

BEHAVIOUR POLICY

OLD PALACE PRIMARY SCHOOL
BEHAVIOUR POLICY

At Old Palace we believe that:

- Every child and adult in our school has the fundamental right to learn and develop to his or her maximum potential, to feel physically and emotionally safe and to be treated with respect and dignity.
- Individual and collective responsibilities need to be clear and regularly agreed to achieve consistent expectations and approaches to behaviour
- Staff are considered role models for the children and must at all times demonstrate, model and exemplify appropriate behaviours with colleagues and children.
- A positive approach to the development of good behaviour is crucial to the overall success and effectiveness of our school
- All members of the community must play their part in promoting positive behaviour and consistently enforcing the rules, within a nurturing ethos.
- Everyone within the whole school community has responsibility for children's behaviour.

Aims:

This policy is a statement of the principles, practices and procedures that the school has set in place in order to ensure a safe and orderly environment for all members of the community. The aims of the policy are:

- To create a safe, calm and happy environment for pupils and staff at school
- To provide a framework within which morality, responsibility and sound relationships can flourish by:
 - helping pupils to develop a sense of right and wrong,
 - helping pupils to develop respect and acceptance for others
 - helping pupils to develop respect for school property and the school environment
 - encouraging pupils to accept responsibility for their behaviour
 - fostering positive and caring attitudes amongst members of our school community
- To enable all our pupils to achieve their potential as learners
- To maintain a consistent approach to behaviour throughout the school, working closely with parents and carers.

This policy should be read in conjunction with the school's policy on Anti-bullying.

Rights and Responsibilities

At Old Palace pupils are taught that they have the right to:

- Be shown kindness
- Be safe
- Be responsible
- Be respected

- Learn

At the start of the academic year, pupils discuss these rights with their teacher. They identify the rules that will support these rights and identify examples for each. The 5 rules are:

- Be kind
- Be safe
- Be responsible
- Be respectful
- Be a great learner

Pupils explore their responsibilities and the ways in which they need to act to protect the rights of others.

To support this, key documents are displayed in each classroom such as:

- Poster showing the 5 rights (appendix 1)
- Class contract
- Playground contract
- A behaviour chart (appendix 2)

Pupils also receive regular reminders through assemblies to ensure that all school staff and pupils are clear about the behaviour we expect of pupils in school.

Encouraging good behaviour

At Old Palace we encourage good behaviour in the following ways. This list is not exhaustive and is updated regularly to ensure that the best solutions are found to promote good behaviour.

- Sharing clear and consistent expectations of good behaviour, which we model to the children
- Teaching children about their rights and responsibilities and promoting respect
- Providing appropriate rewards and praise
- Allowing all pupils to start the day on the sun (KS1) or on 1 (KS2) on the class behaviour chart and giving them the opportunity to move (back) up the chart by displaying good behaviour
- Encouraging pupils to take responsibility for their behaviour
- Providing a range of monitoring roles through which pupils are able to care for one another and model responsible behaviour
- Raising the children's self – esteem by celebrating and displaying their successes
- Knowing our pupils well to avoid situations which may trigger inappropriate behaviour.
- Building a partnership with parents or carers.

Rewards

We believe in rewarding behaviours for learning at every opportunity. By reinforcing the positive we believe children are able to apply positive behaviours to assist with their learning and promote a well ordered and happy learning environment.

We use the following:

- Good News slips (Given to children who have reached the top of the behaviour chart).
- Lunchtime Good News slips for exceptional behaviour, including respecting others and the equipment.
- Playground blue diamond tickets – (Class with the most tickets gets extra playtime) □
Good Manners Slip.
- Entering the games room (KS2)
- Rewards/ incentives linked to individual Behaviour Support Plans.
- Each class nominates a Star Citizen each term - photograph displayed in school and name included in the school newsletter.
- Class Character Award, nominated by their class monthly related to the core value.
- KS1 and Reception have Golden Time on a Friday from 2:25 – 2.55. A range of activities are offered across the year group, which children can choose to participate in. In KS2, Golden time is a timetabled 20 minute period.

Managing inappropriate behaviour

We appreciate that pupils may sometimes make the wrong choice resulting in inappropriate behaviour. We use the following strategies to address this:

- Allow the children time to reflect and calm down before discussing their choice of behaviour
- Make the distinction between the behaviour and the pupil by labelling the act not the child, e.g. 'it was a bad choice to...' rather than 'you are bad'
- Allow all parties to express their point of view and talk to the pupils individually (without an audience) to investigate the incident fairly
- Refer to the school rules to encourage children to think about their responsibilities and the rights of others
- Discuss the consequences of their actions to promote empathy and encourage pupils to identify ways to make amends
- Apply the appropriate sanction based upon the incident and in some instances previous behaviour
- Remain calm and objective and minimise confrontation by responding in a quiet nonthreatening manner

- Apologise when we make mistakes

Sanctions

It is a fact that children learn through making mistakes. At Old Palace we believe that by challenging negative behaviour we are offering children the choice to learn from their mistakes and make positive behaviour choices.

Disruptive or unacceptable behaviour will result in a series of steps:

1. Two verbal warnings (I am asking you... I am telling you...)
2. Time in the reflection area
3. Time in the parallel class
4. A red card (detention for KS2 and 10 minutes of Golden Time in Reception and KS1).

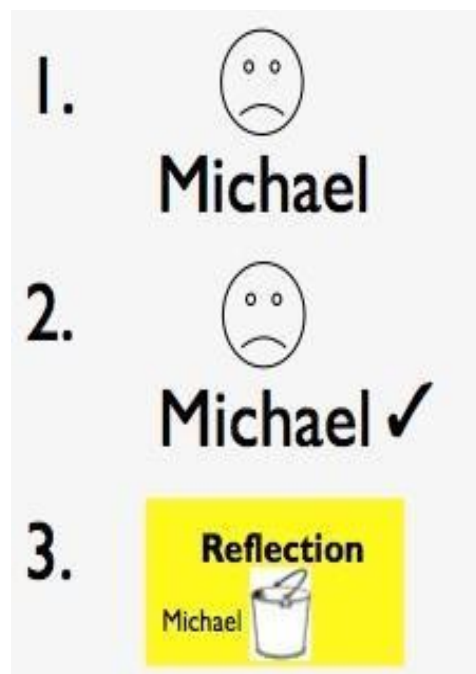
Detention KS2

- This is a 30 - minute session at lunchtime (12:30 – 1:00) and is managed by a teacher.
- Class teachers must bring the child to the community room (media room if wet-play).
- The child will be given time to reflect on their behaviour, writing lines and then be sent to have their lunch.

In the case of inappropriate classroom behaviour, the procedure is as follows:

Minor Incidents

1. Pupils are reminded of appropriate behaviour and sanctions for not behaving in the appropriate way should this behaviour be repeated. **1st warning – Say 'I am asking you to please stop.'** Action (Write name under a sad face)
2. If the inappropriate behaviour continues. **2nd warning – Say 'I am telling you to please stop.'** Action (Write a tick next to the name)
3. If the inappropriate behaviour still continues **'I have asked you and told you to stop. Now please go to the reflection area.'** Action (Move the child's name onto the Yellow section of the behaviour chart)



4. At the end of each session, names and ticks

can be rubbed off providing the teacher in the next session has been briefed on any pupils whose behaviour is cause for concern.

Moderate incidents:

In the case of moderate incidents, the following procedure will be followed:

1. The child will be sent to the reflection area within the classroom and given an opportunity to re-join the class.
2. Should the behaviour continue they will be sent to their parallel class with work to complete independently for a maximum of 15 minutes.
3. They will then re-join their class.
4. Should the behaviour continue this will then be classified as a serious incident. **Serious incidents:**

The following behaviours are also classed as serious and will result in the child receiving a red card:

- Returning from the parallel class and their behaviour does not improve.
 - Refusing to go to the parallel class.
 - Intentional damage to the school environment or school property.
 - Running out of the classroom or playground without permission.
 - Throwing or threatening to throw items.
 - Violent behaviour: kicking, hitting, biting, spitting, throwing.
 - Entering the building without permission.
 - Swearing or being aggressive towards other children and adults.
 - Dangerous refusal to follow instructions that may put them or others at risk.
 - Stealing.
 - Breach of the E-Safety rules.
 - Discrimination.
1. If a pupil displays a serious behaviour (or have not been able to change their behaviour after reflecting) their name is moved to the red section on the behaviour chart and they are given a red card and time to reflect on their behaviour at lunchtime (KS2). In KS1, the pupil automatically loses 10 minutes off of their golden time.
 2. If disruption continues, the child is sent to the appropriate AHT and will stay with them for the rest of the lesson. After this they will return to class.
 3. If the child has not been able to improve their behaviour by the end of the morning/afternoon session, they will not re-join their class for the afternoon.
 4. A red card letter (Appendix 4) should also be completed and sent home. The parents must send back the signed slip the next day to state they have discussed the incident. The child must put this in the box, in the office area. This will be checked by the Parent Support Worker in the morning and if not returned, they will notify the relevant AHT, who will call the parent.

5. Any red cards issued will be logged on CPOMs by the adult (including middays) that gave the red card. The AHT and Parent Support Worker should be alerted to the incident on CPOMs.
6. Should a child receive two red cards within a half term, any positions of responsibility will be removed, such as: Sports leader, prefect, member school council or a sports team representing the school.
7. Should four red cards be received within a half term, the AHT and class teacher will arrange a meeting with the child's parents and the child. They will be placed on a Behaviour Support Plan and report card.

Inappropriate Playground Behaviour

Playtime

For low level/ minor incidents, the staff on duty will use 'I am asking' and 'I am telling' as above. Should a further warning be given, the child would be asked to go to the reflection bench for 5 minutes. If the behaviour continues this would then be classed as serious.

For serious incidents, the child would be issued with a red card. In KS2 the child would be required to attend a lunchtime reflection in the safe zone. In KS1, 10 minutes Golden time would be deducted.

In incidents where the child's behaviour is putting other pupil's safety at risk, the child will be moved away from the situation and a member of SLT will be contacted.

Lunchtime

To support good behaviour the playgrounds are divided into zones, each with a range of activities to support an enjoyable playtime. Within each zone safety rules are displayed. Details of these can be found in Appendix 8.

The midday meals supervisors are responsible for the children during the lunch break. Senior leaders are also on duty on a daily rota. The same code of conduct applies during the lunch break as at any other time. Children are expected to show respect to the midday meals supervisors and to follow the school rules.

Minor Incidents:

1. Pupils are reminded of appropriate behaviour and sanctions for not behaving in the appropriate way should this behaviour be repeated. **1st warning – Say 'I am asking you to please stop.'**
2. If the inappropriate behaviour continues. **2nd warning – Say 'I am telling you to please stop.'**
3. If the inappropriate behaviour still continues– **Say 'I have asked you and told you to stop. Now please go to the Safe zone (community room and media room if wet play for KS2), reflection bench (KS1).'** Once the staff member on duty feels the child is safe, they can return to the playground.
4. If the low/ moderate level behaviour continues, this becomes a serious incident.

Serious Incidents:

1. In KS1, the pupil is given a red card and will have 10 minutes of Golden Time deducted.
2. In KS2, the pupil is given a red card and will attend detention the following day. In cases where the child is unable to return safely to the playground, they will remain with the senior leader in the safe zone.

Please note if a child refuses to go to the safe zone (KS2) or the reflection bench (KS1/Reception) this is an automatic red card.

Internal Exclusion

Internal Exclusion refers to a child being taught in an alternative class for one day. The class teacher will set work for the child, which they will complete away from their normal classroom. The child will be allowed a break, but this will be taken away from the children in their key stage. The Assistant Head with responsibility for the child's year group, will oversee the time table for the day and will periodically check in on the child.

In cases where an internal exclusion is to be used, parents will be informed in writing (Appendix 5). They will also be invited into school to discuss the behaviour incident, along with the behaviour support plan, with the AHT and the class teacher at the end of the school day.

External Exclusion

The school will not use exclusion lightly nor will it be used as a disciplinary tool. However exclusion will be considered in extreme cases where the behaviour of a pupil results in the school being unable to guarantee the safety of a pupil, their peers or adults working in the school environment.

Where an external exclusion is used, parent will be notified in writing. The letter will outline:

- The number of days and when the child should return to school
- The reason for the exclusion
- Arrangements for re-integrating the child following the exclusion
- Parents' responsibilities during the period of the exclusion The appeal process should parents contest the exclusion

In most cases, a fixed term exclusion together with a Behaviour Support Plan, will bring about the necessary changes in the child's behaviour to enable the school to revert to sanctions within the behaviour policy. Exceptionally where the behaviour does not improve, the school will need to consider further fixed term exclusions or ultimately a permanent exclusion.

If unacceptable behaviour continues at lunchtimes placing the child or others at risk, the school can issue a lunchtime exclusion. In the first instance, this would normally be for one week.

Parents will be informed in writing if there is a possibility that their child may be excluded from school during the lunch break. Very often, at this stage, if parents and staff work together the exclusion will not be necessary.

Children with Challenging Behaviour

At some point in a child's time at school he/she may find difficulty in making appropriate behaviour choices. In such cases the following strategies maybe adopted:

- Report Card – This is used to track a child's behaviour on a daily basis (appendix 7). Teachers are required to complete the card to comment on the child's behaviour, whether positive or negative, in each session including playtime and lunchtime. In order for the card to be effective it is expected that it is signed daily by the parents/carers and then by the appropriate AHT at the end of the week. The duration the child is on report is determined by the improvement seen in their behaviour.
- Behaviour Support Plan – This sets out the triggers, preventative strategies and consequences, which are agreed upon by both child and parent and may be supported by the use of a personalised behaviour chart which will be signed by the parents and AHT.
- Safety Plan- This is used to identify clear strategies/procedures if a child displays high level, risky behaviours.

Where the above strategies do not result in an improvement of behaviour, and in cases where the child has a diagnostic behavioural need, subject to parental consent, the school may also seek support from the following external agencies.

- Child and Adult Mental Health Services (CAMHS)
- BASS (Behaviour & Attendance Support Service)
- Cherry Trees behaviour support
- Phoenix Outreach team
- Support for Learning services (SLS)
- Alternative provision, such as 'It's Your Life'

Bullying

Old Palace is a telling school and does not tolerate bullying. Bullying can be:

- Emotional being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures);
- Physical pushing, kicking, hitting, punching or any use of violence;
- Racist racial taunts, graffiti, gestures;
- Sexual unwanted physical contact or sexually abusive comments;
- Homophobic because of, or focusing on the issue of sexuality;
- Verbal name-calling, sarcasm, spreading rumours, teasing;
- Ability Making fun of someone because they find things difficult related or have a particular talent;

Cyber:

- All areas of internet, such as email & internet chat room misuse;
- Mobile threats by text messaging & calls;
- Misuse of associated technology, i.e. camera & video facilities.

All incidents of Bullying are investigated in line with the procedures set out in the Anti-Bullying Policy. An annual Anti-bullying week helps to ensure pupils are clear about how to report bullying.

Discriminatory Language

The school takes all forms of discrimination seriously. All serious incidents which include discriminatory behaviour (gender, race, sexuality, disability, religion or age) are recorded on incident sheets (appendix 3), including details of the victim and perpetrator and the files uploaded onto CPOMs. The number and type of incident is reported to governors termly and a copy of each completed form is also sent to the local authority.

Should a child use discriminatory language three times in a term, an internal exclusion will be given and a Behaviour Support Plan completed.

Should a further discriminatory incident occur in the same term, a one day fixed term external exclusion will then be given.

Physical Intervention

The legal provisions on school discipline provide members of staff with the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom (DfE, 2012).

A physical intervention is any use of force by one person against the force of another person. Any physical intervention used at Old Palace must be the agreed holds and ensure that the pupil is safe and the adult member is calm.

A planned physical intervention must be written in the pupil's Behaviour Support Plan and be agreed by all staff working with the pupil. An unplanned physical intervention must only be used once, where there is a danger to the pupil or to other staff or pupils around them. From then on it must be planned for and written into a behaviour support plan.

Physical interventions should only be used as a last resort when staff have good grounds for believing that immediate action is necessary to prevent a pupil from significantly injuring themselves or others or causing serious damage to property. It must be carried out swiftly and calmly so the pupil does not become more stressed. Language must be kept to a minimum.

All physical interventions should be recorded, by the staff member involved, on CPOMs. Staff must report any incidents to the Deputy Head and Head Teacher.

Confiscation of inappropriate items

Teachers have the legal power to:

- confiscate a pupil's property
- search without consent for weapons, knives, alcohol, illegal drugs and stolen items

Should any weapons or knives be found these must be handed over to the Police.

In the case of all other items not permitted in school, the parent of the child will be contacted and asked to come and collect the item from the school office at the end of the school day.

Discipline beyond the school gate

Disciplining beyond the school gate covers the school's response to all non-criminal 'bad behaviour and bullying' which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school. This includes cyber incidents.

The school will automatically apply its behaviour policy when considering any inappropriate behaviour committed by a pupil when taking part in any school-organised activity. The school's behaviour policy will also be applied in instances where a pupil is travelling to and from school or wearing a school badge, provided that the child is not under the supervision of a responsible adult and that there is conclusive proof of the child's inappropriate behaviour.

At times, when behaviour out of school poses a threat to another pupil, a member of staff or a member of the public, the school will contact the child's parents and if appropriate the police.

Role of Parents/ Carers

For the Behaviour Policy to be successful, we rely on the support of parents.

At the Admissions Interview parents are informed of the school's expectations and by signing the Home School Agreement parents agree to support the school in maintaining good behaviour and discipline'. A copy of the Behaviour Policy is available on the school website.

Should a child be given a red card, a red card letter will be sent home, which includes a slip which the parent/carer will need to sign to acknowledge that they have received the letter and have spoken to their child about the incident and the behaviour choices made by the child. A letter will also be sent home should an internal or external exclusion be required.

Should a child receive four red cards in one half term or in the event of a very serious incident parents/cares will be requested to attend a meeting to discuss their child's behaviour and the child will be put on a report card and Behaviour Support Plan (Appendix 6).

Where a Behaviour Support Plan is required, this will be created and shared with the parents/carers. The school may also recommend that external agencies are asked to provide support and in such instances, the parents/carers will be asked to sign to give their permission for the referral to be made.

If there are any special circumstances at home that may affect the child's behaviour, such as moving home, bereavement or the birth of a new sibling; it is important that the class teacher is informed, so that the school can take the necessary steps to support the child's emotional wellbeing.

Monitoring and Evaluation

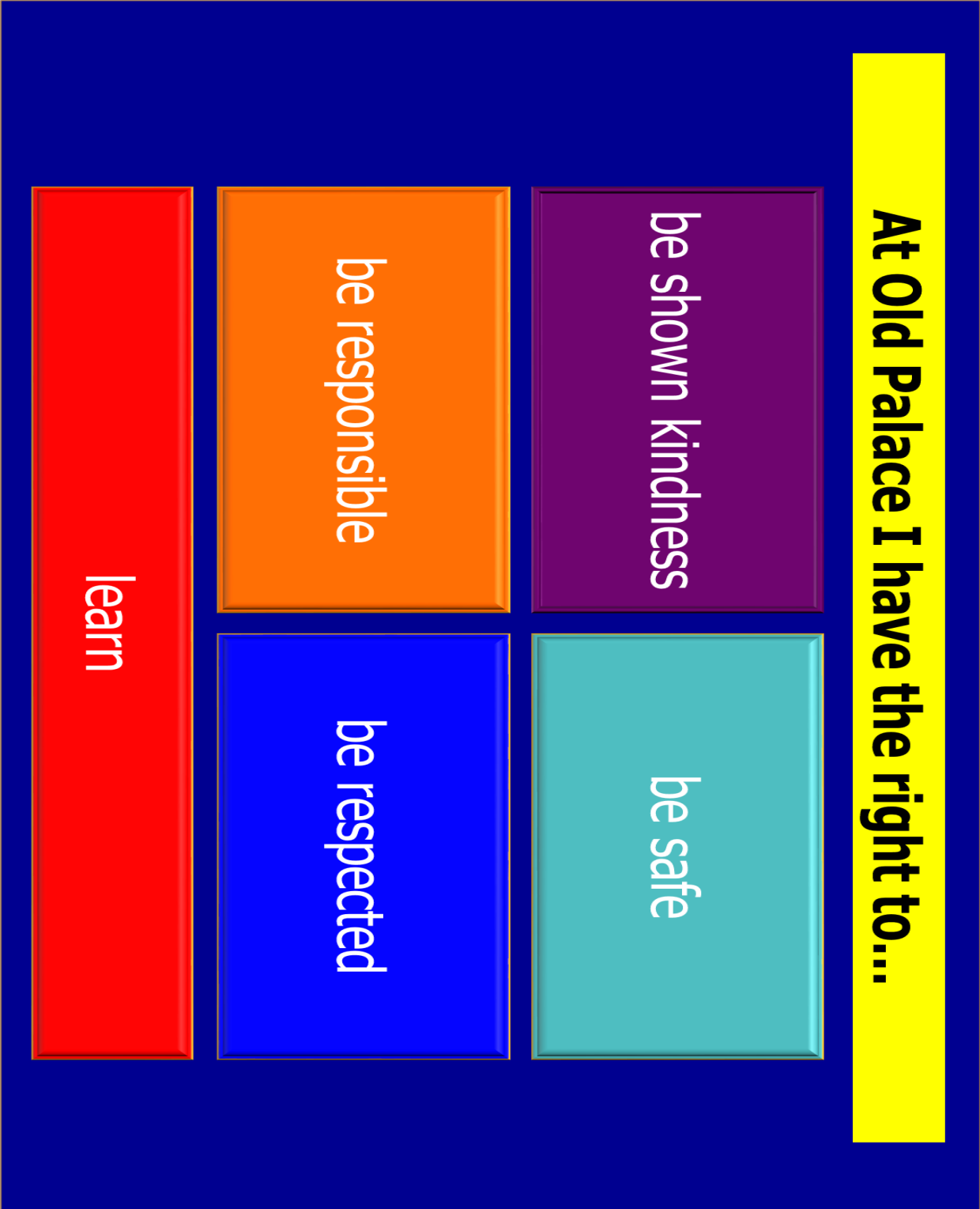
All behaviour is logged and monitored using CPOMs. At the end of each half term, the Deputy Head teacher monitors the data to identify the names of the perpetrators and victims and to analyse the number and type of incident by year group. At the same time the number of Incident Logging Forms and the category of discrimination are also analysed. The information gained is used to identify trends which are then reported to the SLT and used to inform future school improvement.

To further support the monitoring of behaviour the school also maintains records of:

- Individual Behaviour Support Plans
- SEN review meetings
- Internal and fixed term exclusion

Next Review: Jan 2022

Appendix 1 – Rights and Responsibilities Poster



Appendix 2

KS1



KS2



Appendix 3



Bullying Incident Form

Print Form

Submit by Email

Name of school:

Place of incident: Time of incident:
Approx . time will suffice (HH:MM)

Date of incident:

Type of incident (Please tick more than one box if necessary)

<input type="checkbox"/> Isolation / Ignoring	<input type="checkbox"/> Physical assault
<input type="checkbox"/> Graffiti / Vandalism	<input type="checkbox"/> Verbal abuse / Comments
<input type="checkbox"/> Refusal to co-operate with other people	<input type="checkbox"/> Cyber Bullying
<input type="checkbox"/> Other (please specify)	<input type="text"/>

Type of Bullying (Please tick more than one box if necessary)

<input type="checkbox"/> Age	<input type="checkbox"/> General Bullying
<input type="checkbox"/> Disability	<input type="checkbox"/> Homophobic
<input type="checkbox"/> Ethnicity / race	<input type="checkbox"/> Religion / beliefs
<input type="checkbox"/> Gender	<input type="checkbox"/> Socio Economic
<input type="checkbox"/> Other (please specify)	<input type="text"/>

People involved in incident: (Please tick more than one box if necessary)

<input type="checkbox"/> Pupil on pupil	<input type="checkbox"/> Pupil on staff
<input type="checkbox"/> Staff on pupil	<input type="checkbox"/> Staff on staff
<input type="checkbox"/> Other (Please specify below)	<input type="text"/>

Appendix 4



OLD PALACE PRIMARY SCHOOL

St Leonards Street, Bow, London, E3 3ET • Tel: 020 8560 3000
Email: admin@oldpalaceprimary.sch.uk • Website: www.oldpalaceprimary.co.uk



To the parent of carer of: _____ Class: _____ Date: _____

Dear Parent/Carer,

We are very concerned about how your child behaved in school today and as a result has received a red card in the classroom/playground from _____.

The red card was given for:

- Verbal
- Vandalism
- Discrimination
- Playfighting
- Disrespectful Behaviour
- Repeated Low Level Behaviour
- Physical Behaviour

Other _____.

Please talk with your child about what happened and the importance of following our school rules.

- Be kind
- Be respectful
- Be a great learner
- Be safe
- Be responsible

So we can be sure that you have received this letter please sign it and send it back to school tomorrow.

Yours sincerely

Name of child _____ Class _____

I have spoken to my child about the incident and reminded them to make the right decisions and why they need to follow the school rules.

Signature: _____

Please print your name _____ Date: _____



Headteacher: Mr G. Palmer BA (Hons)
School Business Manager: Michele Walsham

Appendix 5



OLD PALACE PRIMARY SCHOOL

Old Palace Green, Bow, London, E3 2BT. Tel: 020 8825 4000
Email: admin@oldpalaceprimaryschool.org Website: www.oldpalaceprimaryschool.org



To the parent of carer of: _____ Class: _____ Date: _____

Dear Parent/Carer,

I am writing to inform you that on _____ your child will have an internal exclusion.

This means that your children will be sent to another class for the whole day. During this time they will complete work set by their class teacher.]

Reason for Internal Exclusion

I realise that this internal exclusion may well be upsetting for you and your family, but the decision to internally exclude your child has not been taken lightly. The reason for the exclusion is:

(Add Reason)

In reaching this decision the school has taken into account your child's previous record of behaviour in school *(add details of any support provided, e.g report card, behaviour support plan).*

Please talk with your child about what happened and the importance of following our school rules.

Be kind
Be respectful
Be a great learner
Be safe
Be responsible

Please bring your child to the School Office at 9am on _____ from where he/she will be collected. We also ask that you sign and hand in the slip below to the Office.

Yours sincerely

Name of child _____ Class _____

I understand that my child has been issued with a one day internal exclusion.

I have spoken to my child about the incident and reminded them to make the right decisions and why they need to follow the school rules.

Signature: _____

Please print your name _____ Date: _____



Headteacher: Mr G. Palmer BA (Hons)
School Business Manager: Michelle Wessham

Appendix 6

<p>Old Palace Behaviour Support Plan Name: _____ Date: _____</p>	<p>Parent/Carer _____ Child _____ Teacher _____</p>	<p>Sometimes...</p>	<p>You can support me by...</p>	<p>My consequences are...</p>	<p>At home, my parent/carer agrees to...</p>
--	---	---------------------	---------------------------------	-------------------------------	--



Appendix 7



Report card

Date week beginning: _____

Name: _____
Class: _____

	1 st session	Playtime	2 nd session	Lunchtime	3 rd Session	4 th Session	Comment	CT Sig	Parent sig
Mon	☺☺☺☺	☺☺☺☺	☺☺☺☺	☺☺☺☺	☺☺☺☺	☺☺☺☺			
Tues	☺☺☺☺	☺☺☺☺	☺☺☺☺	☺☺☺☺	☺☺☺☺	☺☺☺☺			
Wed	☺☺☺☺	☺☺☺☺	☺☺☺☺	☺☺☺☺	☺☺☺☺	☺☺☺☺			
Thurs	☺☺☺☺	☺☺☺☺	☺☺☺☺	☺☺☺☺	☺☺☺☺	☺☺☺☺			
Fri	☺☺☺☺	☺☺☺☺	☺☺☺☺	☺☺☺☺	☺☺☺☺	☺☺☺☺			

Head Teacher Signature _____

Please tick the smiley the child has received in each session. If they have achieved a happy face please give a brief description e.g. 'completed work'. If they have received a sad face for any reason, please indicate in the 'comment' section. **CT/AHT and Parent to sign daily and brought in the following day.**

Appendix 8

There are several zones within the playground for which zone rules are displayed in the relevant area. All staff should be aware of these rules which run alongside the Old Palace Golden Rules.

KS1 Playground Zones

Soft Zone	Climbing Zone	Free Flow Zone
No running No climbing Quiet talking and games Take care of the plants	No running No more than ten people on the frame Keep moving No pushing Be patient and wait in line No jumping off the top of the frame	No running. Use equipment safely and sensibly. Return all equipment after use.
Digging Zone	Ball Zone	
Keep the equipment in the digging zone. No throwing No pushing Share	Keep in your own space Only use the balls provided by adults Play fairly and by the rules No dangerous play Leave the zone if you are not playing No running through the ball zone Be careful not to interrupt games	

KS2 Playground Zones

Soft Zone	Climbing Zone	Free Flow Zone
No running No climbing Quiet talking and games Take care of the plants	No running No more than ten people on the frame Keep moving No pushing Be patient and wait in line No jumping off the top of the frame	No running. Use equipment safely and sensibly. Return all equipment after use.
Race Track Zone	Ball Zone	Playground Shop Zone
Begin racing from the START sign Race together in the same direction Do not race beyond the end of the track No walking along the track when children are racing Stay in your line	Keep in your own space Only use the balls provided by adults Play fairly and by the rules No dangerous play Leave the zone if you are not playing No running through the ball zone Be careful not to interrupt games	Play fairly and by the rules. Use equipment safely and sensibly. Return all equipment after use. No running.

SAFETY ISSUES

Children should:

- Always walk in school on the left hand side, in silence.
- Never be left unsupervised in the classroom or playground.
- Hold the rails at all times when using the stairs
- Not be sent on errands alone – make sure children travel in pairs
- Not be in the school building during break times – if children are encountered wandering around the building, please ask why they are inside and send them out if necessary. Junior children are not to go into the infant section unless specifically instructed by a teacher
- Not wear jewellery or chains. Simple ear studs or **small** sleepers may be worn. Religious symbols may be worn on something that would break if pulled i.e. wool.
-

Safety Considerations within the playground

- Children should not go out of the school gate without an adult.
- Children should not climb fences.
- No potentially dangerous games i.e. wrestling, "play" fighting or "Piggy backs".
- Children should not run across the grass or garden areas nor should they be permitted to jump or climb over the wooden fencing.
- Children should not climb up things which can be damaged or from which they could fall i.e. the statue, trees etc.

Safety within the dining hall

The following rules are in place to make eating lunch a pleasant experience for all:

- Children will line up quietly
- When being served, children will use please and thank you
- Children will not talk with their mouths full
- Children will talk quietly only to the people sitting on their table
- To attract an adult's attention, a child will put up their hand
- Trays will be scrapped and stacked properly with knives and forks placed in the right place.

Wet Play Rules

- Scrap paper, colouring pens and pencils can be used
- The interactive whiteboard and computer are to be used only by an adult
- Share equipment and play nicely
- Move around the room sensibly and safely
- Ask permission before leaving the classroom
- Put toys, games or other equipment away neatly when asked
- Listen to all adults and follow their instructions

Appendix 9-COVID-19

Context

At Old Palace 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 the current Behaviour Policy remain, it is necessary, in light of the Covid-19 pandemic, to make some adjustments for the safety of all pupils and staff.

Pupil WellBeing

Pupil wellbeing is paramount during their time in school. Children will be anxious over having missed school and their friends, ongoing news about the virus, bereavements and more. All children will be in year group bubbles, with the same staff in each bubble to safeguard them during their time in school. Part of the children's curriculum will be to discuss their worries and concerns.

The school references the following government document in its plans for the wellbeing of all. <https://www.gov.uk/guidance/supporting-pupils-wellbeing#staying-in-contact-with-and-identifying-staff-who-need-additional-support>

Pupil Conduct

The school's usual behaviour rules for pupils are still relevant in the new school scenario, however, pupils must now be aware of the behaviour concerns referred to at the end of the document, as they may have previously been deemed less serious, however; if an action now results in the potential compromising of a person's ability to socially distance and stay safe it will now be treated in a more serious manner.

This appendix also applies to children with Special Educational Needs, whose specific needs may result in them finding it more difficult to socially distance or self-regulate. Staff will adhere to social distancing guidelines, where possible.

Due to social distancing, we will be unable to complete some actions:

- Reflection to take place in another year group.
- Have a face to face conversation with the parent/carer.
- Award diamond tickets fairly.
- Hold restorative conversations in private.
- Give an internal exclusion.
- Send a red letter card home.
- Send Good News slips home.

Linked to the above, the actions we will take are as follows:

- Staff reminder of appropriate expectations given. The following script will still apply:
1st Warning: I am asking....
2nd Warning: I am telling you...
3rd Warning: I have asked you, I have told you, now please go to the reflection area.
4th Warning: You have been to reflection, now you need to reflect in the parallel class (same year group)
- If the behaviour still continues the child will receive a red card. For detention, they will be required to sit under the shelter in the playground, while their lunchtime is taking place outside.
- If a behaviour is putting themselves and others at risk, this will be classified as an extremely serious behaviour and the child's parents/carers will be called to collect the child as they are not deemed to be safe in school. This also applies at break and lunch times.

- A visual display will be used to reinforce good hygiene, behaviour and expectations.
- Staff will encourage pupils to take responsibility for their hygiene and reward them for this.
- Hold restorative conversations as privately as possible without putting children and staff at risk.
- Award Class Dojo points as praise and reward in UKS2.
- Reception, KS1 and LKS2 children will be rewarded through verbal positive praise and the smiley face chart.
- Good News will be sent via text.
- Red letter notification sent via text.
- More than 3 red cards and Parents/carers will be called.
- Serious incidents on the behaviour policy- still apply.

Physical Intervention

As stated in the main policy, physical interventions should only be used as a last resort when staff have good grounds for believing that immediate action is necessary to prevent a pupil from significantly injuring themselves or others or causing serious damage to property. It must be carried out swiftly and calmly so the pupil does not become more stressed. Language must be kept to a minimum.

Although social distancing will not be maintained, it is important to remember the following:

- That a child should not be in school if they or a family member is symptomatic.
- Washing hands and cleaning surfaces after the incident, reduces the risk of infection.
- Infection risks increase with length of exposure- breaking up fights is a short exposure.
- If spitting does occur, implement immediate first aid e.g. washing eyes, nose and mouth with water.

In situations where a child is known to have a high risk of spitting a risk assessment will be completed to assess the situation and suitability of PPE.

If a child requires physical intervention, they will be collected by their parent/carer and a risk assessment will be put in place for that child.

Please see the categories and consequences below for additional concerns during the current situation.

Category	Concern examples	Consequences/actions
1	<p>Not taking responsibility to inform an adult if they are experiencing symptoms of Coronavirus.</p> <p>Not following expectations about coughing, sneezing, tissues and disposal (in line with the 'catch it, bin it, kill it' message)</p> <p>Low level disruption in class</p> <p>Not following school routine for arrival or departure.</p> <p>Not following the rules about sharing equipment or other items.</p> <p>Not following instructions on hygiene, such as hand washing or sanitising.</p> <p>Not moving around the school as per specific instructions.</p> <p>Not lining up or sitting following instructions to remain 2 metres apart wherever possible.</p>	<ul style="list-style-type: none"> • Staff follow the procedures using the script as above. End result- red card and text to parent. • Repeat perpetrators can be escalated to level 2.
2	<p>Repeated incidents from level 2 –</p> <p>Deliberately tampering or touching another child's equipment or belongings</p> <p>Deliberately tampering with hygiene materials such as soap or sanitiser</p> <p>Deliberately tampering with bins or the contents of bins</p> <p>Deliberately entering an area or zone that is out of bounds or which may compromise the health of children and staff in another group.</p> <p>Deliberately attempting to socialise with a child from another group</p> <p>Deliberately misusing the toilet areas and facilities</p>	<p>Immediate red card given. Phone call made instead of a text.</p> <p>Continually being unsafe-child will be sent home immediately and a risk assessment will be completed to ascertain when they can return.</p>
3	<p>Deliberately coughing or spitting at somebody</p> <p>Any action that would usually require the need for positive handling and which would severely compromise staff ability to remain socially distanced.</p> <p>Complete refusal to comply with the H&S/social distancing requirements that could heighten the risk of harm to others.</p>	<p>Child will be sent home and a risk assessment must be completed to assess if the child can return.</p>