



## **Behaviour Policy**

### **Our Aims and expectations**

- To foster an atmosphere of mutual respect where children are able to make the biggest contribution to their own learning and that of others.
- To ensure that all children develop socially, emotionally, physically, spiritually and academically.
- To encourage a calm, purposeful environment across the school.
- To develop caring and kind attitudes towards all and celebrate diversity so that achievements in all areas are acknowledged.
- To encourage independence, resilience and a sense of self-worth.

### **Our school rules**

#### **School Rule One:**

**Follow Instructions**

#### **School Rule Two:**

**Keep hands, feet and objects to yourself**

#### **School Rule Three:**

**Use positive language and actions.**

### **Our Non-negotiables for staff dealing with conflict**

Staying calm at all times

Consistency

Listening

No Shouting

Positive

Giving clear instructions

Fair

Building Relationships

Clean- slate policy (after lunchtime the afternoon session is a fresh start)

### **Our Examples of Specific Instructions for...**

- Stop and put your eyes on me – Instruction to get children's attention
- Line up one behind the other facing the back of the person in front of you.
- Year 2 use a silent voice (no talking)/partner voice (only your partner can hear)/table voice (only your table can hear)/classroom voice (the whole class can hear).
- Chairs always have 6 legs on the floor

**Children will be encouraged to be responsible for their own behaviour and not commenting (telling tales) about other people's behaviour. Adults will investigate situations that are too serious to ignore but will ask questions such as 'Have you asked them to stop before speaking to an adult? This is to encourage responsibility and independence around conflict resolution.**

### **Our Methods of Encouraging Great Behaviour**

Circle time

Give children responsibility



## Savile Park Primary School

Use class job roles  
Class rewards  
Limiting the use of individual rewards  
Structured discussions  
Achievement Assembly  
House points  
Children actively encouraged to take responsibility for their own behaviour and the behaviour of other people.  
Use of the language of Restorative Practice to help build and repair relationships.

### **Restorative Questions to be used:**

- What happened?
- What were you thinking at the time?
- What could you have done differently?
- Who has been affected by what you have done?
- What do you think you need to do to make things right?

Adults will use consistent language if a warning is given ('Holly that's a warning. The instruction is...')

If children do not follow our reasonable instructions, the following will happen:

**Step 1 - A reminder is recorded**

**Step 2 - 5 minutes away from your group**

**Step 3 - Rest of the session away from your group**

**Step 4 - Go to another class for 15 minutes plus reflection time.**

**Step 5 - Work in another class for the rest of the session plus reflection time.**

**Parents and SLT informed. (Children will go to a different classroom and take work with them to complete in the other classroom).**

### **Certain actions result in one warning not being enough:**

- When a child deliberately hurts another child or adult
- Bad language/swearing

**These will be step 5 warnings so JB, SLT & parents informed.**

**The behaviour track, which is displayed in all classrooms, allows children the opportunity to work their way back to the start by displaying positive learning behaviours and making good choices in class.**

For children who do not respond to the school rules system, there may be additional factors which make progress difficult. Just as we would differentiate the curriculum for a pupil with a learning difficulty, we differentiate our approach for children with Social, Emotional and Mental Health difficulty (SEMH). This may involve setting and monitoring personalised targets/outcomes, usually in the form of an IBP (Individual Behaviour Plan).

Reporting

## Savile Park Primary School



All school staff have a responsibility for children's welfare and a duty of care to report any concerns. In school we have a reporting and monitoring system called CPOMS (Child Protection Online Monitoring Service). Every member of teaching and non-teaching staff have access to this. Any issue that arises which is cause for concern is reported through CPOMS. All new staff are trained to use CPOMS. All incidents logged on CPOMS are shared with the Pastoral Care Team who will action and report back to the member of staff that has reported.

### **Inappropriate Behaviour**

Incidents of inappropriate behaviour are rare. In the event of such behaviour the following consequences are implemented;

- Red card system used for a member of the SLT to assist.
- Parents are informed at an early stage so that they have a clear picture of how they can support school.
- Individual Behaviour Plan.
- Withdrawal from peers.
- The use of de-escalation strategies which may result in the use of positive handling techniques as a last resort.
- Pupil exclusion (see Exclusion Policy)

In very rare instances, we may need to use positive handling techniques for some children in order to ensure their safety and the safety of others (Appendix 1). Only staff who are trained in positive handling techniques will support children in this instance.

Created by: The staff team at Savile Park: training day February 2017

Date taken to governors: September 2017

Signed by Governors: \_\_\_\_\_

Reviewed (state when, by whom and if amendments made/not):

February 2019 by Jane Boylan & Jayne Edwards- **procedures clarified around dealing with serious incidents. Appendix 1 added**

June 2020 Amended by Hester Conway and Jayne Edwards- **Amendments due COVID 19 Pandemic.**



Appendix 1		
PROCEDURE FOR USING PHYSICAL INTERVENTION		
	ACTION	STAFF
Step 9	<ul style="list-style-type: none"> <li>Appropriate actions will be put in place, if required.</li> </ul>	Head teacher Deputy Head teacher(s)
Step 8	<ul style="list-style-type: none"> <li>The Head teacher/Deputy Head teacher(s) is/are informed verbally following the hold.</li> <li>All records of the hold will be uploaded to CPOMS by the member(s) of staff involved.</li> <li>Parents are verbally informed of the incident and hold on the day it occurs.</li> </ul>	Staff involved in restraint. Head teacher Deputy Head teacher(s)
Step 7	<ul style="list-style-type: none"> <li>Support offered to all staff involved.</li> </ul>	Head teacher Deputy Head teacher(s)
Step 6	<ul style="list-style-type: none"> <li>Inform Head teacher or another senior member of staff.</li> </ul>	Immediate staff and staff involved in restraint
Step 5	<ul style="list-style-type: none"> <li>As soon as the situation de-escalates release the hold but remain near the individual.</li> <li>Offer cool down support (removal or jumper, drink etc...).</li> </ul>	Immediate staff
Step 4	<ul style="list-style-type: none"> <li>Use the minimum amount of force required for the situation using appropriate Team Teach techniques.</li> <li>Make it clear to the child that the hold will be released as soon as the child is calm and safe.</li> <li>Only release from the hold if it is safe to do so, not because the child demands it.</li> <li>Explain that all staff are doing this to keep them safe and to protect themselves.</li> </ul>	Immediate staff
Step 3	<ul style="list-style-type: none"> <li>Attempt to diffuse the situation verbally and prevent it from escalating, if it is safe to do so.</li> </ul>	Immediate staff
Step 2	<ul style="list-style-type: none"> <li>Call for assistance if required (using the Red Card system).</li> </ul>	Immediate staff
Step 1	<ul style="list-style-type: none"> <li>Tell the pupil what they should be doing (preferred behaviour). Give clear expectations and tell them what will happen if they continue with un-wanted behaviour.</li> <li>Try de-escalation techniques such as humour, re-direction, distraction etc...</li> <li>Consider whether physical intervention is necessary or whether the incident could be dealt with by using other strategies.</li> </ul>	Immediate staff



## **COVID 19 procedures in school**

### **1.1 Arrival and Departures from school**

- Pupils will be given a designated time for arrival and pick up from school. During this time only one parent or carer will be allowed to drop off and they should not be accompanied by other members of the family including other children not attending school.
- Pupils will be given a designated drop off point where they will be taken at the time allocated.
- Parents are asked to adhere to social distancing rules and stay 2m apart when dropping off and picking up.
- Parents are asked to not enter the playground and only go to their drop off and pick up point at their designated time.

### **1.2 Hygiene procedures**

- Children are expected to wash their hands on entering the school building and dry using a paper towel not the hand dryers.
- Children are expected to wash their hands at regular intervals throughout the day.
- Teachers are to each have a bottle of hand sanitiser for personal use.
- Desks will be cleaned at regular intervals throughout the day.
- An adult will clean the handle, flush of the toilet and tap after each use.
- Coughs and sneezes should be caught within a tissue and then placed in a bin with a lid.
- Children should be encouraged to cough in to their elbow.
- Children should be encouraged to not touch their face, mouth, nose or eyes whilst in school.

### **1.3 Pupils socialising whilst at school**

- Pupils will be within a year group 'bubble' or key worker group.
- Pupils will stay within their bubble throughout the day.
- Adults designated to the bubbles will stay with the pupils throughout the day and all week.
- Adults designated to the key worker group will continue to work on a rota.
- Pupils will where possible adhere to the 2m social distancing rule.
- Pupils will be reminded to keep 2m apart from the other children within their bubble.

### **1.4 Moving around school**

- Staff will aim to keep movement around school to a minimum.
- Pupils will move around school adhering to social distancing where possible.
- Where possible pupils will use the door accessing the playground for movement around school.
- Staff will keep movement within corridors to a minimum.

### **1.5 Experiencing symptoms**

- Children should be encouraged to tell an adult if they are experiencing any of the symptoms.
- Adults need to report if they are experiencing any symptoms to a member of SLT.
- Designated COVID first aiders will test temperatures of pupils if the child is showing signs of being ill.

### **1.7 Sharing equipment**

- Pupils will have their own equipment which will be kept on their desk.
- No other pupils will share their equipment.
- Pupils will have their own desk and use that desk each day.
- Pupils will not share desks or go and sit at another child's desk.
- Any equipment which needs sharing will be wiped down between uses.



## Savile Park Primary School

- Within the Early Years classrooms soft resources and small resources will be put away. Large resources will be available for the children to use and will be cleaned regularly.
- Children within the Early Years classrooms will be encouraged to wash their hands at regular intervals throughout the day.
- Children within the Early Years classrooms will use resources on their own both inside and outside the classroom to aim to ensure social distancing is adhered to wherever possible.
- Resources will be in daily boxes and only used once a week.

### 1.8 Breaks and playtimes

- Pupils will have staggered break times so only one bubble of children will be outside at once.
- Pupils will be reminded to stay 2m apart outside and encouraged to play on their own.

### 1.9 Use of toilets

- Pupils will be reminded to ask to use the toilet so that adults are aware.
- An adult will clean the handle, flush of the toilet and tap after each use.
- Pupils will be reminded to wash their hands when they have used the toilet.

### 1.10 Behaviour towards other children

- Children who cough or spit at other children will be spoken with in an age appropriate way.
- If appropriate parents will be informed.
- If appropriate, given the age of the child, the circumstances of the situation and number of times the behaviour has happened, the child may be asked to leave the premises.

### 1.11 Rewards and sanctions

- Rewards will be verbal.
- Visual rewards such as marks on the whiteboard can be used.
- House point tokens will not be used.
- No physical rewards will be passed from an adult to a child.
- Where possible no physical contact will take place with the children.
- If physical contact is needed through the use of Team Teach the child's parent will be called to pick the child up from school and the adult involved will shower and change their clothes.

### 1.12 Home learning

- All pupils who are not attending school will be expected to undertake home learning remotely.
- Interaction will take place between adults working from home and children completing remote learning through the online platforms.