

Sonning Church of England Primary School Behaviour Policy



Aim of Policy: At Sonning Church of England Primary School we have high expectations of behaviour for all members of the school community. This Policy aims to detail all aspects of these expectations and measures to be taken in a variety of circumstances.

Description: This Policy refers to the school's expectations of behaviour, detailing the core principles as well as specifics for Governors, staff, pupils and parents. It clarifies the positive aims of a clear, safe and consistent Behaviour Policy, covering rewards and sanctions, conflict resolution and exclusion. It highlights the importance of a good, communicative relationship between the school, pupils and parents

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Contents

1.0	Introduction	4
2.0	Aims of the Policy.....	4
3.0	Providing a Safe and Supportive Environment	5
4.0	Approaches to Managing Behaviour.....	8
4.1	Rewards.....	8
4.2	Unacceptable behaviours	9
4.3	Sanctions for unacceptable behaviours.....	9
4.4	Possible sanctions- Phased approach	9
5.0	Conflict Resolution	10
6.0	Working in partnership with parents to address poor behaviour & promote good behaviour.....	11
7.0	Involvement of other Agencies	11
8.0	Severe behaviour incidents - Exclusion.....	11
9.0	Use of reasonable force	11
10.0	Malicious accusations against school staff	11
11.0	Children with Special Education Needs	12
12.0	Equal Opportunities	12
13.0	Related school documents.....	12
APPENDIX 1: House Points.....		13
1.1	General guidelines	13
1.2	Awarding of House points.....	13
1.3	Organisation of House points	13
1.4	Collation of House points.....	14
1.5	Why a House points system.....	14
1.6	Reinforcement of the House system	14
APPENDIX 2: Physical intervention policy- Use of reasonable force		15
2.1	Introduction	15
2.2	Principles.....	15
2.3	Prevention.....	16
2.4	Partnership.....	16
2.5	Authorised Staff	16
2.6	Recording and Monitoring	16
2.7	Complaints	16
APPENDIX 3: Behaviour Expectations (Classroom display).....		17
APPENDIX 4: COVID-19 Addendum to Sonning Church of England Primary School Behaviour Policy		18
4.1	Supportive Actions to be implemented.....	18



4.2 Supporting pupils to avoid unsafe behaviour 19



1.0 Introduction

At Sonning Church of England Primary School, we have high expectations for behaviour and are proud of the behaviour of our children. We are also committed to creating a safe and secure environment in which children can learn. Our school recognises that every member of the school community has a responsibility for their actions and all are expected to behave in a way which reflects our Christian values by caring for, helping and respecting people, the school and its contents. Staff are committed to working closely with Parents, Pupils and Governors to promote positive behaviour and to create a culture of respect where exemplary behaviour is always evident. We will always take a considered and sensitive approach to managing behaviour in order to support all of our pupils to develop an understanding of behaviour expectations and the impact of poor behaviour on others.

At Sonning Church of England Primary School our core principles for behaviour are that:

- Our Christian vision and values support appropriate behaviours and underpin daily interaction within our school and local community
- We ensure our school values of confidence, respect, independence, equality, and opportunity are communicated through the behaviour and interaction between members of our school community
- All pupils have an equal and fair chance to thrive and learn in an atmosphere of respect and dignity
- Everyone ensures the systematic and consistent management of behaviour by setting clear boundaries and following school policy
- Pupils are encouraged to develop skills to take responsibility for their own behaviour and enable them to assess and manage risk appropriately to keep themselves safe
- We ensure a coherent and fair reward system that acknowledges and celebrates good behaviour.

2.0 Aims of the Policy

- 2.1 To ensure our school's Christian character, values and vision are reflected in the relationships between and behaviour of individuals within our school community
- 2.2 To encourage a calm, purposeful and happy learning environment within our school which reflects our Christian ethos.
- 2.3 To foster positive, caring attitudes towards everyone, where achievements at all levels are celebrated and valued.
- 2.4 To provide opportunities for children to develop their independence, self-discipline, and sense of responsibility towards themselves and others.
- 2.5 To develop a consistent approach for promoting positive behaviour throughout the school in order to establish a fair rewards system that acknowledges and celebrates good behaviour.



- 2.6 To ensure that expectations of behaviour are clearly communicated to everyone.
- 2.7 To establish procedures which determine a clear and consistent approach to managing unacceptable and/or disruptive behaviour.
- 2.8 To raise self-esteem and teach positive behaviour values through the content and delivery of collective worship and the curriculum.
- 2.9 To offer opportunities for children to learn the principles of good behaviour through a broad curriculum and through daily acts of collective worship.
- 2.10 To manage effectively incidents of bullying, sexism, racism or any other discriminatory behaviour if/when they occur.

3.0 Providing a Safe and Supportive Environment

Our school believes that Governors, staff, parents, and the children themselves must share responsibility for the maintenance of high standards of behaviour in our school. Our school has extremely high expectations for behaviour and expects behaviour to be exemplary at all times in all circumstances. Sonning Church of England Primary School has adopted the following Government - guidance from The Department for Education, 'Behaviour and discipline in schools- Advice for Headteachers and School Staff' (DfE, January 2016).

The Department for Education expects that "every teacher will be good at managing and improving children's behaviour" and our school shares the same if not higher expectations of staff. To support the encouragement of good behaviour and discipline, staff receive appropriate and relevant training in behaviour management.

This guidance, alongside the Governor Behaviour Statement, suggestions from staff, pupils and parents, has been considered and incorporated into the approaches detailed within this policy to promote good behaviour and manage poor behaviour at Sonning Church of England Primary School.

3.1 Responsibilities of Children

- 3.1.1 To behave in a way which reflects our school's Christian character, vision, and values.
- 3.1.2 In class, children must make it as easy as possible for everyone to learn and the teacher to teach. This means: Entering the class on time, sensibly and when required getting prepared with appropriate equipment to begin learning. *(See Appendix 4)*
- 3.1.3 To work to the best of their abilities and to allow others to do the same.
- 3.1.4 To treat others with respect at all times.
- 3.1.5 To respond appropriately to the instructions of staff and other adults working in school.
- 3.1.6 To take care of property and the environment in and around school.



- 3.1.7 To cooperate with children and adults in all aspects of school life.
- 3.1.8 To help formulate and comply with the classroom rules and behaviour expectations.
- 3.1.9 To move sensibly and quietly in and around school.
- 3.1.10 To share in celebrating the achievements of all members of the school community.
- 3.1.11 Represent the school in a way which reflects our values on residential trips, class trips, sporting matches and/or local visits.

3.2 Responsibilities of Staff

- 3.2.1 To behave in a way which reflects the Christian character, vision, and values of the school at all times and act as a role model for our children.
- 3.2.2 To fully comply with the school's policies and procedures.
- 3.2.3 To attend appropriate training with regard to behaviour.
- 3.2.4 To inform the Headteacher of any behaviour concerns.
- 3.2.5 To treat all children fairly and with respect consistent with the Christian values of the school.
- 3.2.6 To raise children's self-esteem and develop their full potential by offering high quality learning experiences and individualised support which fosters positive attitudes and good behaviour.
- 3.2.7 To maintain high expectations of pupil behaviour and learning at all times in all circumstances.
- 3.2.8 To create a safe, stimulating, and pleasant environment for learning.
- 3.2.9 To use rules and sanctions clearly and consistently.
- 3.2.10 To be a good role model for behaviour.
- 3.2.11 To establish effective partnerships with parents so that children are well supported and receive consistent messages regarding their behaviour.
- 3.2.12 To recognise each child as an individual when managing behaviour and to take into account the needs of each child.
- 3.2.13 To praise and reward exceptional behaviour and achievements.



3.3 Responsibilities of Parents:

- 3.3.1 To behave in a way which reflects the Christian character, vision and values of the school at all times.
- 3.3.2 To ensure their child/ren attends school, arrives on time and is collected on time each day.
- 3.3.3 To tell school staff about anything that may affect children’s learning, behaviour and/or well-being at school.
- 3.3.4 To show an interest in all that their child does at school and promote positive attitudes towards learning.
- 3.3.5 To offer help and support with learning at home, including the completion of homework.
- 3.3.6 To encourage independence and self-discipline in their children.
- 3.3.7 To establish good communication with school staff and support the Behaviour Policy.
- 3.3.8 To encourage respect and model good behaviour whilst also making their children aware of inappropriate behaviour.
- 3.3.9 To work with school staff to address and review any behaviour issues with their child/ren.
- 3.3.10 Parents are asked to sign our home-school agreement annually, attend Parent’s evenings and support the school by reinforcing key messages in regard to behaviour.

3.4 Responsibilities of Governors

- 3.4.1 To ensure that the school Behaviour Policy reflects the Christian character, vision and values of the school.
- 3.4.2 To ensure the school has a Behaviour Policy and procedures in place that are in accordance with local authority guidance, locally agreed inter-agency procedures, and Government guidance.
- 3.4.3 To ensure the Behaviour Policy is made available to parents on request.
- 3.4.4 To ensure the school has procedures for dealing with allegations of abuse against staff and volunteers that comply with guidance from the local authority and locally agreed inter-agency procedures.
- 3.4.5 To ensure a senior member of the school’s leadership team is designated to take lead responsibility for behaviour management
- 3.4.6 To ensure that staff undertake appropriate behaviour management training.
- 3.4.7 To nominate a Governor to be responsible for liaising with the LA and /or partner agencies in the event of allegations of abuse being made against the Headteacher.



- 3.4.8 To review their policies and procedures and provide information to the local authority when appropriate, regarding policy and about how the above duties have been discharged.

4.0 Approaches to Managing Behaviour

4.1 Rewards

Sonning Church of England Primary School encourages good behaviour through a combination of high expectations, clear policy and a Christian ethos which fosters discipline and mutual respect between all members of the school community. A variety of rewards may be used by school staff in order to ensure they are appropriate for individual pupils. School staff will endeavour to use rewards consistently throughout the school; however they may vary depending on the age or other circumstances for pupils. Rewards we will use:

- Praise and encouragement
- House points are given to children for exceptional consideration for others, good learning attitude/behaviour, good work, consistent effort or a specific achievement. (Please see appendix 1 for overview of house points system).
- Teachers may award stickers, certificates etc. within individual classes.
- Headteacher awards are awarded for exceptional learning/behaviour. The child is to be recommended by a member of staff and sent to the Headteacher. Headteacher awards are collated and celebrated in our regular celebration worship.
- Weekly 'Superstar' certificates are awarded to two pupils within each class and presented at Celebration Assembly on a Friday. Often there is a weekly focus linked to our school values/Christian ethos which are the basis for choosing children to receive these awards.
- Each term 'Golden flame' certificates are to be awarded to children recommended by the class teacher for outstanding work or behaviour. These will be presented at an end of term assembly. Golden flame award winners are treated to a special 'afternoon tea' hosted by the Headteacher.
- Teachers will contact parents specifically to share positive feedback. This could be via telephone or a 'behaviour postcard' being sent home.
- Extra or extended break or lunchtimes.
- Opportunities to have extra time with school staff doing something which interests them e.g. a game of chess or creating a piece of art.
- In Year 6 the children are awarded the privilege of being a Prefect for a term. (All children in Year will have a turn through the year except where behaviour is deemed unacceptable for the role).
- Out of school achievements are celebrated with the whole school on a Friday at our Celebration Assembly and/or in the school newsletter.
- Any other reward deemed appropriate by school staff.



4.2 Unacceptable behaviours

At Sonning Church of England Primary School, we are committed to promoting good behaviour at all times and will not tolerate unacceptable behaviour under any circumstance. Below are examples of behaviours which the school would consider unacceptable:

- Disrupting lessons: not letting the teacher/ teaching assistant teach and other children learn
- Speaking to a child or adult in an unacceptable way
- Rudeness, confrontational behaviour, non-compliance
- Using bad language, including swearing
- Teasing, name calling or provoking another child
- Sexist, racist or homophobic/bi-phobic/transphobic behaviour/bullying
- Being physically aggressive
- Deliberately damaging school property
- Being verbally aggressive
- Behaving in a way which endangers the safety (safeguarding) of any child in the school
- Fighting
- Bullying (including cyber bullying)
- Failing to follow any school rules.

4.3 Sanctions for unacceptable behaviours

Sanctions for poor behaviour will be proportionate and responses may vary according to the age of the pupils, and any other special circumstances that affect the pupil. When poor behaviour is identified, sanctions should be implemented consistently and fairly in line with the Behaviour Policy.

Sanctions will be decided by school staff and will be applied when behaviour demonstrated by pupils is inappropriate at any time during the school day, and/or at events out held of school hours when children are wearing school uniform. Inappropriate behaviours demonstrated by children out of school hours when children are in school uniform may also be subject to school sanction.

Sanctions will be decided by school staff with the intention of not only addressing the behaviour appropriately (i.e. Sanction reflects severity of behaviour) but also ensuring a child understands why their behaviour was inappropriate in order for them not to repeat the behaviour again.

4.4 Possible sanctions- Phased approach

Phase 1

- A verbal reprimand, including an explanation to the child as to why their behaviour was inappropriate. These may be escalated to Key stage leaders, Deputy Headteacher or Headteacher
- Extra work or repeating unsatisfactory work until it meets the required standard
- The setting of written tasks as punishments, such as writing a letter of apology
- Child to complete self-review of behaviour which is sent home to parents



<p>Phase 2</p> <ul style="list-style-type: none"> ○ Loss of privileges – for instance the loss of a prized responsibility or not being able to participate in school events ○ When appropriate; Phone call/meeting with parents and child to discuss actions ○ Missing (part/all) break times / lunchtimes ○ Removal from classroom (child to work in a different part of the school)
<p>Phase 3</p> <ul style="list-style-type: none"> ○ Exclusion from clubs attended within or out of school hours offered by the school ○ School based community service or imposition of a task – such as picking up litter; tidying a classroom; helping clear up the dining hall after mealtimes; or other tasks deemed appropriate by school staff ○ Regular reporting including daily behaviour ‘charts’ which are shared between home and school ○ Other agreements made in consultation with parents e.g. loss of privileges at home ○ Any other sanctions deemed appropriate by school staff
<p>Phase 4</p> <ul style="list-style-type: none"> ○ In more extreme cases schools may use temporary or permanent exclusion. (See Exclusion policy)

**Sanctions for inappropriate behaviour may skip phases e.g. Phase 3 sanction implemented immediately when significant behaviour occurs. This will be at the school staff discretion.*

Examples of inappropriate behaviour and sanctions are outlined below:

- **Unacceptable behaviour in class** (Staff will choose a sanction appropriate to the child) Verbal warning/discussion, stay in at play/lunchtimes sit alone/away from friends. If regular/repeated - referral to Headteacher or Deputy and parents contacted.
- **Unacceptable behaviour in playground** (e.g. swearing, fighting, not following instructions by staff) "Time out" staying with lunchtime staff or removal from the playground. Letter of apology and/or completion of self-reflection. *(Phase 2)*
- **Unacceptable behaviour in school clubs** - Exclusion from Club. *(Phase 3)*
- **Damaging school/others property**- Inform Headteacher, inform parents-possible replacement required. *(Phase 2/3)*

5.0 Conflict Resolution

We encourage the children to take a proactive role in solving their own problems or supporting their peers to do so. We have pupils trained as Peer Mediators annually and posters are displayed around the school to encourage appropriate strategies. Conflict resolution is also discussed as part of our SMSC / PSHCE curriculum and Collective Worship.



6.0 Working in partnership with parents to address poor behaviour and promote good behaviour

The school is keen to work in close partnership with parents and will formally inform parents regarding their child's behaviour at parents' evenings. Staff will also informally discuss behaviour (both inappropriate and exemplary behaviour) with parents when appropriate at the beginning/end of the school day or via telephone as required. Parents are also welcomed to speak with staff to discuss their child/ren's behaviour at any time.

In repeated cases of poor behaviour, parents will be invited in to school to form an action plan. The above system takes into account the persistent types of behaviour such as chatting which are not considered serious enough to involve parents at a very early stage. Teachers will keep behaviour log when appropriate.

7.0 Involvement of other Agencies

If a pupil shows signs of emotional and behavioural difficulties that cannot be resolved within the school's resources, the school will begin procedures as advised in the Special Educational Needs Code of Practice. As a part of the school's response to these needs other support agencies such as the Educational Psychologist, Behaviour & Emotional Support Team, Educational Welfare Officer, etc. may be consulted. This process will be co-ordinated by our SENDCO.

8.0 Severe behaviour incidents - Exclusion

Children, where behaviour is extreme, may be put on report or excluded by the Governors, on a temporary or permanent basis. "The Headteacher decides whether to exclude a pupil, for a fixed term or permanently, taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the school community." (See Exclusion policy).

9.0 Use of reasonable force

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property. Headteachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for items deemed dangerous or offensive to others.

10.0 Malicious accusations against school staff

If a child within the school makes a malicious accusation against school staff this will be investigated by the Headteacher (or Governing Body if the accusation is against the Headteacher). If the allegation is deemed to be unfounded an appropriate sanction will be enforced by the school.



Examples could be: Education around the impact of allegations for the pupil, a letter of apology or in severe cases, exclusion. Sanctions will be decided by the Headteacher and/or Chair of Governors.

11.0 Children with Special Education Needs

This Behaviour Policy acknowledges the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs and disability (SEND). Approaches to managing the behaviour of these children will be decided by school staff after appropriately considering all safeguarding arrangements and needs of the child. Agreed approaches will usually be decided in consultation with our SENDCO.

12.0 Equal Opportunities

Our Equal Opportunities Policy states that our school believes that no-one should receive less favourable treatment on the grounds of, for example: race, gender, disability, sexuality, age, income, religion, colour, ethnic background, origin, marital status or nationality. This statement is particularly pertinent to a Behaviour Policy. It is useful to note that strategies may be adapted to suit individual needs, our school will be vigilant to ensure there is, and every child knows that there is, a fair system in place to ensure good behaviour exists at school.

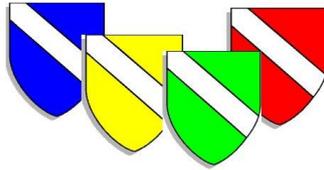
13.0 Related school documents

This Behaviour Policy is one of the essential Safeguarding Policies of the school. We recognise that this policy works alongside other school policies and practices such as Safeguarding Policy, Pupil Health and Safety arrangements, Anti-bullying Policy, the medical needs of children and school amongst many others. A list of associated school policies and documents considered when developing this policy are listed below.

- Behaviour and Discipline in Schools (DfE) 2016
- Valuing all God's children (Church of England guidance- 2017)
- School Vision and Values Document
- Medicines in School Policy
- Admissions Policy
- Anti-bullying Policy
- Safeguarding/E-Safety Policy
- Health and Safety Policy
- SEND Policy



APPENDIX 1: House Points



1.1 General guidelines

The children are organised on entry to our school into four Houses: Paddock, Pearson, Rich and Palmer. We have a House points system and children are encouraged to earn as many points as they can for their House. House points are very special and will only be awarded when children have demonstrated behaviours which are above and beyond our high standards.

1.2 Awarding of House points

Staff will endeavour to award House points consistency across the year groups.

House points can be awarded by any member of school staff for various reasons. House points can only be received from the member of staff who awarded them. Points will be awarded for behaviours including:

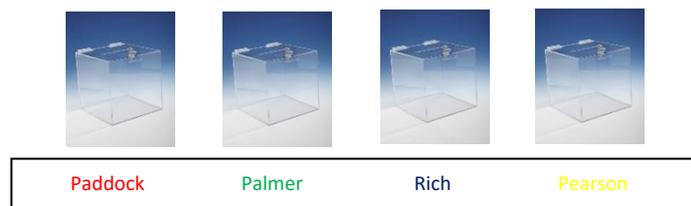
- Behaviour which reflects our Christian ethos
- For exceptional consideration for others,
- Good learning attitude/behaviour,
- Exceptionally good work, including effort to learn
- Consistent effort or a specific achievement.

House points will be awarded from 1 to a maximum of 5 for an individual behaviour.

House points will be identified by coloured counters which are associated to each House by their colour.

1.3 Organisation of House points

Each classroom within the school will have a House point collection area within the classroom. This will consist of 4 coloured coded containers which are sealed. Children will place counters into their House point collection pots.



1.4 Collation of House points

The House points are counted by our Prefects and a weekly basis with a weekly winner announced during our Celebration Assembly. House points are then tallied over the course of a term: a winner is announced, and the children in that House are rewarded with a special event or treat. At the end of the year, once all House points are tallied, the House Champions will be announced. The winning House will be awarded their ribbons on the House Cup.

* Should individual pupils' behaviour not be appropriate within the winning House, staff reserve the right to withdrawn individual children from any reward/s as a result of winning the House cup.

1.5 Why a House points system

We believe this system reflects our Christian ethos. It aims to encourage a real sense of pride and achievement for the children. It fosters community spirit and gives the children an opportunity to contribute to something bigger than themselves, which involves children from all year groups. The older children are positive role models and take on a pastoral role for the younger children.

1.6 Reinforcement of the House system

For sport and PE events which involve the whole school children wear coloured t-shirts which are specific to their House. Occasionally, children will work in House groups rather than year groups. This provides children with useful opportunities to work not only with their peers but with those older or younger than themselves. Activities and events e.g. sport day will also contribute to the House points system.



APPENDIX 2: Physical intervention policy- Use of reasonable force

2.1 Introduction

The School's Policy reflects the expectations of the Children Act 1989 and the Human Rights Act 1998. It is also consistent with the guidance provided by the DfE (2015), and Wokingham Local Education Authority, on this subject.

The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury. Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

In a school, force is used for two main purposes – to control pupils or to restrain them. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

At all times staff will follow guidelines as outlined in the DfE's publication: 'Use of Reasonable force' (2015)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

2.2 Principles

Children who lose control require external help to regain control - The use of physical interventions is an act of care, never used as a punishment. When force is used it will be the least amount necessary for the minimum period of time to enable a child to regain self-control.

Reasonable force can be used to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

In addition to the general power to use reasonable force described above, Headteachers and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following "prohibited items" knives and weapons

- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks



- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

Note: Force will not be used to search for items banned under the school rules.

2.3 Prevention

The school has a stepped approach to prevention which begins with developing an ethos in which good behaviour is a reasonable expectation, proceeds through a number of stages of intervention to deal with signs of mounting anger and aggression and culminates in the use of force (restraint) only as a last resort.

2.4 Partnership

The school recognises the important part that parents/carers, other professionals and the LA play in managing children with challenging behaviour and will work actively in partnership with these people to promote acceptable behaviour in children and young people.

2.5 Authorised Staff

The Headteacher will authorise those individuals who may be required to use physical interventions in the course of their duties. These authorisations will be reviewed where required.

2.6 Recording and Monitoring

All incidents of restraint and other physical interventions will be recorded and regularly reviewed. The Headteacher will provide an annual report to Governors (which will be available to parents/carers and other professionals).

2.7 Complaints

All complaints, which arise through the use of physical interventions, will be taken seriously and investigated properly. Under no circumstances should children or young people or their parents take direct action against any member of school staff.



APPENDIX 3: Behaviour Expectations (Classroom display)



Expectations for learners



- **Be ready and well-prepared to begin each lesson**

- **Actively participate in all learning activities**



- **Always complete tasks to the very best of your ability**

- **Be confident and resilient when approaching new learning**



- **Stop to listen immediately and listen to learn**

- **Consider, reflect and respond positively to written/verbal feedback**



APPENDIX 4: COVID-19 Addendum to Sonning Church of England Primary School Behaviour Policy

Following lockdown, and the partial closure of schools throughout the 2019-20 academic year, the school recognises that some children may find returning to school difficult. Whilst the above behaviour policy remains in place, the school will consider/implement the below actions alongside the behaviour policy in order to best support pupils, particularly our most vulnerable.

4.1 Supportive Actions to be implemented

Actions	Intended outcome
Staff to communicate to children expectations – ‘Bootcamp’ in September 2020	Support children with expectations and ensure clarity around routines
House point system in place (no physical house point tokens)	Maintain system- maintain social distancing and behaviour expectations
Staff to provide support and understanding when behaviour is not typical or unexpected	Ensure all children are well supported and receive appropriate support
Vulnerable pupils to be supported in return via transition support and arrangements, social stories, and transition books	Ensure pupils feel confident and assured of what to expect in their learning
Staff to seek external support when required	Work in partnership to ensure best practice is in place for our pupils

This addendum is to be used in conjunction with and alongside our full behaviour policy. The rationale behind its creation is to ensure that the pupils and staff at Sonning CE Primary School act in a manner that fully supports the necessary safety measures that have been put in place during the Covid-19 pandemic and national crisis.

Some behaviour concerns referred to in this addendum may previously have been deemed less serious however if an action now results in the potential compromising of a person’s ability to socially distance and stay safe, it may now hold very serious consequences. We understand the difficulties some pupils may face in returning to school and the support they may require to adapt to the safety measures that have been put in place. Pupils will be taught how to remain safe and follow the amended school rules in a variety of ways including (but not limited to) discrete teaching, regularly reminders, small group and 1:1 conversations and parental meetings.



4.2 Supporting pupils to avoid unsafe behaviour

Phase	Concern Examples	Support Offered	Possible Follow-up Actions
Phase 1	<ul style="list-style-type: none"> ○ Not taking responsibility to inform an adult if they are experiencing symptoms of coronavirus. ○ Not following expectations about sneezing, coughing, tissue disposal (in line with “catch it, bin it, kill it”) ○ Low level disruption in class 	<ul style="list-style-type: none"> ○ Whole class discussions on the importance of ‘Catch it, bin it, kill it’ and informing the school if a child is unwell. Also reinforced by SLT through class assemblies ○ General school behaviour system followed. 	<ul style="list-style-type: none"> ○ Reminders given by staff ○ Parents/carers informed by telephone or email
Phase 2	<ul style="list-style-type: none"> ○ Not following school routine for arrival or departure – once ○ Not following rules about sharing equipment or other items – once ○ Not following instructions on hygiene, such as handwashing or sanitising – once ○ Not moving around the school as per specific instructions – once ○ Not lining up or sitting following instructions to remain 1+ metres apart wherever possible. 	<ul style="list-style-type: none"> ○ Reminder given by all staff. ○ SLT to speak to pupils and parents as they arrive/depart late to remind them of the importance of punctuality <p>Example discussion points with pupils:</p> <p>Do you know why we have to...?</p> <p>What would happen if...?</p> <ul style="list-style-type: none"> ○ What could you have done differently to ensure everyone remains safe? ○ Small group/ 1:1 conversation with class teacher about the importance of: <ul style="list-style-type: none"> ❖ Not sharing equipment ❖ Washing hands regularly ❖ Moving around the school ❖ Maintaining social distancing 	<ul style="list-style-type: none"> ○ Parents/carers informed by telephone or email ○ Recorded following behaviour reporting on CPOMS linked to Covid-19 category – Numbers to be monitored in DSL meeting and pupils who require additional support to be escalated to Phase 3.
Phase 3	<ul style="list-style-type: none"> ○ Not following school routine for arrival or departure – more than once ○ Deliberately tampering or touching another child’s equipment or belongings ○ Deliberately tampering with hygiene materials such as soap or sanitiser ○ Deliberately tampering with bins or the contents of bins ○ Deliberately entering an area or zone that is out of bounds or which might compromise the 	<ul style="list-style-type: none"> ○ Small group/ 1:1 conversation with class teacher or member of SLT about the importance of: <ul style="list-style-type: none"> ❖ Arriving and leaving promptly ❖ Not touching other children’s equipment ❖ Tampering with hygiene materials ❖ Deliberately entering a zone that is out of bounds. ❖ Misusing of toilets 	<ul style="list-style-type: none"> ○ Parent contacted at the time of the incident to discuss it further. ○ Child required to report to a member of SLT at agreed intervals to discuss behaviour <p>Where there have been repeat examples of Phase 1/2/3 behaviour:</p> <ul style="list-style-type: none"> ○ Formal behaviour plan drawn up and



	<p>health of children and staff in another 'bubble group'</p> <ul style="list-style-type: none"> ○ Deliberately attempting to socialise with a child from another 'bubble group'. ○ Deliberately misusing toilet areas and facilities 	<p>❖ Socialising with pupils outside of their bubble.</p> <p>Example discussion points with pupils:</p> <p>Do you know why we have to.../ Can you explain why it is important to...?</p> <p>What could you have done differently to ensure everyone remains safe...?</p>	<p>reviewed at agreed intervals.</p> <ul style="list-style-type: none"> ○ Parent contacted to collect the child and take them home for the remainder of the day or part of next day.
Phase 4	<ul style="list-style-type: none"> ○ Deliberately coughing or spitting at somebody ○ Any action that would usually require the need for restraint and which would severely compromise staff ability to remain socially distanced 		<ul style="list-style-type: none"> ○ Consideration will be given for issuing a fixed term exclusion. A risk assessment may be completed to assess when the child can return.

The school recognises that some pupils (including SEND) may require additional support and regular reminders to follow the safety measures put in place. Additional resources will be available to support vulnerable pupils to understand the behavioural expectations that are required to keep everyone safe. These resources could include social stories, adapted individual timetables, additional parental communication, and discussions with school staff.

Class teachers to consider the pupils within each class to identify pupils that may find the increased health and safety procedures difficult. Liaise with SENCo or SLT about additional support.

