

MAYBURY PRIMARY  
SCHOOL

Behaviour Policy  
Covid-19 Updated policy

Updated: June 2020



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# Maybury Primary School

## Behaviour Policy

### Mission Statement

Our values-based school nurtures curiosity and creativity through an inspiring, broad and engaging curriculum, where learning is at the heart of all that we do. Our children learn to become resilient and self-assured in an environment where safety is outstanding. Everyone is challenged and encouraged to thrive and achieve as individuals, preparing them for their role as caring and active citizens in modern Britain.

#### **Vision Phrase:**

Believe. Achieve. Succeed.

### 1. Introduction

Behaviour can be defined as the way we respond to situations, events and people around us.

Our behaviour policy provides a framework for all members of our school community, ensuring that our responses to children's behaviour are applied consistently and fairly throughout the school. The policy draws on Values based education, a long term educational philosophy which develops positive ethos, supporting and promoting good teaching, effective learning and appropriate behaviour. **Our values will be particularly important when the children return to school.** Our Values are:

<u>Value</u>	<u>Month</u>
Friendship	September
Independence	October
Respect	November
Aspiration	December
Trust	January
Cooperation	February
Equality	March
Responsibility	April
Perseverance	May
Honesty	June
Courage	July

These values are introduced explicitly during weekly assemblies and class lessons. They are implicit in every aspect of school life and are continually reinforced and referred to. **Assemblies will continue but will take place as pre-recorded or live zoom assemblies that classes will be able to watch in their classrooms to avoid large gatherings.**

There is a direct correlation between values education and behaviour:

- Developing qualities that are pre-dispositions for learning
- Creating a calm and purposeful environment in which everyone feels valued
- Supporting the development of good quality relationships between all who are part of the school
- Helping children to be in touch with their inner thoughts, feelings and emotions
- Encouraging children to develop positive dispositions and attitudes
- Developing emotional intelligence by: talking about their feelings, controlling their behaviour and empathising with others
- Developing thinking skills, language skills, active listening and reflective thinking

In this way children gain a greater sense of purpose, have high self esteem, and are more responsible for their behaviour, developing as responsible citizens.

## **2. To achieve the behaviour we want**

All staff have high expectations of children's behaviour and specific teaching of behaviour occurs. Staff speak calmly to children about their behaviour and provide positive role models. We do not shout at, belittle or demean children. Good behaviour is encouraged, rewarded and learned in relation to relevant values. Children are guided to consider what the actual or potential impact of their behaviour is for themselves and others. We also encourage them to take appropriate steps to rectify the outcomes of their behaviour. This is in line with our restorative justice approach.

### **Rewards**

To associate desired behaviour with a rewarding experience is a good strategy for all staff. When giving rewards to children we must make clear why we are rewarding them. This makes the child properly aware and sends signals to other children. Effective praise helps the child appreciate how his/her achievement is helped by his/her attitude. It acknowledges effort and focuses attention on relevant values.

Ways we give rewards:

- Dojo points individual class
- Thumbs up, nod, smile
- Individual praise
- Public praise – in class and assemblies
- Stickers **(should go directly on chart)**
- Displays
- Certificates **(certificates will not be given out during this time).**
- Informing parents – in newsletters postcards
- Class incentives – marbles in jar, class points, Golden time
- Achievement Assemblies, postcards home to inform parents and celebrate children's successes **(postcards will not be given out during this time).**
- Golden book
- Headteachers certificates Teacher Awards **(certificates will not be given out during this time).**

### 3. Specific re-opening behaviour that we want the children to follow

#### Arrival and departure

- Children will be expected to arrive at the allocated drop off time and leave at the allocated pick up time.
- They should not congregate with friends at the gate and should maintain a distance from other children.
- If children arrive before the gate is open, they should ensure that they queue 2 meters apart from the family in front or behind.
- Parents should not come into the school gates in the morning and children should go directly to their classroom.
- Year 6 parents have been advised to pick up their children from school. Should they want their children to walk home, the children should be reminded by staff to keep a social distance from other children in the school. If a number of children are walking home alone, the children should be dismissed separately to ensure they are not all leaving together.
- After school, one parent should follow the one way system and go directly to their child's allocated classroom, where the child and parent should continue along the one way system.
- Children will be expected to wash their hands as soon as they arrive at school.

#### Hygiene

- Children should be taught to sneeze into a tissue, throw it away into a bin with a lid and then wash their hands ('catch it, bin it, kill it').
- Children to be taught to avoid touching their mouth, nose and eyes with their hands.
- Children should be encouraged to cough into their elbows.
- As it ever would be, spitting at or towards another person will not be tolerated.
- They should wash their hands at regular intervals for 20 seconds and will dry them thoroughly. Staff should guide children to when to wash their hands. Children should maintain social distancing when washing their hands (one child per sink).
- Doors will be kept open and children are expected to not touch door handles.
- Children should be encouraged to leave the toilets in a clean condition and should only use their allocated toilets. Door handles and toilet flushes will be cleaned regularly.
- They should change their clothes every day and should wear freshly laundered clothes the next day. We strongly advise that children change their clothes when they get home.
- Children should leave their bags at home and should only bring in a snack, water bottle (named), a packed lunch if they have one and a coat if needed.
- School lunches will be provided in sealed disposable take-out style boxes with disposable cutlery.
- Children should only use the equipment on their desk and must not share equipment, including water bottles.
- Children should tell an adult immediately if they are experiencing symptoms of coronavirus.
- Classrooms will be well ventilated with open doors and windows.

#### Remote learning

- Children can email their teacher using the class email address.
- Remote learning will continue for those children still at home and regular contact will be maintained with vulnerable children.
- Children will use ipads that will be cleaned before and after use.
- Staff and children should follow the acceptable use agreement as set out in the online safety policy.
- Staff will not deliver virtual lessons.

### Socialising

- Children will only socialise with the children and staff in their allocated group (“bubble”).
- Children will have breaks, lunchtime and outdoor learning with only the children in their allocated group.
- Where possible, children should remain at a social distance from the other children and staff in their allocated group.
- If an area of the playground is out of bounds, children will be made aware of these restrictions and will be expected to adhere to these restrictions.
- Children should not socialise with other children at the school gate.
- When using the school playground, staff should ensure that children are not using school equipment.

### Vulnerable children

- Many of our vulnerable children have continued to attend school during Covid.
- Throughout this pandemic, we have been making at least weekly contact with our vulnerable families who have been attending school via phone calls and socially distanced home visits.
- School staff will pay particular regard to families and pupils who are classified as clinically vulnerable so that appropriate additional support is put in place to reduce anxiety as appropriate to the circumstance.

## **4. To discourage behaviour we don't want**

Whenever possible unacceptable behaviour must be dealt with quickly and quietly with reference to relevant values. To have a lot of attention for unacceptable behaviour often has the undesired effect of reinforcing that behaviour and draws other children off task. Staff must always be consistent, not ignoring a behaviour on one day and applying sanctions on another. Our school uses a graded approach to managing behaviour with clear and succinct steps to ensure that all children are aware of consequences and are given opportunity and support to change their behaviour when necessary. We recognise that it is important for the child's self-esteem that we disapprove of the **action** but not the **child**. We apply our behaviour policy fairly and consistently for all children.

## **5. The following steps are taken in all cases to discourage unacceptable behaviour.**

At Maybury School we aim to ensure we give children very clear and consistent messages about the behaviour we want to see from them. ~~Each class displays their Behaviour Ladder showing the consequence for each type of behaviour.~~ All adults in the school will respond to children's behaviour in the same way. ~~The behaviour ladder is also used during play times to ensure that children have a consistent message about what is expected of them at all times.~~

### These are the behaviours we want to discourage:

1. Not listening or not trying with our learning (step1) – verbal warning
2. Shouting out in class (step 2) – move to another place in the classroom or playground
3. Being unkind to others restriction of a privilege. This might mean missing out on a class reward.
4. Stopping others from learning or being rude miss some playtime or move to another class (teacher decides)
5. Ignoring adults, hurting others or breaking things - go to headteacher or deputy headteacher.
6. Stealing, telling lies or behaving in an unsafe way. Phone call or letter home.

Maybury Behaviour Ladder

<p><b>Star Pupil award Postcard home from Headteacher</b> <i>(Exceptional progress or work, consistently high standards in learning)</i></p>
<p><b>Headteacher Award</b> <i>(Improved learning, excellent work and attitudes, outstanding role models)</i></p>
<p><b>Class teacher reward- Stickers or Dojo points</b> <i>(positive learning behaviours, good work, kindness to others)</i></p>
<p><b>Ready to Learn</b></p>
<p><b>Step 1 – third and final warning by Teacher/TA</b> <i>(not listening/following instructions, disruptive behaviour)</i></p>
<p><b>Step 2 –work on isolated table or in other class</b> <i>(Repeat of Step 1 behaviours or shouting out or off task behaviour.)</i></p>
<p><b>Step 3 –Miss playtime 5 mins</b> <i>(Repeat of step 2 behaviours or being unkind or rude to children or staff)</i></p>
<p><b>Step 4 –Miss all of playtime</b> <i>(Repeat of step 3 behaviour or for disrupting others learning, deliberately ignoring adults)</i></p>
<p><b>Step 5- Go to Headteacher or Deputy</b> <i>(Repeat of step 4 behaviour, deliberately hurting others/rudeness to adults/abuse of resources)</i></p>
<p><b>Step 6 – Letter or telephone call home by Headteacher /internal exclusion</b> <i>(persistent misbehaviour featuring any of the above or serious/dangerous incidents, lying to adults, stealing or behaving in an unsafe manner)</i></p>

Our class charter to ensure that each classroom is consistent:

Our Rights:

We have the right to be safe.  
We have the right to learn.  
We have the right to be listened it.  
We have the right to have friends.  
We have the right to play.

Our responsibilities:

We make sure that we ...  
Are kind and caring towards each other  
Tell adults when we are worried  
Will give our friend space  
Always try our best  
Listen to others when they are talking

Any cases of serious misbehaviour or bullying will be immediately dealt with by the Headteacher or Deputy Head and parents informed. **(See Maybury School Anti-Bullying Policy)**

A Behaviour Log is kept in the school office to record unacceptable incidents that have taken place in the playground, and action that has been taken. A separate section of the log is used for teachers to record unacceptable incidents of behaviour in class. This is then used to monitor and inform necessary action. This is used to report to governors. Teachers who have children in their class with specific behavioural needs keep their own log of incidents which is used with the Inclusion Leader to identify necessary interventions and appropriate support from other professionals such as the Educational Psychologist or specialist behaviour teacher. **(See Maybury Primary School Inclusion Policy)** Unacceptable ICT usage and/ or E-Safety incidents are dealt with in line with the E-Safety policy sanctions.

We will provide a social story and letter to children in advance of them returning to school to prepare them for the changes to the school day. The school is providing a welcome back powerpoint and video to sensitively explain new routines. Once they have returned, staff should minimise anxiety by providing a daily timetable and discussing changes to the school day. Staff should ensure that children have an opportunity to communicate their anxieties.

Signs, posters and visual aids will be around the school to remind pupils and staff of the new safety measures. Children will also explain hygiene rules sensitively every day and throughout the day.

Wellbeing will be a priority and learning life will be taught everyday when we reopen. Staff should make a conscience effort to ensure that children feel safe and happy at school.

Staff will be supported when dealing with challenging behaviour by the SLT who will be present around the school.

## **6. Physical Intervention**

See Maybury Primary School Physical Interventions policy and Positive Touch policy. **All children and staff should attempt to maintain social distancing where possible.**

- Given the current pandemic, staff will also need to consider the possible risk of infection if they physically intervene, contrasted with the possible risks of infection should they not intervene.

- Any decisions made should be in accordance with Public Health and Government guidelines on Covid-19.
- Advice remains firmly focused on restraint reduction. The emphasis is on de-escalation, reducing triggers, and early interventions to manage risk.
- When deciding to use restrictive interventions, any such restriction must be a last resort, reasonable, and proportionate action.
- Staff need to ensure their decisions consider the risks of doing something contrasted with the risks of doing nothing.
- Schools should continue to explore non-restrictive alternatives that maximise safety and minimise harm at the point of risk behaviour.
- At the heart of all decisions is our desire to maintain the Care, Welfare, Safety and Security of everyone, staff as well as pupils.

## 7. Fixed-term and permanent exclusions

We follow the policies and protocols from Surrey County Council: Surrey exclusions guidance. Only the Headteacher (or the acting Headteacher) has the power to exclude a child from school. 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 exclude a child permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a child, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The Headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing body itself cannot either exclude a child or extend the exclusion period made by the Headteacher.

The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents and the LA, and consider whether the child should be reinstated.

If the governors' appeals panel decides that a child should be reinstated, the Headteacher must comply with this ruling.

Part of the risk assessment to guard against COVID-19, separation of children is vital. Should a child come into close contact with another child through their own behaviour choices and refuse to follow staff members' requests to socially distance themselves, the child's parents will be contacted to come to take their child home. As advised by Surrey's Inclusion Officer for Vulnerable Learners, Stuart Lee, this will not be treated as an exclusion due to the circumstances brought about by COVID-19.

The guidance on school exclusions can be found here:  
<https://www.gov.uk/government/publications/school-exclusion>

## 8. Monitoring and review

The Headteacher monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records concerning incidents of misbehaviour. The class teacher records minor classroom incidents. The Headteacher records those incidents in which a child is sent to him/her on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give written details of any incident in the incidents book that we keep in the staff room.

The Headteacher keeps a record of any child 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. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance **The Duty to Promote Race Equality: A Guide For Schools**, and that no child is treated unfairly because of race or ethnic background.

The governing body reviews this policy every 2 years.

### Our revised timetable for June:

	Start time	Finish time	Outdoor Learning/PE		Playtime	Outdoor Learning /PE	Lunch in classrooms	Lunch Play	Outdoor Learning/PE	
			9.15-9.40am	9.45-10.05am					1.55-2.15pm	2.20-2.40pm
<b>Reception</b>	9.00am	2.45pm	<b>Zone 1 or 2</b> (playground or trees)		<b>Zone 1</b> (playground) 10.10-10.25am		11.45am	<b>Zone 2</b> (trees) 12.10-12.40pm		
<b>Year 1</b>	8.55am	2.50pm		<b>Zone 1</b> (playground)	<b>Zone 2</b> (trees) 10.10-10.25am		11.45am	<b>Zone 1</b> (playground) 12.10-12.40pm	<b>Zone 2</b> (trees)	
<b>KW/V (M Rays)</b>	8.30am	3.15pm			<b>Zone 1</b> (playground) 10.30-10.45am	<b>Zone 2</b> (trees)	12.15pm	<b>Zone 2</b> (trees) 12.45pm-1.15pm		<b>Zone 1</b> (playground)
<b>Year 6 (AF)</b>	8.45am	3pm			<b>Zone 2</b> (trees) 10.30-10.45am	<b>Zone 1</b> (playground)	12.15pm	<b>Zone 1</b> (playground) 12.45pm-1.15pm		<b>Zone 2</b> (trees)
<b>Year 6 (Dolphin)</b>	8.45am	3pm		<b>Zone 2</b> (trees)	<b>Zone 2</b> 10.50-11.05am		12.30pm	<b>Zone 1</b> (playground) 1.20pm-1.50pm	<b>Zone 1</b> (playground)	