



BEHAVIOUR POLICY AND HANDBOOK

This behaviour policy has been written with the staff and children to establish a consistent approach to supporting Behaviour for Learning and to prepare children for life beyond school.

Pages 1 -3: Covid-19 Annex to be read alongside the Behaviour Policy

OCTOBER 2019 –
OCTOBER 2020

**Annex for
COVID-19:
May 2020**



Behaviour Policy – Covid-19 Annex

During the 'Covid 19' period, there will be situations that require specific responses as alternatives to, or in addition to, our existing Behaviour Policy. This appendix does not replace the current Behaviour Policy but should be read in conjunction with it throughout the period in which school routines are affected by Covid 19. This Annex to the Behaviour Policy summarises Covid-19 specific expectations for pupils to adhere to.

I agree to:

Routines

- Follow any altered routines for arrival or departure
- Walk to school where appropriate and follow guidance about social distancing if using public transport

Hygiene (reducing risk of infection)

- Follow instructions on hygiene:
 - handwashing and sanitising at allocated times
 - wear clean clothes each day and try to wear clothing similar to school uniform (strict adherence to uniform policy will not be applied during this period)
- There is no need to wear PPE. If coming to school in a mask, I need to take it off before I go to my classroom. I will wash my hands when I have removed it
- Follow expectations about sneezing and coughing:
 - 'Catch it! Bin it! Kill it!' - sneeze or cough into a tissue, put it into a lidded bin
 - cough into my elbow and wash my hands as soon as possible
 - avoid touching my mouth, nose and eyes
 - make sure I do not cough or sneeze onto anyone else.
- Follow rules about use of toilets. I will use the toilet I am asked to
- Tell an adult if I have any symptoms of coronavirus:
 - feeling hot
 - coughing
 - sickness
 - diarrhoea
 - sleeping more than usual
 - agitated
 - cold
 - headache
 - complaining of not feeling themselves.

Socialising

- Follow instructions on who I can socialise with at school: stay within my bubble.
- Limit contact with people when I am not in school

Moving around school

- Move around the school by following specific instructions:
 - Keeping to 2m distancing when lining up and walking around school
 - Following one way systems
 - Using the correct entrance and exit
- Play in my allocated area at my given time and try to keep 2m distance from others when playing

Equipment

- use equipment provided by school and not bring any from home, including drinking bottles
- not share any items with anyone else or try to share someone else's equipment
- look after my school equipment
- tidy my equipment away everyday
- leave my desk space tidy

Lunches/Snacks

- bring packed lunches in disposable packaging and place this in a lidded bin when I have finished eating
- school will provide a snack; I must not bring my own

Online learning

- follow safeguarding procedures when using online learning at home and in school
- if I am worried, I will speak to an adult to help me

Behaviour

- follow instructions given by adults, including adults who are not my usual class adults
- I will be respectful in my actions and attitudes
- I will respect social distancing

Rewards and consequences during Covid-19

Reward and sanction systems have been adapted where appropriate:

Rewards:

- Dojos will continue to be distributed for following rules and routines
- 'Postcards' – positive messages will be forwarded to parents/carers, where pupils have demonstrated excellent standards of behaviour
- text messages will continue to be sent home to celebrate successes
- tannoy celebration announcements every Friday at 9:15

Consequences:

- isolation within class
- possible isolation with JK in main office
- withdrawal of in school place (red consequence discussed with parent) – home learning

Dos and Don'ts for Play Times and Lunch Times

- Always stay in class group and do not mix with any others.
- Always use class allocated areas.
- Do not allow children to congregate together- always insist on the 2 metre rule.
- Do allow children to rest /sit down if they wish.
- Do organise games such as;
 - ✓ Simon says
 - ✓ Follow the leader (keeping the distance!)
 - ✓ I went out to play and I... (a version of I went to market and I bought...make this active eg. ...did 5 star jumps etc)
 - ✓ Races
 - ✓ Aerobics to music
 - ✓ Make up a dance
- Do not play games that involve equipment- even if this is individual as these are easily lost and found by others.
- Do not play contact sports.
- Do go out in all weathers. (Make sure children are appropriately dressed and have a change of clothing if they are going to get wet) The more time you are out the better!
- "Make like a tree" when lining up.

FURTHER NOTES:

- Children requiring an RPI (see page 8) to have an individual risk assessment. If the risk is deemed too high for staff and/or pupil safety, the child will be expected to continue with home learning.



Rationale:

At St Philip's, we promote positive behaviour for learning building on firm foundations.

Positive behaviour = Good attitudes to learning = Success in life

We ensure that we demonstrate mutual respect for our space and learning, building our behaviour policy on the Christian Values of tolerance and forgiveness in the knowledge that there are consequences for our actions – both positive and negative.

We encourage reflection and resilience through consistency of approach across the school community.

Aims and Expectations:

At St Philip's we:

- Have high expectations of behaviour.
- Deal with behaviour using consistent and agreed approaches.
- Ensure the environment is positive and conducive to high quality teaching and learning.
- Promote children's understanding of what is safe and fair, based on the Christian Value of justice.
- Encourage dialogue between home and school to ensure our clear expectations are shared.
- Prepare children for life with rules, routines, boundaries and high expectation.

Roles and Responsibilities:

It is the responsibility of all staff to uphold our behaviour principles and expectations and to ensure that communication of behaviour is clear. This can be between home and school, staff to staff, and staff to child.

It is an expectation that parents and carers work with school to support their child's learning and this includes expectations of behaviour.

Behaviour is a form of communication and any concerns regarding changes in behaviour should be discussed with the Head teacher and/or the Designated Safeguarding Lead, in line with the Safeguarding and Child Protection Policy.

Rewards:

To maintain high expectations, the principles of this policy are based on rewarding positive behaviour.

Whole School Rewards:

No. of dojos	Reward
100 dojos	Gold card
200 dojos	Platinum card
300 dojos	Gold pen
500 dojos	Specially treat with Head teacher and other Senior Leaders

Every class has CLASSDOJO set up for their class and children earn rewards for a range for positive behaviours. This then builds up across the year and children earn rewards a key milestones. This rewards are issued in the weekly Celebration Assembly:

The Celebration Assembly every Friday, rewards children's individual success and awards are issued for:

- Achievement
- Attitudes to learning in school and at home; including specific aspects of learning in line with school priorities; e.g. times tables, home reading etc.
- Attendance

Parents are invited to attend and text messages sent to parents of children who are receiving an award.

Rewards also include:

- Stickers and rewards from the Head teacher
- Feedback to parents by the class teacher or Head teacher
- Text message from the Headteacher sent to parents to share the achievement

Class reward systems also supplement the whole school system and are based on DOJOs and achievement in lessons. These are set up by individual class teachers.

Consequences:

The children must learn and understand the consequences of negative behaviour.

As a school team, and in partnership with the children, we have established a system of consequences based on key negative behaviours that have been identified as an issue. These behaviours have been categorised onto a chart with consequences aligned to the behaviour. These are regularly reviewed in staff meetings.

The Consequence Chart is displayed around school to ensure children and staff are clear about the consequences of actions. All staff, including lunchtime, before and after school staff, have had an input into this and consequences are issued in line with this. This ensures consistency of management of behaviour.

Persistent green (low level) behaviours must become orange behaviour and consequences issued in line with this. Parents are informed by the class teacher when a child receives an orange consequence.

The Head teacher and/or Deputy Head teacher are involved at orange and red level. Frequent orange behaviour is recorded in the consequence book and may be recorded on SIMs. All red level behaviour is recorded in SIMs and parents are informed by the Head teacher or Deputy Head teacher.

Once a child is given a consequence, this must be completed and cannot be 'earned back'.



CONSEQUENCE CHART



We have worked together to think about **good behaviour for learning** and all staff celebrate positive behaviour with **rewards**, including certificates, stickers, dojos and prizes.

As a school, we have all agreed that some behaviour disrupts our learning and our time together in school. We know that these behaviours have consequences which we have talked about in class and as a whole school. This chart is displayed and reminds us of the consequences alongside our rewards.

<p>Shouting out Not using good manners Being out of your seat Not lining up properly Swinging on chairs Not moving around school properly Muttering, whispering and spreading rumours Talking when an adult is speaking Throwing objects Rough play Not on task Distracting others</p>	<p>Staged response to behaviour:</p> <p style="text-align: center;">Warning ↓ 2 mins off break ↓ 5 mins off break ↓ 10 mins off break ↓ Full break</p>
<p>Climbing <i>incl. on bike frames, fences, playground walls</i> Winding up others Disrupting learning Throwing objects at others Swearing Fighting Spitting Kicking <i>incl. objects around school</i> Refusing Leaving class without permission Disrespectful speech Bad attitude and disrespectful actions Not showing respect for our school environment or equipment</p>	<p>Continual green level behaviour leads to an orange consequence. At orange level, parents are informed by class teacher:</p> <p style="text-align: center;">Full break ↓ 5 mins off lunchtime ↓ 10 mins off lunchtime ↓ 15 minutes off lunchtime</p>
<p>Bullying Racist behaviour Homophobic behaviour, <i>incl. homophobic comments</i> Physical aggression/violence towards others Leaving school without permission Making yourself or others unsafe Stealing</p>	<p>Sent straight to DHT or HT to issue a consequence from the list below and parents will be informed:</p> <ul style="list-style-type: none"> • Full lunchtime consequence • Isolation from others for a specific period of time (in school during the school day) • Exclusion for a period of time (out of school) • Permanent exclusion

Lunchtime consequence will be managed by a member of the SLT and recorded in the consequence book. Full lunchtime consequence will be managed by the HT or DHT.

Bullying and Cyber-Bullying:

Bullying, including Cyber-Bullying, is treated very seriously by the staff at St Philip's. The following process is in place:

- Be aware that bullying can and does happen and to ensure that children have an opportunity to discuss and be listened to by staff.
- Investigate any issues relating to bullying.
- Record the investigation and discuss with senior leaders to determine next steps.
- The Head teacher or Deputy Head teacher to record outcomes in SIMs; including victims and perpetrators to monitor any patterns and trends.
- Inform parents of all children involved.
- Follow-up any investigations regularly to ensure the issue has been addressed and take further action as necessary (in line with red consequences).

We are aware that children access a range of technology, including gaming, social media and text messaging, which can lead to incidents of bullying. Although this takes place outside of school hours, this is treated seriously by school staff and the above actions taken.

Restrictive Physical Intervention (RPI) and the use of reasonable force:

There may be occasions where it is necessary to restrain a child. The following principles are used:

- Where a pupil is at risk of hurting themselves
- Where a pupil is at risk of hurting others
- Where a pupil is damaging property

On the rare occasions that this is required, only trained staff carry this out and only where it is deemed necessary and proportionate. Key members of staff at St Philip's have been trained in Positive Handling and will only act in the best interest of the child, bearing the above principles in mind.

All incidents of RPI are recorded in an RPI book, with numbered pages, and which is kept in the school office in a locked cupboard. Parents are informed when an RPI has taken place.

Should there be a reason, known in advance, that a child may require RPI, the parents will be asked to sign a letter of consent alongside the Head teacher which is kept on record and a copy sent home.

Appendices:

1. Uniform Letter
2. PE Kit Letter
3. Use of Restraint letter



**Barrow Street
Salford
M3 5LF**

Phone: 0161 832 6637

Headteacher: Miss J Kinch

Rector: Revd. G Robinson

Deputy Headteacher: Ms B Jackson

Dear Parent/Carer,

Today, _____ came to school wearing incorrect uniform.

Blue jumper	
White T-Shirt	
Black shoes	
Dark trousers/skirt	
Other	

Please ensure that they are wearing the correct uniform tomorrow.

Please speak to your child's class teacher or myself if you have any questions.

Thank you for your support with this.

Miss Kinch
Headteacher



**Barrow Street
Salford
M3 5LF
Phone: 0161 832 6637**

Headteacher: Miss J Kinch
Rector: Revd. G Robinson
Deputy Headteacher: Ms B Jackson

Dear Parent/Carer,

Today, _____ came to school without the correct PE Kit.

Dark jumper	
White T-Shirt	
Dark shorts (Summer)	
Dark tracksuit bottoms (Winter)	
Trainers/Pumps	
Other	

Please ensure that they bring the correct PE Kit to school for their next PE lesson.

Your child's PE lesson is on _____.

Please speak to your child's class teacher or myself if you have any questions.

Thank you for your support with this.

Miss Kinch
Headteacher



**Barrow Street
Salford
M3 5LF
Phone: 0161 832 6637**

Headteacher: Miss J Kinch
Rector: Revd. G Robinson
Deputy Headteacher: Ms B Jackson

Date:

I _____, the parent/guardian of

_____ give permission for members of staff at St Philip's CE Primary School to hold, restrain or move my child into a safe area in which to calm down.

This will help to ensure the safety and well-being of my child, other children and the equipment around them.

Signed: _____ (Parent/Carer)

Signed: _____ (Headteacher)

Date: _____