



# Farnham Primary School

## **POSITIVE BEHAVIOUR POLICY**

Last reviewed: September 2020

To be reviewed on: September 2021



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## **POSITIVE BEHAVIOUR POLICY**

### **Including amendments in light of Covid-19 procedures**

Farnham Primary School's core aims, principles and intentions of our current Behaviour Policy, will remain unchanged when school re-opens to all pupils in September 2020. We will continue to maintain the school ethos and promote our school values of 'Pride, Passion and Belief'.

The school will maintain its high expectations for every pupil and will continue to use our established strategies, as outlined in the Positive Behaviour Policy, to provide consistency and clarity across the school. We will continue to focus on positive praise and all staff will use this model to promote positive behaviour in Farnham Primary School.

#### **Impact of lockdown and Covid-19**

We are very mindful of the need to support our pupils with their transition back to school, providing clear guidance on the changes to school routines, and frequent reminders of our expectations in an age appropriate way. All staff will need to take into account the possible impact of the virus and lockdown on pupils when reaching a decision as to the level of sanctions, fully considering:

- the impact on mental health/wellbeing of being out of school for this period
- anxiety
- impact on their family
- bereavement and concern for family members
- re-adjusting to socialising with other children - understanding sharing/ interacting politely etc.
- motivation and re-adjusting to the pace of the school day and routines

At the heart of our behaviour policy is the opportunity for pupils to learn about and reflect upon their behaviour(s). Before we move to issuing sanctions, we ensure that sufficient time is given to supporting students resettle into school; helping them understand behaviour expectations; and what is in place to prevent behaviours from escalating. It is also important to consider the possible effect lockdown and the virus has had on individuals when reaching a decision on a level of sanction.

#### **Reasonable adjustment and support for vulnerable pupils**

Pupils may be experiencing a variety of emotions in response to the coronavirus (COVID-19) outbreak, such as anxiety, stress or low mood. This may particularly be the case for vulnerable children, including those with a social worker and young carers. It is important to contextualise these feelings as normal responses to an abnormal situation. Some may need support to re-adjust to school; others may have enjoyed being at home and be reluctant to return; a few may be showing signs of more severe anxiety or depression. Others will not be experiencing any challenges and will be keen and ready to return to school. The return to school allows social interaction with peers, carers and teachers, which benefits wellbeing.

We know that for some of the students returning to school will be a challenge. This is likely to be even more challenging for any student who might typically struggle to adjust to new routines, structures and expectations, particularly, but not limited to SEND students. The following adjustments have been made to support all pupils:

- All pupils are in normal classes of around 30 pupils and year group pods of around 60 pupils. Pods will have no/very limited contact with other year groups.

- Additional wellbeing and PSHE sessions are timetabled to address the revised rules and routines, as well as daily wellbeing

### **Whole-school level**

- All staff understand and demonstrate the school's core beliefs about behaviour.
- Positive out-of-class behaviour is promoted by agreed routines and clear systems.
- Expectations around lining up quietly, sensibly and on designated markers (social distancing) are shared with the pupils regularly and reinforced by staff.
- School assemblies will continue to take place virtually in classrooms to develop children's social and emotional aspects of learning and to reinforce the new routines and systems around school.
- Positive behaviour in corridors is to be noted and celebrated by staff and pupils reminded about how they are expected to move around school if they are not doing so in a safe way.
- Children will have designated areas of the playground to use so they remain within their own pod. Staff to reinforce they must keep within their area and encourage the children to play without deliberately touching each other.
- All staff to reinforce the new dining room procedures and expectations. Positive behaviour in the dining room is to be noted and celebrated. Any children not behaving in a safe way to be spoken to and reminded about why these changes are important.
- Parents/carers are aware of and contribute to the school's positive behaviour ethos.
- There are clear, consistently used systems for dealing with inappropriate behaviour.
- There are opportunities for staff to discuss and contribute, formally and informally, to the development of systems underpinning positive behaviour.

### **Classroom level**

- Adults model respectful behaviour.
- Teaching routinely incorporates activities designed to promote children's social skills and emotional development.
- Extra wellbeing lessons have been timetabled and staff should use these to reassure children, reinforce new school routines and systems, discuss what is socially acceptable in the current situation, encourage turn-taking and sharing, praise pupils on how they are adjusting.
- Lessons are structured to be interesting and appropriately challenging.
- Appropriate behaviours are taught and reinforced on a regular basis.
- Children are taught the language of sharing and co-operation, choice and consequences.
- Children are encouraged to identify their own strengths and to recognise and value the diversity within the classroom.
- There are clear classroom routines (e.g. for entry and exit, moving around the classroom, sharing equipment) to reduce uncertainty and promote an appropriate climate for learning.
- Teachers to ensure children know that they should move around the toilet as infrequently as possible, put their hand up if they need to use the toilet, wash their hands thoroughly when they are asked to, only use the equipment they need to.
- There are classroom rules, reinforced through discussion with children, which promote positive social and learning behaviour.
- Classroom rules are prominently displayed in a way which can be understood by all children (photographs, diagrams, cartoons) in classrooms and around public areas.
- Appropriate behaviour is quickly noticed and genuinely celebrated by staff and peers.
- There are clear systems, understood by all, for dealing with inappropriate behaviour.

### **Individual child level**

- All children's strengths are recognised and celebrated by staff.
- Systems are in place for noticing and drawing attention to good or improved behaviour. The class Dojo website system is used where appropriate to support this process.
- There are systems which allow all children to be 'special' at times.
- Where a child experiences difficulties in developing or sustaining appropriate behaviour there are systems which give additional support.

The above can be achieved through adopting a positive and planned strategy to cope with undesirable behaviour, which in turn, will create a warm and caring learning environment. The strategy we have adopted in this school is called assertive discipline. This gives children a choice either to obey rules and get rewards or not to follow rules and suffer the consequences.

**It is very important that the positive aspects of praise and reward should have great emphasis.**

### **School Rules**

We have school rules which all staff, children and parents are aware of. These are linked to our Human Rights. The right to be safe, to be respected and to be heard. Through the School Council we have agreed the following.

We should all try to help each other and make the school a happy and safe place to work.

1. Behave in a safe way at all times.
2. Respect other people's feelings.
3. Eat and drink healthily, take exercise and go to bed early.
4. Ask questions, try your best and join in school activities.
5. Look after your environment.

### **The rules are displayed around school**

This method only works if all staff are consistent in their approach and follow the guidelines which emphasise rules, rewards and consequences. Wherever possible, positive reinforcement should be used to encourage desired behaviour. There is a formal reward system which all staff should follow and there are also a series of sanctions which can be applied when children choose not to follow the rules. The sanctions used depend on the severity of the offence.

### **Rewards**

#### **Reception, Nursery & 2s Can**

Nursery and 2s Can children receive regular verbal praise as well as stickers where appropriate. Parents are informed daily about their child's behaviour and encouraged to support the school in helping their child to develop good learning behaviour.

#### **House point system in KS1 and KS2**

Pupils in KS1 and KS2 are all allocated to a house. There are five houses:

Blue	-	Hockney
Yellow	-	McMillian
Red	-	Salt
Green	-	Bronte
Purple	-	Lister

House points are collated each week. Dojo points are converted into Housepoints at the class teacher's discretion. House points are celebrated in classrooms and all classes display house winners for the week. House points are also celebrated half termly in a virtual celebration assembly (last Friday of the half term) where the winning house team will receive the house term trophy for each half term.

### Attendance

Those children who have achieved 100% attendance are rewarded every term and at the end of each academic year.

### Star of the week

Each week a 'star child' is chosen in each class because of some achievement they have made. Each teacher will record their presentation of their 'star of the week' in a short video and the child will show what they got it for as their 'good work'. This should be put on the system by the end of Thursday and teachers across school will share them in their classes as a 'virtual assembly' on Friday mornings (except last Friday of the month - see below). All 'stars of the week' receive a special 'star of the week' sticker and certificate. The child who has received the award gets a special card for the 'Good to be Green' chart in their classroom and they keep this until the following Friday.

### Writing Heroes, Spelling Superstars, Maths Legends

Each month, class teachers will select a child from their class to receive a special prize (certificate and pencil, or a certificate and customised sticker) for their writing or trying hard with spellings and maths. On the last Friday of the month, these will be shared in the 'virtual celebration assembly' in the same way that the 'star child' shares their good work on the other Fridays (see above).

Pupils receive the following rewards

<u>HOUSE POINT CHART KS1</u>		<u>HOUSE POINT CHART KS2</u>	
20	Merit sticker	25	Merit sticker
40	Animal sticker	50	Animal sticker
60	Well Done certificate	75	Pencil
80	Pencil	100	Well done certificate
100	Mini ruler	150	Sharpener
120	Sharpener	200	Brilliant sticker
140	Eraser	250	Ruler
160	Metal badge / postcard	300	Super certificate
180	Pen	350	Coloured pen
200	Brilliant sticker	400	House badge
225	Super certificate	450	Postcard home
250	Gel pen	500	Pen
275	Colouring book	550	Eraser
300	Headteacher's sticker	600	Excellent certificate
325	Pencil case	650	Gel pen

350	Keyring	700	Headteacher's sticker
375	Tennis ball	750	Pencil case
400	Excellent certificate	800	Keyring
		850	Tennis ball
		900	Book voucher

### **'Good to be Green' (including warnings and sanctions)**

The school operates a traffic light system for promoting positive behaviour in each classroom called 'Good to be Green'. At the beginning of the week, each child begins on a green card. Pupils who need to be reminded of how to behave receive verbal warning(s). If the behaviour does not change, the pupil moves their card from green to yellow. Any further incidents may then result in the card moving to red.

- In KS1 this results in the loss of playtime. Because the 'pod' has to stay together at playtime the child will have to go with the pod but not join in with playing.
- In KS2, a red card results in a 'Warning' being recorded in the teacher's 'Warning Book' (as there will be no pupil diaries) and the teacher can make a phone call home to inform parents if deemed necessary.
- Three warnings in the same week results in a conversation with a member of the SLT to determine whether a pupil should be placed on report and for how long.
- If a child has received a yellow or red card on any day it will be turned back to green the following day to give the child a 'fresh start'.

If a child remains on a green card for a whole week they will be awarded a gold card on a Friday. The child then keeps this gold card on their chart unless they then receive a verbal warning. If this happens they get a yellow card as they would have done if their card had been on green that day. The following day they would revert back to green for their 'fresh start' but they would have lost the privilege of having a gold card for that particular week. If in the following school week they keep their green card all week they can be awarded a gold again on the Friday of that week.

At the end of a half term, every child who has had a gold card every week will be awarded a platinum card in the final virtual Friday assembly. They will all receive 15 minutes extra playtime (organised by staff within their own 'pods' at an appropriate time when a playground area is free. In addition to this, each child who is awarded a platinum card will have their name put into an end of year draw. The more times they receive a platinum card, the more chances they will have to win. The winner of the draw will receive a gift voucher.

### **Pastoral team**

If a teacher is particularly concerned about a particular child whom they feel are in need of emotional support, they must speak to the SENDCO or member of the SLT. In the current situation, due to Covid-19, we will not be able to have a Nurture Room open to all year groups, however, there may be other ways in which we can cater for individuals, depending on their particular needs.

### **Strategies for dealing with inappropriate behaviour**

To address the requirement of social distancing and keep the community safe, it is important that staff aim to deal with inappropriate behaviour within their own classrooms. Only in exceptional circumstances should a child be withdrawn from their own classroom settings (e.g. if they pose a significant risk to other children). If the child repeatedly shows inappropriate behaviour it is important the teacher tries to find the underlying cause, bearing in mind the points noted in the first paragraphs of this policy surrounding the effects of lockdown and the virus on children's mental health and wellbeing.

Staff should use the following strategies for dealing with inappropriate behaviour:

- Tactical ignoring - staff to initially ignore the behaviour unless it puts others at risk (physically/emotionally).
- Use of body language (e.g. looks to show disapproval)
- Using a firm, but calm tone (not shouting) to let a child know you have seen them and you disapprove of what they are doing
- Using a firm, but calm tone (not shouting) to let a child know that if they continue you will be speaking to them later
- Using praise to encourage the child to copy good behaviour
- Using praise to quickly acknowledge a child's positive change to their behaviour
- Visual prompt cards modelling expected behaviour for younger children, those with SEN or EAL
- Use of individual positive behaviour charts.
- Talking with the child, individually, clearly pointing out what we see as undesirable behaviour and ask the child what the correct behaviour should be in that situation/ what they will try to do next.

### **Sanctions**

If all of the above / other strategies the teacher uses (including the use of the warnings system) have been exhausted and the pupil's behaviour has not improved, the other sanctions can be used to dissuade a repeat or continuation of poor behaviour. These include:

- Where possible, the pupil will be asked to move to sit in another place within their own classroom
- If absolutely necessary, the pupil can be moved to sit in the other classroom within the same year group 'pod', where possible. They must be escorted by a member of staff from that 'pod' via the most direct route (please note a child cannot move between year groups due to Covid-19 restrictions).
- If either of the above have no effect, a member of the SLT team or a UPS 3 teacher can be phoned using the internal phone system. The child must stay in the classroom and not be sent to the office. The member of staff will come to them and, using social distancing, will speak to the child to ensure they understand the expectations. They will decide whether the child should remain in the other classroom or go back to their own classroom.
- If the child continues to be unable to follow instructions then we will call the parents to ask their support to explain the importance of following instructions and discuss whether the child can be kept safe in school.

### **Serious incidents related to Covid-19**

- Some behaviours (e.g. coughing deliberately on another person) that were previously "simply" anti-social, are now potentially extremely serious. If a pupil wilfully ignores or refuses to follow instructions relating to hygiene routines and social distancing between year group pods, then the child will immediately be moved to a separate area. A member of the senior leadership team will discuss with parents how to keep the child and others safe in school during the period of social distancing. If the school's senior leadership decides that it cannot keep the child safe and/or other children/adults may be at risk by the child attending, then parents should expect that their child may be asked to go home.
- In an extreme case where restraint is needed, this will be carried out by trained staff members, wearing PPE if possible. Parents will be called to take the child home. There will be a discussion with parents and a member of the Senior Leadership Team as to how it can be made safe for the child to be in school – considering the needs of the child, other children and adults. If necessary, the school will exclude the child.

### **Children on Report**

When a child is on report, they are monitored hourly by teaching staff. The SLT are informed and tell parents that they must pick up their child at the end of the day from the main office. If they are doing this the parents must wear a mask or face covering. The child has their report signed by a senior member of staff who then discusses it with the parent, observing social distancing. Children come off report when all parties agree that their behaviour has improved.

### **Movement inside school and in the playground**

Where children need to line up they do so in register order unless there are valid reasons for exceptions. This order is displayed on the classroom wall so that all staff can see how it should be. Children with extra needs are escorted between and at the end of lessons by their teaching assistant. When classes are coming into school they line up in their designated place in register order and on the individual markers in the playground. At the end of break times this is supervised by the year group teaching assistant until the teacher arrives. KS2 children who play in the top playground line up close to the slope and their teacher comes to collect them. It is important that children walk in single file, observing social distancing when walking around the premises. Staff should reiterate regularly that they should not be walking side-by-side or trying to touch other children in the line.

### **At the end of playtime**

- The bell rings, children stand still.
- The children line up a class at a time on their designated markers.
- Mornings and afternoons – the teacher and support staff go out to receive their class.

### **At the end of the day**

- Children must walk to the exit.
- All class teachers, Year 1 and older, lead the children into the top yard, in register order.
- No children can go back into the classroom.
- Parents are asked to keep a safe distance away from where pupils line up - there will be a red line on the playground floor and parents need to remain behind that until their child is sent to them.
- Parents must observe social distancing from other parents and not stand and have conversations with each other within the school grounds.
- Children put their hand up when they recognise the adult collecting them. Class teachers check the name of the adult with the child before allowing them to leave.
- Reception and nursery children are picked up by parents from the EYFS playground.

### **Exclusion**

A decision to exclude a pupil is taken by the Co-Headteachers only:

In response to serious breaches of the school's behaviour policy **AND** if allowing the pupil to remain in school would seriously harm the educational welfare of the victim or others in the school.

The school will follow the procedures of the Education Bradford Pupil Exclusions Manual.

### **Training/CPD**



All members of staff, including support staff, receive regular CPD on managing behaviour in a positive way. In these sessions staff have opportunities to explore different behaviour-related scenarios through a workshop style experience. Extra CPD sessions and training surrounding behaviour and routines have been put in place for September 2020 to address changes and issues which may arise when re-opening to all pupils following the lockdown.

September 2020