

Behaviour policy and statement of behaviour principles

Thrapston Primary School



Approved by: Mrs Pauline Turner (Head Teacher) **Date:** May 2020

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1. Aims

This policy aims to:

- **Provide a consistent approach to behaviour management**
- **Define what we consider to be unacceptable behaviour, including bullying**
- **Outline how pupils are expected to behave**
- **Summarise the roles and responsibilities of different people in the school community with regards to behaviour management**
- **Outline our system of rewards and sanctions**
- **Outline Covid-safe behaviours which should be followed at all times.**

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

[Behaviour and discipline in schools](#)

[Searching, screening and confiscation at school](#)

[The Equality Act 2010](#)

[Use of reasonable force in schools](#)

[Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils

Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property

[DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

3. Definitions

We believe that the nature of the relationships between all members of our school community is central to any behaviour policy. We aim to create a structured, caring, family environment in which mutually rewarding friendships can develop, and in which all members of the community feel valued and share responsibilities. In any community there have to be expectations for behaviour, and we feel that it is important for our expectations to be clearly expressed, whether between adult and child, between adults, or between children, and that there should be mutual respect between any two parties. The main principles governing behaviour in our school are minimal and relate to the values which would be generally expected in a civilised society. Children themselves have contributed towards the identification of these principles.

Our School Values are R.E.A.C.H. We expect everyone involved with the school to follow our school values and do their best to demonstrate:

R - Respect

E - Empathy

A - Ambition

C - Collaboration

H – Honesty

We ask all children to follow the simple rules of being **ready to learn, respectful and safe**.

Misbehaviour is defined as:

- **Disruption in lessons, in corridors between lessons, and at break and lunchtimes**
- **Non-completion of classwork or homework**
- **Poor attitude**

Serious misbehaviour is defined as:

- **Repeated breaches of the school rules**
- **Any form of bullying**
- **Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation**
- **Vandalism**
- **Theft**

- **Fighting**
- **Smoking**
- **Racist, sexist, homophobic or discriminatory behaviour**
- **Possession of any prohibited items. These include:**
 - Weapons, alcohol, drugs, tobacco, fireworks
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

We believe that children's behaviour usually reflects how they are feeling. We believe negativity is seen as a clear message from the child that they require support and guidance. Supporting children who are socially and emotionally vulnerable is differentiated based on the needs of the individual child.

How we identify children who may be vulnerable:

- **Being unable to respond to or follow instructions or comply with requests.**
- **Defiant, argumentative and unpredictable.**
- **Limited understanding or awareness of praise.**
- **Poor strategies for calming themselves down and self-regulation.**
- **Children who cause injury to either to themselves or to others**
- **Children who attention seek, needing either positive or negative attention.**
- **Children who are anxious.**
- **Children with a negative attitude to themselves and their work.**
- **Children who appear sad and lonely.**
- **Children who are unusually shy or withdrawn.**
- **Children who are identified as either a bully or being bullied.**
- **Children who are overly sensitive and tearful.**
- **Children with poor attendance.**

Discipline is not control of children – many children are not easily controlled. When children's lives and behaviour are too regulated by others, they feel no need to control themselves, since others do it for them. An important long-term goal is to facilitate the development self-discipline. We believe that discipline is about leading by example, guiding and encouraging children within a framework of rights and responsibilities to consistently think about what they do and make good choices. These should work together to create a caring community atmosphere.

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. This can be physical or emotional

Bullying is, therefore:

- **Deliberately hurtful**
- **Repeated, often over a period of time**
- **Difficult to defend against**

- **Bullying in any form will not be tolerated in our school. Teachers regularly plan lessons which deal with topics around bullying ensuring children are given strategies to ensure that these acts can be dealt with.**

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy.

5. Roles and responsibilities

5.1 The governing board

The governing board is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The governing board will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

5.2 The headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the governing board, giving due consideration to the school's statement of behaviour principles (appendix 1). The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Staff

Staff are responsible for:

- **Implementing the behaviour policy consistently**
- **Modelling positive behaviour**
- **Providing a personalised approach to the specific behavioural needs of particular pupils**
- **Recording behaviour incidents on SIMS**
- **The senior leadership team will support staff in responding to behaviour incidents.**

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- **Create and maintain a stimulating environment that encourages pupils to be engaged**
- **Develop a positive relationship with pupils, which may include:**
- **Greet pupils in the morning/at the start of lessons**
- **Establish clear routines**
- **Communicate expectations of behaviour in ways other than verbally**
- **Be clear, fair and consistent, especially when investigating incidents or applying sanctions**
- **Treat each incident individually**
- **Ensure that the children feel valued and listened to**
- **Be alert to any sign of unhappiness, bullying, sexism, racism, homophobia or radicalisation and trying to avert trouble before it occurs or escalates**
- **Show mutual respect**
- **Inform parents / carers of particular improvements in attitude / behaviour**
- **Highlight and promote good behaviour**
- **Conclude the day positively and starting the next day afresh**
- **Have a plan for dealing with low-level disruption**
- **Use positive reinforcement**

5.4 Parents

Parents are expected to:

- **Support their child in adhering to the pupil code of conduct**
- **Inform the school of any changes in circumstances that may affect their child's behaviour**
- **Discuss any behavioural concerns with the class teacher promptly**
- **Ensure children attend school wearing correct uniform**
- **Check their child's health every morning before they leave for school and not send them to school if they are displaying any symptoms of the coronavirus, no matter how mild**
- **Will not send their child to school if any member of the household has displayed symptoms of the coronavirus in the last 14 days, unless that member of the household has had a negative result from a coronavirus test via the NHS/Public Health England**
- **If the school uses reasonable sanctions with a child, parents should support the actions of the school. If parents have any concern about the way that their child has been**

treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher. Most concerns can be resolved informally. When discussions have taken place with the class teacher and Headteacher and the concern is still not resolved, parents can seek further help using the school Complaints Procedure.

5.5 The Role of School Council

The School Council meets regularly and consists of children from across the school. All classes from Year 3 have two elected members on the School Council. As part of their duties the School Council discusses behavior across the school and their implementation. They also play a major part in modelling good behaviour and deciding on activities that spread a positive message around the school. Meetings are temporarily suspended.

6. Pupil code of conduct

Pupils are expected to:

- **Be polite and courteous to staff, visitors and each other**
- **Show respect to members of staff and each other**
- **Be honest and truthful.**
- **Be attentive and hardworking in class, applying self- discipline and independence to their studies, making it possible for all pupils to learn**
- **Move quietly around the school**
- **Treat the school buildings and school property with respect**
- **Wear the correct uniform at all times**
- **Accept sanctions when given**
- **Refrain from behaving in a way that brings the school into disrepute, including when outside school**
- **The use of correct spoken English is to be encouraged and pupils should not use bad language.**

7. Rewards and sanctions

7.1 List of rewards and sanctions

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

Positive behaviour will be rewarded with:

- **Praise**
- **A commendation award, presented in the end of the week assembly to which parents are invited**
- **Stickers**
- **Name shared on a confetti tree/recognition display. One child is chosen each week for their behaviour and this is celebrated in the Commendations assembly. These children then have the option to take their seat - pride of place - on “the best seats in the house” for the duration of the assembly.**
- **Dojo house points and related reward mufti days**
- **Head teacher awards**

- **Post cards or phone calls home to parents**
- **Special responsibilities/privileges –VIP table in class**

For the vast majority of our learners a gentle reminder is all that is needed. Although there are some occasions when it is necessary for a child to leave their classroom for a short period of time, however steps should always be gone through with care and consideration, taking individual needs into account where necessary.

- **Staff should praise the behaviour they want to see and remain calm at all times.**
- **All learners must be given ‘take up time’ in between steps. It is not possible to leap or accelerate steps for repeated low-level disruption.**
- **Any form of humiliation or sarcasm is not acceptable when dealing with behaviour issues.**
- **Every effort will be made to maintain safety and retain all children’s access to learning.**
- **Efforts will be made to establish the truth of a situation and a ‘cooling down’ period may be advisable. However, issues must be addressed appropriately and promptly. Decisions regarding consequences must be considered, reasonable and not made on impulse. Where classroom behaviour is disruptive, teachers will apply the procedures from the steps detailed below.**

The school may use one or more of the following sanctions in response to unacceptable behaviour:

Sanctions

1) Redirection / Reminder

Gentle encouragement,- a ‘nudge’ in the right direction. A reminder of our three simple behaviour rules (Ready, Respectful, Safe) delivered privately wherever possible. Repeat reminders if necessary. De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage. Praise will be given if the learner is able to model good behaviour as a result of the reminder.

2) Caution

A clear verbal warning delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue. The learner has a choice to do the right thing. Learners will be reminded of their good previous good conduct to prove that they can make good choices. “Stop, think,make the right choice.” “Think carefully about your next step or you will need to stay behind for 5 minutes at the end of the lesson.”

3) Last Chance

Speak to the pupil privately and give them a final opportunity to engage. Use the 30 second scripted intervention:

“I have noticed that you are...(having trouble getting started, wandering around etc.) right now. In our school we ... (refer to school rule you want to see being followed e.g– should be ready to learn, be respectful towards..., play safely)

Because of that you need to... (refer to action to support behaviour e.g. move to another table where you can concentrate, complete the remainder of your learning at another time, walk with the adult on the playground) for 5 minutes)

Stay behind and see me for 5 minutes at the end of the session.

Do you remember yesterday/last week when you... (refer to previous positive behaviour)? That is who I need to see today...

Thank you for listening.”

Then give the child some ‘take up’ time.

If the warning is not heeded following use of the script (stage 3) and the behaviour continues, this is when it must be recorded on SIMS (Behaviour Log) and parents should be informed at the end of the day by the class teacher.

4) Cool Off – this can only be provided within the classroom ‘bubble’ as children cannot be sent to work with other ‘bubbles.’

~~When the behaviour continues or escalates, a ‘Cool Off’ will be a short time (or the remainder of the session) away from the classroom with another class in the year group. The other class teacher should not discuss the behaviour when the pupil joins their class. It is time to calm down, breathe, look at the situation from a different perspective and compose themselves. They may then be able to complete their work in this classroom. On the playground, the pupil may be sent in to sit with the adult on 1st aid duty.~~

5) Reflection time

If the child begins to disrupt learning in the peer class or refuses to accept the sanction, they will need to spend some reflection time in the HUB (Helpful Understanding Base). Walkie talkies can be used to request support from SLT/The Pastoral Care Team.

6) Imposition given if needed/appropriate

(An imposition is additional work that must be completed that evening, countersigned by parent and returned first thing. This is to help the child to understand that there are consequences and the responsibility for making up time lost is with them not the teacher)

Repair - Restorative Conversation.

This may be held during break or lunch by the class teacher or by a member of the pastoral care team or SLT if the child has had reflection time away from the classroom e.g. in the HUB.

5 questions is usually enough from the following:

- What happened?
- What were you thinking at the time?
- What have you thought since?
- How did this make people feel?
- Who has been affected?
- How have they been affected?
- What should we do to put things right?
- How can we do things differently in the future?

Consequences Communication with parents/carers

The pastoral care team will monitor how regularly incidents are recorded on SIMS for all individuals. A formal meeting with SLT and parents/carers will be required if a child has three or more incidents in a week requiring reflection. This meeting must also be recorded on SIMS (Behaviour Log). Meetings may also be required if a pupil is having at least 1 incident logged weekly across a term. Children who regularly receive more than 3 reflections in a week will have weekly monitoring meetings (during lunchtime) to discuss their behaviour.

Allegations of bullying or physical behavior at break or lunchtime

All incidents of bullying or deliberate physical contact between children should be reported to the Senior Leadership Team or the Pastoral Care Team immediately via telephone or walkie-talkie. The incident can then be investigated by the teams, the restorative process can begin and a decision will be made as to any consequences. The outcome information will be passed back to the class teacher and the parents will need to be contacted by the class teacher. The member of staff investigating the incident will log the report onto SIMS including the outcome of "Referred to leadership group".

Recording of these incidents is imperative to early identification of larger issues that may need intervention and support.

Serious incidents

A serious breach will lead to reflection time, internal isolation or a fixed term exclusion. These incidents will be dealt with fairly, at the discretion of the Headteacher. All serious behaviour matters must be referred immediately to the Headteacher or SLT. Walkie talkies should be used to gain support. Parents must also be informed by the end of the school day. Serious incidents must also be recorded by the class teacher using SIMS.

Such incidents include:

- **Fighting**
- **Physical assault against another pupil**
- **All forms of bullying**
- **Racist, sexist or homophobic comments**
- **Using abusive/offensive language**
- **Physically striking adults**

Internal isolation

Internal isolation is an internal process within the school and is used when the objective is to remove the pupil from class, not from the school site, for disciplinary reasons. It may be a formal process within the school but it is not a legal exclusion so exclusions legislation and the department's guidance on exclusion from school does not apply. Pupils should be encouraged to reflect on the reasons for their internal exclusion. Pupils should understand that they will be required to complete set work whilst excluded from class and this work should be provided by teachers. Where pupils are placed in internal exclusion for more than half a day, particular attention should be given to the activities they will undertake during this time. These activities might include: • completing a task set by the class or subject teacher • completing a task set by staff supervising internal exclusion • discussing the incident with an adult • conducting a self-review resulting in a practical outcome such as a written apology • analysis of the pupil's behaviour with supervising staff, with suggestions as to how the same situation can be avoided in the future. All internal exclusions will be monitored to show gender, ethnicity, SEN status and age of pupils referred, length of time each pupil spends away from class.

Fixed Term Exclusions

Thrapston Primary School believes that, in general, fixed term exclusions are not an effective means of moving behaviour forward. However, in order for children to achieve their maximum academic potential in the school they must feel safe from physical and verbal aggression and disruption. If a child seriously breaches the school's behaviour policy and if the pupil remaining in school would seriously harm the education or welfare of the pupil or others in the school, the Headteacher may take the decision to exclude for a fixed period. Following fixed-term exclusion the pupil and parents meet the Headteacher to discuss the pupil's reintegration to school and the best way forward to support the child. Depending on circumstances, a short term fixed exclusion of no more than 5 days may be required. Only the Head teacher (or an Acting

Head teacher) can make the decision to exclude a pupil. If the decision is made to exclude the child then the Head teacher will:

- Contact the child's parents
- Notify the governors (initially the Chair of Governors)
- Inform any outside agencies involved with the child/family
- Involve the LA if necessary
- Write to the parents (copy to Chair of Governors) explaining the reasons for the exclusion, its duration, and provide information regarding the right to appeal against decisions relating to exclusion (The Governing Body operates an Appeals Committee)
- Invite parents to attend a meeting at the earliest opportunity.

Where a daytime exclusion is made, parents are by law, given legal responsibility for the supervision of the child and the child must continue education whilst excluded. Work will be set by the school for up to 5 days then arrangements for education will be discussed. During normal school hours of the first 5 days of exclusion, the child must not be seen in a public place without reasonable justification. At the end of the exclusion period the parents will be invited to attend a re integration meeting where a pastoral behaviour support plan/code of conduct will be agreed and signed by the parents, child and school. It may be suggested to parents that a period of part time schooling is a preferred option to avoid exclusion and enable a child to continue education and help to overcome a difficult period. This may only be done with the parents' consent and should be recorded as agreed on the pastoral support plan. If there are continued concerns, lack of co-operation or response after a short fixed term exclusion then the school will inform the LA and with advice follow their procedure and guidelines for managing longer fixed term (6th day exclusion) or permanent exclusions. Other than in exceptional circumstances, an exclusion will be for the shortest time possible, depending on the seriousness of the unacceptable behaviour. Most exclusions will be between 1 and 5 days and parents will be informed in writing of the duration of the exclusion and arrangements for the pupil's return. At the re-admission meeting, assurances as to the future conduct will be required if further fixed term exclusions are to be avoided. The school will set work for the pupil during the period of exclusion but the responsibility for the supervision rests with the parent. If the pupil is found in a public place during school hours whilst excluded the parent could be subject to a fixed penalty notice. If the exclusion is for over 5 days, the school will consult with the Local Authority and outside agencies to decide the best way forward. Permanent Exclusions If the exclusion is a permanent one, the responsibility for providing education from Day 6 following the Head Teacher's decision falls to the Local Authority who will provide the education through the relevant council service. Placement with that Service in no way affects the parent rights to make representations about the exclusion to the Governing Body or Independent Appeal Panel within the DfE prescribed time scales.

7.2 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

7.3 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

Please refer to our safeguarding policy more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

8. Behaviour management

8.1 Classroom management

Good behaviour is always the expectation. The School Council includes discussions relating to behaviour at their meetings and promotes opportunities for pupil-pupil support and responsibility. It is acknowledged that behaviour has to be learned and therefore modelled and / or taught - and that some children find the learning process more difficult than others. Highlighting and promoting examples of good behaviour, discussing strategies and demonstrating ways of managing behaviour therefore have an important place within daily

lessons. Opportunities to discuss or reflect on moral or social situations are given in assemblies and through class sessions and group sessions e.g. circle times, Religious Education lessons, PSHEC (Personal, Social, Health Education and Citizenship) sessions, linked to other subjects.

8.2 Physical restraint

~~Members of school staff are trained in Team teach. This is a programme designed to help staff to calm children and de-escalate difficult situations. It also trains staff to hold children safely if it becomes necessary. This would only be done for safety reasons and for the shortest time possible. Staff only intervene physically to restrain children in order to prevent injury to a child, or if a child is in danger of hurting him/herself or others. Should this occasion arise children and staff will be given time to reflect and find a different way to deal with difficult situations in the future. The actions that we take are in line with government guidelines on the restraint of children. Records are kept and parents or carers are informed. Some children have a positive handling plan in place which is agreed by parents.~~

Physical restraint will be avoided unless there is an imminent danger/risk to the child's or other children's safety. Parents will be called immediately.

Incidents of physical restraint must:

- **Always be used as a last resort**
- **Be applied using the minimum amount of force and for the minimum amount of time possible**
- **Be used in a way that maintains the safety and dignity of all concerned**
- **Never be used as a form of punishment**
- **Be recorded and reported to parents (see appendix 3 for a behaviour log)**

8.3 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

8.4 Pupil support

Children with Social, Emotional and Mental Health Needs

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

Children who exhibit acute behavioural problems will need to have a behavioural management support programme put in place by their teacher– a Behaviour Support Plan (BSP) will be recorded using Edukey and a copy will be shared with parents. For some children it will be necessary to also place them on the SEND register for social, emotional and mental health issues. In these cases, the SENCO will be involved, as well as parents. Strategies already listed will inevitably be used as well as other therapies as advised by outside agencies, and according to advice from the educational psychology service.

8.5 SIMS Behaviour Log

The purpose of the SIMS record is twofold: it is a tool with which to de-brief people after any sort of incident so that we can learn from mistakes or oversights *and* it can be used to identify patterns of behaviour over a period of time. All content is dispassionately recorded and focuses only on the behaviour at hand. The SIMS behaviour record is not intended to replace health and safety reporting forms, which is a statutory requirement when incidents or accidents occur of a serious nature. It is a useful tool that enables us to carry out routine analysis of behaviour across subject teams and year groups. When completing the SIMS record staff members are expected to:

- Record the information in full, including date and time of day for example as this can reveal patterns of 'Monday morningitis' or similar!
- Ensure that information that cannot be typed into the comments box are completed in another application (e.g. MS Word) and attached to the report in the space allocated for comments or notes.
- Avoid personal or emotional responses and sarcasm; *stick to the facts!*
- Ensure that all those present during an incident are listed - this can be useful as it is not always those most closely involved who trigger or exacerbate an event.

9. Pupil transition

~~To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.~~

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

10. Training

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process.

Behaviour management will also form part of continuing professional development.

11. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and the governing board each year. At each review, the policy will be approved by the headteacher.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the headteacher and the governing board each year.

12. Links with other policies

This behaviour policy is linked to the following policies:

Exclusions policy

Safeguarding policy

Anti-bullying strategy

12. COVID-SAFE BEHAVIOURS

It is necessary, in light of the Covid-19 pandemic, to make some adjustments for the safety of all pupils and staff. The school's usual behaviour rules for pupils are still relevant in the new school scenario, however, there are additional rules and routines pupils must now be aware of and follow. During this time in school, staff are not expected to use TeamTeach techniques and should ask for advice from the Headteacher if a difficult situation arises.

Pupil wellbeing is paramount during their time in school. Children will be anxious over having missed school and their friends, ongoing news about the virus, bereavements and more. All children will be in small groups and have adults to safeguard them during their time in school. Part of the children's curriculum will be PSHE to discuss their worries and concerns. A member of the PCT/SLT will be available to support well-being needs when required.

Children in Year 6 will experience transition talks and activities to help prepare them for secondary school in September.

<p>Ready to learn</p>	<p>Children will arrive on time and enter school through their designated entrance. Children will enter individually and will go straight to their designated class, keeping a 2m distance from any other individual.</p> <p>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 without asking.</p> <p>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.</p>
<p>Respectful</p>	<p>Children will be supported to understand that we now cannot share school equipment.</p> <p>Children will be encouraged to think of others and tell an adult if we feel unwell.</p> <p>Children need to follow the instructions given adults to keep everyone as safe as possible.</p>
<p>Safe</p>	<p>Children will be expected to follow all handwashing and hygiene routines while in school. Children will wash hands/use antibacterial gel as entering school, before and after eating and at regular intervals during the day.</p> <p>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.</p> <p>Children who are old enough, will be expected to socially distance from their</p>

	<p>peers and adults in school and on the playground/bank at all times. Year 6 (and older key worker children) will have their own table spaced up to 2m apart.</p> <p>Movement around the school will be limited. When the children leave their classroom to go outside for breaks or outdoor learning, they will ensure to keep 2m from peers and adults. Children will follow an adult from their classroom on their designated route.</p> <p>Each group will have their own toilets to use. Children will only use the toilets one at a time and be supervised by an adult through the corridors. When a child has finished, they must wash their hands.</p> <p>Children will have a designated place to play during break times. Any equipment provided will be cleaned after use.</p> <p>Children will be expected to remain socially distant from both peers and adults during break times. Children must stay on the playground in sight at all times.</p> <p>At their designated 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.</p> <p>Children must follow the Government Stay at Home instructions if they have symptoms of coronavirus or if a member of our household does.</p>
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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 'bubbles' 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:

1. Referral to Headteacher
2. Parents/Carers called to collect child from school immediately
3. A swap from onsite education offer to online/virtual education offer
4. Fixed term exclusion
5. Permanent exclusion

Online Safe Behaviour at Home

The school staff set work through the school website. If interacting with other children or staff online, children (and staff) should always be kind and respectful to each other, remembering at all times that that staff are not 'friends' with, or peers to, pupils. Any inappropriate comments to staff online, via email, 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.

As staff at Thrapston Primary School, we agree to:

- Ensure that all health and safety compliance checks and risk assessments have been undertaken, are kept up to date and that risk assessment measures are upheld by all staff.
- Organise classrooms and other learning environments, maintaining space between seats and desks.
- Use the timetable and selection of classrooms or other learning environment to reduce movement around the school or building.
 - Stagger drop-off and collection times.
 - Provide a balanced online curriculum.
- Regular cleaning of the school in line with national protocols.
- Be available by email and telephone to listen to, discuss and act to resolve concerns expressed by parents /carers and children.
- Consistently respond to children who are not following Covid-Safe Behaviour Protocols to ensure that the safety of the school community is maintained.

- **Contact parents if a child is unwilling or unable to follow safety protocols.**

Appendix 1: written statement of behaviour principles

- **Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others**
- **All pupils, staff and visitors are free from any form of discrimination**
- **Staff and volunteers set an excellent example to pupils at all times**
- **Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy**
- **The behaviour policy is understood by pupils and staff**
- **The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions**
- **Pupils are helped to take responsibility for their actions**
- **Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life**

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the headteacher and the governing board each year.

Appendix 2: Restorative Practices

Definition: The aim of restorative practices is to develop community and to manage conflict and tensions by repairing harm and building relationships.

Restorative Practices in Schools is about:

- building safer schools
- changing behaviour not punishing
- adults modelling restorative approaches
- finding ways to repair harm
- supporting staff, children and families to use RP to build community

Why use a restorative approach?

- Punishment doesn't meet needs of those who suffered
- May be kudos or 'street cred' attached to the punishment
- Offenders don't have to face full effects of actions
- Offender may feel isolated and it may be difficult for them to get back into school community, making rule-breaking more attractive
 - If problem behaviour persists, child may be pushed down a road of exclusion and marginalisation. They may be removed from school, but remain a problem in the wider community

Restorative Questions

1 To respond to challenging behaviour:

- What happened?
- What were you thinking about at the time?
- What have your thoughts been since?
- Who has been affected by what you did?
- In what way have they been affected?
- What do you think you need to do to make things right?

Restorative Questions

2 To help those harmed by others' actions:

- What did you think when you realised what had happened?
- What have your thoughts been since?
- How has this affected you and others?
 - What had been the hardest thing for you?
- What do you need to do to make things right?

Behaviour Management Stages: For misbehaviour:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude

1) Redirection / Reminder
Gentle encouragement,- a 'nudge' in the right direction (Ready, Respectful, Safe) delivered privately.

2) Caution
A clear verbal warning delivered privately wherever possible. "Stop, think,make the right choice." "Think carefully about your next step or you will need to stay behind for 5 minutes at the end of the lesson."

3) Last Chance
Speak to the pupil privately and give them a final opportunity to engage. Use the 30 second scripted intervention:

Take up time for the child to process the last chance requests.

If behaviour improves ,acknowledge this with the pupil, 5 minutes of restorative practice must take place at the earliest opportunity i.e. break or lunchtime.

If the warning is not heeded following use of the script (stage 3) and the behaviour continues, it must be recorded on SIMS (Behaviour Log) and parents should be contacted.

4) Cool Off
~~When the behaviour continues or escalates, a 'Cool Off' will be a short time (or the remainder of the session) away from the classroom with another class in the year group.~~

5) Reflection time
~~If the child begins to disrupt learning in the peer class or refuses to accept the sanction, they will need to spend some reflection time in the HUB~~
Walkie talkies can be used to request support from SLT/ PCT

6) Imposition given if needed/appropriate
(An imposition is additional work that must be completed that evening, countersigned by parent and returned first thing. This is to help the child to understand that there are consequences and the responsibility for making up time lost is with them not the teacher)

Behaviour Management Stages: For serious incidents - alleged or witnessed:

- Fighting
- Physical assault against another pupil –
- All forms of bullying
- Racist, sexist or homophobic comments
- Using abusive/offensive language
- Physically striking / swearing at adults
- Incidents of violent actions in the classroom ie throwing objects

Serious incident happens in class:
Adult to radio or phone for support. Please use “Urgent assistance required” if child’s behaviour is putting themselves or others at risk of harm.

SLT / PCT will attend, reporting adult will need to give a discreet outline of incident. Child/children will be removed and restorative practice questions asked. This is treated as the “cooling off period”. Outcomes and consequences will be decided by SLT

Child / children will be returned to class to continue their work ~~or placed in another setting~~ as soon as they are able to access their learning. The class teacher will be advised of outcomes either verbally, when it is reasonable to do so, or by email.

Unless expressly told otherwise: Class teachers are to record incident on SIMS and inform parents at the end of the day in person or by telephone.

Allegations of bullying or physical behavior at break or lunchtime:

- Any incident where a child has physically hit, pushed, bit, pinched or hurt another,
- Any report of bullying: physical or verbal,
- Any report of serious behavior incidents.

**Child reports incident on the playground: Keep the child with you.
Radio for SLT/PCT to pick up child from you on the playground.**

SLT / PCT will attend, reporting adult will need to give a discreet outline of incident. Child/children will be removed and restorative practice questions asked. This is treated as the "cooling off period". Outcomes and consequences will be decided by SLT

Child / children will be returned to class to continue their work or placed in another setting as soon as they are able to access their learning. The class teacher will be advised of outcomes either verbally, when it is reasonable to do so, or by email.

Unless expressly told otherwise: Class teachers are to inform parents at the end of the day in person or by telephone.

Allegations of bullying or physical behavior at break or lunchtime:

- Any incident where a child has physically hit, pushed, bit, pinched or hurt another,
- Any report of bullying: physical or verbal,
- Any report of serious behavior incidents.

Child reports incident, incident is seen in the classroom or Lunchtime Supervisor reports to Class Teacher. Radio SLT/PCT to pick up child to investigate.

SLT / PCT will attend, reporting adult will need to give a discreet outline of incident. Child/children will be removed and restorative practice questions asked. This is treated as the "cooling off period". Outcomes and consequences will be decided by SLT

Child / children will be returned to class to continue their work ~~or placed in another setting~~ as soon as they are able to access their learning. The class teacher will be advised of outcomes either verbally, when it is reasonable to do so, or by email.

Unless expressly told otherwise: Class teachers are to inform parents at the end of the day in person or by telephone.