



## **Temporary Behaviour and Engagement Policy**

**Re: Full Re-opening of schools with COVID  
Guidance for Sept 2020**

**Sept: 2020**

**Review: Sept 2023**

## Behaviour Policy

### COVID-19 Updates

Temporary changes to this policy in line with government advice on the full re-opening of schools from Sept 1st are noted in red. These changes adhere to social distancing guidelines in order to reduce any risk of transmission of the virus while maintaining the high standard expected at Thames View Junior School.

### **Mission Statement**

1. The ethos of our school is to promote good behaviour via a calm well structured environment that consists of a safe learning atmosphere in which every person is valued.
2. We aim to promote a positive attitude in our pupils, creating an environment in which good behaviour is expected, within a climate of trust. We see this as a three-way partnership with pupils, parents and staff all taking responsibility for their actions.
3. Thames View Junior School is a school with a strong moral ethos. School rules are for the safety and comfort of all members of the school community as well as a way of establishing social learning. Any form of bullying, discriminatory behaviour or fighting will not be tolerated.
4. At Thames View Junior School we have adopted the behaviour programme 'Stay on Green'. Our "Stay on Green" behaviour system provides expectations which focus on positive action (be respectful) rather than what children should not do, it highlights both good and bad behaviour with appropriate actions in order to promote well rounded students. The expectations are agreed actions so that there is consistency and fairness in all areas of school life. However, as an inclusive school, we recognise that all children are individuals with specific needs. Therefore, within this consistent approach is an element of flexibility to address the needs of specific children. Behaviours must be put in context and require all staff to use their professional judgement.

At Thames View Junior School we have our Golden Rules.

To 'Go for Gold':

1. We come to school every day in full uniform and ready to learn.
2. We are kind to everyone.
3. We listen.
4. We keep calm even when things are hard.
5. We talk through our problems.
6. We keep our hands and feet to ourselves.
7. We take pride in our school.
8. We show respect to all.
9. We always take part and try our best.
10. We strive to be excellent in all we do.

### **Rationale**

At Thames View Junior School we believe that the behaviour policy should support and develop the rights and responsibilities of the children and adults within the school, emphasise that its successful execution depends on everyone's support, and that it will ultimately benefit all in the school community. The overriding aim should be to encourage self-discipline and self-awareness in the children.

### **Purpose**

- To develop habits of self-discipline and acceptable behaviour;
- To develop self-respect;
- To develop respect of, and sensitivity to, others;
- To develop co-operation;
- To develop respect of property, their own and other people's.

### **Aims of the Policy**

- That every member of our school community feels valued and respected;
- That we promote an environment where everyone feels happy, safe and secure;
- That every member of our school community is treated fairly and in a consistent manner.

### How Positive Behaviour is taught through the curriculum.

- Positive Behaviour is taught through the PSHE curriculum.
- Positive Behaviour is addressed during Assemblies – COVID 19 – No assemblies taking place – Rewards given out on a weekly basis in class.
- Positive Behaviour forms an important part of the SMSC lessons.
- Positive Behaviour, on a smaller more intimate scale, is taught during Social Skills Groups.

### Rights and Responsibilities

As a school community at Thames View Junior School (children, all school staff and parents/carers) we all have rights but accept that we all have responsibilities.

#### Children's Rights and Responsibilities

Children have the right to a good education, to be happy and healthy, to join in lots of activities and to express their opinion. They are responsible for their own behaviour and for meeting the expectations set out by the school. They will:

- treat all children and adults with respect,
- to follow the reasonable instructions given by staff in an appropriate way,
- become familiar with the rules and be aware of expectations,
- be aware of the consequences of their behavior,
- be a good role model both in and out of the school,
- be aware that they can also be involved in solving problems,
- sign and abide by the Home/School Agreement

#### Staff Rights and Responsibilities

All staff have the right to provide a good education for all children in a happy, safe environment. They have a collegiate responsibility for consistently implementing school policy on positive behaviour. The Headteacher holds overall responsibility.

All staff will:

- treat all children fairly and with respect,
- provide a challenging and stimulating curriculum,
- create a safe and pleasant learning environment,
- recognize each child's individuality and be aware of his/her needs,
- teach children the rules and make expectations clear,
- use rules and sanctions clearly and consistently,

- work together with parents, carers, colleagues and other agencies,
- be good role models to the children in their care.

### **Parents Rights and Responsibilities:**

All parents/carers have the right to know that their child is being well educated in a safe environment. They also have the right to be listened to, made aware of any problems affecting their child's behaviour and to be supported and guided in dealing with their child's behavioural issues.

All parents will:

- Treat all children and adults fairly and with respect.
- Support the school in the implementation of this policy; including signing the Home/School Agreement, Behaviour slips and attending any scheduled meeting to address behaviour issues.
- Be aware of the school rules.
- Show an interest in all their child does while at school.
- Encourage independence and self-discipline.
- Be a good role model to their child.
- Make the school aware of any information which may result in their child displaying behaviours outside the norm.

## PROCEDURES FOR DEALING WITH CHILDREN'S BEHAVIOUR

### COVID-19

DFE guidance for Sept states that in Primary schools it is not necessary for children to be socially distant from each other within their bubble. However, they should still maintain their social distance from adults. Blatant disregard to follow these procedures will not be accepted. Children who do not/cannot follow the social distancing rules will be sent home.

Instances that result in going home during COVID- 19 Reopening of schools:

- Aggressive behaviour: hitting, kicking, swearing and spitting
- Intentionally touching others or putting them at risk by getting too close or purposefully touching their things.
- Willfully refusing to adhere to the arrangements of social distancing or deliberately exposing others to risk.

If this is the case, the child will be removed from the room by a member of SLT, they will then be isolated until collection by parents or carers.

### Achievement/Behaviour record – Using Pupil Asset

At Thames View Junior School the positive and negative behaviours are recorded using Pupil Asset. This log is updated daily by the class teacher after 2:30pm (2:45 for year 5 & 6 during COVID-19). This log records the incidents on behavior levels, ranging from -3 (unacceptable behavior – Reflection) to +3 (Gold Traffic light) and will present an overall picture of behaviour in the class and will allow patterns of behaviour in individuals and in groups of children to be identified and addressed. Every entry should include the date and any sanction employed or action taken. Such a log will be particularly valuable when ascertaining complaints about alleged bullying. Any teacher, other than the class teacher, who deals with an incident, whether it be around the school or in a subject for which children are streamed is responsible for recording the incident and ensuring it is given to the class teacher to put into the class log.

Thames View Junior School strives to seek and reward positive behaviours from all within its community by rewarding Positive Behaviour. This is modelled using the traffic light 'Going for Gold' system, Team points, school values, afternoon tea & Head Teacher Awards.

### Going for Gold:

This functions in each of the classes. Children's name cards are located on a green traffic light at the start of each day. This represents a 'fresh start' for all. Staff can use their discretion in moving children to silver and Gold for exceptional behaviour.

The names on the traffic light must be moved by the bubble teachers only - they should then sanitise their hands after.

Pupils who reach Gold by 2:30 (2:45 Yr 5 & 6) each day are logged onto Pupil Asset (Behaviour level 3) and awarded with a raffle ticket (this is not to be given to the child, this is placed in a ticket box which only the teacher/Cover supervisor have access to). Children on the Silver traffic light are logged onto Pupil Asset also (Behaviour level 2).

Children on silver or gold are rewarded a certificate in reward assemblies each Friday. – During COVID -19 all assemblies are postponed. These will instead be awarded in the classroom.

### Amber & Red

Misdemeanours result in one verbal warning prior to transition to 'orange'. If the same misdemeanour happens again after warning the name is moved to orange. Once on orange, the child should then be put onto time out for a short period of time. This should take place in the classroom on the time out table. Children have the opportunity to redeem themselves by making good choices and being moved back onto green. However, if they are on orange and their negative behaviour continues, their name will go onto red.

When on red, children still have the chance to redeem themselves, this does not result in immediate reflection time. They will only attend reflection the next day if they are still on the Red traffic light at 2:30 (2:45 Yr 5/6) when logs are completed. If they do redeem themselves and move back up from red before this time they do not attend reflection.

Orange red behaviour incidents should only be recorded onto Pupil Asset after 2:30 if they are still on that light.

### Reflection time & Unacceptable Behaviour

Serious incidents may result in immediate transition to the red 'light' (These are recorded as unacceptable behaviour -3 on Pupil Asset). A member of SLT or the inclusion team should be notified immediately via email or internal phone. They will then come and remove the child for a short period of time to discuss the incident and consequences with the pupil. Please see appendix for flow chart.

Children who are still on 'red' **at 2.30pm** are sent to reflection time the following day. A text will be sent home to inform parents. If a child is on red three times, within a half term, then a meeting with the child's parent will be arranged with a senior member of staff **via zoom teams, or socially distanced**.

Reflection time takes place in the resource room at the start of the year groups lunches. This is monitored by the Social inclusion Officer. The children stay in for 30 minutes, giving them 15 minutes to eat their lunch before returning to class. While in reflection the SIO will read behaviour logs entered by the teachers on pupil asset to discuss the behaviours with the children and talk about good and bad choices.

**During COVID-19 restrictions reflection time will still happen, however the bubble must not mix. During this time there will be two reflection rooms one monitored by the SIO the other by another adult.**

Multiple consecutive days of reflection as a consequence for an incident should only be used in very serious circumstances as they are not always effective. These consequences must be discussed with a member of SLT prior to the pupil being informed.

### Golden ticket Raffle Draw:

Every day at 2:30 any children on the golden traffic light can earn a gold ticket (see above) At the end of half term, two children from each class will be drawn from each class, **they will receive a prize which will be presented to them by a senior member of staff.**

### School Values:

At Thames View Junior School, a system of core behaviour values has been established. These values are: Courage, Cooperation, Compassion, Honesty, Perseverance and Respect. Teachers are encouraged to notice their pupils displaying behaviours related to



these values and to reward them for doing so. **These nominees are then presented to their class during their reward time and certificates are given.**

Each week the social inclusion officer will choose two children from each year group who have been nominated for a value and invite them to afternoon tea. This will take place in the Head teachers office. If the Head is unavailable, the Deputy Head or Assistant Head will join the group.

**During COVID -19 Restrictions afternoon tea is suspended as bubbles of children cannot mix.**

**Rewards and Sanctions Table:**

<p><b>RED:</b> Pupil Asset - Behaviour level -2</p> <ol style="list-style-type: none"> <li>1. REFLECTION TIME</li> <li>2. X 3 PARENTS REQUESTED FOR MEETING</li> </ol>	<ul style="list-style-type: none"> <li>• Continuing behaviours of orange</li> <li>• Aggressive behaviour: hitting, kicking, swearing and spitting</li> <li>• Racist behaviour/language</li> <li>• Bullying behaviour (persistent pattern of behaviour)</li> <li>• Damaging classroom equipment (deliberate attempt)</li> <li>• Continually disrespecting adults</li> <li>• The child persists to display disrupting behaviour</li> <li>• Child is obviously in a state of anger or has high anxiety levels.</li> </ul>
<p>Orange Pupil Asset - Behaviour level -1</p> <p><b>TIME OUT IN CLASS</b></p>	<ul style="list-style-type: none"> <li>• Rudeness to other pupils</li> <li>• Taking other people's property</li> <li>• Refusal to work or follow adult instruction</li> </ul>
<p>First Warning</p>	<ul style="list-style-type: none"> <li>• Calling out</li> <li>• Talking when the teacher is talking</li> <li>• Difficulties in waiting their turn</li> <li>• Talking on the carpet</li> <li>• Tale telling</li> <li>• Inability to share</li> </ul>

## BEHAVIOUR POLICY

	<ul style="list-style-type: none"> <li>• Other low level behaviours</li> </ul>
<b>Green</b> Pupil Asset - Behaviour level 1	Continuously doing the right thing without reminders.
Silver Pupil Asset - Behaviour level 2 Certificate	In addition to green: <ul style="list-style-type: none"> <li>• Encouraging others to do the right thing</li> <li>• Showing resilience and perseverance of learning</li> <li>• Displaying self-control in different situations</li> <li>• Using initiative</li> <li>• Empathy for peers</li> <li>• Ability to reflect upon behaviour and improve instantly</li> <li>• Recognising managed risk</li> </ul>
<b>Gold:</b> Pupil Asset - Behaviour level 3 Certificate . Golden ticket	Sustainment improvement of behaviour <ul style="list-style-type: none"> <li>• Continuous support for peers</li> <li>• Showing leadership in the face of challenge</li> </ul>

### House/Team Points

The children of Thames view are split across 5 houses, each named after a local person in History. These include, Captain Cook, Eva Hart, Bobby Moore, Elizabeth Fry & George Ramsey.

Each house competes to get the most point to be awarded the house cup at the end of the Academic year.

House points can be awarded for the demonstration of good behaviour. They can also be won in inter house competitions. It is the responsibility of the elected house Captains to collate the points each week reporting totals to the SMSC lead.

While year group bubbles are in place the house captains will be unable to collect points from all classrooms. Totals should be emailed each week to the SMSC lead. This prevents transmission between bubbles.

### Head Teacher Awards

These are awards given to children sent to see the head teacher to demonstrate their achievements. These achievements could include homework projects, reading, showing work from class etc.

Head teacher awards are recorded on Pupil Asset by the head teacher.

While bubbles are in place children should not be sent to the Head teacher, instead an email should be sent to the Head teacher requesting their presence. The Head will then come to collect the child from the external door and see what they have got to show/tell whilst maintaining social distance.

### Lunchtime Procedures

To support this policy and to improve behaviour at lunchtime the following procedures should be followed:

- Pupils that are not following the playground rules to be issued with a yellow card.
- If the poor behaviour continues or is observed to be extreme pupil to be issued with a red card and sent to Social Inclusion Officer in reflection to reflect on their behaviour choices. If the SIO is not in reflection with their bubble they must meet with her outside of the room.
- All cards issued are given to Social Inclusion Officer who records this on lunchtime behaviour tracking system. In addition to this an email will be sent home to parents via parent mail.

### Exclusions

In most cases exclusion will be the last resort after a range of measures have been tried to improve the pupil's behaviour. Exclusion will only be considered where the educational entitlement and the wellbeing and safety of the pupil concerned, the staff and the rest of the pupils in the class/school is jeopardised. The formal reasons whereby the school may consider the exclusion of a pupil would be: In response to serious breaches of the Behaviour and Engagement Policy

If, by allowing the pupil to remain in school, the education or welfare of the pupil or others in the school would be seriously harmed.

Where exclusion is necessary we refer to "Improving Behaviour and Attendance: Guidance on Exclusion From Schools and Pupil Referral Units" (DCSF 2017).

Factors to consider before making a decision to exclude:

- Ensure that a thorough investigation has been carried out.
- Consider all the evidence available to support the allegations, taking account of the school's Behaviour and Engagement policy, where applicable, the Race Relations Act 1976 as amended and the Disability Discrimination Act 1995 as amended.
- Allow the pupil to give his or her version of events.
- Check whether the incident may have been provoked, for example by bullying, including homophobic or other prejudiced based bullying, or by racial or sexual harassment.

If necessary, consult others, but not anyone who may later have a role in reviewing the Headteacher's decision, for example a member of the Governing Body.

### Internal Exclusion

At the discretion of SLT and family, an agreement can be made for internal exclusion under special circumstances. Throughout the internal exclusion the pupil will remain under the supervision of the Social Inclusion Officer - **Internal exclusions must take place within bubbles.**

### Lunchtime Exclusions

Pupils whose behaviour at lunchtime is disruptive may be excluded from the school premises for the duration of the lunchtime period. Lunchtime exclusion is a fixed period exclusion deemed to be equivalent to one half of a school day – **Lunch time exclusions will have agreed timings with the parents, children must follow strict hygiene protocols when re-entering the school and must not cross into another bubble when entering / leaving.**

### Racist Incidents

In accordance with the borough procedures all racist incidents should be reported to a senior member of staff. This includes verbal and physical insults related to race or religion. These are then reported to the borough.

### Challenging Behaviour:

Pupils with emotional, social and behavioural difficulties will often persistently challenge class and playground rules to such an extent that in serious cases a Pastoral Support Plan may be required and a behaviour action plan completed and shared with members of staff.

If a pupil's behaviour is not improved by the consistent use of rewards and sanctions listed in the school Behaviour and Engagement policy, then it is possible they have a special need. Consultation with the Leadership Team can lead to advice on the use of more specific techniques. If little or no progress is made, then an individual education plan will be required (see Inclusion Policy)

### Individual Pastoral Support Plans

Where a pupils' behaviour is consistently challenging to the extent that the educational entitlement and/or health and safety of the pupil themselves or their peers is jeopardised, the Social Inclusion Officer, Headteacher and class teacher will develop a Pastoral Support Plan in consultation with parents/carers. The plan is set for a fixed period of no more than 16 school weeks at the end of which a review is held and a decision is made as to whether the plan has been successful. If the Pastoral Support Plan is not successful it is possible that the pupil may be excluded.

### Pupils with Special Educational Needs

Other than in the most exceptional circumstances SEN pupils should not be permanently excluded.

SENCO & ASST SENCO will complete risk assessments for the SEN pupils which will review how to manage their behaviour in school during the phased return. This will take into account the individual child's needs and the effects of social distancing on different situations.

### Pupils with Disabilities

We have a legal duty under the Disability Discrimination Act 1995 not to discriminate against disabled pupils by excluding them from school because of behaviour caused by their disability.

### Race Relations

We have a legal duty to take steps to ensure that we will not discriminate against pupils on racial grounds when making a decision about whether to exclude a pupil.

### Pupils in Public Care

We should try every practicable means to maintain pupils in Public Care in school.

### Procedures for Review and Appeal

The Governing Body must review all permanent exclusions and fixed period exclusions that result in a pupil being excluded for more than 15 school days in any one term. They must decide whether or not to reinstate the pupil, if appropriate, or whether the Headteacher's decision to exclude the pupil was justified.

At all times we wish to reinforce positive behaviour in our pupils.

Where inappropriate behaviour recurs repeatedly and records show no improvement, a programme of behaviour management strategies will be devised in conjunction with the SENCo team, the pupil and the pupils' parents/carers. If deemed necessary, outside agencies will be invited to contribute.

### **Physical Restraint**

Where physical restraint is necessary, we refer to the School's Positive Handling Policy.

This policy is brought to the attention of all parents annually.

A Positive Handling plan will be made after the first physical restraint incident.

If a child needs to have physical restraint, this should be followed by hand washing and sanitisation for the pupil and the member of staff. A risk assessment will be completed for any child that may have to be physically restrained.

### **The Role of the Inclusion Team**

All behaviour logs are monitored on a weekly basis by the inclusion lead. Identified Patterns of behaviour will be discussed with the inclusions team and addressed. The team will work with teachers to plan strategies to support the children's learning. This may include classroom observations of a child and/or working with them in small group interventions lead by the behaviour mentor or social inclusion officer. They will organise meetings with parents when necessary. The Inclusion lead will attend all senior leadership meeting, providing feedback on behaviour monitoring.

Appendix: 1

Adults to call for Support during serious incidents of unacceptable behaviour.

