



Supplementary Behaviour Policy - September 2020

This policy document has been written to run alongside the current behaviour policy with some additional information, allowing it to meet the aims of the risk assessment which has been put in place for the reopening of school.

Hitherfield Primary School will continue to maintain high expectations of all its children, encouraging them always to do their best regardless of their gender, ethnicity, additional needs or beliefs. We continue to be committed to educating in a holistic way, focusing on the social, moral, creative and artistic as well as the academic. Children's wellbeing is of our highest priority at this time and we aim to create a safe and supportive environment where children feel comfortable and confident in their learning.

Our 6 core values still apply and these will embed everything that we do with the children.

- **RESPECT** - due regard for the feelings, wishes, or rights of others.
- **UNITY** – working together as a community
- **EXCELLENCE** – developing our strengths and confidence
- **DETERMINATION** – working hard and with purpose
- **TRUST** - a firm belief in the reliability, truth, or ability of each other
- **EXPLORE** - travel through (an unfamiliar area) in order to learn about it

Supplementary policy information

Children returning to school will be taught in “protective bubbles” of no more than 30 but will operate within the school environment in Year group bubbles. They will be kept apart from other year groups in order to minimise risk and keep them safe. In providing this environment children will need to respect and ensure they remain in their bubbles at all times. In light of this guidance, alterations have had to be made to the schools rules, recognitions and rewards.

Behaviour Management Plan

Our behaviour management plan has three key aspects: rules, recognition of responsible behaviour and consequences. These will look slightly different to enable us to make the ‘bubbles’ effective throughout this period.

Rules

Everyone in the school has the right to.....

- learn
- be respected
- be safe - this involves remaining in their bubbles

Therefore everyone is expected to follow these whole school rules:

- ✓ **Do be gentle** – Do not hurt anybody
- ✓ **Do be kind and helpful** – Do not hurt people's feelings
- ✓ **Do work hard** – Do not waste your or other people's time
- ✓ **Do look after property** – Do not waste or damage things
- ✓ **Do listen to people** – Do not interrupt
- ✓ **Do be honest** – Do not cover up the truth
- ✓ **DO REMAIN IN YOUR BUBBLE - DO NOT LEAVE YOUR BUBBLE WITHOUT PERMISSION**

Recognition and Rewards

Due to not being able to celebrate achievements together any recognition or reward needs to be given to the children within their bubbles. **Adults leading their 'bubbles' can develop their own collaborative reward system as long as it fits into the main aims of this behaviour policy, is based on the Hitherfield values and is linked to the school rules and dispositions.**

House tokens can be used but all tokens must remain in the Year group bubbles in which they are being used. They will be counted within the Year group bubble at the end of each week.

No 'Good News' Card will be given out to children during this period but adults leading their bubbles are free to give positive recognition to parents at the end of the day, ensuring they are socially distancing. Each class teacher will be expected to nominate at least one child (no more than two) for reflecting Hitherfield's values and dispositions by noon Thursday. This will be included in the Hitherfield Herald every week.

Consequences

- Step 1 – Verbal warning
- Step 2 – Warning Card (5 minutes Time Out in class)
- Step 3 – 10 minutes Time Out in class
- Step 4 – Red Card - AHT called and decides whether a child needs to do a playtime detention.
- Step 5 – EHT/HOS/AHT called – child is removed from their bubble and parents are called to promptly collect their child.
- Step 6 – External exclusion (decision made by EHT/HOS)

Reasons for a warning card - Low level negative behaviour (Steps 1, 2 and 3)

- ❖ Calling out
- ❖ Noise that is inappropriate to the task.
- ❖ Not walking sensibly around the school.
- ❖ Swinging on a chair.
- ❖ Wasting own or others time/not focusing on work.

Reasons to result in child being given a playtime detention (Step 4)

- ❖ Inappropriate language
- ❖ Discriminatory incident (religion/race)
- ❖ Disrespecting adults
- ❖ Damaging property on purpose
- ❖ Lying to an adult
- ❖ Play fighting or being dangerous
- ❖ Not wearing correct uniform after formal warning letter
- ❖ Fighting to hurt
- ❖ Swearing at an adult
- ❖ Stealing
- ❖ Destroying property in anger

Reasons to result in child being collected by parent and not being permitted to return for at least 24 hours (Step 5)

- ❖ Any recurring incidents from Step 4 list.
- ❖ Severe damage to property on purpose
- ❖ Putting the safety of self or others at risk
- ❖ Physical attack directed at another individual
- ❖ Breaking away from your bubble without permission
- ❖ Deliberately compromising Covid-19 hygiene guidance

Reasons to go straight to an external exclusion (Step 6)

- ❖ Causing severe harm (as determined by EHT/HoS) to another individual on purpose.
- ❖ Not stopping fighting when an adult intervenes.
- ❖ Being out of control.

If a child has to be removed from their Year group bubble their parent will be asked to collect them and will not be permitted to return for at least 24 hours.

3 red cards (step 4 incidents) will be classed as ‘recurring behaviour incidents’ resulting in the child being excluded from school until the EHT/HoS deems it is safe for them to return.

Consequences will be recorded in class using the ‘Good to be Green’ wall chart. At the end of each day the class teacher needs to use this chart to update SIMS with the step a child has received on that particular day. ‘Good to be Green’ wall charts can then be reset for the start of the next day.

Positive Handling

In line with our Positive handling policy, positive handling should only be used when absolutely necessary. Children most likely to require positive handling will have personalised risk assessments. If positive handling is required, where possible it should be undertaken by trained staff within the child’s bubble. SLT will support and the child’s parents will be contacted to collect the child if the security of the bubble is compromised. Staff may wear PPE when undertaking these actions.

Staff Responsibilities

It is appreciated that these are challenging times and staff are likely to be anxious about children’s behaviour, especially when it relates to hygiene and social distancing between bubbles. All staff are responsible for the modelling of good behaviour, positive relationships and good hygiene whilst at school. This involves regular hand washing in class and respecting social distancing between bubbles, especially in communal areas of the school.

Further questions: