

Appendix to Behaviour Policy

CONTEXT OF THIS APPENDIX

It is likely that the current behaviour policy will not accurately reflect new arrangements in response to COVID-19. This appendix provides interim policy changes and adaptations to key areas, in response to COVID-19 and the re-opening of schools. We understand that this is an especially challenging time and support will be on offer to the children. However, all children and staff have the right to a safe and calm environment and so all children will be required to conform to new measures which the school deem as important to minimising risk associated with coronavirus. The well-being and safety of our children and staff as always remains our priority.

Key Areas:

- Consistency of approach
- Parent Liaison
- Ladder of choices
- Rewards
- Approach to consequences
- Consequence escalation strategy
- Changes to school environment – Rules and Routines
- Failure to follow local rules

Consistency of approach

During the current exceptional circumstances, we maintain our high expectations of behaviour and expect the children and staff to uphold our school values.

All staff look for opportunities to show encouragement and give praise. Equally, low standards in behaviour are not tolerated and are dealt with appropriately by all staff.

Judgements are not made without going through the following process –

- Listen to the child
- Listen to the other child or children involved
- Ask open questions, don't put words in their mouths
- Make notes if it is quite complex or sensitive, or one in a series of incidents or take jottings
- Take action and follow it up
- Staff follow policy and guidance and are supported by the school
- Talk to the parents. In all cases it is better to talk to them sooner rather than later.
- **NEVER shout.** We are school where all members of our community are treated with respect and dignity. This means that there is never a reason or excuse for shouting at a child or adult.

Parent Liaison

We will let parents know about incidents by letter, telephone call or speaking to them personally from a 2 metre distance. We will make contact quickly and work with parents to improve below standard behaviour. Parent queries should first be addressed to the class teacher and if matters continue to be unresolved they can speak to the SENCO, Deputy Head teacher or the Head teacher.

Choices

We believe that it is vital to give children the opportunity to make positive behaviour choices with clear outcomes. To assist with this we have create a visual model of how to address behaviour at Avonwood.

Ladder of Choice (KS1)

Each class in Foundation and Year 1 will continue to have the 'Ladder of Choice' clearly displayed which is used as a reminder to children about positive praise when they make the 'Good Choice' as well as a reminder about the consequences of making a 'Wrong Choice'. The higher up the 'Good Choice' ladder children climb (Sun) the more prominent in school the praise becomes. The lower down the 'Wrong Choice' ladder (rain cloud) the more serious the consequences.

What happens when I make a choice?

What makes a 'Good Choice'

Star of the week Certificate



Sticker for Reward Chart



Name/peg on the rainbow



Sticker or a thumbs up



Verbal Praise (Well done for ...)



Start on the sunshine



What makes a 'Wrong choice'

Verbal warning (At Avonwood we ...)



Move down to the cloud 5 mins time out



Move down to the thunder cloud – or miss 5 mins of a playtime



Call for Mr Jackson



LOG ON SIMS

Mr Jackson will phone your grown-ups



Internal Exclusion (possible external exclusion)



Making Choices (Key worker Provision) Years 2, 3, 4, & 5

Each room can display the 'Ladder of Choice' clearly displayed which is used as a reminder to children about positive praise when they make the 'Good Choice' as well as a reminder about the consequences of making a 'Wrong Choice'.

What happens when I make a choice?

What makes a
'Good Choice'

Star of the Week Certificate



Stickers and thumbs up – verbal praise will be given



Reminds of positive behaviour expectations
Children will need to be taught these:-

What behaviour do I want them to think is normal?

What habits do I want them to develop?

What routines do they need to learn in order to succeed as learners and human beings?

What makes a
'Wrong Choice'

Reflect on the choices you have made and how to improve

You've had your warning and now there is a
Consequence – miss 5 mins of a playtime

Call for Mr Evans



LOG ON SIMS

Mr Evans will phone your grown-ups



Internal Exclusion
(possible external exclusion)



Rewards

Verbal Praise

Good behaviour and learning is firstly rewarded by immediate qualified praise from the teachers and other adults within school. A language of success and praise is evident throughout Avonwood Primary School. Children need to know WHY they are being praised otherwise praise becomes less meaningful. The sentence "Well done FOR . . ." or "I like the way you . . ." are good phrases to remember. Try to link the reason to following the Golden rules or making a 'Good Choice'.

Reward Charts (Foundation and Year 1)

Each time the children finish the day on the rainbow they are awarded one sticker for their reward chart or they can colour in a block. If they reach 20 stickers or complete their chart before the end of this half term we will work out how they can still receive a prize from the Head teachers reward shop.

Rewards (Key Worker Provision) Years 2, 3, 4, & 5

The children who are being taught in the Year 5 building will still be receiving rewards such as verbal praise, thumbs up, stickers or stampers to acknowledge positive behaviours and excellent achievements. Children with in this bubble are still able to receive a Star of the Week certificate for submitting their work through the SWAY page as we have already been doing for all the children who are working remotely.

Approach to consequences

Whilst we always strive to use a restorative approach to any behaviour incidents, it is vital that an appropriate consequence is also agreed. **It is important to note that shouting at a child is never an appropriate response to a situation.**

No buddy system between teachers can take place during this time but teachers will be able to call through to speak to a year leader if they require additional support. The reflection room will not be used during this time however staff can give individual time outs in the classroom setting.

No sanctions will be applied until the children have had all of the new rules and routines clearly explained to them. The consequences must therefore be appropriate to the behaviour and some allowances will be made for children who forget the rules eg, not touching their friends. If the class teacher or TA feels a child is wilfully ignoring these vital new rules then the consequences set out below as in our Behaviour Policy will apply.

These consequences should mirror the Ladders of Choice. Class teacher agreed consequences include...

- Feedback to parents about inappropriate behaviour with an emphasis on the parent to express appropriate disappointment.
- Time Out – Class Teachers may ask children to sit out of play time or lunch time for a maximum of 5 minutes.
- Class teacher or TA to remove the child from the bubble to a quiet space in the corridor - outside Busy Bees for Foundation and outside the library for Year 1. Spare area in Year 5 building.
- Class teacher or TA to discuss behaviour and reflect on what they need to do to improve it before returning into the bubble.

If incidents are escalated to the SLT then the following consequences may be considered...

- Time Out – Mr Jackson or Mr Evans can be called and they will come to the classroom door but will not enter the bubble. They can social distance with staff and the child in the safe space in the corridor if necessary.
- Internal Exclusion – Mr Jackson or Mr Evans will be able to find a suitable place that is safe to facilitate this.
- Fixed Term Exclusion – The Head teacher may take the decision that a fixed term exclusion is sadly required.

Consequence Escalation Strategy

The core principle is that every eligible child should be in school and assisted to be successful with this.

The choices ladder should be followed on a daily basis. **It is important to note that each new day is a new opportunity for a child to make a fresh start and good choices.** However, if a child demonstrates repeated low level poor choices over a period of time then the following steps should take place...

1. Parents telephoned after school to discuss with the class teacher.
2. Parents telephoned by SLT member of staff. Child issued with a home communication book so that all parties are clear of achievements and choices.
3. Parents telephoned by Head teacher, with the possibility that the child may be asked to not to return to school for a fixed period of time.

These meetings should always be logged on a parent meeting form.

Changes to the School Environment – Rules and Routines

These new rules and routines will enable us to be kind to others and help us look after each other so everyone can stay safe and happy.

- Children to remain in their bubble of 15 and not to leave their classroom without a teacher or TA unless for a necessary reason e.g. Illness, behaviour.
- All children to wash their hands on arrival and to keep up personal hygiene throughout the day.
- Children need to use tissues for sneezes - catch it, kill it, bin it,

- Only one child to use the toilet at a time and the TA to facilitate that they wash their hands properly.
- Ensure when leaving the classroom children are called from their seats e.g. for playtime, lunchtime, home time reducing times of lining up
- Children are to eat their lunch in the classroom with their teacher or TA in their bubble.
- Children must ensure that they keep their distance when playing with their friends where possible.
- When playing outside, the bubble of 15 children must remain in their cordoned off area
- Corridors are closed to children unless supervised with an adult due to behaviour or illness
- Visual Timetables are still really important to show the children the structure of the day which will still include Discrete Lessons, Assemblies, DEAR, Phonics but maybe slightly different to what they were used to before closure.
- Office closed to staff and children, please phone if you need to contact the office.
- Minimal contact with parents, clear lines will be marked out. Phone calls offered as alternative. Common Sense and compassionate approach when dropping off and collecting children from school.

Failure to follow local rules

- Report directly to the Head teacher for discussion with Exec Head.
- Referred to Head teacher. Action determined on case by case basis with Exec Head consulted where required.
- Communicate any changes to rules or routines with staff via virtual staff meetings.