



Behaviour Policy 2020 Covid-19 Addendum

At Burlington Junior School we aim to maintain a secure, caring and stimulating environment in which children are encouraged to have respect for themselves and each other. Whilst expectations in our Behaviour Policy remain pertinent, it is necessary, in light of the Covid-19 pandemic, to make some adjustments for the safety of all pupils and staff. It is to be used in conjunction with, and read alongside, the Behaviour Policy below.

Arrivals, Departures and Moving round the school.

-Children will enter school through their designated entrance at the agreed time. Children will come straight in and line up outside their designated classroom, keeping a 2m distance from any other individual.

- At their designated home time, children will leave the building from their designated exit. They will leave the school grounds one at a time when their parent has come to collect them, again keeping their distance.

-Movement around the school will be limited. When the children leave their designated classroom to go outside for break, lunch or outdoor learning they will ensure they stay 2m from peers and adults. Children will follow an adult from their classroom on their designated route.

-Children will be expected to tell a member of staff if they are unwell and are exhibiting signs of Coronavirus by raising their hand.

- Children must have a responsibility for their own equipment e.g. water bottles and lunch boxes which will be kept on your child's desk at all times. Another child's equipment must not be shared with another child.

Hand washing and Hygiene

-Children will be expected to follow all hand washing and hygiene routines while in school. Children will wash hands /use antibacterial gel before entering school, after returning from the outside, before and after eating and at regular intervals during the day.

-We ask children to follow the catch it, bin it, kill it, mantra when in school, if they need to cough or sneeze, they should use a tissue or crook of their arm.

-Children will be reminded not to touch their face, mouth, nose or eyes while at school.

-Should a child refuse to follow these routines, disciplinary procedures and sanctions will be used (see below).

Social Distancing

-All children will be expected to socially distance from their peers and adults in school and on the playground/field at all times.

-The children will have their own table with chairs spaced 2m apart. When children enter their classroom, they will be expected to go straight to their table and nowhere else in the room.

-Children will put their hand up if they need an adult's support, they will not get out of their seats.

-Teachers will ensure that pupils, where ever possible, adhere to social distancing measures. Where children are not complying, the usual disciplinary procedures and sanctions will be used (see below).

Toilets

-Each class will have their own designated toilets to use. The children will be supervised by an adult. When a child has finished in the toilet they must wash their hands.

Break times

-Children will have a designated place and time to play during break times. Children will be expected to remain socially distant from both peers and adults during play and break times. Children must stay in their designated area at all times.

Rewards

As a school we will continue with the use of dojo points as rewards. Teachers and Teaching Assistants welcome opportunities to praise individuals for good work, attitude or good behaviour, and show recognition. Above all praise and encouragement be used as much as possible. Walking through school to show their work to the Head Teacher or other adult for acknowledgement and praise during this time will not be permitted.

Behaviour in school

- If a child's behaviour is deemed high risk, for example, refusing to adhere to safety measures, such as, hand washing, social distancing, remaining in their classrooms or deliberate behaviours that put themselves or others at risk, such as spitting or deliberately coughing at people. The following sanctions and disciplinary procedures could be used:

-Conversation(s) with pupil(s) which could include a verbal warning, moving seats if logistically possible and other behaviour management strategies in line with our current behaviour policy.

- Once all appropriate behaviour management strategies have been exhausted, contact should be made with pupil's parent/carer.

-If the health and safety of other pupils and staff members are put at risk by the pupils not adhering to social distancing measures, then the parent/carer will be expected to collect the pupil and a fixed term exclusion will be applied in line with Exclusion guidance.

Mental Well-being and Individualised Support

At Burlington Junior school we acknowledge 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. As a result of these varied experiences children may present with behaviour that is not usual, this may include;

- Anxiety; lack of confidence
- Challenging behaviour; fight or flight response
- Anger; shouting, crying
- Hyperactivity and difficulties maintaining attention

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.

Children working from home.

If interacting with other pupils or staff online, students should always be kind and respectful to each other and staff. Any inappropriate comments to staff online, via Class dojo/Purple Mash, or any other platform will be taken very seriously. This is also the case of for any online bullying towards other pupils or peer-on-peer abuse that is disclosed to the school during this time.



Behaviour Policy

All amendments due to Covid 19 are in Italic – June 2020

Aims and objectives

This document serves to define a whole school vision to promote and maintain exemplary behaviour within the school. It is a primary aim of the school that everyone feels valued and respected and that they are fairly treated. It aims to promote an environment in which everyone feels happy, safe and secure. We have three explicit rules which are to be safe, to be responsible and to be respectful. The policy aims to promote good relationships. It is an expectation that everyone behaves in a considerate way towards others. We treat all children fairly and apply this behaviour policy in a consistent way. We give recognition for good behaviour as we believe it will develop an ethos based on kindness and collaboration.

The policy also defines the school discipline system. The discipline system is used in response to behaviour where children do not keep themselves or others safe, treat others with disrespect, disrespect the school environment, show a lack of respect to others property and when children do not allow themselves or others work to the best of their ability. The policy ensures that all children will be treated fairly and consistently by all members of staff. The policy is designed to promote positive behaviour rather than merely deter poor behaviour.

The role of the staff

All teachers have a duty of care to the children in our classrooms and cannot abdicate responsibility to support staff. It is the responsibility of all staff to ensure that the class rules are enforced in the classrooms and that their classes behave in a responsible manner during lesson time. *Where possible, Children will not be taken out of their bubble for group work during the COVID 19 phased return to school.*

How the policy operates

We operate a policy which is consistent in all classrooms and areas of the school. We use a traffic light system.

- When the children are in green, they are demonstrating appropriate behaviour and can earn dojo points.
- The children are given one verbal warning, and then if they continue the same behaviour they are moved to amber.
- The children can also lose dojo points if they do not display the correct behaviour.
- When the children are in amber, they are not demonstrating appropriate behaviour and are placed into amber on the traffic light. Staff give the children a way to get back into green by using a script (to be in green, you need to...)
- The children are shown a consequence map so that they understand how they can make the right choices and return to green.
- The children are given one more warning before having their name moved to red.
- When the children are in red, they are showing higher level inappropriate behaviour. When in red, staff will give the children a way to get back into green by using a script (to be in green, you need to...) It might be that the child modifies their behaviour marginally and may move into amber. Staff will still use scripted language, alongside the consequence map to aid them to get back to green.

- Staff will always look to help children return to green as quickly as they can.

If the children display a stage 1 action to arrive on red, then their detention sanction starts at 5 minutes and then goes up in 5 minute increments as necessary. If the child displays a stage 2 action, then their detention sanction starts at 15 minutes and goes up in increments accordingly. Stage 3 actions are more serious and will lead to a meeting with a senior leader and potentially internal/external exclusion depending on the severity.

Stage 1 actions:

- Interrupting adults
- Disturbing others
- Not getting on with work
- Moving around without permission
- Causing upset to another child by name calling, teasing or similar offences

Stage 2 actions:

- Using abusive language/behaviour
- Refusing to follow a request from an adult
- Refusing to come into class
- Leaving class without permission
- Throwing food
- Interfering with other children's lunches
- *Not staying 2 metres away from children and adults.*
- *Not following the washing hands procedure.*

Stage 3 actions:

- Serious deliberate damage to school property
- Leaving premises without permission
- Verbal abuse to a member of staff
- Physical assault on a member of staff
- Criminal damage
- Bringing knives/illegal substances into school
- *Hurting another pupil*
- *Fighting*
- *Damaging, interfering with or taking school or people's property*
- *Intentionally coughing or sneezing over another adult or child.*
- *Trying to interact with children outside of their allocated bubble.*

Children can be awarded dojo points by any member of staff. The aim is to create a praise-rich environment that all staff contribute to in a pro-active manner. When children are awarded dojo points, they can hear and see them added to the classroom chart. The dojo points will be tallied up from everyone in the year group and once a week, *a class assembly will look at the current standings. The aim is to create a competitive environment where the children will mutually contribute to a greater goal.*

We employ sanctions to ensure a safe and positive learning environment where all can achieve. Each sanction is applied appropriately to individual situations.

- We have three rules that underpin everything that we do. These are **be safe, be responsible** and **be respectful**. Staff use these to challenge children's poor behaviour and allow the children to reflect on their behaviour.
- If a child is disruptive in class, they will be placed in amber or red. They may be given a timescale to get back into green and staff will always give a way forward to get back into green.
- We communicate poor behaviour to parents and discuss ways forward with parents to secure positive outcomes for the child.
- We use a detention system where children miss their outdoor time from one day, up to a maximum of five consecutive days. On occasion, this may roll over into the next week.
- If negative behaviour persists *the child will be spoken to by the head teacher or another senior leader*.
- If negative behaviour continues over a longer period of time, the child may be placed on a behaviour report card. *They may also have an individual behaviour risk assessment set up to help them to manage their behaviour in an appropriate way.*
- Where misbehaviour is reoccurring and the behaviour report cards have not impacted on this, special help may be sought from the educational psychologist, the Behaviour Support Team and/or the Local Authority.
- If children are at risk of being excluded, a part-time timetable may be offered as a short-term measure. Parents can accept this or they have the right to reject this.
- For behaviour that persistently breaches this policy, or seriously breaches this policy, the Headteacher may use their discretion to exclude the child.

Behaviour at lunchtime

The schools value system and associated rules are applicable at all times of the day including lunchtime. Our lunchtime procedure is similar to the classroom management system and is based on a traffic light system.

All lunchtime staff carry a small laminated set of traffic light cards with them at all times. When children are in green, lunchtime supervisors use the positive language associated with green behaviour. If children misbehave, they are warned that if they continue, they may be placed in amber.

- If a child is placed in amber (shown an amber card), they will receive a short period of timeout on the playground. A child could be shown more than one yellow card per lunchtime. The lunchtime supervisors will speak with the child once the timeout is completed.
- If a child is placed in red (shown a red card), they will be excluded from the playtime into the *care of a member of staff within their bubble*.

Depending on the seriousness of the offence, the Headteacher may use their discretion to move to a higher stage of the process and may apply a lunchtime exclusion or a standard exclusion.

Use of Reasonable Force and Use of Isolation

Staff may use reasonable force in schools. All staff employed by Burlington Junior School are authorised to use reasonable force when necessary to keep children safe. Staff must consider the following guidelines when deciding whether or not to use force:

- There is a clear and unequivocal emphasis on the rights of children to be kept safe at all times.
- Physical intervention should only be used when:
 - *Where time permits – contact the head teacher or another senior leader.*
 - The situation is, or is likely to become, dangerous for children and/or staff
 - *As an adult you have the necessary PPE on to protect yourself and the child from close contact*
 - *The risk of getting in close contact with a child does not outweigh the risk of them hurting themselves or another child.*
 - A criminal act is being committed
 - Or when previous history suggests that failure to act promptly will result in any of the above.

and

-All else has been tried

-The potential consequences of not intervening are sufficiently serious to justify considering use of force

- Chances of achieving the desired result by other means were low
- The risks associated with not using force outweighed those of using force

Detention

We operate a daily detention system to deter children from making poor choices and to use as an appropriate sanction for when individuals breach this policy. If a child receives a detention (anywhere from 1 to 5 days), they will not go out at a lunchtime and will eat their lunch in isolation. Where appropriate or necessary, daily detention *will be staffed by a member of staff within your child's bubble*.

Detention escalation:

- All detentions are recorded, alongside how many minutes and the reason for detention, and this is monitored by the behaviour lead.
- When a child receives more than 3 detentions (exceeding 15 minutes) in one week, then the class teacher must phone to arrange a meeting with parents.
- If, in the same term, a child receives another 3 detentions (exceeding 15 minutes) in one week, then the class teacher, year group leader and parents will have a meeting.
- If, in the same term, a child receives another 3 detentions (exceeding 15 minutes) in one week, then the parents will have a meeting with the year group leader about their child having to go on a positive behaviour report. If their behaviour does still not improve then the child may be put on internal exclusion.

Report Cards

When children repeatedly display behaviour which breaches this policy, they may be placed on behaviour report. The aim of the report card is to help to modify the behaviour of the child and help them to make better choices. The report card is split up into individual sections of the day and for each section, the children are assessed. They are graded using the following scale:

- 0 – Highly inappropriate behaviour
- 1 – Poor behaviour and attitude
- 2 – Some minor disruption in their behaviour and attitude
- 3 – Expected behaviour – 1 dojo point per section.
- 4 – Better than expected behaviour - 2 dojo points per section.

There are 9 sessions in a day so there are a maximum of 27 points available daily. The child will have a target score and there are three levels: 23, 24 and 25. If they achieve their target, they have had a good day. If they do not achieve their target, they go into morning break and lunchtime detention for the next day. All children start with a target score of 23. If they achieve the daily target for a full week, they move onto the next target score. Once the child completes a full week of hitting the target at 25, they will be off report. If they do not achieve a full week, they remain on the same target for the following week.

The children on report will speak to a senior member of staff over the phone at the end of the day to discuss their score – any concerns and the class teacher will ring and speak to the parent/carer. The report cards will not go home but instead parents/carers will be notified of their child's score via class dojo.

Once the children have finished the report card, they will move to a Behaviour Blog for one or two weeks. If they maintain their improved behaviour, they will come off report after this period. The behaviour blog follows the same structure as the report card apart from there is no daily detention.

Escalation

The teachers within your child's bubble will deal with the majority of incidents that occur. Only during a serious incident (A stage 2 or 3 action) may a senior member of staff have to come and speak to your child, whilst still following the social distancing guidelines set out by the government.

Analysis

The Behaviour Lead will monitor all incidents of poor behaviour and analyse the frequency and severity of incidents on a half termly basis. This will then be summarised and shared with the Senior Leadership Team and the Governing Body so that all key stakeholders can see an overview of the school behaviour and look for trends so that things can be implemented to improve

behaviour, should that need to happen. All staff will record incidents in the Pastoral Log, as well as the actions that have been taken. Year Group Leaders will also monitor Pastoral Log on a weekly basis for their year groups.

Fixed term and permanent exclusions

The Headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the Headteacher may decide to exclude a child permanently. If the circumstances warrant, for example after further investigation, it is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion.

If the Headteacher excludes a child, they will inform the parents/carers at the earliest opportunity, giving reasons for the exclusion. Contained in the exclusion letter, the Headteacher makes it clear that the parents/carers can appeal against the decision to the governing body. The school informs the parents how to make such an appeal if they choose to do so. All exclusions are communicated in writing to the parent/carers, LA, governing body and any appropriate external agencies.

The Headteacher will inform the LA and the governing body about any permanent exclusion and about any fixed-term exclusions beyond 5 days in any one term.

When the Governing Body or an appeals panel meets to consider any exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents/carers and the LA, and consider whether the child should be reinstated. If the Governing Body decides that a child should be reinstated, the Headteacher must comply with this ruling.

Monitoring and review

This should be read alongside the Burlington Junior School Positive Handling Policy, DfE 2014: Behaviour and Discipline in Schools and DfE 2013: Use of Reasonable force.

The Behaviour Lead monitors the effectiveness of this policy on a regular basis and communicates this to the Headteacher. The Behaviour Lead and the SLT make recommendations for further improvements and modifications.

The school keeps a record of any child who is excluded for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of exclusions and to ensure that the school administers them fairly and consistently. The governing body will pay particular attention to matters of racial equality.

The school also keeps a record of any incidents of positive handling in a logged book which is kept by the Headteacher.

This policy has been reviewed in September 2019 and will be reviewed again in July 2020, before being reviewed annually.

Mental Health and Well-Being

At Burlington Juniors we take the children's' mental health and well-being very seriously and we understand how vital early intervention is to identify issues and provide effective support. Our school role in supporting and promoting mental health and wellbeing can be summarised as:

- Prevention: creating a safe and calm environment where mental health problems are less likely, improving the mental health and wellbeing of the whole school population, and equipping pupils to be resilient so that they can manage the normal stress of life effectively. This will include teaching pupils about mental wellbeing through the curriculum and reinforcing this teaching through school activities and ethos;
- Identification: recognising emerging issues as early and accurately as possible;
- Early support: helping pupils to access evidence based early support and interventions;
- Access to specialist support: working effectively with external agencies to provide swift access or referrals to specialist support and treatment.