

Newton Bluecoat Church of England Primary School Mission statement

We believe in excellence; inspiring every child to flourish within a caring, Christian community.

The School's Christian Vision

Through our faith in God, Father, Son and Holy Spirit, we strive to nurture each pupils' abilities and talents so that they can 'have life and have it to the full' (John 10.10) and use it in the service of God and other people.

Policy Owner: Curriculum and Pupil Welfare

Approved by Governors

Document History: Reviewed September 2020 (&Jan 2021)

Next review; September 2021

BEHAVIOUR FOR LEARNING POLICY (Short version)

2020-21 with Covid 19 addendum

Short Policy without exclusion, confiscation and care and control information which are all included in the full version

Newton Bluecoat is a Church of England Voluntary Aided School and as a Christian school we believe that each of us is an individual made in God's image. Behaviour is therefore important to us in that we should be the best that we can be in our relationships towards each other and before God

PART 1: RATIONALE

To have a framework which recognises discipline as an educational and societal matter and not just a system of control and punishment, a framework which combines academic rigour with a sense of caring for the whole person within a Christian context.

PRINCIPLES

To support the general aims of the school through concern for the various dimensions of discipline:-

- Encouraging high expectations and a sense of purpose within a supportive climate
- Providing relevant curricula to maximise engagement in learning
- Developing teaching / learning styles which pay due regard to differentiation
- Building relationships on trust and respect
- Aiming at values and practices which are coherent and consistent
- Developing and maintaining channels of communication which encourage dialogue
- Recognition that inclusive learning is the responsibility of all staff within the school.

CONTEXT

This Behaviour Policy is linked to other related policy documents e.g.: Safeguarding Child Protection Policy and Procedures, Care and Restraint Guidance, Self-Harm Policy, Acceptable Behaviour ICT Policy, Attendance and Punctuality Policy, Teaching and Learning Policy, Anti Bullying Policy, Equality Policy, Health and Safety Policy, Mobile Phone Policy, Home School Agreement and Exclusion Guidance.

PART 2: CLASSROOM MANAGEMENT GUIDELINES

We all share responsibility for the reputation of the school. The best kind of discipline is self-discipline. Be polite and be considerate to others. Our rules are based on the need for safety, for good working relationships and for the smooth day to day running of the school. Pupils are expected to follow these rules when in school and when on their way to and from the school. All Staff are responsible for the care and safety of pupils in their classrooms. All Staff structure lessons according to the guidelines of the Teaching and Learning Policy to ensure a consistent approach for all pupils. This may include ways of encouraging appropriate behaviours for optimum learning to take place, positive praise and ways to engage pupils, maximise learning and maintain pace in lessons.

We want a safe and cared for environment.

- That pupils move about the corridors quietly, without running.
- That all staff and pupils keep our school clean and tidy by putting all litter in the bins provided.

Classroom Management - We expect pupils to:

BEHAVIOUR

- Arrive to lessons, smart, on time and ready to learn.
- Enter into school in a quiet, orderly manner.
- Be on their best behaviour at all times.
- Respect each other, their teachers and their environment.

LEARNING

- Listen carefully and follow instructions. Do not talk when the teacher is talking or others are answering a question.
- Always write neatly, underline using a ruler and draw diagrams in pencil. Draw a line through any mistakes.
- Keep work neat, do not doodle in books and always do your best in class.
- There is always work to complete or an exciting book to read or skills to practice - use your time profitably.

SEN(D) CODE OF PRACTICE

Some pupils require a more sensitive and differentiated approach. Children with serious or repeated behaviour difficulties may need to have an individual behaviour plan in accordance with the Special Needs Code of Practice. We may ask for an assessment from our Educational Psychologist or, with agreement from parents or carers, refer to CAMHS (Child and Adolescent Mental Health Service) through our school nurse.

BEHAVIOUR AROUND THE SCHOOL

We believe that the school should be a calm, orderly place at all times. Therefore, the pupils should be taught and encouraged to show respect in everything they do. 'Respect – Give it to get it' is the cornerstone of all good behaviour at school.

Playground - All playground areas are supervised by appropriate adults during breaks/lunchtimes.

Pupils are encouraged to:

- Include other children in their games and ensure no child is excluded
- Return quickly, to their class lines when the bell is rung at the end of break/lunchtime.

Inclement weather at Breaks or Lunchtimes - During inclement weather the children stay in their classroom areas for wet break/lunchtime with adult supervision. Pupils are expected to do the following when in a classroom for wet break/lunchtime:

- Behave in a responsible and safe way.
- Follow the class rules.
- Leave the classroom neat and tidy.

- Respond positively to all adults supervising at breaks/ lunchtimes.

The school building

- Pupils must respect and look after the fabric of the building. Parents may be asked to pay for damage to the building.

Toilets

- Children are expected to behave appropriately, respect the privacy of others and maintain a high standard of hygiene.

APPEARANCE/UNIFORM

We will all aim for a smart personal appearance at all times.

- The rules on uniform / appearance must be obeyed. See the uniform list for the details.

MOBILE PHONES

Newton Bluecoat has a mobile phone policy which identifies what is expected of pupils with regard to mobile phones. This states that they should only be brought into school if absolutely necessary, with parental permission and that they must be handed in at the school office on the way into school at 8:40 and collected at 3:15 on the pupil's way home.

Electronic games/toys are unnecessary in school and should not be brought in. The Head reserves the right to forbid pupils from bringing to school articles which may be potentially dangerous, undesirable or unnecessary valuables.

The examples given within this policy are not exhaustive and the Headteacher reserves the right to deal appropriately with any behaviour that contravenes the spirit of the school's behaviour policy.

PART 3: HOW WE REWARD GOOD BEHAVIOUR

By using a REWARD SYSTEM we aim to set out measures which aim to promote good behaviour, self-discipline and respect for all. We also wish to acknowledge the wide variety of achievements and build a sense of individual self-worth. Some key aspects of this system are:

Teachers and support staff praise children's good behaviour.

Up to 30 minutes 'Golden Time' each week, when all work and fix-its have been completed.

The House Point system is a way of formally offering a reward to a pupil for good work or behaviour. It goes beyond informal methods such as praise in a verbal form or a written comment or good mark in an exercise book. As such it should be used by all members of staff. House Points are given for: good quality of work / effort and Citizenship.

Staff should award them singly rather than several at once to any one individual.

Staff can create a Wall of Praise in their classroom. Here nominations can be school related for excellent work and behaviour but also for extra-curricular activities, achievements outside of school, attitude, effort or being a good citizen.

Presentation assembly – The whole school family comes together each Friday at 10 am to acknowledge the achievements of pupils during that week, including awards for 'star of the week' and the Deputy Head's special themed awards. Pupil's names are also recorded in the weekly newsletter. Parents are invited to celebration assembly when their child's class is performing their poetry recital and for special class assemblies.

Pupil roles of responsibility in each class and children from Y6 who routinely display positive attitudes and values are chosen as leaders. These include peer chosen ones such as representative to one of the School Councils and teacher chosen ones such as House Captain, Sports Captains, Ambassadors, Monitors, Librarians, Eco Committee Representative, School Council Representative.

PART 4: HOW WE DEAL WITH NEGATIVE BEHAVIOUR

SANCTIONS AND SCHOOL SUPPORT SYSTEMS

All schools need consistent policies and procedures to deal with persistent poor behaviour that prevents pupils learning and hinders teaching staff from delivering their lessons. Behaviour of a poor nature at any level including persistent low level behaviour should never impinge upon pupil learning. We have set out clear guidelines for all

pupils in school so that they know what is expected of them in lessons through the school rules and also what sanctions will be applied should their behaviour be inappropriate. All pupils feel safe and secure when they know the boundaries for behaviour. At Newton Bluecoat we have high expectations of behaviour and we are relentless in applying these.

This policy sets out well detailed guidelines for behaviour expectations and sanctions that will be applied when a pupil breaches these rules. The list of sanctions is not exhaustive and the Headteacher reserves the right to apply any sanction deemed appropriate for any poor behaviour in school. We acknowledge that there may be very rare occasions when a parent does not agree with a particular sanction/consequence of their son/daughter's actions. As a school we are willing to listen to and discuss parental views. However, we expect that all parents will fully support the decisions made by the school at all times.

All members of staff will have tried various behaviour strategies prior to sanctions being applied.

These include:

- Use of praise and encouragement
- Giving the pupil opportunities to rectify their poor behaviour
- Moving the pupil to a different place within the classroom
- Re-directing the pupil to the task in hand

All staff are able to use our **Traffic Light System**, a stepped approach that gives pupils three chances to change their behaviour as they progress from green through amber to red. (see appendix 3)

Following the issuing of a red behaviour card, there are a number of interventions in place in school that will be used to support pupils who consistently show disruptive behaviour and often do not respond to the usual range of rewards and sanctions in place in school.

THE STAGED PROGRESSION OF STAFF INTERVENTION

- As a school we recognise the need to aim for consistency in identifying and responding to inappropriate behaviours. However, while there is the need for consistency, it would be short-sighted and even unfair to believe that there can be a 'fixed penalty' for every inappropriate behaviour. Individual circumstances surrounding any issue must be taken into account. The aim is to effectively help the pupil to remedy unacceptable behaviour, not simply to punish.
- Class teachers are responsible for monitoring and following up on pupil attendance and punctuality to school, for effective lesson planning and homework and for the follow up of breaches of classroom discipline.

Level 1 – Class teacher follows up with pupil

Classroom management strategies include:

- Outline of clear staff expectations for individual work/group work etc.
- Clear lesson objectives outlined.
- Clear timings for different tasks/activities.
- Appropriate level for reading material.
- Use of praise to motivate/reward.
- Discussion with pupil.
- Verbal warnings
- Keep in at break or Lunchtime to complete work
- Phone call email /letter home (compulsory after 3 red slips in a week)

Level 2 – Head of Phase intervention

- Additional lunchtime work
- Phone call/email /letter home
- Parental meeting or a meeting to discuss placing the pupil on a Behaviour Plan Home or School Behaviour Contract to help change unsatisfactory behaviour
- Referral to SLT

Level 3– SLT involvement

- Contact home

- Parental meeting Pastoral Support Programme(PSP)
- Pastoral meetings
- Fixed term exclusion
- Permanent exclusion

Serious misdemeanours would immediately go to this level

The Head will follow the Local Authority guidelines on pupil exclusions and will inform / involve the Governors.

Out of lessons misbehaviour of pupils should never be ignored. All staff members are expected to intervene if pupils behaviour is a cause for concern anywhere round school.

If a member of staff keeps a pupil in at break or playtime to complete work, reasonable time will be given for the pupil to eat, drink and use the toilet and get some fresh air before the next lesson.

Sequence of Interventions for poor behaviour in school
Universal - whole school Traffic light System
Red poor behaviour cards
3 red cards in a week - meet with parents (teacher, Asst. head-teacher)
Behaviour Support Plan (up to 6 weeks – regular meetings with parents/carers) These plans are designed to support and promote positive self-management of behaviours that may be an obstacle to children to maximise their learning potential. The report is designed together with the child, the class teacher and the Asst. Head Pastoral, so that there is mutual understanding about any 'individualised' sanctions or agreements that are put into place. Parents also involved, so that both home and school are working in partnership.
PSP Pastoral Support Programmes – regular meetings with parents/carers In accordance with DFE Guidelines on Social Inclusion: Pupil Support a Pastoral Support Programme will be drawn up for any pupil identified as at serious risk of permanent exclusion or criminal activity. Based on the principles given in the circular, a PSP: Is a school based intervention strategy to help a pupil to manage his / her behaviour in a better way. Is for a pupil whose behaviour is deteriorating rapidly. Will identify precise and realistic outcomes for the young person to work towards. Will be managed and overseen by a nominated member of staff. Will be short and practical with administration kept to a minimum. Will be for a pupil who has had several fixed term exclusions or for a pupil identified as at risk through failure or disaffection. Will not to be used to replace SEN assessment procedures and the Individual Education Plan (IEP) for a pupil with SEN and at risk of exclusion. Will be seen by the LEA that a pupil is at risk of exclusion.
INTERVENTION FROM OUTSIDE AGENCIES This may include: <ul style="list-style-type: none"> • Outreach support • Observing pupils and advising on new strategies • Supporting I.E.P writing • Phone calls/emails home • Parental meetings • SEND referral • Support for groups of pupils on specific behaviours e.g. anger management • Advice on classroom management and organisation and support to develop expertise of individual class teachers • Delivering training on Behaviour Management

ADDITIONAL STRATEGIES TO SUPPORT INCLUSION OR PUPILS WITH ADDITIONAL NEEDS:

It is important that within our school community both adults and children value their own as well as others individuality, to ensure our continuing efforts at being fully inclusive. We understand that some children may need additional support with their behaviour and readily work with them, their parents/carers and outside agencies to support these pupils. Where necessary the Asst. Head Pastoral will ensure that individual behaviour support plans are in place.

In addition to this, we want to encourage children to take responsibility for their actions, state clearly what is right and wrong, explain what acceptable and unacceptable behaviour is, and provide a clear, consistent structure for behaviour management throughout the school.

ALTERNATIVE EDUCATION

On some occasions it may be necessary to direct pupils towards alternative forms of education which may be more suitable to their needs. These include places at Stepping Stones pupil referral Centre. These will be discussed by SLT and then parents/carers will be informed and a meeting will take place to discuss further.

PART 6: ROLES AND RESPONSIBILITIES

GUIDELINES FOR STAFF

We all share responsibility for ensuring consistent implementation of our policies for behaviour and attendance.

- We expect staff and pupils to treat each other with respect. We are far more likely to receive cooperation if we reciprocate and treat them fairly and consistently.
- We expect pupils to dress smartly in school uniform. It is important that we, as staff, are seen to be dressed in a manner befitting our professional status.
- Aim to create and sustain a positive, supportive and secure environment. Well prepared, stimulating lessons generate good behaviour and earn respect. Ensure suitability of material / content of lesson. Differentiate material / method as appropriate, thus minimising the likelihood of class disruptions.
- Our focus is on teaching, learning and raising achievement for all. Arrive punctually to lessons as lack of supervision provides opportunities for indiscipline. Avoid leaving lessons with pupils unsupervised.
- Insist on pupil punctuality and on high standards of work, behaviour and appearance. Reinforce school /class rules. Do not tolerate graffiti on exercise books,
- Be firm at the outset with all classes and make clear expectations.
- Praise and encourage. Use the House point system. Display pupils' work.
- Mark work promptly and constructively. Set meaningful homework each week according to the agreed homework timetables. Keep to the expected amount of homework.
- Keep an attractive, clean and tidy room.
- Wherever possible use the least intrusive intervention, particularly for minor offences. Thus, this minimises the disruption to the lesson and leaves you a range of discipline strategies still available. Try to avoid confrontation by offering choices whenever possible and the opportunity to save face (though not at teacher expense).
- Be consistent. Avoid any favouritism or becoming too familiar with pupils.
- Be familiar with the referral system and use it as good communication is essential to a smooth running school community.
- When moving around the school apply rules firmly, fairly and positively. Deal with all misbehaviour as to ignore it is to condone it!
- Praise wherever possible.

HOME - SCHOOL PARTNERSHIP

- The Home - School Partnership document is sent to the parents of all new entrants to the school prior to their beginning in Reception Class. It also appears in the front of the Reading Diary issued in September of each year to all

pupils. Teachers will sign it on behalf of the school and must check that the pupil and parental signatures are completed.

GOVERNORS

- The Governing Body will consult with the Headteacher, staff and parents to establish the policy for the promotion of good behaviour and keep it under review.

The Governing Body will ensure it is communicated to pupils and parents, is non-discriminatory and that expectations are clear. Governors will support the school in maintaining high standards of behaviour. The Governing Body will ensure that the policy is applied consistently and fairly on any basis particularly ethnic or national origin, culture, religion, disability, or sexuality. They will also ensure that pupils are listened to and their concerns addressed.

HEADTEACHER

- The Headteacher will be responsible for the implementation and day to day management of the policy and procedures. Guidance on their consistent application forms part of Staff Induction, and is also regularly updated for all staff. Continual Professional Development is provided when staff needs are identified as part of Performance Management.
- The Headteacher will ensure all staff, including teachers, support staff and pupil teachers, will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential so that a high-quality learning environment is created in which pupils develop self-discipline and personal responsibility.

PHASE LEADERS

- Phase Leaders will provide support and guidance to ensure the efficient implementation of school policies. They will monitor the overall academic and personal development of pupils, identifying pupils who are failing or underachieving and liaising with teachers and parents as appropriate in developing strategies to deal with this.

CURRICULUM LEADERS

- Have clear responsibilities for overseeing the teaching and learning styles of their subject, monitoring standards of work and supporting their colleagues with any class based issues. Thus, they will play a significant role in the pastoral work of the school in the drive to further raise standards.

PARENTS

- Parents and carers will take full responsibility for the behaviour of their child both inside and outside of school. They will be encouraged to work in partnership with the school in maintaining high standards of behaviour.
- As a result of clear behaviour structures and consistently applied procedures in school, staff will not make contact with parents in most cases of low level disruption as we feel it is not healthy for the pupil if they do not have time to learn from their own mistakes. It is more important that pupils know that for more serious misdemeanours school will inform parents on every occasion. This helps pupils differentiate and understand when their actions are inappropriate, offensive, rude, hurtful, harmful or dangerous to themselves or others and require a more serious sanction.
- All sanctions are applied after careful consideration and in the case of serious misdemeanours after thorough research into the events that happened in school. A large amount of staff time is spent ensuring that, to the best of our ability, school has the best possible picture of the event that took place. School staff are in the best possible position to speak to all young people involved in an event or are witness to an event to get the balanced picture of any incident that might have taken place.
- Parents are expected to fully support the school in all sanctions applied to their child as often failure to do so leaves their child with the wrong message. Pupils will often present events to parents with their own perspective. However, as stated above, the school will have conducted an investigation and parents are asked to accept the information provided by Pastoral staff/SLT as relevant and accurate.
- Parents are also reminded that failure to support the Headteacher's decisions regarding appropriate sanctions for their child only delays the sanction and can, on some occasions lead to the child being excluded from school.

- Parents will always have the opportunity to raise with the school any issues arising from the operation of the Behaviour for learning policy.
- Parents should be aware that staff may not be able to respond to their concerns via phone or email on the same day but will endeavour to do so within 24 hours.
- It is necessary for all Parents to make an appointment to speak to their child's Teacher or member of the Senior Leadership Team. Any parent who arrives at school without an appointment will not necessarily be seen at that time due to staff teaching commitments or other staff meetings. Staff will endeavour to deal with any urgent matters quickly and sensitively to ensure all pupils are able to make maximum progress in school and to reassure parents that their child is safe, well cared for and happy in our school. We believe the best way for this to happen is for Parents/Carers to work in partnership with School.
- Parents should be aware that any form of verbal or physical abuse towards any member of school staff will not be tolerated.

PUPILS

Pupils will be expected to take responsibility for their own behaviour at all times on the way to and from school. Once in the school building and grounds at breaks and lunchtimes and in all lessons and will be made fully aware of the school policy, procedures and expectations. Pupils also have a responsibility to ensure that any incidents of disruption, bullying and any form of harassment are reported. Pupils should expect to receive a sanction if they do not follow any aspect of the Behaviour for Learning Policy.

Pupils sign up to the statement below when they join an after school club or activity;

“A condition of on-going membership of an after school club or activity is that my behaviour and manners at the club are exemplary.

I may not be able to attend an after school club if my behaviour is less than good in lessons and during break times.”

Addendum 2020-21 Covid-19

At Newton Bluecoat C E Primary School, we aim to maintain a secure, caring and stimulating environment in which children are encouraged to have respect for themselves and each other. Whilst expectations in our Behaviour Policy remain pertinent, it is necessary, in light of the Covid-19 pandemic, to make some adjustments for the safety of all pupils and staff. It is to be used in conjunction with, and read alongside, the Behaviour Policy, Anti-Bullying Policy, and E-Safety Policy. These adjustments are set out below:

Arrivals, Departures and Moving round the school.

Children will enter school premises through their designated entrance at the agreed time. Children will enter without their parent/carer and will go straight to their year group assembly point or classroom, keeping a 2m distance from individuals in other pupil bubbles. There are markers on the ground to support children with social distancing.

At their designated home time, children will leave the building from their designated exit. They will leave one at a time when their parent has come to collect them, (parents remain on the public side of the hedge) again keeping their distance using the markers on the floors as a guide.

Movement around the school will be limited. When the children leave their classroom to go outside for break, lunch or outdoor learning, they will follow the markers on the floor to ensure they are distanced from peers and adults. Children will follow an adult from their group on their designated route.

Children will be expected to tell a member of staff if they are unwell and are exhibiting signs of Coronavirus by raising their hand.

Children must have a responsibility for their own equipment e.g. water bottles and ensure that these are not shared with other pupils.

Hand washing and Hygiene

Children will be expected to follow all hand washing and hygiene routines while in school. Children will wash hands /use antibacterial gel before entering school, after returning from the outside, before and after eating and at regular intervals during the day.

We ask children to follow the catch it, bin it, kill it, mantra when in school, if they need to cough or sneeze, they should use a tissue or crook of their arm. Children will be reminded not to touch their face, mouth, nose or eyes while at school.

Should a child refuse to follow these routines, disciplinary procedures and sanctions will be used (see below).

Social Distancing

Children who are old enough will be expected to maintain distance from their peers and adults in school and on the playground/field at all times. Pupils in Y1 to Y6 will be spaced, facing forward. When children enter their classroom, they will be expected to go straight to their table and nowhere else in the room. Children will put their hand up if they need an adult's support, they will not get out of their seats.

Teachers will ensure that pupils, wherever possible, adhere to social distancing measures. Where older pupils are not complying, the usual disciplinary procedures and sanctions will be used (see below).

We understand socially distancing may be more difficult for younger children, they will be encouraged wherever possible to keep a distance from peers and adults, however, we understand this may not always be possible.

Break times

Children will have a designated place to play during break times. Children will be expected to remain socially distant from children in other classes and adults during play and break times. Children must stay in their designated area at all times.

Behaviour in school

If a child's behaviour is deemed high risk, for example, refusing to adhere to safety measures, such as, hand washing, social distancing, remaining in their class group or deliberate behaviours that put themselves or others at risk, such as spitting or deliberately coughing at people. The following sanctions and disciplinary procedures could be used:

- Conversation(s) with pupil(s) which could include a verbal warning, moving seats if logistically possible and other behaviour management strategies in line with our current behaviour policy.
- Once all appropriate behaviour management strategies have been exhausted, contact will be made with pupil's parent/carer.
- If the health and safety of other pupils and staff members are put at risk by the pupils not adhering to social distancing measures, then the parent/carer will be expected to collect the pupil and a fixed term exclusion will be applied in line with Exclusion guidance.

Pupils with Special Educational Needs

As at all times we will make reasonable adjustments as appropriate for our children with SEND needs.

School acknowledges that children will have had a range of different experiences during the lockdown period which may have an impact on their behaviour presentation upon return to school. Some may present with frustration as a result of being isolated from friends or having missed a significant event or experience; e.g. exams, school trip, etc. Others may have experienced bereavement or loss or another, real or perceived, traumatic episode. For many, the process of re-engagement with learning and the school community, under unusual circumstances, may require some additional input and encouragement.

As a result of these varied experiences children may present with behaviour that is not usual, this may include;

- Anxiety; lack of confidence
- Challenging behaviour; fight or flight response
- Anger; shouting, crying
- Hyperactivity and difficulties maintaining attention

For some children, including those with attachment concerns or SEN, and especially those with autism, the change in routines and lack of familiarity will require additional adjustment.

School recognises that behaviour could be a sign that for some individual children there is an unfulfilled need and that the behaviour is communicating that there is a problem. The school will undertake an individual risk assessment for the child and use reasonable endeavours to make the necessary adjustments to reduce the stimulus that may be triggering the challenging response.

Children with SEN are recognised as being particularly vulnerable and School will work closely with parents to implement supportive strategies that will inform an appropriate response. If necessary school will seek external support from other agencies such as Educational Psychologists or Early Help.

Pupil's working from home

<i>We try our best with our work</i>	<i>We show that we are ready to 'give it a go'</i>
<i>We help our parents and carers to support us at home</i>	<i>We follow instructions at home. We try to follow the timetable our teacher suggests. We make sure that we take regular breaks</i>
<i>We ask a question when we are stuck</i>	<i>We remember that our family and our teachers at school are always ready to help us</i>
<i>We remember our rules for staying safe online</i>	<i>We only use the websites which adults ask us to. We do not talk to people we do not know online.</i> <i>If interacting with other pupils or staff online, pupils should always be kind and respectful to each other and respectful and obedient to staff, remembering at all times that that staff are not 'friends' with, or peers to, pupils</i> <i>Pupils should never attempt to contact staff via social media or make comments about staff on social media platforms. Any inappropriate</i>

	<i>comments to staff online, via J2E or email, or any other platform will be taken very seriously. This is also the case of for any online bullying towards other pupils or peer-on-peer abuse that is disclosed to the school during this time.</i>
<i>We are always polite and helpful</i>	<i>We are good role models</i>

Our school Rewards

Our usual school rewards will apply.

In addition, we will be sending out our 'Home Learners' certificates and awarding House points on a weekly basis to those children who have shown great effort and have demonstrated behaviours in line with our school mission statement and values.

Pupil Support

We understand that this is a difficult time for children and we will provide support for our children to settle back into school. This will include:

- Refreshing all our children on our school routines and expectations
- Talking to our children about our behaviours, rules and routines and why we need these
- Talking to our children about how they might be feeling and how to deal with their feelings
- We will use a range of resources to support children to understand and manage their feelings
- We will provide additional support and signposting of other agencies when it is needed

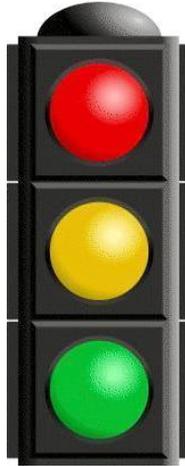
TRAFFIC LIGHTS

Green = Well done! You are doing what we expect - Keep it up!

Amber = You have had a reminder and a warning

Red 1 = Relocate/move within the classroom

Red 2 = Go to another class or work outside school office



All Pupils start on Green at the beginning of the am and pm sessions.

Step 1: Pupil breaks the rules, is inconsiderate, or disobedient. The pupil is reminded about the school rules. This is the first warning.

Step 2: If, a second time the pupil breaks rules or is inconsiderate or disobedient, the pupil is told "You've been told twice now – you will move to amber if you misbehave again"

This is the second warning.

Amber: After a third incident, the child is moved to amber and their name recorded on the traffic light. A pupil may remain on amber for the rest of the lesson or session, (am or pm)

Red 1: If a child again chooses to misbehave, he/she is moved within the classroom to sit alone in a specially designated area.

Red 2: The next level of sanction requires the child goes to another class/outside school office with work to do for the rest of the lesson. The class teacher fills in a red slip, which gives details of why the behaviour was unsatisfactory.

A third red slip within a week means that we may inform parents so that we can work together to resolve the issues. If a child's behaviour continues to be a problem, we may develop a "Behaviour Plan" to encourage the child to make improvements.