



## Addendum to Wychall Primary School's Behaviour Policy



Please read this addendum in conjunction with Wychall Primary School's behaviour policy (found on the school website) and the DRB Ignite MAT behaviour policy (<https://drbignitemat.org/wp-content/uploads/PDF/Policies/Behaviour%20Policy.pdf>)

Due to the on-going issues created by COVID19, it has become necessary to add an **addendum to the school's behaviour policy to reflect the changes in behaviour required** at this time. This addendum will support keeping the children and staff at Wychall Primary School safe during the pandemic.

We are aware that all children have come back to school with different experiences of lock-down, on-going work will be completed with the children to support their transition back to the routine of school and to develop their well-being, any concerns will be reported to a DSL and placed on CPOMs.

### What does good behaviour look like?

Good behaviour at Wychall means keeping to the Golden Charter. There have been **several additions** made to the Golden Charter to support the development of good hygiene and ensure the safest possible environment for the school community. Expectation is that children will be taught what good behaviour looks like and will have constant reminders verbally and through signage of the hygiene and safety procedures e.g. hand washing, moving around school etc.

### GOLDEN CHARTER

- *We agree to keep our hands and feet to ourselves and speak to each other kindly and positively.*

*Articles 31, 14, 29, 28*

- *We agree to work hard in lessons and follow the instructions given to us.*

*Article 29, 28*

- *We agree to listen carefully to whoever is speaking and take turns to give our opinions, ideas or answers.*

*Article 28, 3, 12, 13*

- *We agree to keep our classrooms tidy, treat resources with respect and care, and look after our school environment.*

*Article 29, 28*

- *We agree to keep to hygiene rules*
- *We agree to keep physical distance from each other when in our bubble, and to keep 2 metres away from people who are not in our bubble.*

## Good to be Green

The Good to be Green system will be used, changes will be made for those with specific needs after discussion with the Behaviour Lead or SENDCO (see Behaviour Policy).

## Children with behaviour plans or risk assessments behaviour logs

Children will continue to be supported by the use of Behaviour plans or Risk Assessments. Reference to behaviour related to the changes due to COVID may be added to Behaviour Plans or Risk Assessments if required.

We will continue to use Behaviour Logs to support individuals with their behaviour choices. **An adult in a child's bubble** will share their log and their targets with them every week.

One of the adults in the bubble will speak with the child every morning to start the day in a positive way and deal with any issues / concerns before the learning begins.

Ticks will be praised in class and an email sent to NL every week to share the amounts of ticks collected in a week by the child, the return e-mail to be shared with the child.

## Rewards

- Verbal praise will be given to children regularly
- Stickers
- Children will be rewarded for keeping to the golden charter – Green all Week certificates etc
- Postcards home – recommendations to a member of SLT
- Phone call or text home by adult from the bubble
- Stickers on a class chart with individual's names on
- Marbles in the jar (or equivalent) – the bubble can decide on a reward when the jar is full e.g. watch a film, time outdoor, art etc (no rewards will involve eating)
- Dojos given – Dojo of the day celebrated in the classroom, Dojo of the week texts home. On the computer or as ticks on a chart.
- Gold and silver cards given and letters sent home
- Good news re behaviour for an individual or group can be shared by email with the Behaviour Lead / Deputy Head, Executive Head or Head of school, they will send an email in return, to praise the children, this will be shared with the bubble.

## BEHAVIOUR SANCTIONS FLOW CHART

ALL children start the day on a green card

Warning and a blue card which is the time to 'Stop and Think'



Warning and a Yellow Card  
The teacher will inform the child of what they need to do to return to a green card.

If a child improves their behaviour they are returned to a Green Card



If a child continues to misbehave they will receive another Yellow Card which becomes a 'worked up to' Red Card.



'Worked up to' Red Card  
Incident logged in Behaviour Book (label as WR)  
Use of time-out in year group if appropriate.

Racist, homophobic, sexist or other discriminatory language  
Bullying  
Threatening behaviour  
Stealing



Class teacher to log and number in Behaviour Book SR and on Sharepoint

Staff to inform SLT if a straight red card is given.  
A text message will go out to parents to inform them that a red card has been given.

The following actions endanger the safety of the child and others and may result in the child losing their place at school during these temporary arrangements.

- Fighting
- Violence to a child or adult
- Leaving the classroom without asking
- Refusal to do as asked
- Deliberate breach of the hygiene rules

Behaviours which will result a Straight Red Card (SR)

- Use of racist, homophobic, sexist or other discriminatory language
- Abusive language
- Fighting
- Stealing
- Violence to a child or adult
- Bullying (see Bullying Prevention policy)
- Threatening behaviour
- Leaving the classroom without asking
- Refusing to do as asked (The refusal would result in a **child being in danger or children's learning being disrupted**)
- Deliberately not keeping to the hygiene rules

### Exclusions

The school will consider the use of exclusion when incidents are deemed serious enough to warrant this consequence, other agencies may well be involved and the Head Teacher reserves the right to exclude for a fixed period or permanently exclude if appropriate, in consultation with school Governors. Where possible, two members of SLT will discuss an incident before an exclusion is given.

When a child returns from exclusion they will attend a Return to School Meeting with a member of SLT by phone. During the meeting they will discuss what the child, parent and school will do to support good behaviour choices in the future (see form in the appendix).

### Positive Handling

All members of staff have 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. Adequate numbers of staff are Positive Handling trained.

When deemed appropriate and when there is a real risk of injury to members of the school community, disruptive pupils will be placed in an area away from other pupils for a limited **period of time**. **The school will ensure that pupils' health** and safety requirements, safeguarding and welfare is upheld.

We reserve the right to positively handle any child, with or without permission from parents if we believe they pose a risk to themselves or others or they are compromising the good order and discipline of the school.

**Any incident that involves a child being 'positively handled' must then be logged on CPOMS and Sharepoint and the Head Teacher must be informed.**

If a staff member has been assaulted the staff member is to log the assault on a serious incident form and if there is any injury, an accident form must be completed.