



Sledmere Primary School



Behaviour & Anti-bullying Policy including Behaviour Policy 2020 Covid-19 Addendum September 2020

1. Our School Values

We believe that positive behaviour underpins learning and we expect and reinforce good behaviour at all times. We want our school to be a happy place, a place where the children want to be, where they feel safe and secure, where they feel valued and where they can learn. Our school values:

Respect Responsibility Kindness Perseverance Confidence Resilience

Our mission statement “**Be the best you can be**’ sums up these aims. This statement is consistently reinforced throughout the whole school and is on display in all classes and all areas of the school. Positive behaviour has an integral role to play in the fulfilment of our aims.

2. Aims of our Behaviour and Anti-bullying Policy

The specific aims of our Behaviour and Anti-bullying Policy are as follows:

- ✓ To promote the safety and happiness of all the children and staff in our school
- ✓ To promote good behaviour and self-discipline among all our children
- ✓ To ensure that all our children learn to take responsibility for and manage their own behaviour
- ✓ To promote equality and fairness among all
- ✓ To enhance the learning environment of our school by promoting a sense of mutual respect among all members of our school community
- ✓ To further increase the co-operation and collaboration between home and school
- ✓ To ensure consistency in the application of rewards, rules and sanctions
- ✓ To outline the structure of fair and agreed sanctions in response to negative behaviour

3. Sledmere Rules & Rights Charter

We have our own Sledmere Rules & Rights Charter. At Sledmere Primary School, we believe that everyone has rights. To ensure that all children have these rights, we have clear, child-friendly rules. By following these rules, our school will be a happy and safe place.

Rules	Rights
Be kind and respectful to everyone and treat other people the way I like to be treated. <i>This is our Golden Rule.</i>	To be safe, cared for and happy.
Use kind hands and feet and not bully, fight, hurt or frighten other people.	To be safe and not be bullied or frightened.
Speak politely to all children and adults, always using good manners and saying please and thank you.	To be spoken to politely and kindly by other children and adults.
Use kind words and not use bad or hurtful language or swear.	To be spoken to with respect and feel safe.
Listen carefully to children and adults, who work with me in school and do what I am asked.	To have good lessons and safe, enjoyable playtimes.
Try my best, work hard and be organised and ready to learn at the start of every lesson.	To have lessons that are well prepared with the teacher ready to help me learn.
Complete my homework and ask for help when I need support with it.	To have homework that is right for me, at the right level and the right amount.

Listen to other people's points of view and try to understand how they might be feeling.	To be listened to and understand how others are feeling.
Look after myself, other people, everyone's belongings and everything in our school.	To be looked after by other people and for my belongings to be safe.
Wear my uniform smartly.	To have a smart, clean, comfy uniform.
Choose healthy food, drinks and activities.	To eat healthy foods, have fresh water and do healthy activities.

4. UNICEF Rights Respecting School

We are also working towards becoming a UNICEF Rights Respecting School. The children on our School Council are our Rights Respecting Ambassadors and they work on articles from the United Nations Convention on the Rights of the Child each term. The staff and children in each class have drawn up a code of conduct, based on the United Nations Convention on the Rights of the Child. For example:

'I have the right to:

- Have lots of friends and be happy
- Be spoken to politely
- Be safe
- Good lessons, where I can share my news and talk to the teachers and other children
- Be listened to
- Have nice things to play and work with

5. Rewarding Positive Behaviour

Our Behaviour and Anti-bullying Policy focuses on promoting and rewarding positive behaviour. We have a well-structured universal House Point reward system that ensures consistency across the whole school:

- Every child and staff member belongs to one of our 4 House Teams - Lenny Henry, Josie Lawrence, Duncan Edwards and Denise Lewis. The children can earn individual House Points, collected in stamp booklets, which feed into the collective total for their House Team.
- When a child has collected the following totals, they are rewarded with a pencil, a reward sticker and a star badge from our Headteacher

Bronze	50
Silver	50
Gold	50
- The house points are recorded on team charts that are displayed in every classroom and children have the responsibility to record their individual house point total.
- The house points are collected weekly by the house captains and are added to the running house team totals for the whole school.
- The house team points for the school are on display in the hall and reference to the weekly totals is made during whole school assembly. This ensures that the profile of the points system remains high.
- Special school events will be linked to the house teams:
 - Sports Day
 - World Book Day
 - Eisteddfod
 - Maths assemblies
 - Quizzes
 - House assemblies (to take place in classrooms every half term)
- Children earn house points for good behaviour and good work. Teachers may choose to have additional, personal reward systems, which work well for their own class.
- A special whole school assembly is held every term, where staff nominate children from every class to have a Gold Book Certificate – the child's name is recorded in the Gold Book.
- Children are encouraged to bring in certificates from home to present in whole school assembly: gymnastics, football, swimming, cubs, brownies, sports clubs, etc.
- Staff give out stamps and stickers for good behaviour and good work as well as awarding house points as part of their marking of children's work.
- Children who have been particularly good are sent to our Headteacher for extra praise and a Headteacher gold sticker/pencil and write their name in a 'Special Diary'.

In addition to our universal House Points reward system, all our teachers use additional positive reinforcement strategies to encourage excellent behaviour and positive attitudes to learning. These include: Class 'Stars of the Week' and instant visual behaviour rewards

6. Parents' Rights & Responsibilities

We believe that the partnership between home and school is vital to encourage good behaviour. A supportive partnership will be strong and be of ultimate benefit to the children. We have therefore drawn up a Code of Conduct for parents in our Home School Agreement, which all parents are expected to sign:

I have the responsibility to:	I have the right to:
Show support for staff in their implementation of the behaviour policy for the good of all children	Expect the behaviour policy to be fully implemented for the good of my child
Support my child in their school work and homework	Be kept informed about my child's progress, and support to be given to my child as appropriate
Ensure the punctuality and regular attendance of my child	Expect that the school environment will be happy and safe
Promote respect for all staff in school	Be treated with respect when dealing with school
Be familiar with the various policies and codes of the school	Have access to the various policies and codes of the school
To make sure my child has the correct uniform and all they need for the day	Expect that the uniform code will be promoted

If all parents support the Code of Conduct, then consistency will be applied. The children will be aware of the consequences of their behaviour, so they understand what happens when they behave well and what happens when they display unacceptable behaviour.

The children are encouraged at all times to take responsibility for their actions. If we want to live in a civilised society, we need to develop children with the necessary skills to be a part of that society. If we foster in children a willingness to take responsibility, then they can expect to be treated fairly. Together we can create a happy, safe community, where children can learn and develop.

7. General Behaviour Management

We expect good behaviour by all the children at all times. The following examples of low level disruptive behaviour will not be tolerated:

- Answering back inappropriately
- Disobedience to any adults in the school community
- Disrespect of people and property

When dealing with unacceptable, low level disruptive behaviour in class, staff will follow this procedure:

1. Verbal response from the teacher or teaching assistant and the child is offered a positive choice.
2. Remind child of the Sledmere Rules and Rights Charter and class rules based on this.
3. Record the child's name on the whiteboard, if appropriate.
4. Change the child's position in class, if appropriate.
5. The child misses part of break/lunch time to complete unfinished or unacceptable work with the class teacher.
6. Move the child to another teacher in another class for a fixed period of time, record child's name on Cloud School and ensure you inform the Leader of Learning.
7. The Leader of Learning must talk to the child to establish the facts – be reasonable and fair.
8. If the Leader decides the child's behaviour is more than low level disruptive behaviour, inform the Assistant Head or one of our Deputies.

The behaviour module on our school information management system is a permanent record of all incidents and remains with the child as they progress through school.

8. Management of More Serious Unacceptable Behaviour

The following examples of unacceptable behaviour are considered more serious:

- Causing physical harm to any member of our school community
- Abusive or extreme language
- Persistent refusal
- Putting someone in danger in school or on educational visits
- Racism
- Discrimination
- Bullying including cyberbullying: bullying is when children behave badly to each other over a sustained period of time
- Inappropriate sexualised behaviour including sexting

If staff consider unacceptable behaviour to be more serious than low level disruption, including what might be bullying, staff will follow this procedure:

1. The classteacher informs the Leader of Learning of the child or children involved.
2. The classteacher and Leader of Learning talk to the child/children in order to clarify the incident and remind the child/ren of the Sledmere Rules and Rights Charter.
3. The child may be kept in for all or part of break or lunchtime.
4. The Leader of Learning informs our Assistant Head or one of our Deputies.
5. Parents are informed either in person or by phone by the class teacher (together with the Leader of Learning if necessary) and the incident is recorded on Cloud School by the class teacher.

If a child has been hurt, the parents of both the instigator and the victim must be informed.

6. The Assistant Head or one of our Deputies and Headteacher discuss and, if deemed appropriate, invite parents in to further discuss problems and how to resolve them.

9. Persistent Problems with Behaviour

Persistent problems with behaviour may result in the child going on a weekly behaviour programme, where targets are decided upon and the children are rewarded for modifying their behaviour. Parents are always involved in this.

The classteacher in discussion with our Special Educational Needs Coordinator (SENCO) may draw up an Individual Behaviour Plan for a child's behaviour and share it with parents. Subsequently it may be considered to place the child on the SEN register or list of cause for concern.

10. Missing Break Time

If a child is kept in for part of break or lunchtime, they will have access to the toilet and food and drink. If they stay in during lunchtime, they will have the opportunity to have some time outside. This will happen on the day of the incident and if not possible then definitely within the following 24 hours.

The child may be asked to reflect on what they have done and write out how they would do things differently next time, if appropriate.

Staff will separate the behaviour from the child by focusing on the unacceptable behaviour of the child and not the child him/herself; eg 'That was an unkind thing to say' rather than 'You are unkind'.

11. Break-time Incidents

1. The teacher on duty will deal with incidents that occur during break-time. They may send the child to a 'Time Out' area, which is a designated area of the playground where the child has to remain for a fixed period of time, eg 5 minutes.
2. The teacher on duty will report incidents to the relevant class teacher.
3. In the case of a serious incident the child may be brought in from the playground and the Leader of Learning, Assistant Head or one of our Deputies will be informed.

4. These matters may be dealt with by the Assistant Head or one of our Deputies to avoid disruption to children's learning by interrupting lesson time.

12. Lunchtime Incidents

1. The Midday Supervisors are responsible for lunchtime behaviour and dealing with any incidents in the first instance.
2. The supervisors will report more serious incidents to the Midday Superintendent, who will deal with the incident.
3. The Superintendent will inform the child's class teacher and/or the Leader of Learning.
4. These matters may be dealt with by the Assistant, one of our Deputies or Headteacher to avoid disruption to children's learning by interrupting lesson time.

13. Before School Club Incidents

1. Active Breakfast Club staff are responsible for behaviour in our Active Breakfast Club and deal with any incidents in the first instance.
2. Active Breakfast Club staff will report more serious incidents to the Assistant Head or one of our Deputies, who will deal with the incident immediately.

14. Racist Incidents

All racist incidents are taken very seriously and reported immediately to the Headteacher, who will record the incident and notify the local authority. The Headteacher reports racial incidents to governing body in the termly Headteacher's Report. Racist incidents may result in a fixed term exclusion.

15. Fixed-term and Permanent Exclusions

Only the Headteacher (or the acting Headteacher) has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year.

The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a pupil, 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, the Learning Link MAT Central Team and the school's local governing body about any permanent exclusion and about any fixed-term exclusions beyond five days in any one term. It is good practice to inform the LA of fixed-term exclusions of 1-4 days also.

The governing body itself cannot either exclude a pupil 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 exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated.

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

At Sledmere, exclusion proceedings will be put into place if a child's behaviour is extreme or does not show improvement. These proceedings will follow guidelines from DCSF 'Improving Behaviour and Attendance: Guidance on Exclusion from Schools and Pupil Referral Units' September, 2008.

A fixed term or permanent exclusion will result if there are on-going incidents, including:

- A child's Cloud School record and/or Individual Learning Plan shows a persistent problem with behaviour
- Discussion between parents, headteacher and any other staff involved, including outside agencies
- Monitored Individual Learning Plan in place
- Behaviour shows no improvement

The following extreme incidents can automatically result in a fixed term or permanent exclusion at the discretion of the Headteacher

- Physically violent outburst, where harm has been threatened or has actually been caused to an individual/s
- Verbally violent outburst, where harm may be threatened to an individual/s
- Verbally abusive racist outburst

16. Monitoring

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

The Headteacher keeps a record of any pupil, 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 policy is administered fairly and consistently.

17. Review

The governing body will review this policy every year. They governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

18. Equal Opportunities

This policy adheres to all the principles, aims and objectives set out in the school's Equality Policy and Inclusion Policy.

Behaviour Policy 2020 Covid-19 Addendum

We always aim to provide all children who attend Sledmere Primary School with the very best opportunities in every aspect of their school life so that they are well prepared for future success.

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. We will require all pupils and their parents to agree to these principles at all times. This addendum is to be used in conjunction with, and read alongside the:

- Behaviour Policy & Anti-Bullying Policy
- E-Safety Policy
- Peer-on-Peer Abuse Policy

These adjustments are set out below.

1. Arrivals, Departures and Moving round the school

Children will enter school through their designated entrance at the agreed staggered start time. Children will go straight to their designated room, keeping a 2m distance from any other individual. There will be markers on the floors to support children with social distancing.

At their designated staggered home time, children will leave the building from their designated exit. They will leave one at a time when their parent has come to collect them, again keeping their distance using the markers on the floors as a guide.

Movement around the school will be limited. When the children leave their classroom to go outside for break, lunch or outdoor learning, they will follow the markers on the floor to 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 ensure that these are not shared with other pupils.

2. Hand washing and Hygiene

Children will be expected to follow all hand washing and hygiene routines while in school. Children will wash hands and use antibacterial gel

1. On entering the school
2. After any time outdoors
3. Before eating
4. After eating
5. After using the toilet
6. Before leaving the school

They will be reminded about the timing and procedures for good handwashing.

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).

3. Social Distancing

Children who are old enough will be expected to socially distance from their peers and adults in school and on the playground/field at all times. Pupils from Year 1 through to Year 6 will have their own chair and work

space. When children enter their classroom, they will be expected to go straight to their work space 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.

No child will, at any time, be allowed or asked to share any equipment. All children will be provided individual essential work equipment which is not to be shared. Drink bottles must be brought into school daily by the child already filled, and taken home each evening. Children should not bring their own materials in from home, and they should not be taking home equipment from school. Each pupil will keep their coat on their chair, no bags will be permitted in school. All equipment and resources will be individually used.

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

We understand socially distancing may be more difficult for younger children, they will be encouraged wherever possible to keep a distance from peers and adults, however, we understand this may not always be possible.

4. Toilets

Each class will have their own allocated toilets to use. These will be sign posted. Children will be supervised and encouraged to use the toilets one at a time. ***When a child has finished in the toilet they must wash their hands.***

5. Break times

Children will have a designated area 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.

6. Rewards

The house point system will not be in use during Covid-19. Children, instead will be given stickers as rewards. Teachers and Teaching Assistants welcome opportunities to praise individuals for good work, attitude or good behaviour, and show recognition, if these are brought to their attention. Above all praise and encouragement should be used as much as possible. Walking through school to show their work to Senior Leaders or other adult for acknowledgement and praise during this time will not be limited. Senior Leaders will reward positive behaviour and good work each week with Star of the Week awards.

7. Behaviour in school

If a child's behaviour is deemed high risk, for example, refusing to adhere to safety measures, such as,

- Not hand washing, social distancing, remaining in their pods or deliberate behaviours that put themselves or others at risk, such as spitting or deliberately coughing at people
- Deliberately not following social distancing guidance in school
- Accessing any areas that are temporarily prohibited in light of the current circumstances
- Not following any rules outlined regarding hygiene practice, sharing of equipment and social interactions in school
- Not following designated routes around school

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

An individual risk assessment will be made for a child based on the following:

- If they have an individual behaviour plan that is currently in place
- If the school deems it to be necessary due to behaviour of the child prior to lockdown
- Any risk assessment will be discussed and agreed with parents/carer

8. 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.

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 with SEN are recognised as being particularly vulnerable and therefore have an urgent 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. If necessary school will seek external support from other agencies such as Educational Psychologists or Early Help.

9. Pupils working from home

If interacting with other pupils or staff online, students should always be kind and respectful to each other and respectful and obedient to staff, remembering at all times that that staff are not 'friends' with, or peers to, pupils.

Students should never attempt to contact staff via social media or make comments about staff on social media platforms. Any inappropriate comments to staff online 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.

10. Government Guidance applied to Sledmere Primary School

The Government has issued guidance for schools preparing for wider opening in order to adapt behaviour policies. Please refer to

<https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-primary-schools>

11. Parent and Carer Expectations

We expect parents to follow the school's Behaviour Policy and Covid-19 Addendum and to be fully supportive of these reasonable adjustments. Any parent and children will be barred if they repeatedly do not exhibit sensible social distancing during the drop off and collection periods, and therefore putting other people at risk.

12. Principles for Staff

- Do not come to work if you have coronavirus symptoms, or go home as soon as these develop (informing a Senior Leader), and access a test as soon as possible.
- Staff will need to inform the school, self-isolate and be tested if they suspect they are showing symptoms of Covid19. They will need to inform a member of SLT of the result of their Covid19 test, and follow government and NHS guidance as to isolating. If members of your household are exhibiting symptoms of Covid19, you must not come to work. You must self-isolate, and arrange a test for yourself and members of your household, and inform the school of the result.
- Clean your hands more often than usual - with running water and soap and dry them thoroughly or use alcohol hand rub or sanitiser ensuring that all parts of the hands are covered
- Follow same procedures as the pupils.
- Use the 'Catch It, Bin It, Kill It' approach.
- Any item to be binned should be disposed of in pedal lidded bins only, to help prevent the spread of germs.
- Avoid touching your mouth, nose and eyes, any part of your face.
- Clean frequently touched surfaces often using school agreed products.
- All classrooms will have access to their own appropriate cleaning products to ensure constant cleaning throughout the day, including tech devices.
- Staff can clean surfaces in their classroom at the end of each day. The cleaners will clean communal areas after pupils have left the school site, and empty class bins and vacuum carpets.
- Think about ways to modify your teaching approach to keep a distance from children in your class as much as possible, particularly close face to face support (noting that it's understood that this is not possible at all times, which is why hygiene and hand cleaning is so important).
- Curriculum work will be completed via home learning books.
- Pupils will work in their place.
- Staff should remain 2m away from each other and where possible 2m away from pupils. When this is not possible, staff should avoid speaking face-to-face, avoid speaking on the same height as the pupil and can choose to wear a face covering, especially if this is for a period of more than 1 minute.
- Pupils will be instructed not to approach the adult(s) in charge of the classroom. If confidential conversations are required, the pupil and adult will step into the corridor or playground to maintain distance. (Remember some children will have had experiences that require confidentiality.)
- Consider avoiding calling pupils to the front of the class or going to their desk to check on their work if not necessary.
- Help your class to follow the rules on hand cleaning, not touching their faces, 'catch it, bin it, kill it' etc. including by updating your classrooms displays with posters.
- All classrooms and shared spaces have posters displayed reminding of key hygiene routines to follow.
- Prevent your class from sharing equipment and resources (like stationery).
- All pupils are provided with their own equipment and resources. At no time will a pupil be allowed or asked to share any item.
- Keep your classroom door and windows open if possible for air flow.
- Limit the number of children from your class using the toilet at any one time.
- Toilet areas will be monitored by staff to ensure limits on numbers of pupils in the toilets at one time.
- Limit your contact with other staff members, and don't congregate in shared spaces, especially if they are small rooms.
- Staff must have their own cutlery and cup. Bring food in a sealed lunch box. There are no facilities to warm food as microwaves are off limits.
- Only spend minimum time in the staff room to make a drink. (You will need your own teaspoon).
- Only one member of staff in any of the joint toilets at any time.
- All office areas will be designated for one person only. Do not enter. Any confidential conversations can take place in the Senior Leaders' rooms or the SENDCo's room where a 2m distancing can be maintained.
- Staff are expected to maintain social distancing measures with other adults at all times. No member of staff should enter a room other than their designated space to undertake their delegated duties.
- When entering a space, all adults should assess the available space, and their ability to maintain social distance whilst in the space.