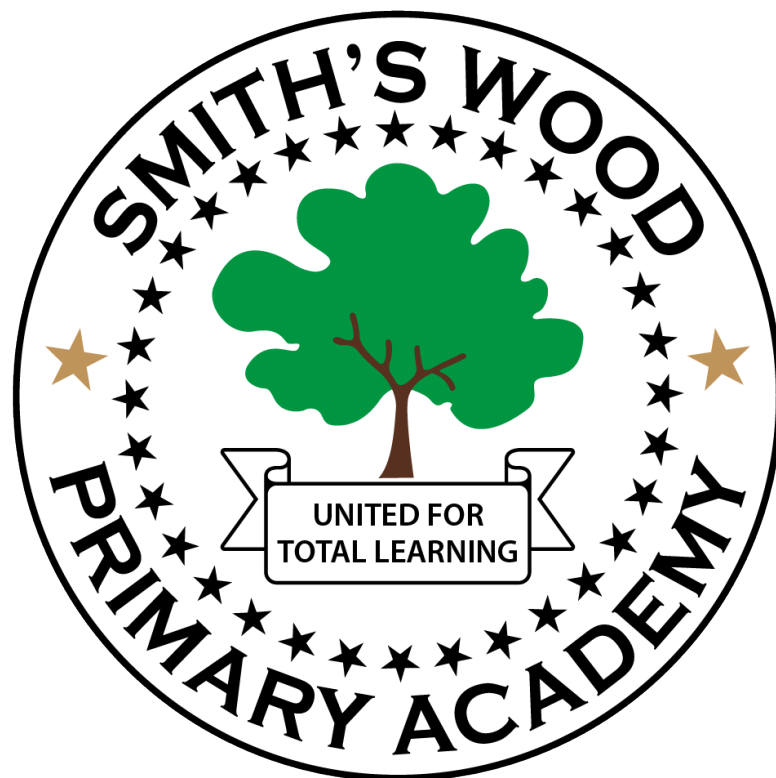


Smith's Wood Primary Academy

Behaviour Management (Including Covid-19 and Remote Learning Adaptations)

Policy and Practice 2021-22



Good behaviour should be promoted in a consistent way in order for the children to feel safe and secure, the school to be orderly, and to set the tone for quality teaching and quality learning.

Every child has a right to learn

Challenge, Support, Progress

PRINCIPLES

The aim of this policy is to ensure a calm, **positive working atmosphere where the boundaries of acceptable behaviour are clear to all**. Smith's Wood Primary Academy acknowledges the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs.

The behaviour policy is based on the principle of Assertive Discipline.

The features of this approach are:

- Behaviour is managed by teachers through a **Classroom Behaviour Plan**, with an emphasis on the positive.
- Pupils understand the standard of behaviour expected of them through **negotiated and agreed rules**.
- Pupils are treated **consistently and fairly** throughout the school and therefore know what to expect.
- Pupils are taught to **accept responsibility** for their behaviour and to make appropriate choices as to how to behave.
- Pupils have a **'Fresh Start'** and a chance to **'Put it Right'**.
- **Consequences and rewards** are in place when pupils conform, or choose not to conform to rules.

We expect parent and carers who request a place at Smith's Wood to help us to ensure good standards of behaviour at the school by supporting the strategies outlined in this policy.

CLASSROOM BEHAVIOUR PLANS

Classroom behaviour is managed by teachers through the Classroom Behaviour Plan which should be **in place at the beginning of each term**.

Rules must be negotiated with the pupils at the beginning of each new year or term and **should be regularly reviewed** with the children. These must be **prominently displayed in the classroom**. **We aim to ensure that rules are, where possible, phrased in a positive manner**.

Consequences must be consistently applied when pupils do not adhere to the classroom behaviour plans.

Step 1. Warning – pupil is given opportunity to 'put it right'

Step 2. Time Out – a short period of time e.g. 10 minutes (with work) with another teacher to think about their behaviour.

NB No pupil should be sent to stand in the corridor. Pupils sent from the classroom must also be provided with work.

Step 3. Withdrawal – pupil removed from classroom (for the remainder of the session) to a separate supervised area. Withdrawal to Head of Personal Development, Behaviour and Attitudes or phase leader: work provided by class teacher.

Step 4. Additional Sanction- pupil removed from the classroom and a Senior Member of staff is informed immediately. Parents are informed through both verbal and written communication and the Senior Member of staff will action an additional sanction.

Pupils who receive a behaviour log **must** have this action recorded in the behaviour log folder; which will be updated on a daily basis by designated member of staff.

The aim is always to enable the pupil to accept responsibility for his/her behaviour, explore alternative choices which could be made and agree a way forward. The pupil will be returned to the class to 'put it right'.

An evaluation of the behaviour plan should be undertaken by the class teacher and pupils every term. The Head of Personal Development, Behaviour and Attitudes and other senior staff will evaluate behaviour logs weekly, half termly and termly and will report to teaching staff and the senior leadership team. Where appropriate, parents will also be contacted for an appointment to be made.

If a child receives 3 or more behaviour logs in a one-week period, a letter (from the phase leader) will be issued to the parents outlining this behaviour. If this happens on a second occasion, then phase leaders will make an appointment to meet with the child's parents. In addition, where a child accrues two behaviour logs in consecutive weeks then that child will also be issued with a letter home from the phase leader for persistent infringement.

Poor behaviour will be recorded in the class behaviour log. This will be monitored by senior staff and should be available at all times. The purpose of this log is to record any trends and patterns of poor behaviour. The log also is a source of evidence if disciplinary action is required at a later date. The log will record the name of the pupil, date, time and a brief summary. This log is a confidential document and will be updated to SIMS on a daily basis.

SEVERE BEHAVIOUR

Severe behaviour is not behaviour which results from **skills deficit** but is an **overt refusal** to comply with school policy including behaviour which is **intended** to cause **deliberate harm or disruption**.

Such behaviour includes:

- Swearing or shouting directly and overtly at a member of staff or another pupil.
- Wilful damage to property.
- Violence intended to cause physical harm to others.
- Confirmed bullying
- Intentional, persistent behaviour which makes it impossible to proceed with lessons.
- Deliberate refusal of a reasonable request made by an adult.

Procedure:

- Immediate removal from class to senior member of staff. Where a child needs to be removed from the classroom and refuses to leave, staff should send for the Head of Personal Development, Behaviour and Attitudes or other Senior member of staff.
- Where a child's behaviour is considered to be severely and persistently aggressive or disruptive a child may be taken to a supervised isolation room to work. The length of time will be at the discretion of the senior staff in consultation with the behaviour professional.
- Informing/ involvement of parents to effect change in pupil behaviour. The Family Support Worker may become involved in working with vulnerable families.
- Further action at the discretion of senior staff
- Return to class with re-integration plan.
- Behaviour professional to record all incidents resulting in severe behaviour procedures.
- Solihull's exclusion policy is adhered to.
- Pupils who have fixed term exclusions will be put on a reintegration programme.
- The Primary Pathway is followed to ensure a structured approach to referrals to Outside Agencies.

Referrals may be made to:

- ESBD Team
- YISP
- CAMHS
- Play Therapy
- Counselling

LUNCHTIME AND PLAYTIME BEHAVIOUR

Rules for outside play and dinner hall behaviour have been agreed by pupils and staff.

Playground Protocol

- Always put your litter in the bin.
- Play in your own space.
- Keep your hands and feet to yourself (not even play fighting)
- Look out for people on their own – invite them to join in your game.
- Control your temper – if something goes wrong ‘walk away’ or count to 10.
- Don’t spit.
- No swearing.

Dining Hall Protocol

- Walk into the hall and line up without pushing.
- Always do as you are asked the first time.
- Say ‘please’ and ‘thank you’.
- Talk quietly.
- Eat sensibly and don’t drop food on the floor.
- Check the table and floor are tidy before leaving.

Procedures for non-compliance with agreed protocol.

Step 1. Reminder of the rule being broken.

Step 2. Warning

Step 3. Removal to lunchtime cooler room for a short period of time (this is at the discretion of the senior lunchtime supervisor or duty teacher). The teacher supervising the lunchtime cooler room will record the child’s name and the reason for the time out on SIMS.

Steps 1 and 2 can be by-passed if the behaviour is extreme and endangering others, in which case the duty teacher should be contacted.

The duty teacher should involve Head of Personal Development, Behaviour and Attitudes as appropriate.

REWARDING THE GOOD; ENCOURAGING GOOD BEHAVIOUR

To encourage good behaviour at Smith`s Wood Primary School, we aim to **emphasise the positive** whenever possible. Whenever possible, attention should be given for success rather than failure and children should be given regular positive feedback and praise for work and behaviour.

Work set should be appropriate and meaningful, giving all children the opportunity to succeed.

Rewards at Smith`s Wood

- Verbal praise. (As a rough guide, there should be at least 3 positive comments for every negative comment made)
- Positive comments on work
- Letters / postcards home communicating good behaviour or excellent work
- House Points (Also see House System Policy)
- Pupil of the Week (certificates and trophies with children meeting with Principal)
- Team captains
- Pupil of the Term
- Annual awards
- Golden Folder

SANCTIONS

For school to create and maintain a positive learning environment, the children must be aware of sanctions and to understand that for all actions there are consequences.

If children choose not to abide by the agreed class behaviour code, the following sanctions may be applied:

- Written warning (recorded in Behaviour Log Book)
- 'Time out' within another classroom (usually 10 minutes) 'Time out'
- Loss of play/dinner time (class teachers must ensure adult supervision)
- Contact made to parent – through home/school book or via telephone
- For persistent/more significantly poor behaviour the following sanctions may be applied:
 - After-school detention (Notice to be given to parents). Parental permission for a detention is not legally required, however, given the age of pupils at primary school, parents are requested to confirm whether or not they will be collecting a pupil.
 - Parents/Carers to meet with class teacher and senior member of staff (if appropriate)
 - Formal letter home
 - Lunchtime exclusion
 - Internal exclusion
 - Internal exclusion in a separate setting
 - Temporary or permanent exclusion

Under no circumstances should a class teacher leave the room unattended.

NO CHILD SHOULD BE SENT OUT OF THE ROOM AND BE TOLD TO STAND/SIT IN THE CORRIDOR.

The school also has a number of calm/ safe areas to be used when a child is highly agitated. In such circumstances, a child will be directly supervised. The school has an isolation area for use when a child is disruptive or a danger to themselves or others. In line with DfE guidance (Jan 15), this will be for a limited period and the school will act "lawfully, legally and proportionately." The DfE guidance states that it is for "individual schools to decide how long a pupil should be kept in isolation." A professional judgement will be made, based on the age of the child and specific circumstances. A child will not be sent back to the main class if they are clearly agitated, defiant or unready to work. Where a child's behaviour requires a longer period away from the main class, breaks will be provided as required. A child will be offered lunch as necessary.

Where a child is serving an "internal exclusion", this will be for a serious breach of the behaviour rules. Parents will be informed in writing of the reasons for the internal exclusion. The child will be supervised at all times by a member of staff.

Where a child is serving an internal exclusion in a separate setting, parents will be informed of this option in advance. The child will be supported by a member of staff from the host school.

Senior members of staff must be informed immediately of incidents of a more serious nature. However, staff should avoid sending children to the Principal or Vice Principal unless absolutely necessary. The first point of call for incidents relating to behaviour should be with the phase leader followed by the Head of Personal Development Behaviour and Attitudes. (Support staff in this case should accompany the child along with the behaviour log).

When a child has received a sanction for more severe behaviour parents/carers will be informed through telephone communication and formal letter.

Physical Intervention (see additional policy)

Section 93 of the Education and Inspections Act 2006 enables school staff to use such force as is reasonable in the circumstances to prevent a pupil from doing, or continuing to do, any of the following:

- (a) committing any offence
- (b) causing personal injury to, or damage to the property of, any person (including the pupil himself)
- (c) prejudicing the maintenance of good order and discipline at the school or among pupils receiving education in the school, whether during a teaching session or otherwise.

All staff have been trained in the use of restraint techniques. Physical intervention will be used by staff as a last resort. Where possible, staff should request the support of senior staff or the behaviour specialist. All incidents must be

reported to senior staff and recorded in the serious incident book. Parents / carers are to be informed as soon as is practical.

MOVEMENT AROUND SCHOOL

- All staff, including support staff, will 'meet and greet' children as they enter the school in the morning in order to begin each day in a positive way.
- Whenever children return from break/lunchtime, staff will be expected to be in their classroom to welcome the children back in.
- Teachers are to ensure all children move around the school in a calm, orderly way, re-enforcing 'good habits' Children should be reminded of this throughout the year and given reasons why we expect this to happen
- During assembly times, class teachers are responsible for monitoring the behaviour of their class. Praise good behaviour, address poor behaviour.

MALICIOUS ALLEGATIONS AGAINST STAFF

Where a pupil makes an accusation against a member of staff and the accusation is shown to have been deliberately invented or malicious, the principal will consider the appropriate sanction (in accordance with this policy) to take. As well as this, the school will also consider whether a referral to the police is appropriate if there are grounds for believing a criminal offence may have been committed.

Persistent and Vexatious complaints

The school follows the Solihull Metropolitan Borough Council policy on Persistent and Vexatious complaints. In addition, Smith's Wood Primary Academy follow the statutory guidance on Keeping Children Safe in Education 2019.

PARENT/CARER BEHAVIOURAL CONCERNS

Where a parent/carer wishes to talk to a member of staff concerning the behaviour of their own child or to report an incident they should follow the process that has been communicated to them through whole school correspondence. This details that the first instance for communication should be the class teacher. Class teachers should not respond to requests for conversation during morning entry to school but defer parents until an appropriate appointment can be arranged. For further requirements parents/carers have the option to draw incidents to the attention of phase leaders. Finally, the lead behaviour professional and senior member of staff responsible for behaviour are contactable for matters that have not been resolved or require further monitoring, additional interventions or extended communication with the parent/carer raising a concern. Appointments for meeting with such members of staff should be directed through the school office.

Also see

Health and Safety policy

Inclusion policy

PHSE policy

Anti bullying policy

Exclusion policy

Safe handling policy

Keeping Children Safe in Education Statutory Guidance

Smith's Wood Primary Academy Complaints Policy

House System Policy

Policy last reviewed: Feb 21

Next review: Feb 22

Appendix

1. Temporary 'Covid Adaptations' reflected in the school risk assessment.
2. Remote Learning Behavioural Expectations.



I. Temporary Covid-19 Adaptations

Uniform

- All children are expected to maintain the standards we expect in line with the school uniform policy.
- Where children arrive at school wearing alternative clothing we will ensure that we have a supply of uniform to allocate to pupils. Such items will then remain the sole property of those pupils but should remain in school. Each item should be labelled with the child's name.
- Where a child arrives at school wearing incorrect footwear, again we will have a supply of pumps to provide the child. These pumps should be brand new and will remain the permanent property of the pupil. They should be labelled and kept in the child's classroom.
- All pupils arriving at school wearing incorrect uniform should be directed to Family Support Staff or the Head of Personal Development, Behaviour and Attitudes who will ensure that parental contact is made to inform Parents/Carers of our processes.
- The principal has written to parents indicating our consistent expectations regarding uniform, this will include any advice from Public Health England regarding hygiene standards.
- A consistent approach is required from all staff, good behaviour of pupils deriving from high expectations inform positive choices.

Behaviour

- All children are expected to maintain the standards we expect in line with the school behaviour policy. Alterations to this include a consistent approach to sanctions that derive from COVID-19 related negative occurrences, and in contrast, reward for positive behaviours.

Sanctions:

- Inappropriate physical contact is determined by an aggressive attitude or violent conduct, this will continue to be the case, in isolation, unless pupils purposefully, knowingly and in a pre-meditated fashion threaten the health or well-being of a pupil by making physical contact that isn't classified by aggressive attitude or violent conduct. Actions as such will more than likely be supported with a verbal, threatening approach to such attack.

In this instance pupils will receive one of the following consequences:

1. If the offence occurs during break or lunch periods then the pupil will occupy a period of time in *classroom cooler*; length of time to be decided by the severity of the case.
2. During curriculum time, pupils will receive a period of time out within the classroom they will be taught in. 10 minutes max and with work.
3. Re-occurring incidents will be dealt with by the Head of Personal Development, Behaviour and Attitudes

Logs should continue to be recorded within the same context as usual. It is the action to the behaviour type that will differ, therefore;

- No Children should be sent for time out in another classroom.
- Only in severe cases will a child be removed to the isolation room which will engage involvement from the Head of Personal Development, Behaviour and Attitudes.
- Class Teachers/TA's should deliver any daily logs to the Head of Personal Development, Behaviour and Attitudes' desk after 3:10pm on each day pupils are at school.

Rewards:

- **Pupils should continue to be rewarded in line with our three tiered approach:**
 1. House Points

2. Golden Folder (This should be awarded within the context of your own classroom and not sent to an additional member of staff to be recorded).
3. Principal Postcard Home

Special considerations to reward pupils should be made in order to reinforce the following COVID-19 related positive behaviours:

- Maintain social distancing or demonstrating an understanding of the personal space of others within the school community.
- Maintaining excellent personal hygiene by washing hands at regular intervals in line with expected routines and for 20 seconds. (when invited to do so and in line with guidance surrounding washing after being outside, eating, coughing and sneezing).
- Not touching the belongings of other pupils.
- Listen to encouragements by adults regarding not touching their mouth, eyes and nose unnecessarily.
- Using tissues for the 'Catch it, Bin It, Kill it' approach.

Classroom Cooler

Although we expect reduced negative behavioural occurrences at lunchtimes, this will be managed within the classroom the child is occupying.

2. Smith's Wood Primary Academy Remote Learning Behaviour Expectations



Expectations for remote learning	At all times	Entering a Live Zoom	During Teaching Time	Independent Work	Group Work (Breakout Rooms)
Safe	<p>Report unsafe behaviour to a trusted member of staff or parent/carer.</p> <p>Communicate only with people you know.</p>	<p>Choose a distraction free space, with an appropriate background.</p> <p>Use equipment as intended.</p>	<p>Ask in the chat function if you need help.</p> <p>Wait behind at the end of the session for further support.</p> <p>Raise your hand physically or virtually to ask a question.</p> <p>Remain muted when required to do so.</p>	<p>Complete work that is set by teaching staff.</p> <p>Upload work to Purple Mash when required to do so.</p> <p>When required, send work via a student e-mail account.</p>	<p>Participate and encourage others to engage.</p> <p>Apply the same behaviour principles that exist in the main teaching class.</p>
Respectful	<p>Use positive language in online interactions.</p> <p>Post truthful information only, both, in the chat and/or annotation sections of online learning.</p> <p>Wearing a red school jumper/cardigan is encouraged for all pupils.</p>	<p>Put the video function on to greet the teacher and receive a welcome at the start of the lesson.</p> <p>Put Audio on to greet the teacher, then utilise it when required to do so.</p>	<p>Put video function on when requested to do so.</p> <p>Utilise the Audio function when requested to speak.</p> <p>Answer questions in chat on cue.</p> <p>Answer polls promptly or use annotation when requested.</p>	<p>Seek and act on feedback.</p> <p>Communicate with supporting TAs via chat and identified adults rather than calling the teacher only.</p> <p>Raise hand like in class if additional support is needed.</p>	<p>Put the video function on when requested to be visible.</p> <p>Audio should be on but one speaker at a time - wait or use chat to respond when others are talking</p> <p>Respect others' cultures, opinions, and viewpoints</p>
Responsible	<p>Take care of equipment.</p> <p>Submit learning tasks on time.</p> <p>Use digital devices for educational purposes only during lesson time.</p>	<p>Be on time and ready to learn.</p> <p>Start class with your device charged or plugged in.</p> <p>Have relevant materials ready to complete the task.</p> <p>Access the toilet before your live lesson.</p>	<p>Ask questions (voice or chat) when you have them.</p> <p>Be present and remove distractions.</p> <p>Use the chat function sensibly to ask and answer questions relevant to the lesson.</p>	<p>Ask questions to the teacher/TA when you have them.</p> <p>Maintain focus and stay on task.</p> <p>Work on and complete activities as requested.</p> <p>Ask to leave the zoom for any reason.</p>	<p>Stay on topic at all times.</p> <p>Work together in your group as requested by the member of staff.</p>

Smith's Wood Primary Academy Remote Learning Rewards

<u>Type of behaviour</u>	<u>Action</u>
<p>House Points</p> <ul style="list-style-type: none"> • Demonstrating a school value. • Smith's Wood Manner Scanner. • General positive behaviours. • 'Good' work. • Daily remote attendance at all four sessions. • Daily reading completed 	<p>Utilise the House Point system in school.</p> <ul style="list-style-type: none"> - Ensure the platform is visible and pupils are aware that they are receiving such reward. - Allocation should be based upon existing behaviour policy. - Head of Personal Development, Behaviour and Attitudes will provide weekly statistics of whole school and individual year group winners for a 'banked' reward upon return to school.
<p>Pupil of the Week Designed to recognise learning across the week.</p>	<p>Pupils to receive a <i>virtual certificate</i> during an on line year group celebration for remote learners only.</p> <ul style="list-style-type: none"> - Head of Personal Development, Behaviour and Attitudes to receive a copy of each nomination and record details on SIMS.
<p>Golden Folder Outstanding effort/Outstanding work or demonstrating a school value.</p>	<p>Pupils 'bank' rewards and will receive access to the candy cart upon their return to school.</p> <ul style="list-style-type: none"> - Staff to ensure that the award process is visual for all pupils. - Head of Personal Development, Behaviour and Attitudes to receive all golden folder nominations to be logged on SIMS. - Remote teacher to apply 'you are gold' announcements during weekly remote celebration assembly.

<p>Magic 20 Reward for remote pupils accessing 20 live lessons in a week, on time and ready to learn.</p>	<p>Pupils entered into a raffle to win a £5.00 Amazon voucher on a weekly basis.</p> <ul style="list-style-type: none"> - Results for winners announced on the following Monday of each week. - Head of Personal Development, Behaviour and Attitudes and Vice Principal will conduct the analysis of this reward on a Friday afternoon.
<p>100 Club Individual award for remote learners who have accessed all 100 planned teaching sessions across the Spring 1 Half Term.</p> <p>This will change depending on the length of remote provision as required.</p>	<p>Rewards to be offered by the Principal.</p>
<p>Engagement Reward Reward for the year group who ascertains the highest percentage of engagement across the three strands of learning (Live/Remote, Attendance and Work pack).</p>	<p>Reward to be allocated upon return and will be similar to a pizza afternoon or McDonalds treat etc.</p> <ul style="list-style-type: none"> - To be tracked by Vice Principal and Head of Personal Development, Behaviour and Attitudes and updated on a weekly basis through both in school and remote celebration assemblies.

Smith's Wood Primary Academy Remote Learning Behaviour Consequences

<u>Type of behaviour</u>	<u>Action</u>
<ul style="list-style-type: none"> • Incorrect/Inappropriate use of the chat function • Distracting behaviours • Disrespecting school resources (allocated laptop) • Disrespectful to another child in breakout group or full lesson • Non-engagement (greeting, when questioned, group work) • Failure to observe the 'be safe, be respectful, be responsible' expectations. 	<p>1st instance = Warning – Pupil is given the opportunity to put it right.</p> <p style="text-align: center;"></p> <p>2nd instance = Red Log</p> <p style="text-align: center;"></p> <p>3rd Instance = Removal from the Lesson – Head of Personal Development, Behaviour and Attitudes to be updated immediately and contact made with parents/carers at the earliest opportunity to promote reintegration.</p>
<ul style="list-style-type: none"> • Disrespectful to an adult or other pupil. (<i>swearing or shouting directly and overtly at a member of staff or other pupil</i>) • Intentional, persistent behaviour which makes it impossible to proceed with lesson. • Deliberate refusal of a reasonable request made by an adult. 	<p>Removal from the lesson Head of Personal Development, Behaviour and Attitudes to be contacted immediately for home contact.</p> <p>School policy applied in relation to additional sanctions of the child.</p> <p>Head of Personal Development, Behaviour and Attitudes to monitor all re-integrations back to live lessons.</p>