Daily

- Plenty of praise and encouragement in the classroom, around the school and during collective worship e.g. thank you for working so hard / quietly / well; thank you for holding the door open for me; well done, I like the way you sat quietly.
NB: We recognise that some children are more comfortable with praise being awarded privately and this will be respected.
- Plenty of smiles.
- Non verbal recognition (e.g. thumbs up)
- Recognition by all members of staff / Headteacher - award of motivational stickers.

Weekly

- Good work and behaviours are recognised and selected for Friday Celebration assembly - attended by parents twice per term. We believe that if anyone achieves acknowledgement for good work on a subsequent occasion he or she deserves recognition regardless of having been given this accolade previously.
- Awarding of house points which contribute to the end of year House Trophy celebration at end of year celebration.

When children have been exceptionally good, direct contact will be made with parents, for example, by meeting at the school gate, phone call, postcard/letter etc.

There are also some 'in-class' systems of rewards. For example, house points are awarded across the school, and sticker charts and marble jars are in use across the school. Occasionally children are presented to the head teacher for special recognition in school.

Discouraging inappropriate behaviour

At Deerhurst and Apperley C of E Primary School, we believe that everyone should be provided with a safe and secure environment, which enables teachers to teach and children to learn. We recognise that there will be times when some children will be challenged by the expectation of following class and school rules. We will support them by providing clear and consistent boundaries, and opportunities to have their concerns listened to.

The Zone Board System in school is used and has proven a valuable resource for behaviour management. This system is carried out with consistency across the school and all staff and pupils are aware of how the system is implemented and how sanctions are carried out.

In order to gain consistency in practice, we have completed the grid at Appendix A for guidance. This guidance is to be used at staff discretion, and should take account of the developmental needs of the child.

Identifying pupils with behaviour difficulties

We recognise that some children will have difficulty in following all of our rules and routines. It is our responsibility to identify the needs and support necessary to help these children to access the curriculum and opportunities available to them. In order to help us identify children with behavioural difficulties, we will follow the guidance of the SEND (Special Educational and Disability Needs) Code of Practice.

Once a child is involved in a Level 2 behaviour (see the grid at Appendix A), this will be our 'cause for concern' stage, and will trigger adults to systematically gather information to decide whether the child should be placed on the SEND register at 'School Action', with a My Plan put in place. This information will inform the My Plan targets, and will be a baseline against which progress will be measured. The child's views will be considered in setting the targets, and specific support will be provided to help achieve these. If the child is unable to make progress, and the behaviour

persists, the child may be vulnerable to exclusion. In these instances, support plans will be investigated with all stakeholders to support the child to stay in school. If the child is unable to be in school, the Headteacher, in consultation with the Governors, will consider temporary or permanent exclusion, following LA guidelines.

Summary

Every member of staff is aware of the need to be positive as often as possible with children. We endeavour to promote a 'catch the children being good' culture, recognising that children respond well to praise and that where high expectations of work and behaviour exist, the instances of poor behaviour will be minimised.

To this end, we also aim to give children responsibilities within school. These will include classroom duties (e.g. collecting the register, switching on computers, keeping the book area tidy), and wider school duties (e.g. collecting playground equipment, setting hall up for collective worship).

We also recognise the need to be constantly evaluating the policy, and in particular the strategies used for rewards (and sanctions), to ensure that they are up to date and relevant. Our policy and practice is reviewed regularly.

Other policies to be read in conjunction with this one are:

Anti-Bullying Policy

Safeguarding and Child Protection Policy

Monitoring and Review

In order to monitor the effectiveness of our policy, we will consider each of our aims. The grid at Appendix B outlines the arrangements to monitor the policy. It is the responsibility of all adults to actively do this.

This emergency policy amendment was made in May 2020 and was sent via email to governors and staff.

Head teacher: Jayne Neveu

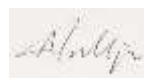
Signed:



Date: May 2020

Chair of Governors: Aaron Mulligan

Signed:



Date: May 2020

APPENDIX A

Dealing with Inappropriate Behaviour

At Deerhurst and Apperley C of E Primary School, we recognise that there will be times when children will be unable to follow our rules and routines.

In order to address incidents of unacceptable behaviour, we will follow the guidance provided within the sanction grid below.

For children with recognised behaviour difficulties, specific strategies will be identified within their My Plan.

Unacceptable Behaviour – Level 1	In- Class Response	Lunchtimes and Playtimes
<ul style="list-style-type: none"> Not on Task Disrupting another child, chatting in class Distractions, interruptions Swinging on chairs Running in the school Ignoring instructions Unnecessary movement around the classroom Playtime incident (1st incident) such as name calling/ snatching/ pushing 	Will include <ul style="list-style-type: none"> Non- verbal response such as look or signal Rule reminder (1st warning) Praising children who are following rules <u>Quiet</u> respectful reminder with child/children (2nd warning) 	<ul style="list-style-type: none"> Non- verbal response such as look or signal Rule reminder (1st warning) Praising children who are following rules <u>Quiet</u> respectful reminder with child/children (2nd warning)
Unacceptable Behaviour – Level 2	In- Class Response	Lunchtimes and Playtimes
<ul style="list-style-type: none"> Persistence of level 1 Damaging the work of others Minor vandalism – scribbling on tables, flicking rubbers, twanging rulers Mild inappropriate language Threatening behaviour Answering back Telling lies/ getting others into trouble 	Will include <ul style="list-style-type: none"> Repositioning of child in class Quiet verbal warning (3rd Warning) Use of time out in a designated area If trend in L2 behaviour, informal discussion between parents and class teacher, to monitor changes and progress. Gather ‘ABC’ information – refer ‘EASI’ pack 	Will include <ul style="list-style-type: none"> Repositioning of child on the playground Quiet verbal warning (3rd Warning) Use of time out in a designated area If trend in L2 behaviour, informal discussion between parents and class teacher, to monitor changes and progress. Gather ‘ABC’ information – refer ‘EASI’ pack
Unacceptable Behaviour – Level 3	In- Class Response	Lunchtimes and Playtimes
<ul style="list-style-type: none"> Persistence of level 2 Defiance Refusal to work Direct verbal/racial abuse – intentional swearing, gestures, bad language (aggressive and with intent) Throwing sticks, stones, bark Stealing/intent to steal Bullying, persistent name calling Major disruption of class activity Vandalism, graffiti Dangerous refusal to obey instruction Leaving school premises without consent Violence, hitting, kicking 	<ul style="list-style-type: none"> Headteacher informed, parents contacted Formal meeting with parents (negotiated staff members to attend) During meeting future steps will be agreed and may include:- Target setting , My Plan, Involvement of other agencies, temporary or permanent exclusion. 	<ul style="list-style-type: none"> Headteacher informed, parents contacted Formal meeting with parents (negotiated staff members to attend) During meeting future steps will be agreed and may include:- Target setting , My Plan, Involvement of other agencies, temporary or permanent exclusion.

Monitoring the Behaviour Policy

Aim	Responsibility	Success Criteria	Sources of evidence
Establish routines that will help children to become independent.	<ul style="list-style-type: none"> • Class teachers within the classroom • All staff in and around school 	<ul style="list-style-type: none"> • Rotas established and used effectively • Increase in on-task behaviour, increase in volume of work • Resources maintained in a way that they are accessible • Improved presentation of work 	<ul style="list-style-type: none"> • Staff handbook updated • Samples of children's work • Observation of children, especially those with attention difficulties
Recognise the effort and achievement of individuals and groups of children and adults.	<ul style="list-style-type: none"> • Everyone, including Governors 	<ul style="list-style-type: none"> • Happier environment • Improved self esteem of both adults and children • Positive responses from parents 	<ul style="list-style-type: none"> • Minutes of Governors' meetings • Positive contact with parents • Compliments file • Questionnaires • Movement on SEN register
Provide an engaging and well differentiated curriculum that addresses the needs of the children.	<ul style="list-style-type: none"> • Headteacher • Teaching staff • Learning Support Workers 	<ul style="list-style-type: none"> • Better quality and quantity of work • Children motivated by the right level of challenge • Happier children experiencing success • Increased job satisfaction for all 	<ul style="list-style-type: none"> • Children's work showing steady progress • SATs results
Seek to establish a sense of collective responsibility which promotes partnership between home and school and within the school.	<ul style="list-style-type: none"> • Everyone 	<ul style="list-style-type: none"> • Retain numbers - stability in school • Mutual support, child for child, adult for adult • Increased voluntary support from parents in school, e.g. through PTFA 	<ul style="list-style-type: none"> • Questionnaires • Minutes of staff meetings
Promote a culture of respect within the school - respect for peers, adults and property.	<ul style="list-style-type: none"> • The school community 	<ul style="list-style-type: none"> • Children and adults being polite • Children and adults recognising the achievements of others • Children wearing school uniform with pride • A good learning environment • Hear 'PETS' around the school • Mutual support 	<ul style="list-style-type: none"> • Feedback from visitors / Governors to school • Feedback from staff when on school visits
	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •

COVID RELATED AMENDMENTS FOR PERIOD OF RETURN TO SCHOOL DURING CORONAVIRUS OUTBREAK:

In light of the phased return from June 1st there will be expectations of additional behaviour for those children returning during the pandemic.

There will be a pinch point TT in place with clear instructions about picking up and dropping off (see below)

Handwashing

The children will be expected to follow the PHE instructions for washing hands and this will be reinforced in school several times daily.

Socialising and groups

Children will be placed into groups that their teachers will select. This will comply with the guidance on social distancing for the safety of pupils and staff.

Moving around school

Children will be expected to comply with social distancing requirements and move around school according to the directions given by staff and signage. There will be strict boundaries and areas that are clearly marked out of bounds. These need to be clearly followed by the pupils to maintain safety at all times.

Hygiene

Children will be expected to use tissues to catch sneezes and coughs and dispose of the tissues immediately in a bin nearby. They must not cough or sneeze over anybody and must also avoid touching their mouths, nose and eyes with their hands. Children are not to sneeze at pupils or staff intentionally and will be warned if they do. They will receive two warnings and on the third occasion they will be removed from the group and parents contacted.

Equipment

Children will be provided with a pack of personal equipment for use during work times. They will also have allocated play equipment. They are not to share with any other children at anytime and will be informed of these rules when they return to school. Lunch boxes, snacks and drinks containers will be kept at their desks for their use only. **NOTHING** must be shared with another child.

Illness

Children will be informed to tell an adult if they are not well. All staff will follow the PHE guidelines for suspected coronavirus cases.

Playtimes and toileting arrangements

There is a clear area signposted for use for each group of children playing and they will not be allowed out of that group. Toilets will be monitored and the use of them will be via a one way system where appropriate and there will be a restriction of two children in the toilet room at any one time. The other children will wait at the tape by the door to enter when another child exits.

Home Learning

Parents are sent the safety information for keeping children safe online and there is a link on the home Learning page of the website as well as under information for parents and digital safety

Rewards and sanctions

Stickers will not be passed on to children but verbal praise will be used for rewards at this current moment in time. Any children who deliberately put staff or children at risk will be sent home.

Time Table for 'pinch point' drop off and collection and information you need to know (THIS IS VERY LIKELY TO CHANGE)

WHEN/IF FURTHER PUPILS JOIN SCHOOL FROM OTHER YEAR GROUPS UPDATED 26th May 2020

For children (KW, Little Deers, Reception Class, Year 1 and Year 6) coming in to school as of Monday 1st June 2020, the following measures/precautions must be taken:

- Own clothes to be worn which are fresh on – we recommend putting clothes straight in the washing machine once returning home from school to minimise and control the spread of infection.
- Up to date contact details for family members must be available within school and emergency contact details should your child become poorly/exhibit symptoms of contracting coronavirus. Please ensure you have updated us of any changes since the data collection form
- We will register your child in and out of the premises by somebody who either has parental responsibility or has been nominated by yourselves, as long as you are all fit and well and not showing symptoms of coronavirus
- If you become unwell with coronavirus symptoms, you must immediately contact school and arrange for collection of your child.
- Social distancing must be enforced whilst your child is not in school if we are to prevent/minimise the spread of infection.
- School must be informed if you have been asked to self-isolate.
- Thorough hand washing to take place at home just before leaving the home.
- Children must be dropped off strictly at the times below to help safety procedures
- Government recommendations are to encourage Parents and children to walk or cycle where possible and to avoid public transport
- PE kit will need to be brought into school and left in school until the end of term
- Please do not bring in books or toys from home
- Please do not send your child in ill or with medicines as we will not be administering them during this period
- **ONLY ONE PARENT/CARER TO DROP OFF PLEASE AND AVOID GATHERING IN GROUPS AT THE GATES OR SCHOOL SITE**

Drop off instructions Monday – Thursday Reception/Y1/Y6	8.30am – only children with surnames in the alphabet A-I inclusive 8.40am – only children with surnames in the alphabet J-R inclusive 8.50am – only children with surnames in the alphabet S-Z inclusive Any parents running late must not drop off until 9.15
Pick up Instructions Mon – Thursday Reception/Y1/Y6	2.15pm - only children with surnames in the alphabet A-I inclusive 2.30pm - only children with surnames in the alphabet J-R inclusive 2.45pm - only children with surnames in the alphabet S-Z inclusive KW 3pm or time by prior arrangement
<u>Not open Friday for pupils</u>	Reserved for deep clean and preparation

PRE SCHOOL Time Table for 'pinch point' drop off and collection

Drop off instructions Monday (Pre-schoolers - September school starters ONLY)	8.40am - only children with surnames in the alphabet A-I inclusive 8.50am - only children with surnames in the alphabet J-R inclusive 9.00am - only children with surnames in the alphabet S-Z inclusive
Pick up Mon (Pre-schoolers - September school starters ONLY)	2.10pm - only children with surnames in the alphabet A-I inclusive 2.20pm - only children with surnames in the alphabet J-R inclusive 2.30pm - only children with surnames in the alphabet S-Z inclusive

Deerhurst Primary School Behaviour Policy Reviewed May 2020

PRE_ SCHOOL Time Table for 'pinch point' drop off and collection

Drop off instructions

Monday

(Pre-schoolers - September school starters ONLY 8.40am - only children with surnames in the alphabet A-I inclusive

8.50am - only children with surnames in the alphabet J-R inclusive

9.00am - only children with surnames in the alphabet S-Z inclusive

Pick up Mon

(Pre-schoolers - September school starters) 2.10pm - only children with surnames in the alphabet A-I inclusive

2.20pm - only children with surnames in the alphabet J-R inclusive

2.30pm - only children with surnames in the alphabet S-Z inclusive

Drop off instructions

Wednesday (morning only to join pre-schoolers) – younger group Little Deers Pre-Schoolers 8.40am - only children with surnames in the alphabet A-I inclusive

8.50am - only children with surnames in the alphabet J-R inclusive

9.00am - only children with surnames in the alphabet S-Z inclusive

Pick up Instructions

younger group Little Deers Pre-Schoolers

Pick up at 12 following instructions as below (2 children)

Pick up instructions Wednesday

(Pre-schoolers - September school starters ONLY 2.10pm - only children with surnames in the alphabet A-I inclusive

2.20pm - only children with surnames in the alphabet J-R inclusive

2.30pm - only children with surnames in the alphabet S-Z inclusive

Not open Friday for pupils Reserved for deep clean and preparation

INSTRUCTIONS FOR DROPPING OFF AND PICKING UP

SCHOOL Please remember to social distance at all times

Children will exit through outside doors and not come through school (unless they are Key Worker children in which case they will use the usual way)

In designated areas there will be a post with your children's Class number on. In each area will be separated cones. Please make your way to a cone and wait.

In the mornings, members of staff will pick your child up from the cone where you are waiting.

At the end of the day, they will send your child to a cone that you are waiting at, or that is free.

In the case of Year 6 who walk home they will be sent home at the time according to their alphabetical name.

PLEASE DO NOT COME INTO SCHOOL OR ATTEMPT TO HAVE A FACE TO FACE CONVERSATION WITH THE STAFF MEMBER - THANK YOU

INSTRUCTIONS FOR DROPPING OFF AND PICKING UP

Little Deers Please remember to social distance at all times

There will be cones and tape outside of Little Deers on the grass in the car park area. Please wait on one of them and your child will be collected/sent to you as soon as you are there and it is safe.

PLEASE DO NOT COME INTO LITTLE DEERS OR ATTEMPT TO HAVE A FACE TO FACE CONVERSATION WITH THE STAFF MEMBER - THANK YOU

I know this goes against everything we do to encourage socialising and conversations and welcoming you into school but it is done with safety in mind as I am sure you understand and would want it to be.

Provision for KWs remains unchanged and is as requested