



**Chadsmead Primary Academy**

**Behaviour and Discipline Policy**  
**Addendum for Coronavirus Pandemic**  
**September 2020**

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## 1. AIMS

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions
- Summarise adaptations to behaviour made during the Coronavirus pandemic (These will be highlighted green)

## 2. DEFINITIONS

Misbehaviour can include:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude including rudeness to adults and swearing
- Verbal and physical aggression
- Refusal to follow instructions
- Leaving a defined area without permission
- Not following instructions on the following: hygiene rules such as hand washing, moving around school in the correct defined area/direction, out of bounds areas, lining up where applicable, using toilets in the instructed manner, arriving at and leaving school safely, using another person's water bottle or personal equipment.

Serious misbehaviour can include:

- Repeated breaches of the school rules including those applying to whole school opening in September 2020 during the Coronavirus pandemic
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear, or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Violence
- Absconding from the school site
- Possession of any prohibited items (knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person- including the pupil)

Bullying is defined as:

The repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Type of Bullying	Definition
Emotional	Repeatedly being unfriendly, excluding, tormenting.
Physical	Repeatedly hitting, kicking, pushing, taking another's belongings, any use of violence.
Racial	Repeatedly using racial taunts, graffiti, gestures.
Sexual	Repeatedly using explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching.
Direct or Indirect verbal	Repeatedly name-calling, sarcasm, spreading rumours, teasing.
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites.

Details of Chadsmead approach to preventing and addressing bullying are set out in our anti-bullying policy.

### 3. ROLES & RESPONSIBILITIES

#### The Governing Body

- The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. **Governors understand the importance of the amendments to the existing behaviour policy (highlighted in green). They provide support and challenge in a number of ways including demonstrably following Coronavirus guidelines in school from September 2020.**
- The governors support the headteacher in adhering to these guidelines and hold the headteacher to account for their implementation.
- The headteacher has the day to day authority to implement the schools policy on behaviour and discipline, but the governors may give advice to the headteacher about particular disciplinary issues.

#### The Headteacher

It is the responsibility of the headteacher, under the School Standards and Framework Act 1998

- **To implement the school behaviour policy consistently throughout the school, including the amendments due to the Coronavirus pandemic.**
- To report to governors, when requested, on the effectiveness of the policy
- To ensure the health, safety, and welfare of all the children in the school
- To ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.
- To support the staff by implementing the policy, by setting the standards of behaviour and by supporting staff in their implementation of the policy.
- To keep records of all reported serious incidents of misbehaviour
- To have responsibility for giving fixed term suspensions to individual children for serious acts of misbehaviour
- For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child.

#### Staff

It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time and when in transit through school

Examples of procedures followed in school can be found in appendix 2, **including adaptations made for the coronavirus pandemic.**

All staff are responsible for

- **Implementing the behaviour policy consistently. Staff are trained on the newly amended behaviour policy, the behaviour that is expected of them and in the behaviour that they will be expected to teach pupils.**
  - Modelling positive behaviour
  - Providing a personalised approach to the specific behavioural needs of particular pupils
  - Recording behaviour incidents
  - **Teaching All children about how to minimise risk associated with Coronavirus**
  - **Modelling excellent hygiene, sanitising, and personal welfare**
  - **Implementing a class coronavirus charter, where new rules, expectations are discussed, and agreed (See Appendix 1)**
- All staff in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability

- All staff treat each child fairly and enforces the classroom code consistently. The teachers treat all children in their classes with respect and understanding
- If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents on the school incident log (See appendix 3).  
In the first instance the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from SLT who may then inform the headteacher if they feel it necessary.  
**If misbehaviour is persistent and puts others at risk in relation to coronavirus swift action is taken and the teacher refers immediately to SLT or the HT using radio communication. Parents will be informed in these cases.**
- The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child.
- The class teacher reports to parents and carers about the progress of each child in their class. The class teacher will also contact a parent if there are concerns about the behaviour or welfare of the child.
- **New behavioural expectations will be monitored and supported by the SLT and HT. Any behaviour issues will be dealt with promptly and effectively.**

### Parents and Carers

Chadsmead collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home and at school.

Parents and carers are expected to:

- Support their child in adhering to the pupil code of conduct and **Coronavirus class charter.** (appendix 1)
  - Inform the school of any changes in circumstances that may affect their child's behaviour
  - Discuss any behavioural concerns with the class teacher and/or SENDCO promptly
  - Support their child's learning, and to cooperate with the school and its policies
  - Be an active participant in a supportive dialogue between home and the school, we will inform parents and careers immediately if we have concerns about a child's welfare or behaviour.
  - If the school has to use reasonable sanctions to punish a child, we expect parents and carers to support the actions of the school.
  - If a parent or carer has concerns about the way their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher or the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.
- **During the Coronavirus pandemic, adhere to guides set out for arrivals, departures and remind their child on how to move around in the classroom and wider school**  
School has explained the adaptations made to school rules and behaviour due to the Coronavirus pandemic. Parents are fully aware of the amendments to expected behaviour and its implications for the whole school from September 2020. We will continue to communicate through the school website, newsletters, My Ed on how well the children are executing the new procedures.

## 4. REWARDS AND SANCTIONS

### Praise and Reward

Examples of positive behaviours and rewards can be found in appendix 5.

We praise and reward children for good behaviour in a variety of ways. We emphasise positive reinforcement of good behaviour.

- Teachers congratulate children
- All children are allocated a 'house' as part of our house point system. These are: Darwin, Garrick, Johnson and St Chad's.
- All adults award children with house points for consistent good work or behaviour or to acknowledge outstanding effort or acts of kindness in school
- Children record their housepoints on class charts
- Y6 house captains collect points each week in readiness for the Friday rewards assembly. (during the pandemic this will be postponed)
- The winning house for the week is awarded the house cup in Friday rewards assembly.
- All children in the winning house of the term are awarded a treat.
- Children are encouraged to show a teacher/leader/Ht their work if they have tried very hard (during the pandemic there will be no walking through school to show another staff member work, but work can be shared through TEAMS or verbally shared, while following social distancing rules)
- Teachers will allocate jobs and positions of responsibility (these will not contravene new rules to keep us safe during the pandemic, and subsequently some roles of responsibility will be postponed)
- Each week, staff nominate a child from each class to be 'star of the week'.
- Each 'star of the week' is congratulated during Friday's reward assembly
- The school acknowledge good attendance termly.
- Schools acknowledges efforts and achievements of children outside of school during the rewards assembly.
- Assemblies, where it is a large gathering in one space, will be postponed during the coronavirus pandemic. However, rewards and acknowledgements will continue weekly in a virtual means using TEAMS.

Good behaviour choices are constantly and consistently promoted and encouraged using the learning environment and classroom management systems and procedures. The school will ensure that children have clear understanding of the consequences of inappropriate behaviour and the procedures and sanctions should be applied consistently by all staff. Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom to avoid the need for sanctions. They will:

- Create and maintain stimulating environments that encourage pupils to be engaged (during the pandemic the non-use of unnecessary furniture and soft furnishing have altered some environments)
- Develop a positive relationship with pupils, including greeting pupils in the morning/at the start of lessons
- During the Coronavirus pandemic, constantly remind pupils and other adults of the need for social distancing and other ways to keep safe and prevent the spread of the virus.
- Establish clear routines.
- Communicate expectations of behaviour in ways other than verbally
- Highlight and promote good behaviour
- Conclude the day positively and start the next day fresh
- Have a plan for dealing with low-level disruption and most importantly a plan for any behaviour putting other at risk
- Use positive reinforcement

## Misbehaviour and Sanctions

Examples of levels of behaviour and consequences can be found in appendix 6.

Chadsmead follows a system of grading behaviours as levels and actioning appropriately. Staff use the visual resource of 'good to be green' behaviour code, where children aim to keep a green card through positive behaviour throughout the day. A yellow card may be issued as a sanction and a red card warrants further action.

A chain of command is followed when dealing with instances of misbehaviour. The more serious the offence, the higher up the chain. A procedure for dealing with misbehaviour which puts others at risk of Coronavirus is also shown in the appendix. This operates alongside the established procedure.

## **5. BULLYING**

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 difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

Please see the school anti-bullying policy.

## 6. PHYSICAL RESTRAINT

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfES Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control Children or Restrain Pupils. Teachers in our school do not hit, push, or slap children. Staff only intervene physically to restrain children or prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

In exceptional circumstances, staff may use reasonable force to restrain a pupil to prevent them from causing disorder, hurting themselves or others or damaging property. In the rare event of a staff member needing to have close contact with a child, then PPE (personal protection equipment) should be worn. Close contact is likely to include; Physical restraint of a child to prevent injury to themselves or others or damage property. If a child is identified as potentially unable to follow the coronavirus preventative measures, an individual risk assessment will be completed alongside parents.

Incidents of physical restraint must:

- Always be the last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents/carers.

The headteacher and assistant headteachers have been trained in MAPA (management of Actual and Potential Aggression) Techniques.

## 7. PUPIL SUPPORT

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents and careers to create the plan and review it on a regular basis.

During the coronavirus pandemic, pupil support may be limited by the availability of pupil support services. There may be a need to hold remote meetings not face to face or keep some consistently misbehaving children at home to avoid risk to others.

In September, many pupils may need some social and emotional support on return to school. Some pupils will need extra support, such as those who have previously had poor attendance or fixed term exclusions as well as those new to school, with special educational needs and disabilities or who have not engaged with school during the Coronavirus outbreak.

All staff have undertaken appropriate mental health training to spot signs of distress and poor mental health. Staff can identify changes in behaviour (for example, being fearful or withdrawn, aggressive or oppositional or excessively clingy) that may be an indication of an underlying issue. These children will receive more support and parents liaised with where appropriate.

Where further support is needed, staff will consider what additional support or reasonable adjustments are needed and put a plan in place to deliver it, with regular points to review. Where pupils already have education, pastoral support or multiagency plans, these will be updated.

For children who have a social worker or who are otherwise vulnerable, work will continue with social workers and other relevant services to ensure the right support is in place. This includes making contact to discuss re-engagement and attendance at school in September 2020.

## 8. PUPIL TRANSITION

To ensure a smooth transition to the next year, pupils have transition sessions with their new teachers. In addition, staff members hold transition meetings. These sessions are not able to happen during the pandemic 2020. Video messages and transition PSHE booklets were made available to each year group to aid a smooth transition to the next academic year.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues is transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

## 9. DRUG & ALCOHOL REALTED INCIDENTS

It is the policy of this school that no child should bring any drug, legal or illegal, to school. If a child will need medication during the school day, the parent or carer should notify the school and ask permission for the medication to be bought in (See Administrating Medication Policy). The medicine should be taken directly to the school office for safekeeping. Any medication needed by a child while in school must be taken under the supervision of a teacher or other adult worker.

During the Coronavirus pandemic specific medical conditions for children will be discussed with parents and a risk assessment formulated. Parents are to hand medicine to the teacher (via the child) at the start of the day. Revisions to the Administering Medication policy have also been made.

The school will take very seriously misuse of any substances such as glue, other solvents or alcohol. The parents or carers of any child involved will always be notified. Any child who deliberately brings substances into school for the purpose of misuse will be punished by fixed term exclusion. If the offence is repeated, the child will be permanently excluded, and the police and social services will be informed.

If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home.

It is forbidden for anyone, adult or child, to bring onto the school premises illegal drugs. Any child who is found to have brought to school any type of illegal substance will be punished by a temporary exclusion. The child will not be readmitted to the school until a parent or carer of the child has visited the school and discussed the seriousness of the incident with the headteacher.

## **10. MONITORING ARRANGEMENTS**

The headteacher monitors the effectiveness of this policy on a regular basis. They also report to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records concerning incidents of misbehaviour.

The headteacher keeps a record of any child 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 exclusion and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance *The Duty to Promote Race Equality: A Guide for Schools*, and that no child is treated unfairly because of race or ethnic background.

The governing body reviews this policy every two years. 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.

## ➤ Appendix 1

### Code of conduct

At Chadsmead Primary Academy we believe that children develop into responsible learners and members of the community through experiencing a school ethos which promotes the rights and dignity of each individual. We believe that encouragement and praise are vital in helping children to develop a positive self-image and that each child must be valued as an individual and as part of a wider community.

Our code of conduct has been written by the children and staff and is always in effect.

- We are kind, helpful and caring to each other
- We listen
- We are honest
- We do our best
- We look after our school and everything in it.

### Coronavirus Class Charter

During the Coronavirus pandemic a charter very similar to this will be devised with the children and displayed in all classrooms. This is a child-adult contract where the children will agree to the following ways of behaving in school in addition to the normal school code of conduct/rules.

- We will keep 2m apart when possible
- We will wash hands regularly for 20 seconds
- We will follow catch it, bin it, kill it
- We will not move around the classroom unless asked to
- We will face forwards in our seats
- We will follow instructions/guidelines on entering and leaving the building and when moving around school
- We will bring own equipment, including a water bottle and tissues to school and keep it on our own desk. We will not share equipment
- We will call out, outside the toilet door to make sure nobody else is in there
- We will show others a good example of how to behave

## ➤ Appendix 2

### Examples of procedures followed in school

#### Arriving and departing school:

- The arrival and departure from school will be swift and controlled and children will be expected to follow these rules for everyone's safety.
- Children will enter school through their designated entrance at the given staggered time. Children will enter without parents and either form a social distance line under the supervision of the teacher or for older siblings make their way through school to their classroom (Teacher at entrance radio ahead). Markers on the floor will encourage social distancing.
- EYs & KS1 Children coming from Jo-Zone will be delivered to the classrooms at 8:55. KS2 children coming from Jo-Zone will walk independently from green wing or dinner hall to their classrooms at 8:55.
- Children should arrive for the start of school at 8.50 am. Younger children will usually be accompanied by parents or siblings, so we ask children not to play ball games or ride bicycles or scooters in the school grounds
- The doors are opened at 8.45 am and children walk sensibly into school and put away their coats and bags. We would encourage children and parents not to arrive at school too early particularly if it is raining, snowing or icy, to avoid unnecessary waiting on the playground in unsafe conditions.
- At staggered home times, children will leave the building in the same system as they were dropped off

#### When moving around school we expect children to:

- Move about school quietly
- Walk around school sensibly
- Be on time and ready to learn
- Follow any social distancing lines/guides/instructions in classrooms and corridors or outside (these will be carefully explained to everyone and be revisited daily. Teachers will model this behaviour)

#### All adults in school should encourage the children to do this by:

- Reminding the children how to move around the school in a positive way
- Giving praise for children who are walking sensibly
- Stop to check the children are together and points on the journey and 2m apart from each other
- If a child is running, ask them to stop and remind them to walk.
- Parents should ensure the children attend school and are punctual at the specified time to allow for social distancing

#### During assemblies' children should:

- Walk in and out of assembly quietly
- Sit with their legs crossed and their hands still
- Put up their hands to answer questions.

During the pandemic, there will be no face to face assemblies. All assemblies will be in bubbles or held virtually.

#### During assemblies' adults should:

- Leave enough time to prepare the children for assembly
- Be punctual
- Walk with the children ensuring they are quiet

- Keep a watchful eye on the children during assembly when required and if a child is being disruptive, catch their attention and if necessary, move them near to an adult
- A member of each year group should collect the class at the end of assembly
- There should be good supervision in the corridors adjacent to the hall, at the end of an assembly.

**During the pandemic, there will be no face to face assemblies. All assemblies will be in bubbles or held virtually.**

In the **classroom** children should:

- **During the pandemic, follow to the new rules in the Coronavirus Class Charter**
- Be on time and be ready to learn
- Do their best
- Show respect for others
- Focus on learning
- Come into class and leave in an orderly manner
- Address the teacher by name
- Sit quietly and listen to the teacher at appropriate times
- Ask permission to leave the room so that the teacher knows where they are
- Work well as part of a team.

In the classroom staff should:

- Be aware of individual children's needs and employ appropriate strategies
- Give meaningful praise and encouragement
- Maintain an attractive & tidy classroom with stimulating and up-to-date displays
- Plan work carefully and ensure it is interesting and well-matched to children's abilities
- Make sure children know what is expected of them and make learning intentions explicit
- Continually observe and scan the behaviour in the class, intervening early to defuse potential incidents or situations before they occur
- Apply rules fairly, consistently and firmly: use agreed rewards and sanctions consistently
- Listen to the children and do not prejudge
- Seek support from Phase Leaders if anxious about a behaviour situation
- Always deal with offenders: to ignore is to condone (unless this is part of a planned behaviour management strategy)
- **Deal promptly with misbehaviour which puts others at risk from Coronavirus and inform parents**

On the **playground** children should:

- **During the pandemic playground will be divided up to allow for each bubble to have a designated area to play. Some play and lunchtimes will be staggered.**
- **Remain in the playground at all times unless they have permission from an adult, are going to the toilet or if the Tuck Trolley is inside due to the weather conditions. Tuck will be brought to the classroom and eaten inside.**
- Use the toilets properly, sensibly and return outside quickly
- Play appropriately
- **Treat the playground apparatus and toys with respect. No playground equipment will be used unless it belongs to the child/bubble**
- Stay off the grass unless instructed by the person on duty that it can be used
- Stay in sight of the adults unless you have permission to go inside
- Enter school with the class when the bell rings as instructed by their class teacher.

On the playground staff should:

- **Be extra vigilant that children are following social distancing and adhering to the safety guidelines to keep safe. Staff will model these.**
- Supervise NOT socialise

- Be vigilant by watching for potential incidents and defusing them before they start
- Remind the children to walk to and from the playground, 2m apart
- Remind the children to play together co-operatively
- LISTEN to children who are upset
- Always follow up any incidents using the Yellow and Red card system as necessary
- Do not prejudge. Consider individual circumstances
- Inform the SLT of any serious incidents, following the agreed procedures
- Reward good behaviour with housepoints

#### Lunchtimes:

- As the children finish their lunch they should walk to the playground from the Dining Hall, collecting the coats as and when necessary. During the pandemic children will remain in their seats for 30 minutes to allow children chance to finish their meal. Lunchtime supervisors will collect any lunch trays. Some groups of children will be eating in the classroom. At their allotted time the children will walk to their space on the playground following social distancing rules. There will be some staggered lunchtimes and playground will be sectioned for bubbles.
- It is the responsibility of the Senior Midday Supervisor (SMDS) to ensure that there is sufficient supervision in the Dining Hall and Playground over the lunch time. If there are any concerns in this respect, they must be reported to the Headteacher. When the children have left the dining hall the tables should be cleaned and put away. Tables and chairs will not be reused that day.
- Housepoints can be given to individuals or groups of children by midday supervisors as a reward for good behaviour choices
- Older pupils may be allocated to the SMSD to help supervise younger children. This responsibility is postponed during the pandemic
- Unfortunately, children sometimes make wrong choices, the Yellow and Red card system should be followed.
- Persistent behaviour problems at lunchtime could result in a child being sent home for lunch or not being able to have the same break as their peers

#### Handwashing & Hygiene

- Children will be expected to follow all handwashing and hygiene routines while in school.
- Children will wash hands/use antibacterial gel as they enter school, before and after eating and at regular intervals during the day.
- Children will follow the catch it, bin it, kill it mantra. If they sneeze or cough, they use a tissue or crook of their arm.
- Children will be constantly reminded not to touch their face, mouth, nose or eyes
- Should children refuse to follow these routines, disciplinary procedures and sanctions will be followed. Parents will be informed

#### Toilets

- Each bubble has specified toilets to use.
- Children must enter the toilets one at a time and check by calling into the toilet before entering. This may not always be possible with early years children.
- When finished children must wash their hands for 20 seconds

#### Social Distancing

- Children who are old enough will be expected to socially distance from their peers and adults on the playground/field and at other appropriate times
- In the classroom, children will be sat at tables that face forward, so that although they will not be 2m away they will be facing away from each other. Constant reminders of this will be given. There are expected to stay sat at their table. If support is need children will raise their hand to get the teachers attention, not walk to them.

- Children will have use of lockers/spaced out pegs to keep their limited belongings away from others
- During the school day all equipment for school will be kept by the child and not centrally stored.
- Should children refuse to follow these routines, disciplinary procedures and sanctions will be followed. Parents will be informed
- We understand that 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.



## • Appendix 5

### Examples of positive behaviours and rewards

This list is not exhaustive and is regularly reviewed.

It may not be possible to recognise all the examples of good behaviour detailed in the table below, during the pandemic. Those NOT POSSIBLE will be highlighted in red.

Level	Examples of Behaviour	Possible Rewards	Staff Responsible
Level 1	<ul style="list-style-type: none"> <li>• Notable instance of good behaviour</li> <li>• Supportive towards others in their learning</li> <li>• Showing positive initiative such as holding open doors / helping others</li> <li>• Leading group work / class events</li> <li>• Good leadership shown in School council / Eco Council / Food Council</li> <li>• High standard of homework</li> <li>• Consistently polite towards others</li> </ul>	Verbal Praise Star	Class Teacher
Level 2	<ul style="list-style-type: none"> <li>• Consistent improvement in work attitude</li> <li>• Consistent excellent work in lessons e.g. all week – no issues / problems</li> <li>• Consistent high standard of homework</li> <li>• Consistent positive attitude towards learning</li> <li>• Consistently high levels of effort</li> </ul>	Star Inform Phase Leader Text / Phone call home	Class Teacher Phase Leader
Level 3	<ul style="list-style-type: none"> <li>• Ongoing consistent improvement in work attitude, high standards of homework, positive learning attitude, effort over a term</li> <li>• Outstanding contribution to a school event / competition / charity / project / role of responsibility in school</li> <li>• Outstanding contribution to a class or year group activity e.g. a performance in school, solo in a concert; reader in an assembly...</li> </ul>	Star Inform Phase Leader / Curriculum Leader  Star Certificate in star assembly Name in the newsletter Send Postcard home	Phase Leader Curriculum leader
Level 4	<ul style="list-style-type: none"> <li>• Any extra-curricular activity in school worthy of mention</li> <li>• e.g. Sports Performance; Music Certificate; representing the school</li> </ul>	Star Certificate Name in the newsletter Head teacher postcard home	Head teacher
Level 5	<ul style="list-style-type: none"> <li>• To be awarded at the Head teachers discretion for any Outstanding Achievement</li> </ul>	Head teacher's certificate	Head teacher

## • Appendix 6

### Examples of levels of behaviour and consequences

This list is not exhaustive and is regularly reviewed. Teachers use their professional discretion when making a decision about misbehaviour. **Additional examples with reference to the Coronavirus pandemic have been added in green.**

Level	Examples of behaviour	Possible Action/Consequence
Level One Reminder CLASS TEACHER*	1 <sup>st</sup> Reminder and 2 <sup>nd</sup> Reminder <ul style="list-style-type: none"> <li>• Off task</li> <li>• Out of Seat</li> <li>• Shouting out.</li> <li>• Poor listening</li> <li>• Inadequate work</li> <li>• Lack of effort</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal Warning</li> <li>• A "look" / Glance</li> <li>• Verbal redirection to task through questioning</li> <li>• Reinforcement of task / required behaviour</li> <li>• Child remains "Good to be Green."</li> </ul>
Level Two Yellow Card Class Teacher*	Further low-level disruption may constitute continued <ul style="list-style-type: none"> <li>• disruption as for level 1</li> <li>• Consistent lack of effort</li> <li>• Not following instructions</li> <li>• Name Calling</li> <li>• Being disrespectful to others</li> <li>• Provoking others to do wrong</li> <li>• <b>Not following guidelines on social distancing and travelling around school</b></li> </ul>	<ul style="list-style-type: none"> <li>• Yellow Card given to child and placed on classroom board until sanction spent</li> <li>• No breaktime/lunchtime play for student</li> <li>• Moving the student to another seating position / Sit child closer to an adult / alone</li> </ul>
Level Three Red Card CLASS TEACHER/PHASE LEADER/AHT	Further low-level disruption over a sustained period <ul style="list-style-type: none"> <li>• Continued poor behaviour in one lesson e.g. repeated to follow instructions.</li> <li>• More seriously hurting someone</li> <li>• More seriously upsetting someone</li> <li>• More seriously breaking something</li> <li>• Using racist language</li> <li>• Bullying</li> <li>• Swearing</li> <li>• Vandalism</li> <li>• Theft</li> <li>• <b>Deliberately coughing, spitting, sneezing at another person</b></li> <li>• <b>Deliberately mixing with others when asked not to</b></li> </ul>	<ul style="list-style-type: none"> <li>• Record on Incident Log (appendix 3)</li> <li>• Red Card given to child and placed on classroom board</li> <li>• No breaktime for student or No lunchtime break time for student</li> <li>• Class teacher must verbally notify parents on collection / Phone call home.</li> <li>• Class teacher to inform Phase Leader: Send child to Phase leader to reinforce appropriate behaviour required.</li> <li>• Phase leader may choose to inform Head teacher</li> <li>• <b>Meeting with parent and headteacher where a child may be placed in isolation when in school</b></li> </ul>
Level Four Behaviour Chart HEADTEACHER	Repeatedly Persistent Poor Behaviour <ul style="list-style-type: none"> <li>• Ongoing incidents as above</li> <li>• Behaviour that compromises the safety of others</li> </ul>	<ul style="list-style-type: none"> <li>• Meeting with parent; <b>a child may be placed in isolation when in school</b></li> <li>• Record on Incident Log</li> <li>• Parents to be notified verbally or face to face</li> <li>• Implement a Positive Behaviour Chart (see Appendix 8)</li> <li>• <b>Fixed Term Exclusion/Permanent Exclusion</b></li> </ul>
Level Five External Referral HEADTEACHER	Ongoing Persistent Poor Behaviour <ul style="list-style-type: none"> <li>• Failure to respond to Positive Behaviour Chart</li> <li>• Ongoing behaviour that compromises the safety of the pupil or others</li> <li>• Physical Attack</li> <li>• Racist Incident</li> <li>• Leaving school site without permission</li> <li>• Possession of items not allowed.</li> </ul>	<ul style="list-style-type: none"> <li>• Meeting with Parent</li> <li>• Further Monitoring Positive Behaviour Charts</li> <li>• External referral; Ed Psychologist / Behaviour Support Team</li> <li>• Early Help Assessment</li> <li>• Pastoral Support Plan</li> <li>• Referral to the District Inclusion Panel Fixed</li> <li>• Term Exclusion / Permanent Exclusion</li> </ul>

➤ **Appendix 8**

Positive Behaviour Chart



**Full Name**      **Y\***

Date:



**Positive  
Behaviour  
Chart**

**How good has your behaviour been**  
**Name?**  
**Parents'/weekend Comment:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**My target is to behave and do my best learning in my lessons.**

**NAME**      **Target: To behave and do my best learning in my lessons.**

😊 = 2 points    😊 = 1 point    😞 = 0 points

	9:00 – 9:30am	9:30 – 10:30am	Break	10:45 – 11:15am	11:15 – 12:15pm	Lunch		1:15 – 2:15pm	2:15 – End of school	Parent Comment
Mon										
Tues										
Wed										
Thurs										
Fri										

**This week's total smiles/points:** \_\_\_\_\_

**This week's target smiles/points:** \_\_\_\_\_