

Positive Behaviour Policy Addendum September 2020



Statement of intent

We understand that we face a time of great uncertainty and, as a school, we are doing all we can to provide clarity and safety to the school community. This includes procedures which the school will have due regard for during the coronavirus pandemic. This information will be updated to reflect any changes to government guidance as it is released. All staff at Lowton West Primary School will receive a copy of the school risk assessment and Behaviour Policy.

Consideration has been placed on the needs of individual pupils, including vulnerable pupils and SEND pupils that may have not been attending school since March 2020. It is the responsibility of the previous class teacher and 1:1 teaching assistant (where applicable) to ensure all relevant information and documentation is shared with the new class teacher and staff working with the individual pupil (including Health Care Plans, Positive Handling Plans, Learner Profiles and IEPs/ IBPs). Movement around the school building will be minimised and pupils will be supervised by an adult at all times. There is a collective responsibility from all staff for the movement of children throughout the school.

Staff in Year 1 to Year 6 will follow the Jigsaw recovery programme for PSHE and the Jigsaw Welcome Back assembly to support pupils' transition back to school. The sessions will cover topics such as 'Coming Together Again', 'Belonging and Feeling safe', 'Reconnecting with Friends', 'Being Positive and Looking Forward,' 'Managing Worries and Fears' and 'Gifts of Gratitude'.

Expectations of Staff

- To promote an environment where everyone feels happy, safe and secure.
- To lead by example in adhering to the social distancing measures.
- To follow current communication systems and procedures to ensure all staff working with pupils are aware of the needs of individual pupils in their care.
- To meet the educational, social and behavioural needs of the children and understand the impact current circumstances may have on pupil behaviour.
- To provide an appropriate curriculum, with opportunities for children to work at their own level in order to achieve success.
- To ensure all children have a clear understanding of the new school procedures in relation to social distancing, including lining up, hand washing and hygiene, procedures at playtimes, lunchtimes and snack times, classroom rules and the school code of conduct.
- To react to the needs of pupils and provide early intervention for developing problems.
- To adopt the school's corporate approach but with due regard for individual circumstances.
- To adopt and apply realistic sanctions consistently and fairly.
- To reinforce the school's Code of Conduct in the classroom, displaying the classroom rules and around school and referred to with the children when necessary.
- To supervise children at all times in the classroom and hall. To monitor cloakroom areas, when using the toilet and sink facilities and outside on the playground, school garden and school field.
- To allocate children their own desk and seating in the classroom and their own set of classroom equipment and resources.
- To remind pupils to remain in their seat and put their hand up to ask adult permission to leave their seat e.g. to go to the toilet or to wash their hands.
- To provide regular reminders to children to put up their hand if they need help from an adult, if they require additional equipment e.g. a tissue or need support with a given task.

- To ensure children follow the classroom rules and instruct them when it is time to line up, to collect their snack, wash their hands, collect their dinner etc.
- Where children who do not follow these instructions, staff will follow procedures in line with the school behaviour policy.

Expectations of pupils

Movement Around the School

We will:

- walk at all times.
- move in single file
- move and line up sensibly and quietly
- not touch one another or other staff
- not touch the equipment of others

Self-discipline in the classroom and around school

We will:

- take turns.
- put up our hand if we need help and wait for a staff member.
- be patient and respectful to others.
- take responsibility for our own actions and behaviour.
- follow instructions by all members of staff at all times.
- follow 'The Code of Conduct' at all times.

Rewards

Individual rewards will include verbal praise and recognition of good work, attitude and behaviour with other adults, including Senior Leaders and parents, house points, stickers and stamps, additional reward time such as access to activities in the school garden, additional playtimes and sports activities and other alternative activities (from a selection provided by the teacher).

Sanctions

- A verbal reprimand appropriate to the child and misbehaviour
- Reasoned explanation of why the behaviour is unacceptable followed by an appropriate sanction
- Child sent to another appropriate adult to explain their misbehaviour – with social distancing measures adhered to. Such discussions should wherever possible take place outdoors.
- Withdrawal of privilege relative to misbehaviour (including part or all of playtimes).
- Referral to Assistant Head Teachers, Deputy Head Teacher or Head Teacher – with social distancing measures adhered to. Such discussions should wherever possible take place outdoors.
- Involvement of parents, through a telephone call made by the staff member in charge of the pupil.

Staff will continue to follow the Positive Behaviour Policy.

If a pupil receives a sanction relating to activities and playtimes, the pupil should be allowed snack time and toilet breaks.

Procedures for the first day back in school

On their first day back in school, teachers will share school rules, procedures and revisit the school's Code of Conduct with the children in their group during their first session, to be conducted on the first morning the children attending school.

The aims of the session will be to set out the clear expectations for pupils in terms of new safety procedures and lining up procedures, what to do if they require help or assistance from an adult throughout the school day and expectations regarding pupil behaviour through a reminder of the school's Code of Conduct. Staff will explain the classroom table arrangements upon arrival in the classroom on the first day and explain the expectation for children to remain seated at their designated table unless instructed to move by a staff member and use their designated equipment and no one else's at all times.

Staff will explain how to play safely on the playground and to stay in their 'bubble'. Staff will explain how the new playground and PE equipment which has been purchased for September 2020 will be used, cleaned and stored and the importance of not sharing equipment with peers.

Children will also receive regular reminders and clear guidance on the rewards and consequences in line with the school Positive Behaviour Policy, with visual prompts in the classroom in the form of posters displaying the school rules and social distancing procedures provided in the classroom and around school.

Managing pupil transition and supporting children with additional needs

Changing classes, moving to new teachers and new schools can cause pupils and parents anxiety, particularly for some pupils from vulnerable groups such as SEND, looked after and previously looked after pupils. If this is not addressed it can adversely affect pupils' motivation, attitude, attainment and behaviour. Working constructively with parents and others can significantly reduce this stress.

Although staff have been unable to follow transition procedures outlined in the Behaviour Policy in the Summer Term, teachers have a responsibility to support pupils during periods of transition.

- Ensure that teachers and staff receiving a new class in September are given appropriate information to help the staff individual pupils effectively to help the teacher plan work and manage the class;
- Ensure that the new class teachers in September 2020 build on the social, emotional and behavioural skills developed by the previous teacher;
- Ensure all information, any relevant data, IEPs and the class SEND file are reviewed and up to date and shared with the next class teacher.
- Ensure pupils who require additional support during transition, including pupils with an EHCP, are provided with personalised support. This may include additional time to talk with new class teachers and teaching assistants.

Amendments to Positive Behaviour Policy September 2020

*Merit Award badges and trophy will not be awarded in Autumn 2020 due to COVID-19.

Awards given will be celebrated in individual classes in classrooms and names printed in the weekly newsletter.

*All visits to Senior Leaders for good work and behaviour will take place outdoors wherever possible to avoid crossing bubbles.

* Fun Time Friday will be adapted to choices within their bubble rather than choices of activities across a Key Stage to adhere to DfE guidance.

*Where Playleaders are used, no Playleaders will cross year groups until further notice.

* During Autumn 2020, any loss of playtime as a sanction will take place within the year group bubble. Detentions will be recorded in a class file and Senior Leaders will monitor behaviour.