

Behaviour systems post-Covid Amendments to the Behaviour Policy

Changes to Red Zone (note that 'Thinking Tree' arrangements in EYFS/KS1 remain unchanged):

We will no longer be able to run Red Zone in the way we have done previously, as this would involve children crossing bubbles and timings at lunchtime. This will mean there wouldn't be a consistent time that all year groups could attend.

Our behaviour management ethos remains the same: praise the positive. However, there will be some children who need more support than this.

Remember: all behaviour is communication! When a child is misbehaving or being disruptive in lessons teachers should always seek the root causes behind why this might be happening.

In the classroom:

Note that discussions with individual children about their behaviour should never be 'public dressing downs' (ie not in front of the whole class)

Stage 1: general verbal reminder that the behaviour being displayed is not acceptable, link to the golden rule that is being broken (these sorts of reminders *can* be public, so all the class know what's expected).

Stage 2: if the poor behaviour persists, find a suitable time that doesn't disrupt the flow of the lesson, to discreetly speak to the child individually about what they are doing wrong, explain the impact it is having on others' ability to work and why it needs to stop. (Verbal Warning)

Stage 3: if the poor behaviour persists, tell the child they will be having a conversation with the teacher about their behaviour in their own time - either at playtime or lunchtime. Note: this isn't 'detention' where they lose all their playtime, it only needs to last as long as the teacher needs in order to have a suitably, calm but forthright conversation to help the child make the right behaviour choices in future. Use the restorative questions such as those we currently use in red zone to frame the discussion. (Yellow Card)

[The conversation should be an opportunity for the teacher and child to establish what is the desired behaviour they want to see demonstrated, because the next incident of poor behaviour will lead to a Red Card.]

Stage 4: if poor behaviour choices continue, the child gets a Red Card - refer to the phase leader to set up a three-way conversation between pupil, teacher and phase leader. Phase leader to record in Red Zone book. Note that Red Zone will not be available every day - Phase Leaders will organise which lunchtimes they can meet within their phase (twice weekly a workable maximum).

Teachers must inform parents/carers (via a private conversation with them at pick up time, or a quick phone call if parents don't collect) – as well as a note in the child's planner.

Stage 5: if poor behaviour choices continue (ie multiple Red Cards) and become a regular, persistent problem, re-refer to phase leader to set up a discussion between pupil, teacher, phase leader and parents/carers to decide on next steps. Inform parents/carers by letter of persistent problems, and invite them to attend a meeting to discuss how we will move forward with improving their child's behaviour together, eg sticker chart, report card, meeting with SENDCO and/or HT re possible IBP etc.

Rewards & Sanctions

In the playground

Rewards

Positive praise, pointing out good behaviour/role models to children, publicly describe and praise children's excellent behaviour with the rest of the class.

House points for exemplary behaviour/kindness/manners (don't forget good behaviour is an expectation of all children).

Stickers

Sanctions

Verbal misbehaviour:

Speak to the child individually about what they are doing, explain the impact it is having on others and why it needs to stop.

If the behaviour persists, ask the child to stay with the member of staff (socially distanced) for the rest of the playtime (as appropriate) and inform the class teacher.

Physical misbehaviour:

Speak to the child individually about what they are doing, explain the impact it is having on others and why it needs to stop. Remind children of social distancing rules and that they should not be touching another child in any way.

If the behaviour persists, ask the child to stay with the member of staff (socially distanced) for the rest of the playtime (as appropriate) and inform the class teacher.

Straight 'Red card' level offences

If caught eating/chewing or sharing out sweets or chewing gum in school; fighting; stealing; deliberate swearing at another person to cause offence - these are all red card offences.

Added to this level of seriousness, needs to be deliberate coughing or spitting or repeated refusal to maintain adequate social distancing for children capable of following such a request (ie the vast majority of KS2 children).

Follow the sanctions above (keeping the child with the member of staff on duty - maintaining safe social distance) and make a referral to the phase leader immediately, for any of these occurrences. They will then deal with the issue and decide the consequence – (eg spoken to out of class, phone call home to parents etc).

Phase leaders to report deliberate coughing or spitting directly to the Headteacher without delay.

Phase Leaders for Behaviour issues:

UKS2 – Mr Kilner

LKS2 – Mrs Walsh

KS1 – Ms Caliendo/Ms Tyler

EYFS – Ms Wilson/Mrs Marsh

Updated/Approved by Governing Board January 2021.

To keep under ongoing review.