

**Hartford Infant School**  
**Behaviour Policy**



**Created and Approved: January 2015,**  
**Reviewed and updated April 2016, October 2018, January 2019** **Addendum added for partial reopening of school June 2020 [see attachment at the end of the policy]**

This policy should be read in conjunction with the 'General Principles for Behaviour and Discipline' created by the Governing Body in March 2012 which can be found in **Appendix 1**, the Home School Agreement in **Appendix 2**, the **DfE documents**: 'Behaviour and Discipline in Schools: Guidance for Teachers and School Staff' [January 2016], 'Screening, Searching and Confiscation: Advice for Headteachers, Staff and Governing Bodies' [January 2018], 'Use of Reasonable Force: Advice for Headteachers, Staff and Governing Bodies' [July 2013], the Anti-Bullying Policy [May 2019], the Multicultural and Equal Opportunities Policy, Special Educational Needs Policy, The CCC Child Protection and Safeguarding Policy [Sept 2019] and The Cam Academy Trust Framework for Academy Behaviour Policies [2018].

Please note it is a statutory requirement for all schools to include 'use of reasonable force' and 'screening, searching and confiscation' in their behaviour policy, regardless of the age range the school specialises in. This does not reflect the typical behaviour and/or procedures occurring in our school.

### **1. Introduction**

This policy is based upon the principles and values Hartford Infant School seeks to promote, including the expectation of good behaviour and the development of positive relationships within a secure, caring environment. This is reflective of our visions and values:

#### **Vision and Values**

**We believe** in bringing out the best in everyone.

**We want** all our children to be curious, confident learners who can communicate effectively.

**We want** all children to be;

- Articulate, using a rich vocabulary
- Independent, active learners who are self-motivated
- Happy, with a love of learning
- Resilient problem solvers
- Respectful members of the community, with high standards of behaviour

**We offer** high standards of teaching and learning in an enabling, inclusive environment where each child is nurtured and valued as an individual and encouraged to reach their potential.

**We value** six fundamental characteristics of learning that encourage the children to be the very best version of themselves.

These are our **Hartford Heroes** which focus on:

- aiming high
- involvement
- perseverance
- problem solving
- reflection
- teamwork.

We emphasise the ways in which we can foster a positive atmosphere stressing the need for mutual respect, tolerance and understanding of all members of our school community. Our approach will centre upon praise and encouragement, although we address and deal with inappropriate behaviour if it arises. This policy is shared with all new members of staff and is on our school website.

All children will be treated equally whatever their behaviour needs. See Multicultural and Equal Opportunities Policy and Special Educational Needs policy.

All staff will refer to 'the behaviour' and not the child when disciplining a child.

### **2. Developing and using rules**

We believe our school will be an effective social community if all members of the community – that is, pupils, teaching and non-teaching staff, governors, parent/carers and the wider community - can share the same common values and approach to behaviour. Therefore, the whole school has been involved in formulating the school's golden rules. These rules underpin all behaviour strategies in school. These are displayed and used in behaviour management. We revisit these rules on a regular basis in assembly and in the classrooms.

## Our Golden Rules

	Do...	Don't...
1	Be gentle	Hurt anyone
2	Be kind and helpful	Hurt other people's feelings
3	Be honest	Cover up the truth
4	Work hard	Waste time
5	Look after property	Waste or damage things
6	Listen to people	Interrupt
7	Have good manners	Be rude

### **3. Whole school strategies for praising good behaviour**

If good behaviour is observed anywhere, both inside and outside school, then any member of staff can award a 'number in a box' to show recognition of the child's efforts in following the golden rules. The number in a box awarded should link to the number of the golden rule observed, for example, a number one in a box would be awarded if a child was seen being gentle as it is golden rule number one.

'Numbers in boxes' will be recorded on each child's good behaviour sheet which is stored within a file in their classroom. When eighty numbers in boxes are collected this sheet is sent home in recognition of their excellent effort. Parents and carers should celebrate this achievement to reinforce the positive work of the school.

Whilst awarding 'numbers in boxes' is our primary strategy to encouraging positive behaviour, the following list represents a range of rewards and incentives that can also be used to recognise good behaviour (and work in some instances).

- Smiles, other positive facial expressions, body language and gestures
- Verbal praise – to individuals, groups, and the whole class
- Children praising positive achievement in each other – verbal, clapping
- Send to other adults for praise – in class, parallel class, previous teacher, Headteacher, secretary
- Giving extra responsibilities/privileges – e.g. taking register, front of line for lunch
- Displaying work where the child has followed a golden rule
- Reporting positive achievements to parents if appropriate – verbally, using diaries, using charts.
- Certificates given out in celebration assemblies
- Positive behaviour charts celebrating Aiming High and Persevering in learning

Teachers will need to check on a regular basis that they are applying these fairly and consistently, and that no child is missed out.

### **4. Whole school strategies for dealing with unacceptable behaviour**

#### **4.1 A definition of unacceptable behaviour**

Some unacceptable behaviour may involve a one-off minor incident, which can be dealt with gently at the time. Persistent and more serious misbehaviour may include the following examples, taken from 'Discipline in Schools' (Elton Report):

- a) Bullying and racial harassment
- b) Continual disregard for requests for reasonable behaviour
- c) Continual disruption of class or group activities
- d) Continual disregard for other's property
- e) Abusive behaviour or language to other pupils or adults
- f) Being in possession of any item that could be used as a weapon

The school has created a list which is not exhaustive but provides some examples of behaviours that are not acceptable and will require a sanction or consequence from Step 3 or 4 onwards [see 4.2]:

- Spitting
- Biting
- Kicking/hitting/punching/pinching/slapping with intent
- Name calling

#### **4.2 Sanctions/Consequences**

The following list represents the agreed progression of sanctions or consequences available to adults in our school. For minor misbehaviour the sanctions should be used progressively, however for more serious/persistent situations,

such as purposefully injuring another child [see above for more examples], it may be appropriate to begin on Step 3 or 4 and beyond.

- **Step 1:** A 'look', **non-verbal gesture** or facial expressions (e.g. frowning) to show you have noticed
- **Step 2:** A **verbal warning**, reminding the child of the rule you expect them to follow, e.g. Susan, I have noticed you are not working hard. This is your first warning, please work hard so you can do your best work. [This is best given quietly in a one-to-one discussion]
- **Step 3:** If the above sanctions are still ignored the child's **name is written on the board** and the child misses five minutes of their break time/lunchtime or afternoon session.

The progression of sanctions will be recorded on a class chart and is consistent across the school. Names added will be removed the next day to support a 'fresh start'.

Other consequences for persistent/serious misbehaviour only are as follows:

- **Step 4\*:** **Time out** within classroom/separation from activity or group for limited time.
- **Step 5\*:** **Sending to another adult/the Headteacher**, for more serious behaviour [this includes spitting, biting, kicking, hitting, punching, pinching, slapping with intent] or lesser consequences have not successfully deterred the child from repeating the inappropriate behaviour. Children need to understand that their behaviour means they have lost right to be part of the class. The length of time will be appropriate to the behaviour. On some occasions it will be deemed appropriate to give a task to a child whilst this may include writing the golden rules, creating a written apology or reflecting about their actions in silence.
- **Step 6:** **Involvement of parents** by telephone, letter, or appointment, which may include formulating a Risk Reduction Plan [RRP].

\*Step 4 & 5 are interchangeable depending on the child/behaviour.

We feel that the following principles must be considered when dealing with unacceptable behaviour:

The sanction/consequence must:

- be appropriate to the individual and the incident
- be immediate\*, fair and consistent
- consider the individual needs of every child in relation to disability, SEN, age, race, religion, gender and vulnerable pupils.

\*On occasions a later or continued consequence for a child where their behaviour makes themselves or others unsafe will be organised. For example, staying in class during subsequent playtimes across a period. Please see 4.4 for more information.

#### 4.3 Records of behaviour

Each class has a **behaviour book** in which staff will record all serious/persistent incidents where the golden rules have not been followed and notes from any meetings with the child's parent/carer as a direct result. Notes should be factual, dated, and include any dialogue had with the child/ren concerned and any agreed outcome or further action. This allows trends in behaviour to be carefully monitored and accurate records to be kept in case they need to be referred to in the future. The Headteacher will also keep a record of incidents where he/she has dealt with behaviour on Edukey. The Headteacher will monitor behaviour in classes and individual using the behaviour books and report to the LGB in the termly Headteacher Report. The use of EduKey will create a chronological record of children's behaviour whilst they attend the school. Information pertinent to children in the behaviour books will be recorded on Edukey on a weekly basis. The behaviour book will contain the perpetrators name, the date of the incident, any immediate response [e.g. **VF = Verbal feedback** given to the child at the time of the incident occurring, **C= Consequence** = a detail of the sanction given to the child as per the policy and **FU = Follow up** is required which the class teacher, in the first instance, will need to do [this could include a sanction if not already given and/or seeing the Headteacher/her representative and /o feedback to parent/carer].

Parent/carers are consulted and informed throughout if their child's behaviour is a cause for concern.

#### 4.4. Persistently concerning behaviour

A few children in school may display persistently challenging behaviour that requires strategies to address it. All the above consequences will apply if appropriate, but extra strategies may also include:

- Pastoral Support Plan [PSP] for behaviour chart or parent involvement
- Lunchtime /playtime arrangements
- Individual behaviour charts

Opening an Early Health Assessment forms [EHA] enable:

- Referral to and/or advice and support from agencies such as the Primary/Behaviour Support Service, Education Welfare, Educational Psychology, Exclusions Manager and the school's Family Inclusion Worker
- Risk Reduction Plan [RRP]
- Home/School contracts/agreements
- Individual communication books
- Regular meetings with parents working together in partnership to support the child/home schoolbook
- Moving a child from one class to another or creating a special timetable
- Different lunchtime/playtime arrangements to ensure everyone has a happy break

It is likely a child displaying persistently challenging behaviour may be considered as having a special educational need and a One Page Profile [OPP] or RRP will be written, as set out in the school's Special Educational Needs policy. This allows for his/her behaviour to be monitored and modified, using small, achievable targets for improvement. There might be the need to also open an EHA depending on the child's circumstances.

#### **4.5. Extreme Misbehaviour**

In cases of extreme misbehaviour, which put the child's, other children's or a member of staff's safety at risk, exclusions may be enforced if necessary. The County exclusion guidelines will be followed carefully, including a thorough investigation of triggers and written communication with parents/carers. The governing body will be informed in a termly Headteacher report, although individual children will not be identifiable.

### **5. Behaviour Management during Lunch Times, Play Times and Off-Site Activities**

#### **5.1. Consistency**

It is very important that our approaches to behaviour management are seen to be consistent throughout the day. Both strategies for praising desirable behaviour and dealing with unacceptable behaviour should be followed as outlined above and applied as appropriate to the situation.

#### **5.2. Application of rewards and sanctions**

Great consideration has been given to how our behaviour strategies can be applied outside of the classroom. It has been agreed with midday supervisors [MDS] that when positive behaviour management strategies are ineffective at lunchtimes the hierarchy of sanctions, in line with the whole school policy, will be:

**Step 1: 1st warning** e.g. 'I have noticed you are not being gentle to other children; this is your 1st warning, please be gentle.'

**Step 2: 2nd warning** e.g. 'This is your second warning; you must be gentle. If you continue to play rough games, you will miss 5 minutes of your playtime.'

**Step 3: Missing 5 minutes of play** e.g. 'I have already given you two warnings for not being gentle and you chose to ignore them. You must now miss 5 minutes of your play and I will tell your teacher you and record in the behaviour book.'

**Step 4:** If behaviour continues, or the incident is serious\*, the child/ren should be sent to see the Headteacher or her representative immediately.

**Step 5:** Seek immediate assistance of Headteacher or SLT if any major difficulties arise.

\*The MDS will record in the behaviour book any significant problems or unique incidents and the action taken and leave on the class teachers' laptop should no consequence have been issued to inform the teacher. This will include children who have had a consequence but the class teacher is monitoring and therefore needs feedback on the lunchtime behaviour.

The following principles are consistent with our behaviour policy and apply at lunch and play times as appropriate:

- Maintain a high profile – be visible, move around a lot and be approachable to children.
- Seek out children who may experience difficulty and talk to them positively about your expectations.
- Be aware of potential 'hot spots' and try to diffuse them before they start.
- Class teachers to tell teachers on duty/supervisors of any pupils who have caused concern during session prior to play/lunch time, so that a special 'eye' can be kept on them.
- Deal with problems as they arise – to ignore them is to condone them.

#### **5.3. Communication**

Communication between lunchtime supervisors and teaching staff, those on playground duty and other staff, and between children and adults is a key area to address. As in Step 5 or 6 above, incidents of unacceptable/inappropriate behaviour are to be drawn to the attention of the class teacher through the behaviour book being left on the laptop, or if this is not possible by talking to a member of support staff. Records in the behaviour book should be factual, signed, dated and have a clear description of the incident and adult's response. In persistent or more serious cases the Headteacher should also be spoken to at the end of lunchtime/playtime. Class teachers will need to check these records regularly, especially when making class reports, referrals, IBP's or talking with parent/carers. Information pertinent to children in the behaviour books will be recorded on Edukey on a weekly basis.

## **6. Physical Intervention and Power to Use Reasonable Force**

The school is committed to ensuring that all staff and adults with responsibility for children's safety and welfare will deal professionally with all incidents involving aggressive behaviour, and only use physical intervention as a last resort in line with DfE and LA advice. If used at all it will be in the context of a respectful, supportive relationship with the pupil, following the necessary training for named staff. We will always aim to ensure minimal risk of injury to pupils and staff.

In line with government non statutory guidance, reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. Guidance states that 'In a school force is used for two purposes, to restrain pupils [that is to hold back physically or to bring a pupil under control or control a pupil, for example of two pupils are fighting and refuse to separate] or to control them [that is either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom]. The decision on whether or not to physically intervene is down to the professional judgment of the staff member concerned and should always depend on the individual circumstances.'

At Hartford Infant School, where all other measures have failed, reasonable force can only be used to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

**We will not** use force as a punishment and reasonable adjustments will be made for disabled children and children with SEN. We will tell parents if force has been used on their child in a serious incident and full details will be recorded.

For full guidance please refer to the Use of Reasonable Force: Advice for Headteachers, Staff and Governing Bodies' [July 2013] document referenced at the beginning of this document [this includes a section on complaints about reasonable force and other appropriate physical contact].

We will speak to parents/carers about serious incidents using reasonable force and this will be recorded in school and the headteacher will monitor.

Although gaining parental consent to use force on a student is not required, we will always aim to speak with the parents/carers in advance to gain permission [written/verbal]. This is strictly on an individual basis and the Headteacher will be fully informed of any such practise and override any decisions made.

For some children they will require a Local Authority Individual Risk Management Plan [RRP] or a school Pastoral Support Plan [PSP] which will document the specialised provision needed to ensure the child is always safe within school, this would be shared with parents/carers in advance.

## **7. Searching and confiscating pupil's property**

### **7.1. Banned Items**

Items which are banned are:

- knives or weapons;
- alcohol;
- illegal drugs;
- stolen items;
- any other items which could be deemed to be a hazard.

### **7.2 Searching with consent**

In line with Government advice, if a member of staff suspects a pupil has a banned item in his/her possession, they can instruct the pupil to turn out his or her pockets or bag and if the pupil refuses, the teacher can apply an appropriate sanction as set out in the school's behaviour policy. The Headteacher or her representative will decide when and if to return, retain or dispose of the confiscated item when found through searching with consent.

### **7.3. Searching without consent**

A search can be authorised by the Headteacher or her representative, without consent if the suspected item is a weapon, knife, alcohol, illegal drug or a stolen item. This power extends even if the pupil is found after the search not to have the item. Such searches can only be carried out on school premises, or off-site activities where the member of staff has charge, e.g. on a school trip. The power of search without consent enables a *personal* search, involving removal of outer clothing and searching of pockets, but not an *intimate* search.

#### **7.4. Who can search?**

The Headteacher, or a senior teacher authorised by the Headteacher, can search but they must be the same sex as the pupil being searched and there must be a witness, who if possible, is the same gender as the pupil being searched. This is to safeguard both the child concerned and member of staff.

#### **7.5. Confiscation, retention or disposal**

A person carrying out a search can seize anything they have reasonable grounds for suspecting is a prohibited item (that is a weapon/knife, alcohol, illegal drugs or stolen items) or is evidence in relation to an offence. For specific details please refer to pages 6-7 of the DfE's 'Screening, Searching and Confiscation' advice.

Law dictates the member of staff will not be liable for damage to, or loss of, any confiscated items, provided they acted lawfully.

#### **7.6. Telling parents and dealing with complaints**

Schools are not required to inform parents before a search takes place or to seek their consent to search their child. There is also no legal requirement to make or keep a record of a search, although as a school we will.

We will inform the individual pupil's parents or carers where alcohol, illegal drugs or potentially harmful substances are found. Complaints about screening or searching will be dealt with following our usual complaints procedure.

#### **8. The Contribution of the Environment**

As a school, we recognise that the environment, both indoor and outdoor, will affect the behaviour of our children.

The way in which the school is presented, and work displayed is central to a positive working environment. We recognise the need for displays to be changed regularly and for the school environment to be kept tidy so that the children are encouraged by example to look after their classroom and the school. Our aim is that the children will ultimately take responsibility for much of the tidying.

We have developed the equipment on our playground to encourage play. At playtimes both indoors and outdoors there will be an adequate supply of materials, games and toys to occupy the children in a profitable manner.

#### **9. Conflict Resolution**

The management of peer relationships is fundamental to the development of children and young people's self esteem and mental and emotional health and wellbeing. Forming positive relationships promotes social inclusion and has a positive effect on children and young people's behaviour and ultimately their achievement at school.

Conflict is a normal and unavoidable part of life and learning about the nature of conflict and successful ways of resolving conflict peacefully is a vital part of helping children maintain and foster positive relationships and an important part of their development.

Many children experience conflict daily but resolve their problems quickly and calmly without resorting to verbally or physically aggressive means. However, sometimes children will find it difficult to resolve their conflicts peacefully. Since 2014 we have encouraged the children to become autonomous in when trying to solve their quarrels and problems with each other by using a conflict resolution script [see **Appendix 3**]. This programme is designed to enable children to resolve interpersonal conflicts peacefully, confidently and independently. This approach has been adopted from the Cambridgeshire PSHE Wellbeing Programme and is embedded into school life whereby we expect all children to use this before they seek help from an adult.

#### **10. The Disciplining of Pupils for behaviour outside of school**

In line with Government advice, teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. A teacher of Hartford Infant School may discipline a pupil for any misbehaviour when the child is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil at the school.
- or misbehaviour at any time, whether the conditions above apply, that:
- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

In response to all non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a staff member or reported to the school, children will be sanctioned in line with the hierarchical sanctions outlined in section 4 of this policy, after a full investigation.

### **11. Expectations and accountability**

This policy should be read alongside the detailed expectations within **Appendix 2**.

### **12. Attendance**

Regular attendance and high levels of punctuality is crucial in positively supporting children's behaviour. We will encourage the children to want to be in school with their peers and want to behave appropriately in class, around the school and outside.

### **13. Safety**

We will create a safe environment for children, through positive role models and high expectations that all individuals in school always deserve to be treated with respect .

### **13. Policy Review**

This policy will be reviewed **annually** by the governing body and staff of Hartford Infant School.

To ensure access by everyone in the community this policy can be made available in large print and translated into languages as appropriate upon request.

**Reviewed and approved by the Local Governing Body January 2020**

## APPENDIX 1

### General Principles for Behaviour and Discipline [created by the Governing Body in March 2012]

#### **General principles for the guidance of the Headteacher in determining measures to promote good behaviour and discipline amongst the pupils.**

1. The need to ensure a secure, safe and congenial environment for teaching and learning which is the main purpose of a school.
2. The expectation of good behaviour, mutual respect, tolerance and caring relationships from all in the school community, which includes children, staff, families/parents/carers and Governors.
3. The understanding that poor behaviour in whatever form will be managed firmly. This could include the use of sanctions (for the school to decide) in consultation with staff/parents/carers, governors and outside agencies as appropriate, and support offered if necessary.
4. The promotion of a whole-school approach to developing and implementing these values incorporating guidance for staff and families and providing clear rules for the children.
5. The clarification for parents and staff that it is now recognised that teachers are enabled by law, to search pupils, to use reasonable force, and to discipline children for misbehaviour outside school in certain circumstances, as set out in the Department of Education guidance.
6. The policy should make clear that the staff will have the support of the Governing Body providing that they have acted within the remit of the school's Behaviour and Discipline policy.

**Reviewed:** April 2016 by the Curriculum and Data Committee, January 2020 by the Local Governing Body

## APPENDIX 2

### Hartford Infant School Home-School Agreement

**(signed copy to be kept in child's folder at school)**

We aim to provide high standards of teaching and learning in a happy, secure and purposeful environment where all members of our school community feel valued. We believe that children benefit enormously when parents/carers and school staff work together in an open and honest relationship. We therefore aim to develop a close partnership with all parents/carers.

#### The Parents/Carers

I/We shall:

- Make sure that my/our child attends school regularly and arrives on time (school starts at 8.45am).
- Inform the school on the first day of any absence, and every day thereafter.
- Provide an explanation for lateness using the Lateness Folder.
- Let the school know about any concerns that might affect my/our child's work or behaviour.
- Support the school's policies and guidelines for behaviour.
- Support my/our child with homework and other opportunities for home learning.
- Sign up to use Tapestry, activate account and upload pictures/videos from home to support my child with their learning in school.
- Attend parent evenings and discussions about my/our child's progress.
- Make sure my/our child wears school uniform and does not have jewellery, painted nails or any other form of body decoration.
- Make sure that my/our child has an indoor and outdoor PE kit in school all week, as well as suitable Forest School clothing (e.g. wellies, warm waterproof coat).
- Ensure that my/our child has a healthy packed lunch (if applicable) and will clean and return their school water bottle at the end of each day.
- Make sure my/our child brings their bookbag to school everyday and check the bookbag for letters/information every night.
- Ensure we do not take holidays during term time, in line with Local Authority expectations.
- Talk to all adults/children in school in a respectful manner.
- Support the main characteristics of learning otherwise known as the Hartford Heroes.

#### The School

The school will:

- Provide a safe environment for your child that nurtures their social, emotional and physical wellbeing.
- Contact parents if there is a problem with illness, attendance or punctuality.
- Ensure that your child feels successful and valued in the school community.
- Build good relationships with your child based on mutual respect and understanding.
- Regularly upload pictures and videos onto Tapestry.
- Let parents know about any concerns that affect a child's work or behaviour.
- Assess children's progress and plan for 'next steps in learning' to meet the individual needs of your child.
- Arrange parent consultations and keep parents regularly informed regarding a child's progress.
- Set and monitor work to take home in line with school policy.
- Keep parents informed about school activities through letters home.
- Talk to parents/carers/children in a respectful manner.
- Support your child to embrace the main characteristics of learning through the Hartford Heroes.
- Celebrate your child's successes in school.

#### Together

We will help children to understand that they should:-

- Try their best, work hard and take pride in their school work.
- Behave well in school.
- Learn to respect other people's feelings.
- Be polite and helpful to others.
- Model acceptable behaviour, including the way we speak to and about one another.
- Keep the school tidy, litter free and take care of equipment.
- Do some work at home to support their school work.
- Persevere, aim high, work in collaboration with others, problem solve, reflect and get involved in their learning.

**Pupil Name:** \_\_\_\_\_

**Parent/Carer Signature:** \_\_\_\_\_

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

## APPENDIX 3

### Conflict Resolution Script

Adults need to stay with children and prompt them to be able to use the script.  
All adults should have a copy of this card.

**Conflict Resolution**

Adult and child[ren] say together:

**Stop.**

**Let's not fall out.**

**Let's talk.**

**I'll go first and you listen.**

**When XXXXX happens, it makes me XXXXX.**

**Your turn and I'll just listen.**

Adult say:

**What shall we choose to make it better for both of you?**

**Let's agree...**

**This addendum to the Behaviour Policy of Hartford Infant School is for use during the arrangements for education of students in school throughout the Covid-19 partial school closures. It is to be used in conjunction with, and read alongside, the Behaviour Management policy, Anti-Bullying policy and our Child Protection policy.**

At **Hartford Infant School** the safety and well-being of our children is our number one priority. We believe that all children should be kept from harm and protected, and that they should be given the opportunity to share how they feel in various situations.

**All students should continue to adhere to the principles outlined in the Behaviour Policy. Pupils, staff and parents should be mindful of the following:**

1. You should be careful and considerate, respectful and kind to all and obedient to those in authority, whether in person or online.
2. You should be polite and friendly to peers and adults alike by following the school rules.
3. You should be safe, responsible and courteous always, to all members of the school.

**In addition, children and staff should:**

Respect the revised day to day expectations of the class 'bubbles' and wider school:

- children and parents should adhere to the revised rules and expectations for entering and exiting the school site[please do not linger on the playground or use the trim trails and other fixed equipment and furniture]
- children should stay in their own classrooms unless directed otherwise
- children should only interact with others in their own bubble throughout the school day
- children should only use their designated entrance and exits to the school building, follow one-way systems and not go into out of bounds areas
- children should stay at their own desks unless directed otherwise
- at playtimes and lunchtimes children should only play in areas designated to their bubble
- children should always obey social distancing rules, in and out of the class bubble
- children should follow hygiene rules, including washing hands when asked to throughout the day

Be aware of, and follow, expected Self-Care and Health needs:

- children should inform an adult if they feel they have any Covid-19 symptoms [an explanation of what these symptoms are will be shared with children]
- children and staff should use tissues when sneezing or coughing and dispose of in bins
- children and staff should avoid touching their mouth, nose and eyes
- children will not cough or spit at or towards any other person
- children should only go to the toilet areas one at a time and thoroughly [at least 20 seconds] wash their hands after use
- children should only use their own resource packs, not interfering, touching or sharing any resources or equipment
- staff should ensure all items used in the class bubble should be cleaned and sanitised after use e.g. at the end of school day
- children should only use their own water bottles and eat/drink their own food. No sharing is allowed.
- children will not bring any additional items [e.g. soft toys and book bags] into school other than fruit for snack, lunch boxes, filled water bottles, and sun hats/sunglasses
- parents will bring their children to school with clean hair and fresh clothes daily

-Headteachers have the discretion to refuse entry if social distancing is NOT being followed outside school appropriately

### **Rewards and Sanctions**

'Numbers in boxes' will continue to be awarded to pupils who display positive behaviours. Staff can inform parents of exemplar behaviours at the end of a session.

In the unfortunate event of misbehaviour, pupils will be given clear, explicit warnings and reminders of appropriate choices in line with our usual behaviour policy (**Steps 1- 4 only**). If, following this, behaviours do not improve, the Headteacher can be called (via radio) to support. Parents will be contacted, and children will be collected from school to ensure the safety of themselves and others. If, despite positive reinforcement from school staff, a child refuses to enter school in the morning, parents will need to take their child home.

Undesirable behaviour will be communicated to parents via phone call as necessary.

If any adverse behaviours take place that could affect the health or safety of individual pupils or staff, then an individual risk assessment may be completed to review the safety of that child in school site during the pandemic restrictions.

The global Covid-19 pandemic has led to a change in how we define some of our children's behaviours in school and our assessment as to whether these are difficult or dangerous, particularly where a child or young person's behaviours could cause an increased risk to their own health or the health of others. Examples of this might include (but are not limited to): **spitting, repeated disregard of social distancing rules or not staying in their class bubble**. Spitting, physical attacks, refusal to comply with social distancing requirements that could heighten the risk of harm to others could result in **exclusion** which will be decided by the Headteacher.