

Addendum to behaviour policy

Written in preparation for the full opening of Bowesfield Primary School from 3.9.20.

The past few months have been a period of huge adjustment for everybody. Children have had huge disruption to their routines and may have had different expectations to meet at home. For some families; this period may also have been a period of uncertainty due to changes in financial circumstances, placing extra pressures on them. Others will have experienced grief, loss and separation. Children and families may have felt isolated, with much reduced social contact. Children may have been indoors for several months and had limited access to gardens or outdoor space. They will have different levels of understanding about why things have changed.

They are returning to school which is not the same as it was when they left. Although they will be excited, they may be anxious. They may be taught by different adults, they may not be used to getting up and ready in the mornings, there are new rules and restrictions in place.

All this could impact on children's behaviour as they adjust to being back in school. To support them and maintain a safe and orderly environment adults must:

- Model high standards in social distancing and behaviour expectations
- Explain, model and supervise routines e.g. handwashing
- Be nurturing in their approach so that children they feel safe
- Use a calm but firm voice when giving instructions – no shouting (this can spread droplets much further than when speaking)
- Ask another adult for a short break if they feel themselves becoming anxious or overwhelmed

Most children are in groups with a relatively high child/adult ratio, which will support behaviour management. Risk assessments will be completed for children whose behaviour can be more challenging.

Rewards and praise

Queue jumping cannot be used at the moment. The token system can be in place; however, an adult should handle tokens. Verbal praise and a growth mindset approach should also be used to reward and encourage children.

There will also be no Shining Stars assemblies – but if staff choose two Shining Stars within their class for each week, a certificate will be provided for that child and their first name will be added to the website.

Consequences for inappropriate / unacceptable behaviour

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| Warning | A verbal warning reminding children to choose appropriate behaviour accompanied by a clear explanation of the behaviour which is inappropriate linked to the class charter of rights. |
| Thinking time | 1-3 minutes slightly apart from the group, immediately to give the child a chance to reflect on their behaviour, calm down and decide how they can change their behaviour. This can be used throughout the day, as many times |

as appropriate to that child's age and individual needs. This must be within the classroom.

If any child gets hold of another, behaves aggressively, consistently fails to follow instructions even after warnings and thinking times – please request support from the office.

The child will be taken to the office area to calm down and be reminded about expected behaviour.

If any child spits or deliberately coughs or sneezes at / onto another person or surface, they will be removed from class for the rest of the session and miss any breaks for the rest of the day. Their parent will be informed by telephone. If this behaviour is repeated at any point, the child will be at risk of fixed term exclusion.

It is expected that through use of the reward and consequence framework outlined above, and through use of de-escalation strategies, there will be no need for the use of reasonable force. However it is important to note that to avoid putting themselves or children at risk, staff **must not** use reasonable force in any but the most extreme circumstances e.g. **only when a child is at risk of seriously injuring themselves or others.**

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Approval by Governors: 19.11.20.