

John Fletcher of Madeley

Primary School

Positive Behaviour Information Leaflet

For use during COVID-19 social distancing restrictions



The purpose of this addendum is to ensure the safety of the children and staff, as it has direct consequences for people's health

This addendum of the John Fletcher of Madeley Primary Child Positive Behaviour Policy contains details of our individual behaviour arrangements. We will follow Government guidance for schools.

As many children will be out of education and routine, with varying expectations of behaviour, we need to spend time re-establishing and modelling expectations. We have to teach them social distancing and hygiene rules, and school may feel very different to begin with.

New measures include:

- Children will all enter and exit school using the entrances which they have been allocated following the staggered timetables
- Children will be asked to wash their hands with soap and water at regular intervals throughout the day.
- Children will remain in their new class group at all times during the school day.
- Children will be reminded to use tissues and to cover their mouths when sneezing and coughing and then to wash their hands. 'Catch it, bin it, kill it' will be on posters around school.
- Children experiencing any symptoms of coronavirus will be sent home according to guidance.
- Children will have their own space in the classroom and will be reminded to keep their own pencil, etc, for themselves.
- Children will be guided to different zones of the playground if unable to keep a distance from each other at playtimes.
- Children will be rewarded for following social distancing rules using the behaviour charts in class.
- Children who intentionally disobey any hygiene rules (e.g. coughing or spit at others) will be sent home, and the incident will be treated with the utmost seriousness.
- Similarly, incidents whereby children deliberately do not abide by any of the safe practices we have to put in place will also be treated with seriousness. We will follow proportionate, legal exclusion procedures if necessary.
- All staff, parents and children will abide by our Code of Conduct.

Our behaviour policy takes individual needs into account

As we aim for a child-centred approach to learning as one size doesn't fit all, so we must think about the **child-centred approach to discipline**. What works for one child, may not work for another. Especially in these times, children with difficulties in managing

behaviour will need a more targeted approach, pastoral support and therapeutic strategies.

However, appropriate, fair and proportionate sanctions are necessary. Engagement with learning is always the primary aim. Although there are occasions when it is necessary, every minute a child is out of a lesson is one where they are not learning.

For children and parents: *Please note we will not discuss a child's sanctions with another parent/child.*

Responsibilities of staff:

To provide an environment which has been risk assessed in response to the COVID-19 infection.

To provide a culture whereby mental health and well-being of pupils and staff is paramount.

- ✚ Teachers will be aware that the current circumstances can affect the mental health of pupils and their parents in a way that affects behaviour. Leaders and teachers will follow guidance on [mental health and behaviour in schools](#), which sets out how mental health issues can bring about changes in a young person's behaviour or emotional state and how this can be reflected within the approach to behaviour set out in [Creating a Culture](#).

Members of staff who manage behaviour well:

- ✚ Model what good and safe behaviour looks like
- ✚ Define and teach good and safe behaviour
- ✚ Deliberately and persistently catch children doing the right thing and praise them;
- ✚ Know their classes well and develop relationships with all children;
- ✚ Sustain a passion for their subjects to break through the limiting self-belief of some children;
- ✚ Relentlessly work to build mutual respect;
- ✚ Demonstrate unconditional care and compassion
- ✚ Communicate regularly with parents

Responsibilities of Pupils

Children will know and understand how we are **READY, RESPECTFUL** and **SAFE** by:

- ✚ Understanding the importance of social distancing and good hygiene
- ✚ treating others and the school environment with consideration and respect
- ✚ listening when it is others' turn to talk

- ✚ doing what we are asked to do by all staff
- ✚ sorting out difficulties without making matters worse
- ✚ asking for help if we need it and to do our best to let others learn
- ✚ demonstrating appropriate behaviour as guided by the Gospel values

Responsibilities of Parents

- ✚ To support all staff in their efforts to create an 'as safe as possible' environment during this crisis
- ✚ If your child, or anyone in your household, shows symptoms of COVID-19, you will not send them to school, you will self-isolate for 14 days as a family, will get them tested and let the school know as soon as possible via telephone;
- ✚ If your child, or another child in the group, shows symptoms of COVID-19 at school, you will collect my child from school immediately;
- ✚ To adhere to the 2 metre social distancing rules.
- ✚ To strictly stick to the school timings for your child;
- ✚ To ensure your child does not bring any items into school with them or take items home from school;
- ✚ To set the best example for your children
- ✚ Reinforce the importance of social distancing and good hygiene
- ✚ To treat other people's children with respect and tell school if there are concerns
- ✚ To talk to your children about the things they learn in school
- ✚ To tell school about anything that may affect your child's learning or behaviour
- ✚ To support school in reinforcing what is expected and appropriate
- ✚ To be understanding and to realise that there will always be reasons for behaviour - you won't know the background or private difficulties someone else's child may be experiencing and this will not be disclosed to you.

Stage	Actions
1. Praise and reminders	Always keep praising the behaviours and effort you want to see. Generic reminders of the expectations wherever possible. Repeat reminders if necessary. De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage.
2. Reset	<p>A clear verbal caution to 'reset' delivered privately wherever possible, making the child aware of their behaviour. Provide no other communication or attention for a short while, but as soon as they show some compliance, praise that. Give only the positive behaviour the attention.</p> <p>If low level behavior continues, speak to the child privately and give them a final opportunity to engage. Offer a positive choice to do so.</p>
3. Sanction	<p>Appropriate and proportionate sanction in place, ranging from 5 minutes to full breaktime loss (if this is suitable for the child in question. An alternative sanction needs to be sought if not.) This is supervised by the class teacher.</p> <p>The child will miss part of their break time or lunchtime, excluded from other children and missing their playtime. Children need to complete their time respectfully, otherwise the child will need to repeat the sanction. Depending on the seriousness of the behaviour, a child may need to spend more than one session in sanctions. Children should be sent with their reading books or work to complete. Teachers will chat to parents when necessary.</p>
4. Internal referral	This cannot happen at this time. Parents contacted if behaviour continues.
5. Contact of parents	<p>At this stage, the parents of these children will be informed of their poor behaviour by telephone if possible. This call will be made by the class teacher. The Head of School will need to be informed.</p> <p>Serious behaviour, including deliberately breaching hygiene and social distancing rules, may result in the child being risk assessed for safe management in school.</p>
All stages: Making amends	<p>Making amends, saying sorry and showing forgiveness is an important part of restoring relationships. Where necessary, briefly acknowledge disappointment in choice of behavior, but quickly praise their effort in turning things around, however small.</p> <p>Videogame theory: Children engage with videogames. They have the right level of sanctions and rewards in order to keep the child engaged. If they lose a life, the game resets and children try again. There are no long lectures, dwelling on negatives or analysis of what they did wrong. Given the right conditions, the child will learn.</p>

Steps will always be gone through with care and consideration, taking individual needs into account where necessary. We **praise the behaviour we want to see**. We do not pander to attention seekers. All children must be given 'take up time' in between steps. *It is not possible to leap or accelerate steps for repeated low-level disruption.* Severe behaviour, including **deliberate unhygienic behaviour**, will be treated very serious and parents will be contacted immediately. See full policy for more details.

Bullying

Definition: Somebody persistently doing something to you, physically, verbally or emotionally that you don't like. Children are taught the '**STOP**' acronym to help identify bullying - bullying is *Several Times On Purpose*.

All children can fall out with each other from time to time. Everyone has good days and bad days. **When we use the term 'bullying' we do not mean general playground squabbles or disagreements.**

IF YOU HAVE ANY CONCERNS ABOUT YOUR CHILD OR SOMEONE ELSE'S CHILD LET A MEMBER OF STAFF KNOW STRAIGHT AWAY. DON'T KEEP IT A SECRET OR BE AN ONLOOKER!

Signs to look out for:

- Child becomes shy, loses confidence
- Sudden temper tantrums or nightmares
- Clothes torn or missing
- "I don't want to go to school", "I feel sick."
- Child may start to bully others.

REMEMBER Bullying is a problem that can cause extreme anxiety. Close liaison between home and school will save considerable distress. Once the problem has been recognised solutions can be quickly agreed.

REMEMBER STOP BULLYING! 'START TELLING OTHER PEOPLE'

GOOD BEHAVIOUR IS REWARDED!

John Fletcher of Madeley Primary is committed to creating an environment where excellent behaviour is at the heart of productive learning, and children feel safe and valued. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Through our values based on the Gospel, we aim for our children to become kind, compassionate, responsible citizens.

Make school a fun, happy and safe place to be!

A full copy of both the Behaviour Policy and Anti-Bullying Policy are available on our website or from school on request.