



Behaviour Policy 2020 - Covid-19 Addendum

At St Aloysius, high expectations of good behaviour and discipline are expected from all pupils at all times. Pupils are encouraged to act with responsibility and care towards one another. At St Aloysius, we try to give our pupils a good grounding in the widely shared values of tolerance, honesty, respect and an openness for the truth which are essential for the conduct of their individual social life.

Whilst expectations in our Behaviour Policy remain pertinent, it is necessary, in light of the Covid-19 pandemic, to make some adjustments for the safety of all pupils and staff. It is to be used in conjunction with, and read alongside, the existing Behaviour Policy, Anti-Bullying Policy and E-Safety Policy. These adjustments are set out below:

Arrivals, Departures and Moving round the school.

- Children will enter school through their designated entrance at the agreed time. Families will keep a 2m distance where possible from any other individual. There will be markers on the playground and inside school to support with social distancing.
- 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, keeping their distance using the markers as a guide.
- Movement around the school will be limited. When the children leave their bubble to go outside for break, lunch or outdoor learning, they will follow the markers to ensure they stay 2m from other class bubbles and adults. Children will follow an adult from their bubble on their designated route.
- Children will be expected to tell a member of staff if they are unwell and are exhibiting signs of Coronavirus.
- Children must have a responsibility for their own equipment e.g. water bottles and ensure that these are not shared with other pupils.

Hand washing and Hygiene

- Children will be expected to follow all hand washing and hygiene routines while in school. Children will wash hands /use antibacterial gel at regular intervals during the day.
- We ask children to follow the catch it, bin it, kill it, mantra when in school; if they need to cough or sneeze, they should use a tissue or crook of their arm.

- Children will be reminded not to touch their face, mouth, nose or eyes while at school. Should a child refuse to follow these routines behaviour management systems will be used

Social Distancing

- Children will be expected to socially distance from their peers and adults in different class bubbles.
- Teachers will ensure that pupils from different bubbles, wherever possible, adhere to social distancing measures. Where older pupils are deliberately not complying, the usual disciplinary procedures and sanctions will be used.
- 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.

Toilets

Children will use separate Boys' and Girls' toilets. These will be signs posted. Children will be supervised where possible and encouraged to use the toilets one or two at a time. Children will be asked to wash their hands after using the toilet and sanitise their hands on arrival back in the classroom.

Break times

Children will have a designated place to play during break times. Children will be expected to remain socially distant from other class bubbles during play and break times. Children must stay in their designated area at all times, unless they are at the toilet.

Behaviour in school

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

Pupils with Special Educational Needs

School acknowledges that children will have had a range of different experiences during the lockdown period which may have had 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 they would ordinarily have had in school. Others may have experienced bereavement or loss or another 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 which may include:

- Anxiety or 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 routine as soon as possible. School will work closely with parents to implement supportive strategies that will inform an appropriate response. If necessary, schools will seek external support from other agencies such as Educational Psychologists or Early Help.

Pupil's working from home.

Students should never attempt to contact staff via social media or make comments about staff on social media platforms. Any inappropriate comments about staff online will be taken very seriously. This is also the case for any online bullying towards other pupils or peer- on-peer abuse that is disclosed to the school during this time.

Monitoring and review

This policy is monitored by the Headteacher, who reports to governors about the effectiveness of the policy on request.

Behaviour Policy 2020

Introduction

We believe that every member of our school community should feel valued, respected and treated as an individual, in accordance with our school vision which states:

“...I have come that you may have life and have it to the full.” John 10:10

Central to this aim is the expectation that the children and adults of St Aloysius will display the highest standards of behaviour and treat other people as they would wish to be treated themselves, in accordance with our main school rule.

Our school behaviour policy is designed to support the way in which all members of our school community can live and work together. It aims to promote an environment which helps children develop into confident, well-motivated and hardworking pupils who enjoy school and have a high self-esteem, and who go on to achieve their full potential. We endeavour to achieve this in many ways, but the most important include:

- being genuinely interested and concerned for all the children and staff in our school;
- recognising and praising the many positive qualities our children can show;
- holding the belief that a child’s self-image, can change in a positive way through seeing and feeling their successes;
- always being willing to take the time to help the children feel better about themselves and to listen seriously to any of their concerns.

Outstanding behaviour makes highly effective teaching and learning possible. Our academic and social standards cannot be maintained if they are impeded by inappropriate behaviour. We must have a consistent approach to behaviour throughout the school with parental cooperation and support.

General Rules of the School – “The Golden Rules”

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| Do be gentle | - | Don't hurt anybody |
| <i>Do be kind and helpful</i> | - | <i>Don't hurt people's feelings</i> |
| <i>Do listen</i> | - | <i>Don't interrupt</i> |
| <i>Do work hard</i> | - | <i>Don't waste your or other people's time</i> |
| <i>Do look after property</i> | - | <i>Don't waste or damage it</i> |
| <i>Do be honest</i> | - | <i>Don't cover up the truth</i> |

These rules are displayed in each classroom with an explanation to our children as to what it means to them on a day-to-day basis. Members of staff regularly refer to this rule as part of our collective worship and PSHE programme.

Through the implementation of this policy we aim to help children grow in a safe and secure environment, and become positive, responsible and increasingly independent members of our school community.

Rewards and sanctions

Our school rewards good behaviour as it believes that this will develop an ethos of kindness and cooperation. Our approach is designed to promote good behaviour, rather than merely deter anti-social behaviour. We praise and reward children for good behaviour in a variety of ways:

- Positive verbal feedback
- Written feedback following a piece of work
- Displaying work throughout the school
- Children receive reward postcards/certificates or reward stickers or stars
- At our Celebration assembly, members of classes across the school are awarded Head Teacher Award certificates and their names are recorded in our School Golden Book
- Giving children opportunities to succeed through responsibility, such as being members of our school council, play leaders, class monitors and other; roles however seemingly small

The school has high expectations of all pupils in order to promote a safe, positive and productive learning environment.

- We expect children to listen carefully to instructions in lessons. If they do not do so, we may ask them to move to a place nearer the teacher, or to sit on their own or away from certain groups of children.
- We expect children to try their best. If they do not do so, we may ask them to redo a task.
- If a child is disruptive in class, the teacher reprimands him or her. If a child misbehaves repeatedly, we may isolate the child from the rest of the class until s/he calms down, and is in a position to work sensibly again with others or the child may have to miss some of their break or lunch time.
- Children may miss some of their break-time.
- We believe it is important to involve parents as soon as possible when monitoring a child's behaviour. This may involve setting good behaviour charts, or setting behavioural targets to enable good communication between home and school. An emphasis on positive achievements provides a platform from which further success can be made. A record of events and meetings are kept up to date in the class teacher's record book. Where behaviour continues to prove to be a 'stumbling block' the class teacher will liaise with the SEN Coordinator and targets are set as part of an individual education plan on the Special Needs Code of Practice.
- Following discussions with our Key Stage 2 children and requests to make our approach even clearer, we have put our sanctions into a series of steps so that children are clear

about boundaries. A poster is available in each classroom that outlines these steps. See also the appendices to this policy.

- Children are actively encouraged to talk to an adult, such as their class teacher about being treated unfairly by other children. The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour.
- While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. Our anti-bullying policy outlines our approach.

The school employs a number of sanctions to enforce our school rules, and to ensure a safe and positive learning environment. We use each sanction appropriately to each individual situation.

Break times

We aim to make our playground a stimulating area as this provides opportunities for creative play and lessens the likelihood of children becoming bored.

At lunchtime we have a clear set of guidelines that the children have helped to put together which are consistent with our approach to promoting good behaviour. Dedicated staff, along with all staff in their lunchtime role, are responsible for developing and playing games with the children in order to promote a playful atmosphere for both KS1 & KS2. Children will play in their class bubbles.

The role of the class teacher

It is the responsibility of the class teacher to ensure that the school rules and guidelines are adhered to in their class, and that their class behaves in a responsible manner during lesson time.

The class teacher treats each child fairly and enforces the classroom code consistently. The teacher treats all children in their class with respect and understanding.

If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents with him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the Head Teacher and involves the parents of the child. Please see the 'Behaviour Steps' appendix.

The class teacher liaises with the Special Needs Coordinator as well as external agencies when appropriate, as necessary, to support and guide the progress of each child.

The class teacher reports to parents at the termly parent's evenings about general progress and behaviour of each child in their class. The class teacher may also contact a parent if there are more immediate concerns about the behaviour or welfare of a child.

Teaching assistants

Our teaching assistants are valuable members of staff who are normally class based, assisting the class teacher in differentiating the curriculum, to ensure pupils can access work at their level. They help to ensure that our behaviour policy is consistently applied.

The role of the Head Teacher

It is the responsibility of the Head Teacher to implement the school behaviour policy consistently throughout the school and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Head Teacher to ensure the health, safety and welfare of all children in the school. The Head Teacher supports the staff by implementing the policy, by setting the standards of behaviour and by supporting staff in the implementation of the policy. The Head Teacher keeps records of all reported serious incidents of misbehaviour. The Head Teacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of antisocial behaviour the Head Teacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

The role of parents

We expect parents to support their child's learning, and to cooperate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school and we inform parents immediately if we have concerns about their child's welfare or behaviour.

The school works collaboratively with parents so that children receive consistent messages about how to behave at home and at school. We have an open door policy and actively encourage parents to come into school to clarify any issues. We also send out questionnaires to parents to get their views on a variety of subjects.

We explain the school rules in the school prospectus and we expect parents to read these and support them.

If the school has to use reasonable sanctions to punish 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 Head Teacher. If these discussions cannot resolve the problem a formal grievance or appeal process can be implemented to the School Governors in accordance with our complaints policy.

The role of governors

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Head Teacher in carrying out these guidelines.

The Head Teacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Head Teacher about particular disciplinary issues. The Head Teacher must take this into account when making decisions about matters of behaviour.

Fixed-term and permanent exclusions

Only the Head Teacher (or the acting Head Teacher) has the power to exclude a pupil from school. The Head Teacher may exclude a pupil for one or more fixed periods up to the statutory amount. The Head Teacher may also exclude a pupil permanently. It is also possible for the Head Teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Head Teacher excludes a pupil, we inform the parents immediately, giving reasons for the exclusion. At the same time, the Head Teacher 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 Head Teacher informs the LEA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Head Teacher.

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 appeal panel meets to consider exclusions, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LEA, and consider whether the pupil should be reinstated.

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

When a pupil returns to school, following a fixed-term exclusion, they must do so accompanied by a parent/carer and engage in a reintegration meeting with a member of the Senior Leader

Team. This must take place in all cases before the pupil is allowed to re-join normal classroom activities.

Monitoring

The Head Teacher monitors the effectiveness of this policy on a constant basis. They also report to the governing body on the effectiveness of the policy and, if necessary, make recommendations for further improvements.

The school keeps a variety of records of incidents of misbehaviour. The class teacher records classroom incidents on CPOMS (action taken is also recorded). The Head Teacher records those incidents where a child is sent to him/her on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give written details of any incident in the incidents book that is kept by the Lead Lunchtime Supervisor.

The Head Teacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded. It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

Review

The governing body reviews this policy every year. The 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.

SignedNick Conway.....

SignedWendy Woods.....

Head Teacher

Chair of Governors

Date: October 2020

Behaviour Management Procedures 2020

Outstanding behaviour results in outstanding learning. Every child deserves the right to high quality teaching to enable them to achieve their potential. To achieve this, every class will follow the same rewards and sanctions procedure to ensure clarity and consistency for all.

PRINCIPLE:

Virtually all children behave well; therefore they will be rewarded each day. The minority of children who do not behave well will have sanctions.

REWARD PROCESS

We have a range of positive behaviour systems which operate simultaneously.

STAGE 1 - Everyday should be Green.

- There will be a display in each classroom which outlines this system - a five coloured behaviour display, an 'Everyday should be Green' chart and a 'Going for Gold' chart.
- Every child begins each day in the **green zone** (new day, new start!). Each child stays in this zone if they do everything that is expected of them. At the end of the day they are awarded one point on the individual 'Everyday should be Green' chart.
- Children who have achieved a **POINT every day** by remaining in the green zone at the end of the half term will have a class reward (see below). This reward will be high profile and agreed by each year group with the pupils at the start of each half term.

STAGE 2 - Going for Gold

- If a child has done something really good they will be rewarded with a note/ sticker home and move to the **blue zone**. The staff member will sign the note and pass it to the child. There will be a separate chart for the child to indicate that they have been awarded this prize. They will get **one point** on the '**Going for Gold**' chart, in addition to the point awarded on the 'Everyday should be Green'.
- If they have done something exceptional they can be sent a postcard home and the child will move to the **gold zone**. **Two points** will be awarded on the '**Going for Gold**' chart, in addition to the point awarded on the 'Everyday should be Green'.
- Children can also be sent to the Head Teacher or Deputy Head Teachers with exceptional work. If this happens they will be awarded a certificate and **two points** for their '**Going for Gold**' chart.
- At the end of each week the class teacher will nominate a Head Teacher Award Winner. **Each winner** will be awarded **two points** on the '**Going for Gold**' chart. This recognises something exceptional.
- The 'Going for Gold' chart will last the entire academic year. When the children are awarded **ten** points they will receive a **bronze award** given to them by their teacher.

Twenty points will be awarded a **silver award** given to them in assembly. Thirty points they will receive a **gold award**. This can be extended to 40, 50, 60 points.

SANCTION PROCESS

There are a minority of children who display behaviour that is inappropriate (disrupting lessons, wasting time, spoiling other children's playtime and lack of respect). The following is to act as a deterrent.

STAGE 1 – Everyday should be Green

- There will be a display in each classroom which outlines this system - a five coloured behaviour display, an 'Everyday should be Green' chart and a 'Going for Gold' chart.
- Every child begins each day in the **GREEN ZONE** (new day, new start!). Each child stays in this zone if they do everything that is expected of them. Where a child displays inappropriate behaviour they will be moved to the **AMBER ZONE**. Those children still placed in this zone at the end of the day will not gain an achievement point. Once a child has moved into this zone they can move out, and back to **green**, if their behaviour improves.
- Where behaviour doesn't improve, or for more serious inappropriate behaviour, a child will be moved into the **RED ZONE** where immediate sanctions will be put in place.
- They will miss their next break time and be sent to detention with a detention slip completed by the class teacher/ member of staff who distributes the sanction. The slip will indicate which detention session is to be attended and details of the unwanted behaviours.

NB: This is not to be used for finishing work or missed homework. Finishing work is the responsibility of the class teacher regarding missing homework and children should be referred to the class homework club.

STAGE 2 – further sanctions

Where unwanted behaviours are identified on a more regular basis, additional sanctions will be utilised:

- **DETENTION** for a set number of days above the initial detention for entering the **RED ZONE**.
- **Behaviour monitoring report***. A child will be placed upon report. If a child is placed upon report, a behaviour mentor will be appointed. The behaviour mentors will formally touch base with the class teachers/children on a daily basis and SLT on a weekly basis. At this time the parents of the pupil will be informed of this decision and invited into school to meet with the behaviour mentor, class teacher and HT to discuss and help to improve their child's behaviour. A child will only come off report when it is **agreed by ALL PARTIES** that their behaviour has improved enough to warrant it. This is to be reviewed regularly.

A behaviour report will track a child's behaviour. If it does not improve then one of the following can be imposed:

- A decision could be made by the SLT that the child will miss an activity they are motivated by i.e. if they have been selected for a sports team or school trip. The class teacher can recommend to the SLT that this action might be used.
- Internal exclusion with another class. The child would be dropped off at the school entrance.
- A day away from the school community with a member of the SLT.
- Move to alternate federation school (i.e. move to Infant's/ Junior's for the day). The child would be dropped off at the school entrance of the alternate federation school and spend the whole day there, including lunchtime. **
- Fixed term exclusion – work provided by the school to be completed during exclusion **
- Permanent exclusion

In virtually all cases, any of the above can take place if the child is on report however extreme behaviour could result in such sanctions being used without a child reaching the report stage.

**Please note that other children may have mentors to help with other aspects of school i.e. Mentors for Emotional Support or Organisational Help. They are not to be mixed up with the Behaviour Mentors.*

*** A reintegration meeting must be held with the child, parents/carers and Head Teacher or member of SLT before a child is allowed to re-join normal classroom activities.*

GREEN TREAT - End of each half term

- **At the end of each half term, classes or Year groups will have the opportunity to treat all children who have been in GREEN for the entirety to a fun activity.**
- **Children who have been in AMBER on more than three occasions will miss part of their green treat, but will remain supervised by the class teacher. Should a child be placed into AMBER on five occasions or more then the sanction will be in line with those children placed in the RED zone.**
- **Children who have been placed in RED during the half term on more than two occasions will miss the whole of the half termly green treat (unless they can show a significant improvement in their attitude and the SLT agree).**

Behaviour Management Policy
Early Years (Revised September 2020)

Each child is placed on a daily basis in the sunshine zone (this means the child has demonstrated good work, play and attitudes.)

If they behave inappropriately they move to the 'rain cloud' as a warning.

If this inappropriate behaviour continues then the child will move to the thunder cloud and the child may spend some time away from classmates. That evening the class teacher will inform parents.

For repeated episodes on the 'thundercloud' the Deputy Head is involved and a discussion with parents will be arranged.

Rewarding consistently good behaviour

Each week any child who has remained in either the sunshine or moved to the rainbow to acknowledge significant achievements, will be awarded a golden ticket and entry into a weekly prize draw. The winner of the draw will receive a dip in the reward box. Children who have been on either the rain cloud or thunder cloud will not win a golden ticket entry that week and will be reminded that improved attitude/behaviour will earn them a ticket next week – *You have to be in it to win it!*

At the end of each half term children who have been in the sunshine or rainbow for the entire half term will receive 'Golden Choice' and can choose to access fun activities in both reception classes and outdoors.

Those children who have been persistently on the thunder cloud will miss part or whole of this 'Golden Choice' time.