

# Limpsfield Junior School

## *Behaviour Policy*



Date	1/9/2020
Written by	Martin Moss
Adopted Governors/Headteacher	1/9/2020
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# 1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

# 2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [COVID-19 DfE updates](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

# 3. Definitions

**Misbehaviour** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude towards learning, peers and adults
- Use of inappropriate language
- Inappropriate behaviour on the journey to and from school

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules (what are they?)
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting

- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items.
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

## 4. Bullying

**Bullying** is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, inappropriate touching
Homophobic	Homophobic taunts, graffiti, gestures
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy in appendix 3.

## 5. Roles and responsibilities

### 5.1 The governing board

The Limpsfield Junior School Governing Body is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The Limpsfield Junior School Governing Body will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

### 5.2 The headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the Limpsfield Junior School Governing Body, giving due consideration to the school's statement of behaviour principles (appendix 1). The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

### 5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Recording breaches of the behaviour policy
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents (see appendix 3 for a behaviour log)

Staff are responsible for the day to day management of behaviour across school however the senior leadership team will support staff in responding to behaviour incidents.

### 5.4 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

## 6. Pupil code of conduct

Pupils are expected to:

- Tell the truth
- Accept responsibility for their action
- Behave in an orderly and self-controlled manner in line with their physical and cognitive age
- Show respect to all members of the school community and any visitors
- In class, make it possible for all pupils to learn
- Treat the school buildings and school property with respect
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

## **7. Rewards and sanctions**

### **7.1 List of rewards and sanctions**

Positive behaviour will be rewarded with:

- Praise
- Merit points
- Stickers
- Being sent to a senior member of staff
- Phone calls home to parents/carers or face to face communication
- Special responsibilities/privileges

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand
- Sending the pupil out of the class in line with Limpsfield Junior School Behaviour Management strategies
- Expecting work to be completed at home, or at break or lunchtime
- Missing part/all of break or lunchtime
- Referring the pupil to the learning mentor or a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour contract
- Putting a pupil 'on report'
- A meeting between school staff and parents/carers
- Exclusion in line with statutory guidance

Please refer to Appendix 3 for how the school manages unacceptable behaviour

### **7.2 Off-site behaviour**

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or travelling on the way to or from school.

### **7.3 Malicious allegations**

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

Please refer to our safeguarding policy for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct in line with the safeguarding policy.

## **8. Behaviour management**

### **8.1 Classroom management**

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged in their learning
- Display merit award poster in class and learning areas
- Develop a positive relationship with pupils, which will include:

- Being a role model
- Ensuring a consistent approach to behaviour management
- Creating an environment of fairness, honesty and trust
- Establishing clear routines
- Highlighting and promoting good behaviour
- Allowing children to learn from their mistakes
- Recognising and supporting those pupils who may need additional support
- Using positive reinforcement

## 8.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

Please refer to Appendix 2 for full details on the school's positive handling protocols

## 8.3 Confiscation

**Any prohibited items found in pupils' possession will be confiscated.** These items will not be returned to pupils.

The school will confiscate any items which are harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents/carers or, where this isn't appropriate, to parents/carers.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

## 8.4 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of individual pupils.

The school's special educational needs co-ordinator will work with the learning mentor and teaching staff to evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

## **9. Pupil transition**

To ensure a smooth transition, and a continuity of provision between staff, pupils will have planned transition sessions when being expected to work with new staff. Staff members will also hold transition meetings to ensure that important information is shared and parents/carers may also be invited to meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools in line with GDPR regulations

## **10. Training**

All new staff are provided with training on managing behaviour, including the schools approach to positive handling and restraint, as part of their induction process.

All staff are provided with refresher training at the beginning of the new academic year with a particular focus on ensuring consistency across school. School leaders also recognise the importance of supporting staff in reviewing their approach to behaviour management during ongoing quality assurance procedures or following a significant incident.

## **11. Monitoring arrangements**

This behaviour policy will be reviewed by the headteacher and the governing body of Limpsfield Junior School every year. At each review, the policy will be approved by the headteacher.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the governing body of Limpsfield Junior School every year.

## **12. Links with other policies**

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- Staff Code of Conduct



## Appendix 1: written statement of behaviour principles

- Every pupil understands that they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All staff have the right to work in an environment where they feel safe, valued and respected
- Behaviour expectations are understood by pupils, staff, parents and carers
- All pupils, staff and visitors are free from any form of discrimination and should always treat others as they would expect, or want, to be treated
- Pupils, staff, parents and carers should recognise that they are role models and set an excellent example to others at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy and positive handling protocols
- Pupils are supported to take responsibility for their actions
- The school will endeavour to work in partnership with pupils, parents and carers to identify learning opportunities and support the development of positive behaviour within pupils
- Exclusions will only be used as a last resort and there is a clear and transparent process in regards to permanent and fixed-term exclusions
- Violence and threatening behaviour will not be tolerated in school (including sexism, racism and homophobia)

This written statement of behaviour principles is reviewed and approved by the Limpsfield Junior School Governing Body annually.



## Appendix 2: Limpsfield Junior School positive handling protocols

At Limpsfield Junior School the term 'reasonable force' covers the broad range of actions used by staff that involves a degree of physical contact with pupils:

**Force** is usually used either to control or restrain e.g. guiding a pupil to safety, breaking up a fight or restraint to prevent violence or injury.

**Reasonable** means no more force than is necessary.

**Control** is either **passive** (e.g. standing between pupils) or **active** (leading a pupil by the arm out of the classroom).

**Restraint** means to hold back physically or to bring a pupil under control.

### The use of reasonable force

All staff (including volunteers and parents/carers on school trips- if authorised by the Headteacher) have a legal power to use reasonable force.

The use of reasonable force is the professional judgement of the adult. Each situation is different and as such the school cannot say when reasonable force is appropriate. However, it is appropriate to consider using reasonable force to prevent children from:

- Hurting themselves
- Hurting others
- Damaging property
- Causing disorder

A decision to use reasonable force will not be taken lightly. We recognise that its use can be distressing to the child and their family, and to any staff involved. When reasonable force is used we will ensure that at all times we are open and transparent.

The school has a programme of training staff through 'Team Teach' to develop appropriate skills in how to physically restrain a child. This is an ongoing programme and is designed to support the welfare of staff and pupils. Below is a current list of staff who have received the 'Team Teach' training.

Name	Role	Date completed
Will Allen	Deputy Headteacher	24/6/2016
Anthony Larsen	Play Leader	24/6/2016
Jameela Musaid	Teaching Assistant	24/6/2016
Mark Howarth	Teaching Assistant	24/6/2016 Updated 18/7/2018
Louse Slack	Learning Mentor	24/6/2016 Updated 18/7/2018
Wil Allen	Deputy Headteacher	18/7/2018
Jacqui Price	Teaching Assistant	18/7/2018

James Rodgers	Teaching Assistant	26/10/2018
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The above members of staff play a key supervisory role during lunchtimes and as such are available to support the use of reasonable force during this part of the school day. However, it is also recognised that incidents may occur in the classroom or around school when these members of staff may not be immediately available. In these cases, the school procedures will focus on a 'team teach' trained member of staff attending the incident as soon as possible. The procedure for this is outlined at the end of this document.

The school will also use behaviour records to identify pupils who may possibly require restraint and put in to place appropriate procedures. If the need for restraint is identified as being required, or a possibility, then parents/carers will be informed and an appropriate plan of action put in place. Further support will also be sought through the school's behaviour policy and safeguarding policy.

Following the use of reasonable force all staff involved will be required to complete a school incident report. A report will also be taken from the child who was restrained and from any other children who are deemed to be relevant. The pupil's parents/carers will also be informed of the restraint and invited to a meeting to discuss the incident and future expectations.

Any parental or carer complaints will be dealt with through the school's complaints procedures.

This document has been written in reference to the Department for Education's advice and statutory documents. In particular, to:

*Use of Reasonable force. Advice for Headteachers, staff and governing bodies July 2013*

**COVID-19 amendment- In line Guidance for full opening: schools August 7<sup>th</sup> 2020**

In line with social distancing guidance, staff will continue to use de-escalation techniques to avoid the use of physical contact to control or restrain a child. If, as a last resort, physical contact is deemed to be required then if possible, any member of staff involved should don appropriate PPE. However, it is recognised that this may not be possible. At all times, staff will need to assess the risks to the pupils concerned in relation to their own risk.

If control and/or restraint is used the Headteacher will decide on an appropriate sanction in line with the school behaviour policy and the added risk of COVID-19

Reviewed August 2020 by Martin Moss



## Appendix 3: managing breaches to the behaviour policy

Managing behaviour in classrooms and around school is the responsibility of all staff members. However, senior leaders recognise the importance of good discipline in supporting teachers to teach and pupils to learn, and will be proactive in supporting staff to manage behaviour

Although it is recognised that all children are different, for the vast majority of pupils a consistent can be taken.

At Limpsfield Junior School the following behaviour management procedures are used following a breach to the behaviour management policy:

- Pupils will be given three reminders about their behaviour. These reminders will provide a pupil with an opportunity to change their behaviour and stop the escalation towards a punishment. Each time a reminder is given the child should be clear about where they are in regards to the number of reminders and what behaviour the member of staff expects to see. The member of staff should deliver these reminders in a calm, clear and concise manner focussing on the behaviour and not the child.
- If after the third reminder the pupil persists with the negative behaviour then the member of staff will ask the pupil to leave the classroom and go to their paired classroom. **COVID-19 amendment- Pupils will not be sent to their paired classroom but instead the Learning Mentor, Deputy Headteacher or Headteacher will be contacted by phone to collect the child manage their 5 minutes.**
- The child will remain in the paired classroom for 5 minutes and then return to their class. The teacher of the paired classroom should, if appropriate, encourage the child to reflect upon why they have been sent out.
- Upon returning to their class, the teacher should acknowledge the child and support them to re-engage in learning. The teacher should focus on providing the child with a fresh start and not overly focussing on why they were sent out.
- At a time that is convenient to the teacher, the child's behaviour should be discussed, why they were sent out and what they could do different next time.
- To ensure that learning is not lost the child will be expected to complete any work missed during their break time, lunch time or the work may be sent home. **COVID-19 amendment- Work will not be sent home.**
- If upon returning to the classroom the child persists with negative behaviour, then three warnings will again be given after which they will be sent to the Headteacher, Deputy Headteacher or Learning Mentor. **COVID-19 amendment- The Learning Mentor, Deputy Headteacher or Headteacher will be contacted by phone to collect the child.**
- If the member of staff feels that the pupil has made a serious breach of the behaviour policy then the pupil may be sent directly to the Headteacher, Deputy Headteacher or Learning Mentor. This may involve them not receiving three behaviour reminders. **COVID-19 amendment- The Learning Mentor, Deputy Headteacher or Headteacher will be contacted by phone to collect the child.**
- Following an incident, appropriate sanctions will be put in place in line with the school behaviour policy
- If a pupil is asked to leave a class room, then the incident will be recorded using CPOMS and the appropriate members of staff informed.

- Any further actions that are taken following an incident will also be recorded on CPOMS including contact with parents/carers

## Lunchtime

During lunchtime, staff will continue to follow the behaviour management procedures. If a child needs to miss 5 minutes of their playtime then they will be sent to sit outside the staffroom.

***COVID-19 amendment- During an outdoor lunchtime, there will be a designated time out area on each playground for children to miss 5 minutes of their lunchtime. During a wet playtime the Headteacher, Deputy Headteacher or Learning Mentor will be contacted to collect the child.***

## Record Keeping

It is not appropriate to record every incidents of low level behaviour management. Records should be made when:

- A child is sent out from a classroom
- When there is a serious breach of the behaviour policy such as fighting, swearing, damaging school property
- Every time physical restraint is used
- If the child's behaviour is low level but persistent

If you are unsure whether to record an incident or not then please discuss the incident with the headteacher, deputy headteacher or learning mentor.

Behaviour incidents should be recorded using CPOMS and the appropriate staff alerted. Where a handwritten report is received it will be transferred on to CPOMS.

When recording an incident please consider the following points:

- Where did the incident take place?
- What time did it occur, was it in class, break/lunch time?
- A description of what happened
- Who else was involved?
- What actions were taken including any sanctions?
- Who was informed of the incident, teacher, parent, headteacher etc?
- Any witnesses and what they saw



## Appendix 4: Limpsfield Junior School anti-bullying strategy

At Limpsfield Junior School we want all children to feel safe. It is up to all of us, staff, parents, governors and children, to make sure that bullying activities are rare and if they do occur, are dealt with appropriately. All bullying is unacceptable, regardless of who bullies, how it is delivered or what reasons are given to justify bullying actions.

As recognised by the government, there is no legal definition of bullying. However, it is usually seen as:

- Repeated
- Intended to hurt someone physically or emotionally
- Often aimed at certain groups, for example because of race, religion, gender or sexual orientation.
- Section 4 of the Limpsfield Junior School behaviour policy defines the different types of bullying that can occur at school.

**At Limpsfield Junior School, our definition of bullying is:**

***Persistent hurting (physical and/or mental) of a person by another person or group of people.***

This can take the form of, pushing, hitting or kicking, name calling, racist or homophobic remarks, threatening, ignoring, taunting, teasing, tormenting, spreading rumours, extorting money, stealing or humiliating.

At Limpsfield Junior School we will take all accusations of bullying seriously although we will refer children, parents and carers to our agreed definition when investigating incidents.

### **Reporting Incidents/Concerns of Bullying**

At Limpsfield Junior School, we endeavour to create an environment where pupils feel safe to discuss any concerns or challenges that they have. This includes reporting any incidents of bullying.

Pupils can report by:

- Talking to their class teacher or a trusted member of staff
- Completing a worry slip and placing it in the worry box
- Leaving a message for the learning mentor on her board
- 

Staff can report by:

- Talking directly to members of the Leadership team\*
- Talking directly to the Learning Mentor\*
- Completing a CPOMS report and informing school leadership/Learning Mentor

\*A CPOMS report will also need completing

Parents/Carers can report by:

- Directly contacting the school through phone or email
- Face to face discussions with staff
- Sending a sealed note to school

We will record all reports of bullying however our records will also indicate the outcomes of any investigations and whether it was felt that the incident did, or did not, meet our agreed definition of bullying.

## **Investigating Allegations of Bullying**

The school will take any allegations of bullying seriously and will investigate them accordingly. CPOMS will be used to store all records from any investigations made. When investigating an incident, the school will:

- Ensure that all pupils involved feel safe and secure (victim and bully)
- Allow the pupils involved to identify those members of staff whom they feel happiest talking too
- Talk to the pupil/s who have reported being bullied
- Talk to the pupil/s who have been accused of bullying
- Seek out and talk to other 'independent' witnesses
- Talk to staff members who work with the pupils
- Refer to CPOMS for previous incidents
- Inform parents/carers if appropriate

## **Sanctions**

Following an investigation, if sanctions are deemed appropriate then reference will be made to section 7 of the Limpsfield Junior School Behaviour Policy.

## **Supporting Pupils**

The school recognises that it is important to support both victims and perpetrators of bullying. Support will be co-ordinated by the Learning Mentor and will be tailored to the needs of the individuals involved. However, it may include:

- Work on developing positive self-esteem
- Restorative justice
- Specialist intervention strategies
- Joint working with the SEND co-ordinator
- Outside agency involvement
- Working with the families involved

The school also adopts a pro-active approach to identify pupils who may be vulnerable to bullying or to becoming bullies (with a particular focus on children who are SEND). Where this is identified then appropriate support will be put in place

## **Safeguarding**

Staff will also be vigilante of the link between bullying and possible safeguarding needs. This is the case for both the victim and the perpetrator. Bullying can be an indicator of an unmet need and possible neglect, exposure to sexual or physical abuse or exposure to mental abuse. Accusations of bullying can also be used by the parent/carer to mask and deflect focus away from the home environment and possible abuse.



## Appendix 5

### Behaviour Policy 2020 Covid-19 Addendum

At Limpsfield Junior 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 through their designated entrance at the agreed time. Children will enter on their own and will go straight to their designated classroom, keeping a 2m distance from any other individual. There will be markers (circles) on the floors 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 and parents/carers who pick their child up should wait at the top of the appropriate gate, 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 designated classroom to go outside for break, lunch or outdoor learning, they will follow the markers on the floor to ensure they stay 2m from peers and adults.

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. Bags and coats need to be put on the back of their chair before sitting down (pegs must not be used).

#### **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 will be expected to socially distance from their peers and adults in school and on the playground at all times. Y6 pupils will have their own table with chairs spaced 2m apart. 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, where ever possible, adhere to social distancing measures. Where pupils are not complying, the usual disciplinary procedures and sanctions will be used (see below).

Children will be reminded to keep a distance from peers and adults throughout the day.

All children will have their own pencil case with the appropriate equipment inside. They should not use any of their peers' equipment and if they have an item missing they should notify a member of staff.

### **Toilets**

Each classroom will have their own toilets to use. These will be sign posted. Children will use the toilets one at a time. When a child has finished in the toilet they must wash their hands and use the hand sanitiser provided.

### **Break times**

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

### **Rewards**

Merits will be given to children for a high standard of work, outstanding presentation, impressive effort, excellent teamwork (at a social distance) and exemplary behaviour. Above all, praise and encouragement will be used as much as possible. Walking through school to show their work to the Head Teacher or other adults for acknowledgement and praise during this time will not be permitted, however, celebrations will be held each week in classrooms to celebrate those achievements - Merit Awards, Reading Achievements and TT Rockstars.

### **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 classroom 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 or the incident is seen as putting other pupils or staff at immediate risk, contact will be made with the pupil's parent/carer and the child will be isolated within a safe place in the school until further action can be taken.
- 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.

All behaviour will be logged on CPOMS and the appropriate members of staff alerted so they can deal with the incident immediately.

### **Pupils with Special Educational 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.

### **Pupil's working from home.**

If interacting with other pupils online, pupils should always be kind and respectful to each other, remembering at all times that that staff are not 'friends' with, or peers to, pupils. Pupils should never attempt to contact staff via social media or make comments about staff on social media platforms. Any inappropriate comments to staff online 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.



## Appendix 6: letters to parents/carers about pupil behaviour-templates

### LIMPSFIELD JUNIOR SCHOOL

Jenkin Avenue  
Sheffield S9 1AN

Telephone 0114 2430925  
E-mail [enquiries@limpsfield.sheffield.sch.uk](mailto:enquiries@limpsfield.sheffield.sch.uk)  
Website <http://limpsfield.org.uk>

Head teacher Mr M Moss  
Deputy Head teacher Mr W Allen

Date

Dear parent/Carer

Recently, your child, \_\_\_\_\_, has not been behaving as well in school as they could.

It is important that your child understands the need to follow our pupil code of conduct, and I would appreciate it if you could discuss their behaviour with them.

If your child's behaviour does not improve, I will contact you again and suggest that we meet to discuss how we can work together. However, at this stage I am confident that a reminder of how to behave appropriately will be sufficient.

Yours sincerely,

Class teacher name: \_\_\_\_\_

Class teacher signature: \_\_\_\_\_

Date: \_\_\_\_\_

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**Behaviour letter – return slip**

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child: \_\_\_\_\_

Parent name: \_\_\_\_\_

Parent signature: \_\_\_\_\_

Date: \_\_\_\_\_

