



## Behaviour and Discipline Policy

Updated January 2019  
To be reviewed January 2021  
Reviewed and amended May 2020  
(approach during COVID-19 pandemic)

**Huntingdon Primary school**  
**Behaviour and Discipline Policy**

From March 2020, the global Covid-19 pandemic has led to a change in how we define some of our children's behaviours in school and our assessment as to whether these are difficult or dangerous, particularly where a child or young person's behaviours could cause an increased risk to their own health or the health of others. Examples of this might include (but are not limited to):

- spitting
- repeated disregard of social distancing rules
- not staying in their class bubble

We will work together with the child, parents/carers to carry out a risk assessment which will explore whether a child can manage in the school environment, under current circumstances. In exceptional circumstances, the outcomes of the risk assessment may mean we are unable to offer a place in school, at this time. If a child is unable to manage within the safety rules to minimize Covid-19 risk, then an offer of a school place may be removed until a new plan and phased return can be implemented that ensures the current guidance can be adhered to. In all cases, the child's Risk Assessment and plan will be regularly reviewed and the school will work with the family to ensure support to the child is provided in other ways, through reasonable endeavours.

In light of the need for children to behave differently when they return to school, new systems have been created and thus updates to this policy have been recorded to reflect the new protective measures, new rules and routines.

We have implemented for pupils, staff and visitors alike the following;

- altered routines on arrival or departure
- guidance with movement around the school as per specific instructions for example, one-way systems, out of bounds areas, queuing with the use of visuals, pupils own/assigned work areas
- provided expectations and school instructions on hygiene, such as handwashing and sanitising during the school day
- children will not be sharing equipment; they will access their own resources and water bottles
- children have been allocated to a bubble group with named adults and if applicable, there will be additional adult for those pupils with an EHCP.
- reasonable adjustments will need to be made for pupils with more challenging/bespoke needs and the school will have liaised with parents, external partners governing suitability of placement using LA risk assessment guidance.

- when at school these bubbles will allow the pupils to socialise accordingly with sections of the school assigned to each bubble and the management of breaks, play times and lunch, where children may or may not play.
- each bubble has an allocated use of toilet facility
- clear rules about coughing or spitting at or towards any other person
- school will continue to access and signpost to partner services and agencies to meet needs of pupils

### Aims

We aim to create an atmosphere in which positive behaviour is valued and helps individuals to achieve their potential.

The school's Behaviour Policy is designed to support the way in which all members of the school community can live and work together in a collaborative way. It aims to promote an environment where everyone feels happy, safe and secure underpinned by the school values decided by the children, staff and governors. These values are:



Pride in our achievements and those of our community.

Resilience to work hard, be determined and keep trying.

Courage to have a go, take risks and do the right thing.

Respect for ourselves, others and our environment.

Teamwork we try to be helpful, friendly and co-operative.

### **Positive Behaviour**

Pupils at Huntingdon Primary School have worked together to develop and agree the three main rules:

- Stay in your own space
- Follow adult instructions
- Be polite

The Behaviour Code displayed in classrooms is attached as Appendix 1

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfEE Circular 10/98, relating to section 550A of the Education Act 1996: *The Use of Force to Control or Restrain Pupils*. Adults working in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to 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.

#### Staff

Guidance for all adults working in school

To promote good behaviour all staff must follow the Staff Code of Conduct attached as Appendix 2. This outlines:

#### Behaviour Policy

Rules apply to adults as well as children.

Apply the policy consistently and fairly.

Don't pre-judge any situation – always investigate fully.

Model appropriate behaviour and language for the children. (Don't sit on tables, radiators or other furniture that are not chairs, don't put feet up on chairs/ tables, don't slouch).

Act as role model for children inside and outside of school.

Be confidential at all times, what happens in school stays in school.

#### Attitudes

Be positive and upbeat – this builds a positive working and learning environment.

Be polite and respond/relate professionally and appropriately.

Rudeness is not acceptable and needs to be followed by an apology and/or explanation.

Be honest.

Act with integrity.

#### Body Language

Smile lots. Say hello/good morning/afternoon followed by name.

Tone of voice appropriate to the occasion.

Shouting is rare.

Lots of positive comments and praise.

Sarcasm and humiliation are never appropriate.

#### Safer Care Code of Conduct

Ensure you follow the Safer Care Code of Conduct policy and interact appropriately with children in school.

Do not engage in any social networking sites with pupils.

## Relationships

Treat and value all adults, children and families fairly and equally.  
Do not discriminate, remember our Equalities policy.  
Be consistent so that people know where they are with you.

## Have high standards and expectations

Support and challenge ALL children appropriately.  
Engage positively with all CPD opportunities provided to develop own practice.  
Take personal responsibility for developing own practice.  
Be organised and prepared.

## Dress Code

Smart/Casual and fit for purpose. (Don't 'Dress for the Beach', keep skirt length appropriate, no strappy tops).  
No Denim.

## Respect the Environment

Put everything back in the correct place.  
Keep the classroom and school orderly, clear of clutter and ensure they are inspirational learning places.  
Classrooms must always be left in readiness to learn for the next day.  
'Floor, no store'.

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

## Pupil Individual Rewards

### On-going Practice:

There is a drive to promote and reinforce positive behaviour at all times. A wide variety of strategies are used to do this. Some examples are:

- Positive comments via use of verbal feedback and white stickers on work
- Displays of work and achievements.
- Sharing with Head teacher or Deputy Head teacher for achievements to be admired via online platforms such as tapestry, seesaw HPS website.
- Praise and encouragement in lessons.
- Work shared on the school website

## Star of the Week Celebration Assembly

Each week the Lead adults of bubbles will select a child who has shown consistently positive behaviour in their attitude to others and work. This individual will be celebrated in a bubble group assembly and awarded a Star of the Week card.

### Headteacher Awards

At the end of the half term the teachers will choose two children from their class who has worked particularly hard to receive a Headteacher's Award. A certificate and pin badge will be presented. These children will also have their photograph displayed in the school foyer.

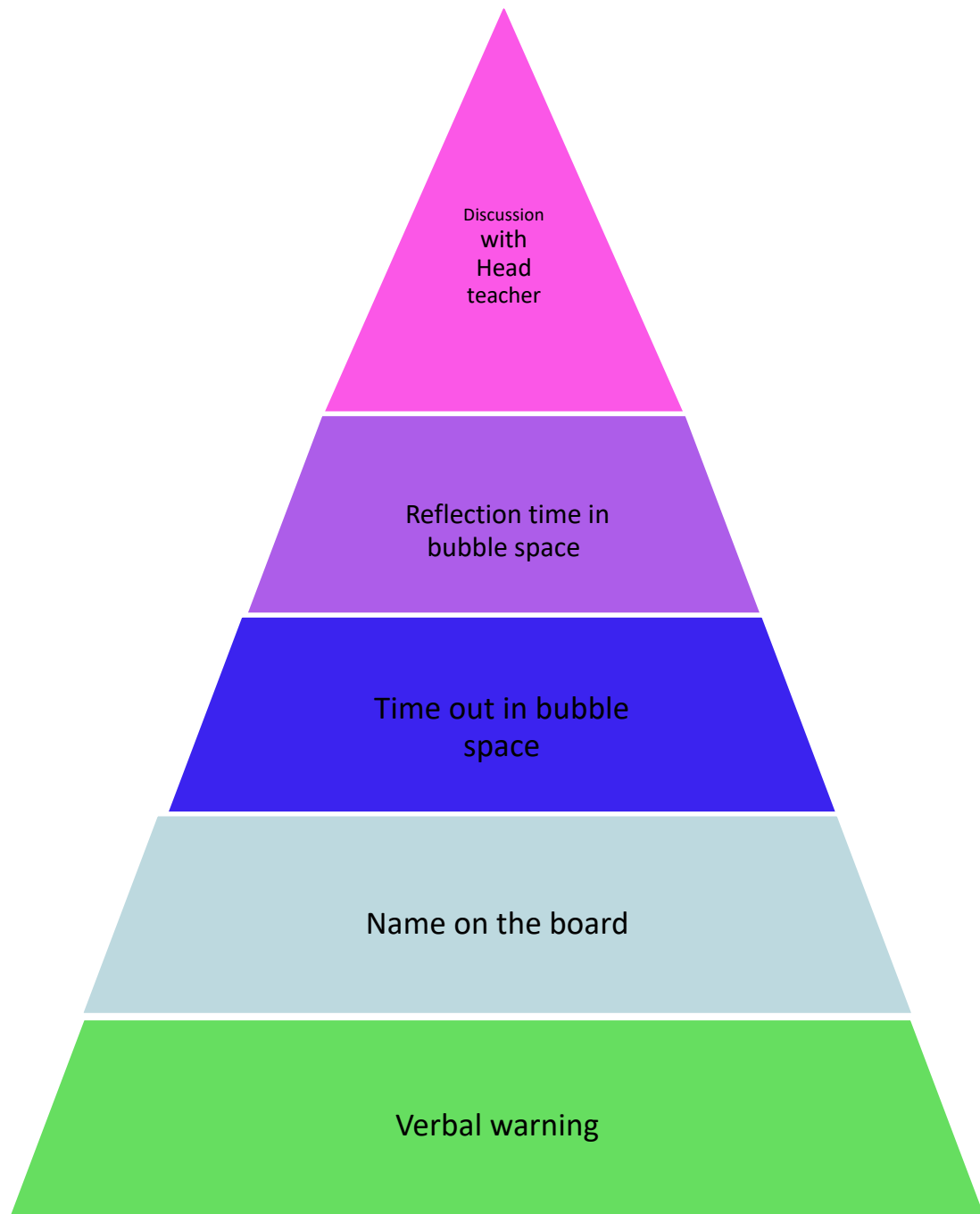
### Bubble Rewards

Team work and co-operation are encouraged through each class having its own collective reward system to be known as **Golden Time**.

Golden time will be allocated via the bubble lead adult, once a week for appropriate good behaviour. During golden time - the children will enjoy a selection of activities.

### Responses

There is a tiered level of responses for inappropriate behaviour. (Behaviour pyramid has been amended to reflect the guidance requirements for COVID-19 pandemic)



1. Verbal Warning

If a child misbehaves, a verbal warning will be issued.

2. Name on the board

If misbehaviour is repeated, the child's name will be written on the board. (Where this happens at break or lunch time, this will be communicated to the ~~class teacher~~ bubble lead who will then write the child's name on the board at the end of play.)

The board is wiped clean at the end of each session.

3. Time out - Learning Space Change

Should inappropriate behaviour persist, i.e. a third time, the child will spend time away from the group –in a separated space within the bubble.

4. Reflection time and phonecall home

The Reflection Room is a quiet space where the children can think through their behaviour. The environment will be supervised by an adult who will support them /oversee the reflection time sheet. Lead bubble adult must communicate with Inclusion, pupils who attend reflection time, incidents will be documented and contact made via inclusion team to parents/carers.

Where appropriate, an apology will be written. Lead adult within the bubble will inform SLT who will in turn inform the parents/carers - via telephone if their child has accessed the Reflection space and why.

5. See Senior Leadership Team (SLT)/Headteacher

On the third occasion a child visits the reflection room lead bubble adult must communicate with the headteacher

#### Further Steps

We agree that some behaviour needs to bypass the system above because of their serious nature. Where the following behaviour happens,

- Bad language
- Aggressive physical contact
- Racist comments and homophobic comments (these are always fully explored and always reported to the Headteacher)
- Deliberate defiance
- Damage to property
- spitting
- repeated disregard of social distancing rules
- not staying in their class bubble

The following procedure will then take place:

A log will be will completed by the Lead adult within the bubble

The pupil must apologise to anyone who has been hurt by that behaviour. This may include a written or drawn apology.

Parents will be informed.

Parents will be invited to discuss the situation with the Headteacher.

If, under the warning system, or as a result of direct visits to the Head teacher, the behaviour persists, the following course of action will take place:

A risk management plan will assess appropriateness of placement

Exclusion – temporary or permanent following guidance from the local authority.

This is always a last resort.

The Headteacher has a duty to investigate, or nominate other members of staff to investigate inappropriate behaviour.

#### Playground Behaviour Contracts

If children continue to make poor choices on the playground at break and lunch times, when in their bubble groupings, placement will need to be reviewed and exploration of reasonable adjustments which can be implemented working collaboratively with parents/carers.