

# Shaw Wood Academy

## Amended Behaviour and Reward Policy

(Changes linked to health and safety and risk assessments for Covid-19)  
June 2020

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school and to report to governors, when requested, on the effectiveness of the policy.

## **Introduction**

It is the aim of our school that every member of the school community feels valued and respected and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for each other. The school's behaviour policy is therefore designed to develop and support the way in which all members of the school can live and work together safely. It aims to promote an environment where everyone feels happy, safe and secure.

We treat all children fairly, investigate incidents and apply this behaviour policy in a consistent way, taking into account the needs and maturity of the children. This policy aims to help children grow in a safe and secure environment and become positive, responsible and increasingly independent members of the school community. It takes into account all the health and safety measures and has been risk assessed to ensure children and staff are kept safe to the best of our ability.

The basic premise of this behaviour policy is that staff should be able to teach and do their jobs and children should be able to learn. Disruptive behaviour is not acceptable. There are many external factors that can impact on a child's behaviour and, whilst we should be sympathetic and supportive, we do a child no favours if we allow disruptive behaviour to go unchallenged. Respect is critical and modelling required behaviour and standards is an expectation of all adults who work or volunteer in school.

### **Aims:**

- To implement a consistent and positive approach to whole school behaviour, supported and followed by the whole school community, parents, staff, children and governors, where children are rewarded for positive behaviour and encouraged to take responsibility for their own actions.
- To ensure staff always project themselves as good role models, co-operating and supporting one another, and treating colleagues and pupils with courtesy, consideration and respect.
- Through both the school curriculum and coincidentally as situations arise, teach positive values and attitudes as well as knowledge and skills whilst having the highest standard of pupil expectation in all aspects of school life
- To promote respect for all, regardless of gender, faith, culture and observe all aspects of equal opportunity;
- That children learn to accept varying degrees of responsibility, both in and out of the classroom with the purpose of promoting independence, self-reliance and trustworthiness.
- To consistently and fairly implement reward and sanctions systems, treating problems when they occur in a caring and sympathetic manner focusing firmly on achieving an improvement in behaviour
- To work effectively with parents and the wider community to promote children's education and maintain the highest standards of behaviour
- Promptly use CPOMS to ensure that all necessary staff are informed of significant issues and updates that may arise
- To ensure there are clear rules, guidance and routines for children to follow during their return to school and that they understand there are consequences for not following them.

## **Behaviour in the Early Years**

It is important to understand that for some children, being in school is the first time that they have had to follow structured rules and routines. Therefore, in the Early Years Foundation Stage, children need to learn values, the difference between right and wrong and how to behave around other children and adults (see Appendix 2).

## **Behaviour Code of Conduct**

Our behaviour code is based on consistent rewards and sanctions, the '4Cs' – be **calm, courteous, considerate** and **courageous**. Examples of each are given below. This will continue to be used and referred to whilst the children are in school, although we will not be able to reward the children by using 4 C tokens, due to the risk of cross contamination. Children will therefore be rewarded through verbal praise.

- **Calm**
  - Walk quietly and sensibly in and around school
  - Always be ready to learn and try your best
- **Courteous**
  - Be polite and friendly to visitors, adults and other children
  - Always use good manners when speaking to grown-ups and other children
- **Considerate**
  - Respect others and their property (no name calling or hurting others)
  - Always listen carefully
  - Be honest and truthful
- **Courageous**
  - Don't stand by and watch someone else being hurt – tell someone
  - Try new things in your work – it's okay to make mistakes, we learn from them

### **Our Listening Code** (Zero noise)

*When an adult claps twice and shows their hand, I:*

Stop what I am doing

Empty hands/show me five

Look at the adult

Keep quiet and still

Listen to instructions

**We have introduced some stringent rules and routines to follow for when children return to school, it is very important that these are followed. They will be shared with the children regularly and be monitored by all Shaw Wood staff.**

1. When in the playground before school in the morning, children and parents must distance themselves from others by at least 2 metres. Children will enter their classrooms through the external door at the allotted time. Children will also be released through these doors at the end of the day, ensuring social distancing between each child.
2. Children will wash their hands using soap and dry them using paper towels at these times:
  - When they arrive at school in the morning
  - Before they go out for the morning break time
  - When they come in from their morning break time
  - Before they have their lunch
  - After they have eaten their lunch
  - When they come in from lunch break time
  - Before they go home
3. Children must stay with their class group whilst they are at school and not attempt to socialise with children from other groups- break times will be at different times.
4. Children must not leave the classroom without permission and will need to stay in their learning space.
5. If a child sneezes or coughs they should use a tissue if possible, if not their arm/elbow. The tissue needs disposing of in a designated bin and hands should be washed immediately.
6. Children should not share their equipment, including water bottles.
7. Children need to ask permission to go to the toilet to ensure numbers in the area allow social distancing
8. When on the playground children must stay in their designated area

## Rewards

### General

- Above all, praise and encouragement in and out of lessons should be used as much as possible.
- Favourable comments can and should be entered on pieces of work and stickers will be put in books, (see Marking Policy).
- Children's work will be displayed and celebrated as much as possible in school

### Whole School Reward System



### 4C Tokens

Children will no longer be given 4C tokens for a prize drawer but the 4C attributes will be noted and verbally praised.

### Celebration Assembly

At the end of each week, a celebration assembly will take place in the children's classes, this will be presented by the class teacher. One child from each class will be presented with a 'Star of the week' certificate, chosen by their class teacher, for doing something exceptional during the week. A special post card of celebration will be sent home to inform parents.

### Classroom Reward System and Managing Behaviour

Our school uses a traffic light system to monitor and record behaviour within the classroom. Each classroom has a traffic light board (see image). At the beginning of every session, all children start on green.



Staff follow the steps below if a child is misbehaving or being disruptive:

Step 1- Verbal warning

Step 2- Move the child's photograph on the chart to amber

Step 3- Move the child's photograph to red

Step 4- Mrs Tame or a member of SLT are called to the classroom. A sensible child will be asked to raise the alert with a TA within the area

**Amber-** A child will be recorded as amber on their achievement card but there will be no other consequence to their behaviour

**Red-** A child will be recorded as red on their achievement card, the member of staff in the classroom will record the incident in the behaviour book and the child will miss 15 minutes playtime. If a child achieved another red on their achievement card (see below), the teacher will contact the parent.

**Black-** A child will be recorded as black on their achievement card, the member of staff in the classroom will record the incident in the behaviour book and the child will miss 30 minutes playtime. Depending on the severity of the incident, parents will be called to pick the child up from school.

Children will not go to the behaviour room or hall but they will be told to stand out in a quiet area outside during playtime and monitored by the teacher.

Each child will be given an achievement card on the first day of the half term. It is a teacher's responsibility to check that the achievement cards are filled in correctly. Please note that homework and uniform have been removed from the cards until the end of term.

Date	Monday	Tuesday	Wednesday	Thursday	Friday
3.9.18	●	●	●	●	●
10.9.18	●	●	●	●	●
17.9.18	●	●	●	●	●
24.9.18	●	●	●	●	●

For this term we will be unable to mix the children and offer a fun day, but children will have the opportunity to participate in fun activities both indoor and out throughout the half term.

### Purple Star

We will not be able to continue the purple star reward this half term due to cross contamination of groups and the current risk assessment (no afternoon tea celebration).

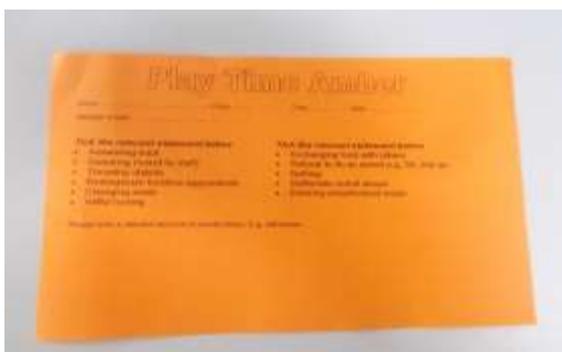
### Good to be Green Certificates

We will not be able to give the children Good to be Green certificates this term.

### Always Badges

Unfortunately, for this year we will only be rewarding Always badges to Year 6

## Playtime and Lunchtime Behaviour



### **Key stage 1**

If children misbehave at playtimes and lunchtimes they will be given a verbal warning first, if they continue they will be given an amber and asked to stand out in a coned off area for 10 minutes. If there is a serious incident (see list below) a child can be given an instant red card. Mrs Tame or a member of SLT will be called for. We understand that young children will find it difficult to socially distance themselves, this will be monitored by staff and children will be spoken to when needed. A child in KS1 will not be punished for not socially distancing unless they are wilfully going against instructions.

### **Key stage 2**

If children misbehave at playtimes and lunchtimes and are not following the social distancing rules, they will be given a verbal warning first, if they continue they will be given an amber and asked to stand out in a coned off area for 15 minutes. If there is a serious incident (see list below) a child can be given an instant red card. Mrs Tame or a member of SLT will be called for.

### **Serious incidents**

At this time, it is paramount that we ensure that rules are followed, so we can do our best to ensure children and staff are kept safe. This means, we will be taking a more serious position with certain behaviours. If a child participates or does any of the following serious incidents in red, then parents will be asked to take their child home. If the incident is repeated for a second time, a risk assessment will be undertaken and the child may be asked to stay at home until the end of term. This is to safeguard other children and staff working in school

- Refusal to leave class when asked.
- **Threatening behaviour towards staff or pupils**
- **Fighting – serious not a tap or minor scuffle**
- Bullying (investigated & proven)
- Swearing at staff (heard)
- Mimicking, failure to show respect towards all staff and adults in school.
- **Wilful hurting**
- Racial abuse
- Homophobic abuse
- **Wilful damage**
- **Spitting**
- **Biting**
- **Purposefully and wilfully making contact with another child- with the intent of upsetting and breaking socially distance rules**

These lists are not exhaustive and consequences for incidents not mentioned will be determined by the heads and behaviour manager.

## **Team Teach**

If a child displays behaviour where a member of staff needs to use Team Teach, all children must be removed to a safe place where they can socially distance (the school hall or outside). The member of staff will also remove themselves whilst watching the child. Mrs Tame or a member of SLT will be called for (2 staff members needed). If a child needs to be touched or handled, staff will wear full personal protective equipment. Parents will also be called immediately and the child will be sent home. A personal risk assessment would be completed to see if that child could safely return to school.

## **Behaviour and support Cards**

We will not be using behaviour or support cards this term but if a child's behaviour is causing concern, teachers will contact parents personally to update and discuss problems.

## **Appendix 1**

### **Internal Exclusion (KS2 only unless exceptional circumstances)**

**We will not be doing internal inclusions during this half term, if a child is displaying behaviours shown in the serious incidents list, parents will be asked to take them home.**

## Appendix 2

### Behaviour in the Early Years

It is important to understand that for some children, being in school is the first time that they have had to follow structured rules and routines. Therefore, in the Early Years Foundation Stage, children need to learn values, the difference between right and wrong and how to behave around other children and adults. The following procedures help the staff to prepare the children for the more structured behaviour system used throughout school.

#### Nursery (F1)

It is important that if a child misbehaves, that they understand why what they have done is wrong.

- If a child misbehaves, they will spend 1 minute on the time out square with the 1 minute timer. As the year progresses, this time is increased to 3 minutes, then 5 minutes.

#### Reception (F2)

- If a child misbehaves i.e. low key – shouting out, swinging on a chair etc. they should be quietly but firmly warned, a look may be sufficient. *You may consider repositioning the child or separating etc.*  
*For harming another child, children are immediately placed on the sad face.*
- If unacceptable behaviour continues, the child's name will be written under the sad face on the whiteboard.
- If the child continues to persist with the behaviour, or misbehaves by displaying a different behaviour, they will receive a cross next to their name under the sad face. For each cross given to a child during one session, the child will miss 5 minutes of playtime and will stay in their classroom. Children will be recorded in the behaviour book if they receive a cross next to their name. For each session of the day, the names are removed from the sad face and children have a fresh start.
- For a child who is continuously misbehaving in the classroom, the teacher or teaching assistant will take that child out of the classroom to have 'time out' for 5 minutes or until the child has calmed down and is ready to learn again.

Should a child be removed from the classroom, the parent should be informed after school.

- Lunchtime Behaviour – any child that misbehaves in the playground has to 'stand out' for 5 minutes. These incidents should be reported back to the class teacher at the beginning of the afternoon.