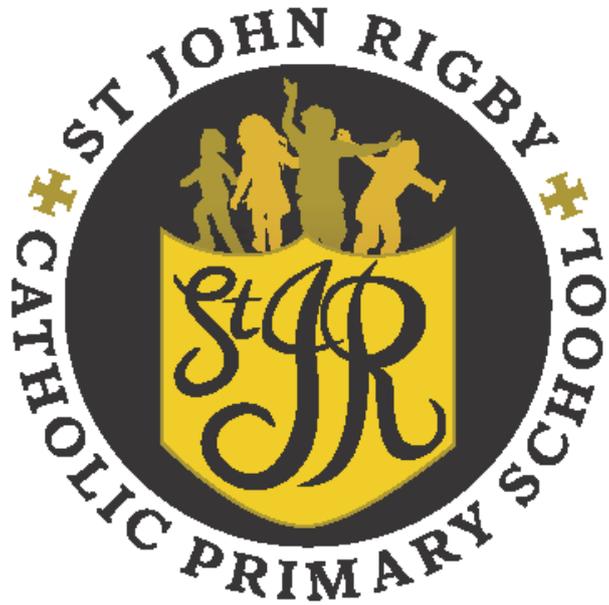


St John Rigby Catholic Primary School  
*"God's will be done through work and play as we follow Jesus day by day"*

St John Rigby Catholic Primary School



BEHAVIOUR FOR LEARNING POLICY including ANTI BULLYING CODE.

Amended May 2020

Reviewed September 2020

Approved by LAC September 2020

Next due for review September 2021

## **Philosophy**

At St John Rigby Catholic Primary School our aim is to provide a safe caring environment for all children. Each child should feel valued and will be treated fairly. We believe in positive rewards to encourage all children to value themselves and their achievements. We will aim to develop the children as one in the likeness of God and as such their goodness will be nurtured.

The principles behind our behaviour policy are:

- Welcoming, respecting, valuing and appreciating all members of our community.
- Recognising that all our children are precious and unique and so strive to meet their needs and develop their individual gifts.
- Encouraging our children to achieve academic excellence across the curriculum, so that they can contribute positively to society.

We aim to guide and provide a safe road to follow Jesus. It is therefore important that achievement and positive behaviours are praised and celebrated and, that in order to demonstrate high expectations for all children, at other times it may have to be challenged. Within every individual child’s learning we will provide a fair means to reward and challenge the achievements and behaviours of each child.

Good behaviour and self-discipline have strong links to effective learning and are vital skills for pupils to carry with them both during and after their school years.

St John Rigby Catholic Primary School is committed to promoting understanding of the principles and practices of equality and justice.

## **Expectations**

As a Catholic School we have expectations that every child will strive to live according to the Gospel teaching. We expect pupils to live these gospel values by being:

- Kind
- Gentle
- Honest
- Polite
- Helpful
- To listen and follow all adult instructions
- To try their best in all areas of school life
- To respect all property and the school environment

We also expect our pupils to reject:

- Bullying
- Cheating
- Deceit
- Cruelty
- Irresponsibility
- Dishonesty

We also recognise that, as a Primary School there is a wide age range of behaviours and therefore it is right that we work as a community, including all staff and pupils, to ensure that rewards and sanctions are age appropriate. In particular, we strive to ensure that there is a large element of "secondary readiness" in the rewards and sanctions that are adopted for our Upper Primary Pupils (Years 4 – 6).

### **What is good behaviour?**

We are reminded, through the many gospel and scripture references used in our acts of worship and displayed around the school that Christ is at the centre of all that we do. This must be reflective in the way that we love and serve those around us, just as St Paul asked us to do.

What does this look like every day?

- Show care for other's feelings.
- Treat all others with equal respect.
- Always tell the truth.
- Never take something that does not belong to you.
- Do not use bad language, call people names, use physical violence against others or unkind gestures towards others so as to cause distress and unhappiness. There should be no bullies at St John Rigby.
- Always be polite and show good manners to everyone.
- Always take an interest in what people are saying in a lesson. Try your best to answer questions and join in class conversations.
- Always try to work quietly and carefully on class activities.
- Always treat school equipment and the belongings of others with care and keep your own things tidy.
- Take a pride in how you look as well as what you do.
- Try to face challenges with confidence; be willing to join in with others and contribute to school life, clubs, concerts and special events where possible. Try to support the school council, contributing ideas and assistance.

Meanings of Words:

bad language – rude/offensive words

physical violence – hitting/kicking/pushing/punching

unkind gestures – pointing finger/shaking fist/ rude signs

belongings – toys/clothing/ books/pencils which belong to someone else

pride – to be pleased about something you have done

to give assistance – to help

*"Never have any grudges against others or lose your temper, or raise your voice to anyone, or call each other names or allow any sort of spitefulness. Be friends with one another and kind and forgiving as readily as God forgave you in Christ."*

*Ephesians 4: 31-32*

The teachings of the Gospel set out the guidelines all children and staff will aspire to. We endeavour to ensure our children develop their Christian values, attitudes and beliefs as well as being cognisant of the importance of:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect for and tolerance of those with different faiths and beliefs or for those without faith

### **Role of Directors and Governors**

Ensure the Headteacher provides a safe and caring environment within which the children can learn and flourish.

Review the effectiveness of the School’s Behaviour for Learning Policy on an annual basis in conjunction with the Headteacher.

### **Role of the Headteacher (and the Extended Leadership Team)**

Promote the Gospel values, positive behaviour management and a growth mind-set approach as the foundation for creating an outstanding and exciting learning environment for all pupils in the school.

Ensure the policy is communicated to and understood by all staff, visitors (where appropriate), parents/carers and pupils (this should be communicated in writing at least once a year).

Ensure the policy is visible on the website and expectations are displayed throughout the school.

Promote the health, safety and wellbeing of all pupils and staff and the importance of positive behaviour in underpinning these.

Report on the effectiveness and impact of this policy to the SJR Directors and Governors on a regular basis.

Retain all statutory records including behaviour logs, records of bullying incidents and provide information on the latter to Directors and Governors.

Review the behaviour for learning policy with Directors and Governors and staff to ensure its effectiveness and impact.

Give fixed term or permanent exclusions to individual children for serious acts of misbehaviour in accordance with standard guidance.

(Exclusion from maintained schools, Academies, Pupil Referral Units in England 2012). This guidance is referred to in any decision to exclude a child from school.

Only the Headteacher has the power to exclude a child from school. The Headteacher may exclude a child for one or more fixed periods for up to 45 days in any one school year. It is also possible for the Headteacher to convert a fixed term exclusion into a permanent exclusion, if the circumstances warrant this. Any decision such as this must go through due process which includes the right for parents to appeal this decision and to have this appeal heard by an independent appeals panel.

## **Role of Teachers**

Regularly, critically evaluate their behaviour management strategies. Establish and display class expectations.

Set high standards and expectations of conduct and learning behaviour consistently.

Actively develop in children the social and emotional competences that underpin positive behaviour.

Teach positive behaviour through setting explicit behaviour objectives for a lesson, modelling, role play or providing opportunities for the class to reflect on behavioural learning (e.g. success criteria for Learning Partners) as well as on ‘curriculum’ learning.

Ensure pupils understand the rewards and sanctions which may be given for individual behaviour choices. (e.g. Tallies, Marbles, Class Dojo)

Establish clear routines for such things as entering and leaving the classroom, gaining the teacher’s attention or help, noise levels for different types of activities, clearing up, transition between activities and so on; spend time on teaching and reinforcing these routines and reviewing with children the effectiveness of their use.

Employ a range of pre-emptive strategies to manage behaviour, noticing early on any situations that might present problems and taking quiet steps to redirect, help children be aware of the choices available to them and make a more appropriate choice.

Employ skills in de-fusion, de-escalation, mediation and conflict resolution and seek progressively to develop those skills in children themselves. Understand that classroom management has a direct influence on behaviour and apply appropriate classroom management techniques to reinforce and support the school’s behaviour for learning policy.

Actively listen and respond sensitively and constructively to situations where behaviour has an impact on pupils’ wellbeing and happiness.

Collaborate actively with parents to ensure that positive behaviour is reinforced both at school and at home.

Communicate to parents if there are any concerns about the behaviour of a child and to work with them to support their child.

Liaise with the SEND Co-ordinator and seek support where necessary in order to support and guide particularly difficult behaviour and emotional needs and/or pupil well-being.

Monitor behaviour and regularly review it in order to assess the effectiveness and impact of the behaviour for learning policy.

With the SEND team, create and adhere to Behaviour reports for those children who are at risk of exclusions.

### **Role of All Staff**

Model Gospel values, a growth mind-set and positive behaviour and be aware of the School’s behaviour for learning policy.

Restore peace when necessary. Employ skills in de-fusion, de-escalation, mediation and conflict resolution and seek progressively to develop those skills in children themselves.

Actively support the class teachers in providing a safe and affirming environment in which children can learn and flourish.

Actively support the class teachers modelling the School’s values and desired behaviours.

Be aware of the Christian ethos and values of the school and to understand that the School’s Behaviour for learning policy is based on the principles of reconciliation and love.

Apply the principles of the behaviour for learning policy in terms of reward and sanctions.

Report incidents of good and poor behaviour to class teachers.

### **Role of Parents**

Actively support the School’s values as set out in its Mission Statement and support the School’s ethos in promoting the gospel values, positive behaviour and a growth mind-set at all times.

Support the School by signing the Home School Agreement (in pupil planners) and ensuring that their child(ren) understand what is expected of them.

Collaborate actively with teachers and other staff to help reinforce the School’s ethos and behaviour for learning policy and to develop any strategies necessary to support their child(ren).

Actively support their child’s learning and to understand that positive behaviour and a growth mind-set is the key to an outstanding learning environment.

Support the School if any sanctions are applied (If parents have any concerns, they should initially contact the class teacher. If their concern remains, they should contact the Headteacher as set out in the School’s Complaints Policy).

Communicate to the class teacher if they are aware of anything which may impact on their child’s behaviour at school.

### **Role of Children**

Read and understand and sign the Home School Agreement

Make every effort to follow their class expectations and to develop a growth mind-set.

Support other children in making positive behaviour choices in the spirit of reconciliation and forgiveness.

Understand how positive behaviour creates an outstanding learning environment and helps them to flourish and grow at school.

Understand why some choices may be the wrong choices and to understand that those choices have consequences and that they need to accept those consequences and learn from them.

Understand that their behaviour impacts on others around them

Understand that the School provides a caring and loving environment where they should not be scared of admitting that the wrong choice has been made but where they are supported to make the right choice next time.

Report injustices, such as bullying, to a member of staff.  
Actively and quickly restore peace when necessary.

Accept the consequences of their wrong behaviour.

## **Rewards:**

We firmly believe that children learn when they feel valued and are praised for their achievements. With this in mind, this system of rewards provides a systematic, consistent and motivating approach. In brief, these include:

- Tallies
- In-Class reward e.g. Marbles
- Praise (Verbal and Written)
- Positive rewards on “Class Dojo”
- Special awards raffle for 100% Dojo
- Stickers
- ‘Golden Pupil of the week’
- Tea with the Headteacher (one pupil from each class nominated half termly)
- End of term Awards that celebrate unique achievement in school (Most improved, Outstanding achievement, Service to the school)
- Vouchers for 100% attendance (end of year)

Many of these rewards have been set up in response to parent, pupil and staff feedback on questionnaires and as a result of school council proposals and discussion. The policy is reviewed regularly in order to ensure that all have a voice in proposing new rewards and sanctions.

*Class Dojo ([www.classdojo.com](http://www.classdojo.com)) is an interactive online system where teachers can instantly reward pupils for positive achievement/behaviour in class. This makes a noise which the pupils associate with positivity. Conversely, pupils also associate a different noise when expectations are not being met. These incidents can be analysed and summarised so that pupils, parents and teachers can see a profile of a child’s behaviour for learning over time.*

**If children do not follow the high expectations for which we all strive at St John Rigby, then consequence staircases are adopted (which are phase specific) in order to ensure a proportionate response that has a clear focus on swift intervention that prevents behaviours escalating.**

**It is the responsibility of all staff to encourage children to behave appropriately. Where behaviour has fallen below the standards expected it is the responsibility of the class teacher, first and foremost to work with that child in addressing their behaviour in order that this is prevented in the future.**

Best practice involves using a restorative justice approach, using questioning such as:

What has happened?

What were you thinking at the time?

How were you feeling?

Who else do you think has been affected by this?

What needs to happen now to put things right/repair harm/move on?

### **Sanctions:**

Much of the behaviour results in low level disruption of a child's own learning and the learning of those around them. It could include anything that results in learning not starting when it should, work that does not reflect a child's ability (including homework) simply because it is incomplete or not presented in a standard of which the child is capable. We encourage children to take responsibility for the choices they make and try to encourage a restorative approach on occasions sanctions do have to be applied as follows:

#### **Sanctions: Lower Primary Pupils**

- Confirmation of Expectation
- Verbal Warning
- In-class consequence e.g. loss of Dojo
- 5 minutes 'Time Out' with another class
- Miss break (Restorative conversation)
- Sent to do their work for whole session in another class
- Parents will be contacted by class teacher if there is felt to be a particular issue, or low level behaviour becomes prolonged or persistent

#### **Sanctions: Upper Primary Pupils**

- Confirmation of Expectation
- Verbal Warning
- In-class consequence e.g. loss of Dojo
- 5 minutes 'Time Out' with another class
- Miss break (Restorative conversation)
- Sent to do their work for whole session in another class
- Lunchtime Reflection (30mins/60mins)
- After school "learning recovery" until 4pm for any child who has not completed classwork to a high enough standard or has failed to complete homework - If this is requested, parents must be contacted by 12.15pm (start of lunch) by the office staff in order that appropriate arrangements can be made. If the incident occurs after 12.15pm, the after school session will take place on the following day.

As with rewards, it is important that Upper Primary Pupils (Years 4 – 6) are able to prepare for secondary school and therefore there is consistency in the sanctions that are implemented.

With this in mind, low level disruption is best based dealt with by keeping the child in for a learning conversation for a part of break or lunchtime. The message here is that the child understands that the class teacher is prepared to deal with this in the first instance. The child will be expected to complete a behaviour questionnaire which will allow them to reflect on their behaviour in order to ensure that they can make good choices.

## **Severe behaviour**

Occasionally a pupil’s behaviour goes ‘beyond’ that which can be dealt with using the above strategies and we call this ‘severe behaviour’.

Severe unacceptable behaviour includes:

- Refusing to carry out any adult instruction
- Answering an adult back – including giving inappropriate noises or gestures
- Spoiling own or others work
- Wilful destruction of property
- Hurting others – physically and/or emotionally
- Acting in a manner which puts their own or others safety at risk
- Unacceptable language or behaviour

(This list is not exhaustive.)

In these cases, behaviour is supported through a Class Teacher/Assistant Headteacher Report or recorded on Bromcom. This will allow the school to monitor whether there are patterns of behaviour accumulating and whether appropriate and consistent actions have been taken in order to ensure that this is prevented from going further.

These, along with other evidence are collated and presented to SLT on a half termly basis so that emerging patterns of disruption can be identified and existing strategies monitored for impact.

## **Severe behaviour Sanctions**

- Warning (if appropriate)
- Assistant Headteacher involvement – child removed from class for remainder of session. If occurs at lunchtime child will be sent to the Assistant Headteacher who will record the behaviour on Bromcom or behaviour log
- All severe incidents are recorded on Bromcom
- If the same or another ‘Severe Behaviour’ is displayed by the same child within the same half term, after removal from class the Assistant Headteacher or Headteacher will be involved and parents will be contacted
- Fixed Term Internal exclusion for a set time and discussion with parents before child rejoining the class
- If Severe Behaviour continues during internal exclusion ‘next steps’ immediately follow
- Fixed Term Exclusion
- Permanent Exclusion

## **Inclusion**

Inclusion of all children of any race, or disability whose special needs we are able to be meet and give appropriate access to the curriculum, is the heart of our foundation. To this end we:

- regularly address appropriate curricular provision through audit and subsequent revised provision to meet the needs of our children
- work with outside agencies to effectively inform staff about individual and group needs
- secure appropriate resources for all properly identified needs
- make real and sustained efforts to enlist support and establish partnership with all parents recognising the needs of the marginalised
- regularly review the effects of behaviour strategies and induct staff into their use
- use key stage and supervisor meetings to regularly discuss concerns, lift awareness and build staff confidence and expertise in dealing with different and challenging children
- play situations appropriately resourced and used to extend socialisation, positive interaction and independent self management for all children
- use of outside agencies and in-service training to provide on going support to the above (e.g. play therapy, sunbeams, self-esteem work with UoB)

## **Exclusion**

Exclusion is a very extreme measure and every step should be taken through the code of practice and application of strategies and sanctions to avoid exclusion and permanent exclusion.

- We accept that it can be necessary because of the level of violence or other harmful behaviour towards children or adults to resort to exclusion strictly following LA advice and guidelines.
- Exclusion should be for a minimum period to ensure maximum access to the curriculum.
- The school will provide and mark work for the child.
- With the inclusion officer every effort will be made to get appropriate support for the child and the family.
- An extreme act can result in an immediate permanent exclusion.
- In that event having taken advice the Headteacher will consult with a Director or Executive Principal before the action of permanent exclusion is taken.
- Permanent exclusion can also come as a result of a series of damaging acts, self-harm or non-compliance.

## **Racist and Homophobic Incidents**

It is a requirement that any incident with racist or homophobic overtones must be recorded as a racist incident and immediately reported to the Head, with details noted down so that official recording can be made and appropriate action taken. There is a detailed Policy for 'Dealing with Racist Incidents'.

### Definition of a racist incident

Any incident that is perceived to be racist by those involved or by an observer of the incident or a parent and must be investigated and recorded as such by the school.



## ST JOHN RIGBY CATHOLIC PRIMARY SCHOOL ANTI BULLYING CODE.

### **Anti-Bullying Code**

This policy should be read in conjunction with the Behaviour for Learning Policy.

### **Aims of the Code**

- To promote the well-being of all pupils based on trust between all members of the school community. It is everyone's responsibility to prevent bullying from occurring.
- To offer an environment free from verbal, emotional and physical abuse.
- To provide an education free from humiliation and oppression where everyone has the chance to partake in the social and educational opportunities offered by the school.
- To report and record all instances of bullying.
- To promote a 'whole school' approach, where signals and signs are identified and swift and effective action is taken.
- To teach pupils to recognise how others feel and treat others how they would like to be treated.

### **What Is Bullying?**

**Bullying** is defined as deliberately hurtful behaviour, which is unprovoked, repeated regularly over a period of time, where it is difficult for those being bullied to defend themselves.

Bullying can take a number of forms, however the most common types of bullying are:

- **Emotional:** being unfriendly, excluding, tormenting, ridicule, humiliation.
- **Verbal:** name-calling, sarcasm, spreading rumours, threats, excessive teasing, making rude remarks, making fun of someone.
- **Physical:** pushing, kicking, hitting, pinching, throwing objects, biting, spitting, punching or any other forms of violence, taking, hiding or damaging someone's possessions.
- **Online/cyber:** sending offensive text messages, emails, e-messages and abusing the victims via their mobile phones.

### **Bullying is not:**

It is important to understand that bullying is not the odd occasion of falling out with friends, name calling, arguments or when the occasional trick or joke is played on someone. It is bullying if it is done several times on purpose and also falls within the

definition above. Children sometimes fall out or say things because they are upset. When occasional problems of this kind arise it is not classed as bullying. It is an important part of children's development to learn how to deal with friendship breakdowns, the odd name calling or childish prank. We all have to learn how to deal with these situations and develop social skills to repair relationships.

### **Preventative action / Accurate identification by members of staff**

The development of social skills will be directly taught as part of RE and the P.S.H.E. curriculum. This will include work related to bullying and ways to prevent it:

- Encourage co-operative working/play.
- Take an active interest in children's playtimes and watch for signs of distress.
- Promote a shared approach with parents/carers.
- Take bullying seriously and investigate the facts of any incident.
- Support children who are being bullied.
- Encourage children to 'tell' an adult in school or at home.
- Use positive peer pressure to encourage good, non-bullying behaviour.

### **By the Child**

The development of social skills will be directly taught as part of RE and the P.S.H.E. curriculum. This will include work related to bullying and ways to prevent it. These will include:

- If you are uncomfortable with the repeated behaviour of another, tell them "Please stop doing that, I don't like it."
- Talk to an adult in school or at home.
- Remember, we are all individuals and different and we should be allowed to be proud of it.
- Be careful about teasing or personal remarks.
- Do not stand by and watch - tell an adult straight away. Do not be a bystander.
- Get your friends to support you positively.
- Show that you and your friends disapprove.
- Show understanding and support to children who may be bullied.

### **Guidance for parents**

The role of parents in supporting the anti-bullying code is crucial to its success. General advice to parents includes:

- Listen to your child.
- Inform the class teacher.
- Try not to overreact.
- Tell your child that bullying exists and it is not their fault.
- Check all the facts - is it bullying or friendship problems which may resolve naturally?
- Talk about possible strategies for your child to use.

- Encourage your child to tell a teacher or contact the class teacher yourself.

The support of parents of children who are accused of bullying is equally important. Personalised Support will be offered to these parents on a needs led basis.

### **Procedures for dealing with bullying**

All staff working at St. John Rigby are expected to follow the following procedure for dealing with reported bullying:

- Allow appropriate 'cooling off' time for pupils involved.
- Talk with the bullies and the bullied individually in confidence. It may then be appropriate to discuss behaviour together and obtain genuine apologies.
- If appropriate, allow bullies to hear the feelings of the bullied child. Ask bullied/bullier what action they deem appropriate and whether it is fair.
- Ensure that all incidents of actual bullying are reported to parents and recorded within the school.
- In certain circumstances, sanctions will then be applied.
- Staff may also need to consider additional measures to 'protect' the children involved (both the bullied and the bully). If staff feel that this may be required, they are expected to speak to a member of the senior leadership team.(SLT)
- Depending on the seriousness and/or frequency of the unacceptable behaviour, parents may be encouraged to take an active part in 'target setting' in order to promote acceptable behaviour.
- Request guidance from other outside agencies.
- Monitor the situation until the problem is resolved.
- Report suspected bullying to a member of the SLT.

### **Sanctions available**

Staff have a range of possible sanctions available to them. These include:

- Withdrawal from playtime
- Withdrawal from representing the school.
- Withdrawal from favoured activities.
- Withdrawal of privileges.
- Exclusion from peers.
- Referral to Phase leader/Assistant Head/Headteacher as appropriate
- Exclusion from school.

It is crucial that the sanction is proportionate to the incident and consistent across the school.

Bullying is never acceptable, however staff need to be aware of any specific children with Special Educational or Behaviour Needs who might have specific targets relating to behaviour which could be perceived by others as bullying. Personalised support programmes may be required for individual children. Pupils involved in incidents will be

informed of sanctions carried out. Staff associated with such pupils will also be informed.

**COVID-19 Behaviour Policy (May 2020):**

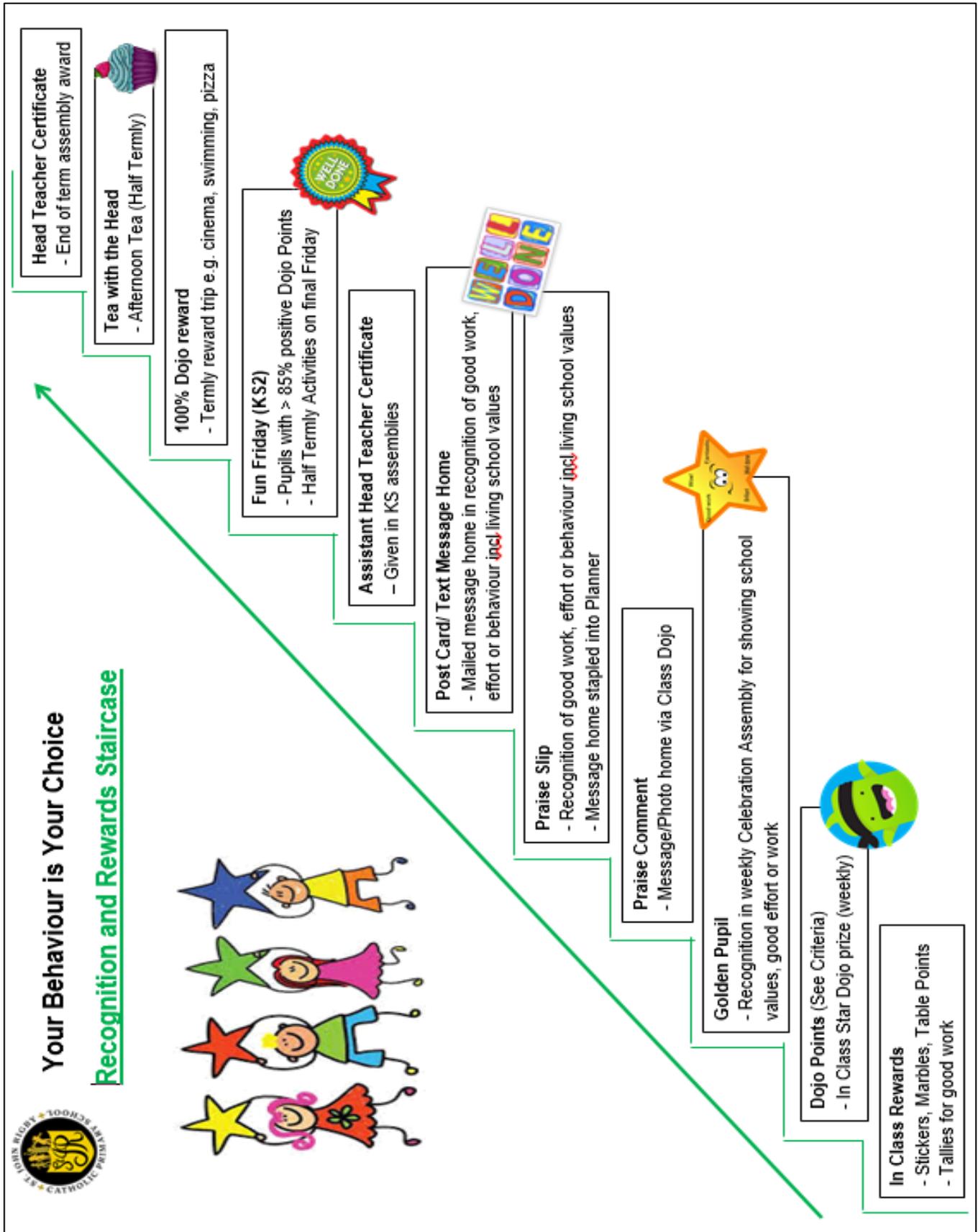
It is a matter of public health and equality that we seek to follow the guidance issued by the government. Government guidance will change as the pandemic progresses and the school approach and rules are likely to change too.

In light of the current Covid-19 outbreak, children are required to follow a number of amendments to the behaviour policy to ensure the safety of all children and staff. See Appendix B.

**THESE POLICIES SHOULD BE READ IN CONJUNCTION WITH THE SJR SAFEGUARDING POLICY.**

**HIGHLIGHTS OF THIS POLICY ALSO APPEAR IN THE STAFF HANDBOOK.**

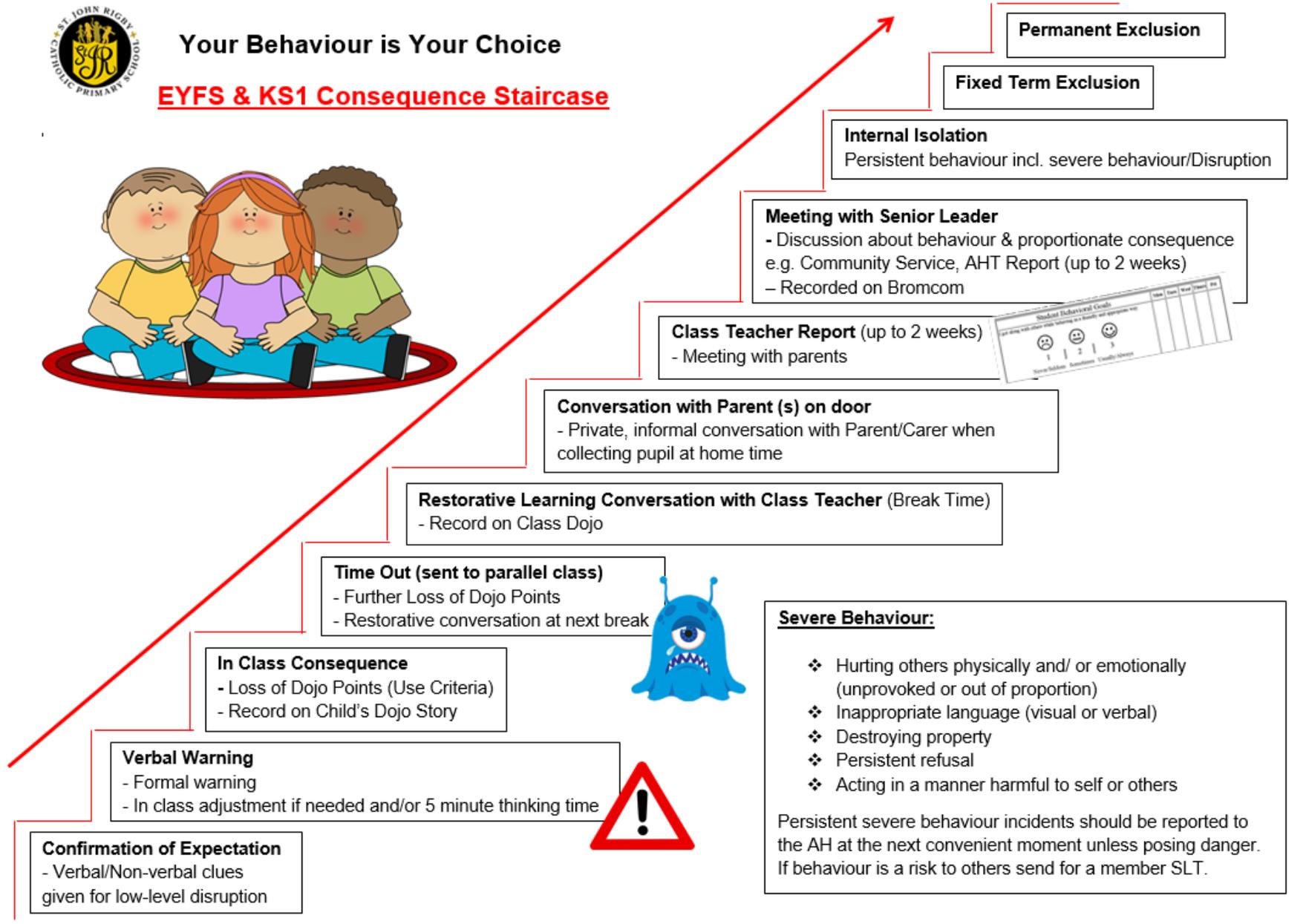
# APPENDIX A: REWARD AND CONSEQUENCE STAIRCASES WITH DOJO CRITERIA





## Your Behaviour is Your Choice

### EYFS & KS1 Consequence Staircase



**Confirmation of Expectation**  
 - Verbal/Non-verbal clues given for low-level disruption

**Verbal Warning**  
 - Formal warning  
 - In class adjustment if needed and/or 5 minute thinking time

**In Class Consequence**  
 - Loss of Dojo Points (Use Criteria)  
 - Record on Child's Dojo Story

**Time Out (sent to parallel class)**  
 - Further Loss of Dojo Points  
 - Restorative conversation at next break

**Restorative Learning Conversation with Class Teacher (Break Time)**  
 - Record on Class Dojo

**Conversation with Parent (s) on door**  
 - Private, informal conversation with Parent/Carer when collecting pupil at home time

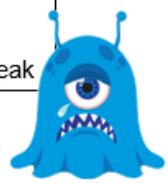
**Class Teacher Report (up to 2 weeks)**  
 - Meeting with parents

**Meeting with Senior Leader**  
 - Discussion about behaviour & proportionate consequence e.g. Community Service, AHT Report (up to 2 weeks)  
 - Recorded on Bromcom

**Internal Isolation**  
 Persistent behaviour incl. severe behaviour/Disruption

**Fixed Term Exclusion**

**Permanent Exclusion**



**Severe Behaviour:**

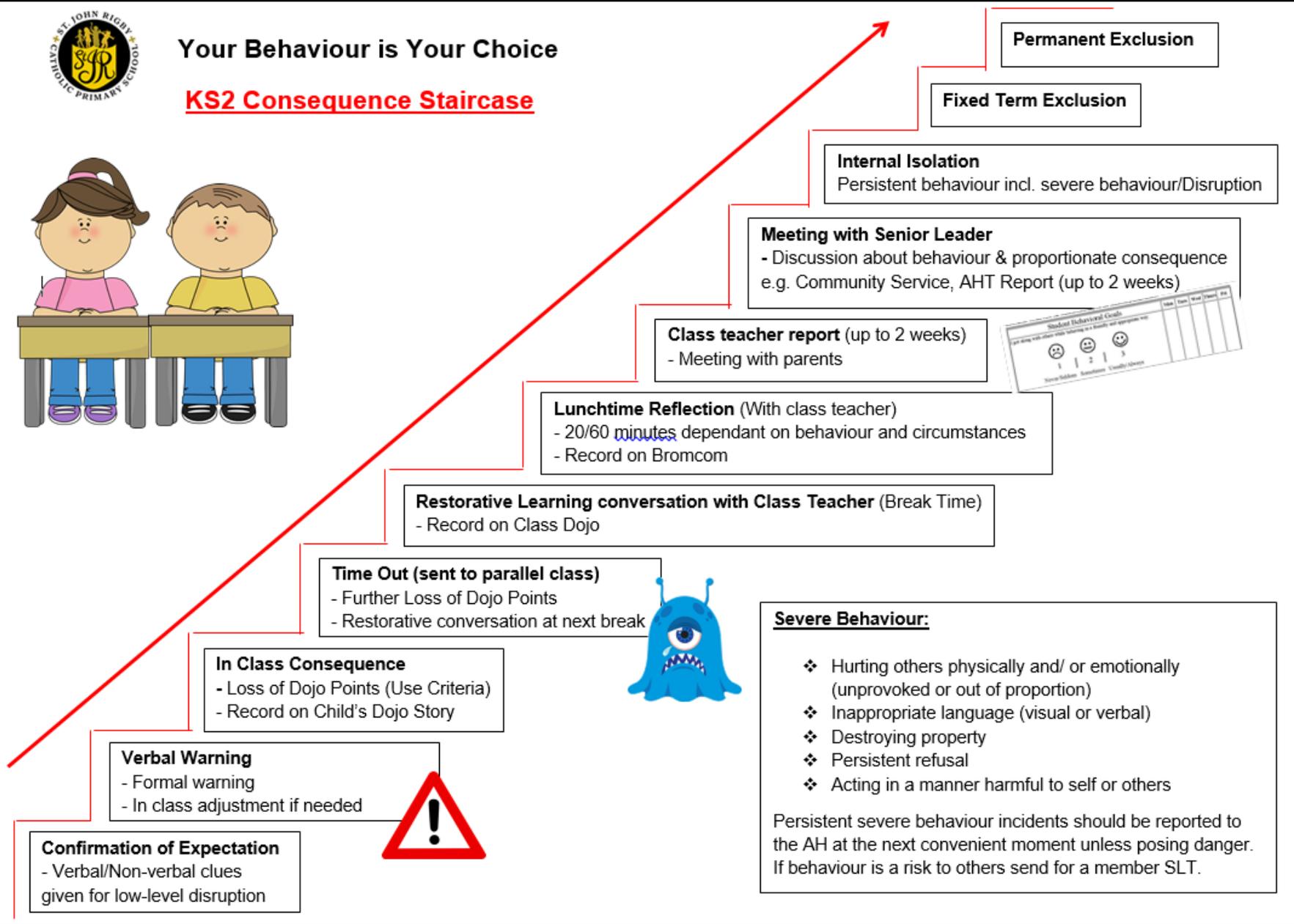
- ❖ Hurting others physically and/ or emotionally (unprovoked or out of proportion)
- ❖ Inappropriate language (visual or verbal)
- ❖ Destroying property
- ❖ Persistent refusal
- ❖ Acting in a manner harmful to self or others

Persistent severe behaviour incidents should be reported to the AH at the next convenient moment unless posing danger. If behaviour is a risk to others send for a member SLT.



## Your Behaviour is Your Choice

### KS2 Consequence Staircase



**Confirmation of Expectation**  
 - Verbal/Non-verbal clues given for low-level disruption

**Verbal Warning**  
 - Formal warning  
 - In class adjustment if needed

**In Class Consequence**  
 - Loss of Dojo Points (Use Criteria)  
 - Record on Child's Dojo Story

**Time Out (sent to parallel class)**  
 - Further Loss of Dojo Points  
 - Restorative conversation at next break

**Restorative Learning conversation with Class Teacher (Break Time)**  
 - Record on Class Dojo

**Lunchtime Reflection (With class teacher)**  
 - 20/60 minutes dependant on behaviour and circumstances  
 - Record on Bromcom

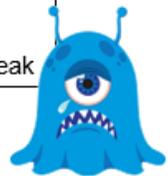
**Class teacher report (up to 2 weeks)**  
 - Meeting with parents

**Meeting with Senior Leader**  
 - Discussion about behaviour & proportionate consequence e.g. Community Service, AHT Report (up to 2 weeks)

**Internal Isolation**  
 Persistent behaviour incl. severe behaviour/Disruption

**Fixed Term Exclusion**

**Permanent Exclusion**



**Severe Behaviour:**

- ❖ Hurting others physically and/ or emotionally (unprovoked or out of proportion)
- ❖ Inappropriate language (visual or verbal)
- ❖ Destroying property
- ❖ Persistent refusal
- ❖ Acting in a manner harmful to self or others

Persistent severe behaviour incidents should be reported to the AH at the next convenient moment unless posing danger. If behaviour is a risk to others send for a member SLT.



## **DOJO CRITERIA**

### **Positive:**

- † Excellent classwork
- † Excellent homework
- † Positive attitude to learning
- † Improved attitude to learning
- † Positive teamwork
- † Being a good role model
- † Service to the school
- † Perseverance
- † Extra effort
- † Being helpful
- † Being kind
- † Acts of charity

### **Negative:**

- † No or incomplete homework (subject specific)
- † Poor effort in class
- † Off task
- † Talking out of turn/calling out
- † Incorrect uniform (Y5/6)
- † Being disrespectful
- † Late to lesson
- † Homework diary not signed (Y5/6)
- † Refusal to follow instructions
- † Poor behaviour at break or lunchtime
- † Inappropriate language

**Behaviour Policy Addendum**  
**APPENDIX B**  
**May 2020**  
**Covid 19: SOCIAL DISTANCING & SAFETY**

In light of the current Covid-19 outbreak, the following amendments are in place that children are required to follow:

- \* Children will all enter and exit school via their allocated areas, keeping a social distance.
- \* Children will be required to move around the school as per specific instructions. This will include following a one-way system in each area. Teachers will inform and remind children of this system.
- \* 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 are required to inform an adult if they are experiencing symptoms of Coronavirus. Children experiencing these symptoms will be required to remain in an allocated room until they can be picked up by a parent/carer. It is the responsibility of the teacher to ensure that the pupil is sent immediately to this allocated room.
- \* Children will have their own space in the classroom and will be reminded to keep their own stationery and water bottles for themselves. They must not use other children's property and will receive regular reminders of this.
- \* Children will be required to only enter the toilets if there are no other children in there. They should knock on the door of the toilet to check if it is in use. This will be somewhat more difficult for younger children. As a result, adults will be required to monitor the toilet use for those children.
- \* Children will be guided to different zones of the playground if unable to keep a distance from each other at playtimes. The groups of children will not be mixed, and they will receive regular reminders of this rule.
- \* Children will be rewarded for following social distancing rules using Class Dojo.
- \* Failure to follow these rules will result in loss of Dojo point and parents will be informed.

**i. Persistent breaches of social distancing and safety rules:**

Step 1 – Pupils will be reminded of rules around social distancing regularly. Any pupil who is old enough to understand the rules around social distancing and does not follow those rules will initially lose a Dojo point and parents will be informed.

Step 2 - Any pupil who is old enough to understand the rules around social distancing and refuses to do so or wilfully ignores the rules will immediately be placed into isolation pending a (remote) meeting with their parent / carer.

Step 3 – Any pupil who continues to refuse to follow the rules or continues to wilfully ignore rules will be subject to a fixed term exclusion.

Step 4 – Any student who persists in refusing to follow the rules after step 1, 2 & 3 will be subject to the full range of sanctions available to the Head teacher.

**ii. Serious breaches of social distancing and safety rules**

The Headteacher has the right to interpret incidents of serious magnitude as a serious breach of the school behaviour policy. This may include any serious action and include any pupil who would seek to spread fear and anxiety. This may occur in school or online.

The Head teacher has the right to use the full range of sanctions in the main body of the behaviour policy in response to any serious breach.