



Roselands & Stafford
Federation

Behaviour Policy Addendum

In light of COVID 19 restrictions.

Document control: Interim Executive board

Ratification: Interim Executive Board July 2020			
Signed by	Name	Signature	Date
Interim Executive Executive Headteacher	Kyra Siddall-Ward		14/7/20
Chair of IEB	Penny Gaunt		14/7/20

As Roselands and Stafford Federation has an Interim Executive Board (IEB) in place, any reference to the governing board, chair of the governing board, clerk to the governing board and members of the governing board refers to the Interim Executive Board, chair of the Interim Executive Board, clerk to the Interim Executive Board and members of the Interim Executive Board.

Following the Covid-19 pandemic, which resulted in the closure of schools for most learners in March 2020 across the United Kingdom, we have re-evaluated our school Behaviour Policy at Roselands & Stafford Federation to prioritise the health and safety of our school community and their families.

These arrangements have been adapted in accordance with our main risk assessment and operating procedures but all pupils, staff and parents must uphold this amended Behaviour Policy.

Our school environment has needed to be altered to offer the safest operating procedures for pupils and staff which may not be those best designed for optimal learning but are in accordance with government guidance issued.

Following the long period of closure, some children may have forgotten our expectations, or lost the habits that enabled them to flourish and thrive. Together, through frequent modelling and explicit teaching of existing and new expectations, we will support the children to observe the rigorous hygiene habits and appropriate social distancing, where possible, which we will insist upon to maximise the safety and minimise the risk to health within the school environment.

Social distancing means that physical touch should be avoided between staff and pupils but where essential for intimate care this will still go ahead with appropriate PPE for staff concerned and all hygiene rules followed in accordance with government guidance. Staff should use their professional judgement as to other appropriate strategies if physical touch is required in class e.g. where a child is distressed. Thorough hand washing after any physical contact is essential.

We base our behaviour management on promoting our school rules and values, celebrating the positives and incentivising children to make the right choices and therefore improve their behaviour. Please use the Empowerment Approach to support pupils with reflecting on their behaviour and making those correct choices. However, clear and consistent sanctions will also be enforced as appropriate.

Any issues of bullying are dealt with in accordance with our Anti- Bullying policy.

Our commitment to the school community:

- Prior to reopening, staff will be trained in the new safety routines to ensure clear and consistent messages and routines are adopted with all children across the school.
- Staff will provide positive role models for children and display excellent hygiene habits at all times.
- On reopening, all children will be supported to understand and practice the new systems and routines which have been implemented to promote the health and safety of the school community.
- Through in-class assemblies, PSHE lessons, modelling by staff and visual reminders, we will frequently reinforce our expectations.
- Children who may need additional support to develop robust behavioural habits will be identified by class teachers and will be supported by the Teaching Assistants to practise and embed our new behavioural norms.
- All pupils who require a personalised behaviour plan will have this updated to reflect COVID-19 expectations.
- Any accusations of deliberate or malicious transition (e.g. spitting, coughing, licking) will be thoroughly investigated by a member of the SLT and appropriate steps taken in consultation with parents.

Parent/carer commitment to the school community:

- Prior to reopening, parents and carers should communicate messages shared by the school to their children about behaviour and hygiene expectations. This is set out in the parent handbook.
- Parents and carers should model good hygiene and encourage their children to observe the school's expectations for regular hand washing and hygiene.
- Parents and carers can, through adherence to the expected behaviours at pick up and drop off, support the school to comply with social distancing measures and maintain a safe distance between themselves and other members of the school community. Parents will adhere to the markers for social distancing and the timings as set out in the parent handbook.
- Parents will not be permitted to enter the school building at any time, unless previously agreed with the Executive Headteacher.

Child commitment to the school community:

- Children will comply with the demand for social distancing, regular hand washing and hygiene as outlined in 'Our 'Staying Safe' Rules'.

Our Staying Safe Rules:

- Arrive and leave school only at your allocated time and go straight to your allocated classroom. Wash hands using soap thoroughly on arrival to school and at other points throughout the day, especially before eating and as directed by an adult. Follow the one way system around school using the correct staircase for your bubble.
- Follow the social distancing marking around the school wherever possible.
- Keep your hands and feet to yourself, following the social distancing rules.
- Remain with your bubble at all times.
- Try not to touch your face with your hands, especially your mouth, nose and eyes.
- If you need to cough or sneeze, use a tissue and then put it in the bin. If you don't have a tissue then cough or sneeze into your elbow/upper arm. Immediately wash your hands.
- Tell an adult straight away if you feel unwell or have been coughing quite a lot.
- Packed lunch boxes and water bottles must be labelled with your name for your use only. Any personal belongings e.g. rucksacks, mobile phones or toys are to stay at home.
- Use the toilet when an adult tells you it is safe to do so. Flush the toilet after you've used it. If there is someone else in the toilet area or at the sinks you must stay a safe distance away from them. You must wash your hands thoroughly and dry them.
- Only use the resources, equipment in your own learning pack and store this in your own tray/plastic box.
- Reading books are changed in agreement with the teacher and must be out of circulation for 5 days to allow them to become virus free.

Roles and Responsibilities

The Executive Headteacher will:

- Implement the behaviour policy, reinforcing the need for consistency throughout the school. Report to the IEB regarding the effectiveness of the policy.
- Support staff when dealing with challenging behaviour and the law.
- Be a positive role model.
- Ensure the health and safety and welfare of all children within the limitations of the government guidance and our best endeavours to respond to it in all faith and due diligence even though the science around the virus is not 100% established.

The Heads of School will:

- Praise and encourage positive behaviour including rewards and celebration.
- Ensure the promotion of the rules and values in and around school
- Ensure appropriate use of sanctions.
- Work closely with parents /carers of children displaying challenging behaviours.

Staff will:

- Plan and deliver effective lessons taking account of children's starting points.
- Promote the core values and Federation expectations in and around school paying particular attention to explicitly teaching the specific STAYING SAFE rules at an age appropriate level as related to the virus.
- Reward and praise positive behaviour.
- Offer the children choices and the chance to make the right decision.
- Support children with the language and vocabulary they need in order to socialise and develop interpersonal skills as outlined in the Empowerment Approach.
- Be a positive role model.
- Inform parents/carers about the welfare and behaviour of their children by telephone.
- Follow the behaviour policy consistently and record negative behaviour following the correct procedure on Compass Tracker.
- Work in partnership with senior leadership to ensure all agreed strategies and actions are carried out including the use of individual behaviour plans.

Children will:

- Follow the school expectations.
- Uphold the school values.
- Be responsible for their own actions and their impact on others.
- Learn to work cooperatively.
- Accept sanctions and be willing to be reflective to change behaviours.

The Interim Executive Board will:

- Approve the Addendum to the Behaviour Policy.
- Carry out its statutory duty relating to exclusions and disciplinary issues.

- Review the effectiveness of the policy with the Executive Headteacher.

Communication and parental partnerships

Effective communication and positive parental partnerships are crucial in maintaining high standards of behaviour and consistency. If a child displays behaviour which is causing a concern in school, steps will be taken to inform parents. The class teacher will have the initial responsibility for this. Teachers will be responsible for reporting any early warning signs for behaviour and safety to members of the Senior Leadership team so strategies can be put in place and more formal steps can be taken.

Senior leadership, with the support of the wider team, will strive to support and encourage parents to share the same aims of the school in promoting good behaviour. Where appropriate parents will be signposted to additional support where this is needed.

APPENDIX B: Revision to Whole School Rewards

Reward	Given by	Reason	Purpose
Dojo Team Points	All members of the school staff	Points are given for non-academic social or behavioural success, effort or achievement – e.g. good behaviour, helpfulness, responsibility, resilience, respect etc	Points will be collected on a weekly basis. Each week we will celebrate the team with the highest number of points. Teachers will celebrate in class the child with the most individual points. Team points target will be set by the individual teacher for a team reward.
Postcard Home	Primary Executive Headteacher	Awarded for a child each week who has shown outstanding pro learning and prosocial behaviours	To celebrate with parents
Behaviour for Learning Champions	One certificate to be decided by the class teacher each week	Behaviour Champions are recognised for their efforts to behave well, and to follow the agreed rules. They have displayed one of the three core values of Resilience, Responsibility or Respect. They serve as role models to others	Certificates are given out in the Celebration Assembly. They are then signed by the Head of School or one of the Assistant Heads. The child to sit at the front of the class during virtual assembly. They are then sent home. Parents are invited to attend remotely
Reading Raffle tickets (Roselands)	All Roselands staff on a Friday for reading at home five times in one week	Reading Raffle tickets are rewarded if children read five times at home in one week. In Year 1, this can include DSR if the child has attended all five sessions.	To encourage children and parents to read more at home and to consolidate the reading completed in school.
Golden Book (Roselands)	All Roselands Staff	For improved effort, progress, outstanding work and independent learning.	To enable children to share their work with the Head of School or Assistant Headteacher. Certificates are taken to classes /bubbles on a Thursday afternoon.

Appendix C: Revised Pro Learning & Pro Social Charter in classrooms & around the school building

Behaviours	Empowerment Process	Recording & Communication
Green Level – Great behaviour –following the School Charter – pro learning pro social behaviours		
<ul style="list-style-type: none"> Following School Charter & demonstrating pro-learning and pro-social behaviour 	<ul style="list-style-type: none"> Class dojo point for every session where pupil demonstrates pro learning behaviours (minimum of 3 a day, 15 a week, 90 per class a day) Additional dojo points for pro learning behaviours and pro social skills Verbal and non-verbal positive reinforcements Roselands and Stafford Stars & Behaviour Champions 	<ul style="list-style-type: none"> Pro learning & Pro social behaviours recorded on Class dojos software Parents invited to virtual Stafford Stars/ Roseland Stars assembly Postcard sent home by Primary Executive Headteacher
Amber Level behaviours – no adhering to class charter, not demonstrating pro learning & pro social behaviours		
<ul style="list-style-type: none"> C1: Not following School Charter and demonstrating pro learning or pro social behaviours 	<ul style="list-style-type: none"> Adult acknowledges and engages with child using 5 point response plan 	<ul style="list-style-type: none"> Child self-regulates – no recording & child moves to Green
<ul style="list-style-type: none"> C2: Continues to fail to follow School Charter and demonstrate pro learning & pro-social behaviours 	<ul style="list-style-type: none"> Adult to check the child again and check if they have put in place what was agreed initially 	<ul style="list-style-type: none"> Child self-regulates – no recording & child moves to Green
<ul style="list-style-type: none"> C3: Continues to fail to follow School Charter and demonstrate pro learning & pro-social behaviours 	<ul style="list-style-type: none"> Adult to relocate the child to work outside the classroom with their work. Adult required to support. Return to class teacher with work. 	<ul style="list-style-type: none"> Recorded on Compass & class teacher to inform parents either verbally or by phone
<ul style="list-style-type: none"> HR3: Not demonstrating pro – social behaviours using targeted hate related language 	<ul style="list-style-type: none"> Adult acknowledges and engages with child using 5 point response plan Move to Amber 4, Amber 5 & Amber 6 if behaviour does not improve 	<ul style="list-style-type: none"> Recorded on Compass for both aggressor & target Select correct hate related behaviour Class teacher to inform parents either verbally or by phone
<ul style="list-style-type: none"> C4: Refuses to work outside the classroom or continues to fail to follow School Charter 	<ul style="list-style-type: none"> Adult to relocate the child to The Guardians of Magic Room with their work. Return to class teacher with work. Pupil voice completed Appendix D. 	<ul style="list-style-type: none"> Recorded on Compass & Assistant Headteacher to inform parents either verbally or by phone. Pupil voice sheet Appendix D shared with Inclusion team for next steps.
<ul style="list-style-type: none"> C5: Refusal to go to The Guardians of Magic or continues to fail to follow School Charter 	<ul style="list-style-type: none"> Adult to relocate the child to Head of School with their work. Return to class teacher with work. Pupil voice completed Appendix D. 	<ul style="list-style-type: none"> Recorded on Compass & Head of School to inform parents either verbally or by phone. Pupil voice sheet Appendix D shared with Inclusion team for next steps.
<ul style="list-style-type: none"> C6: Refusal to go to head of school or continues not to adhere to class charter with head of school 	<ul style="list-style-type: none"> Child's parents to support with relocating the child. Internal exclusion up to 1 day Fixed term exclusion up to 1 day Invitation to reflection with SLT 	<ul style="list-style-type: none"> Recorded on Compass & Head of School informed parents Pupil voice sheet Appendix D shared with Inclusion team for next steps.
<ul style="list-style-type: none"> 3 or more Amber 3+ behaviours escalate to Red 1 and initiate behaviour plan 		
Red Level behaviours that make the child, adults and other children unsafe or multiple amber level behaviours		
HL1: 3 or more Amber 3+ behaviours Failure to comply with behaviour plan	<ul style="list-style-type: none"> Inclusion manager to complete behaviour plan Internal exclusion up to 1 day Fixed term external exclusion up to 5 days Referrals to outside agencies as needed (ESBAS) 	<ul style="list-style-type: none"> Pupil Voice sheet completed – Appendix D Meeting with parents to complete/review plan Reintegration meeting with parents Multi agency planning meeting with parents
HL2: <ul style="list-style-type: none"> Abusive language used towards SLT Targeted violence towards others Not keeping themselves safe Damage to school property or property of others 	<ul style="list-style-type: none"> Inclusion manager to review behaviour policy Internal exclusion up to 1 day Fixed term external exclusion up to 5 days Referrals to outside agencies as needed (ESBAS) 	<ul style="list-style-type: none"> Pupil Voice sheet completed – Appendix D Recorded on Compass Inclusion manager/ AHTs meeting with parents or Head of School meeting with parents Executive Head of School meeting with parents

Appendix C: Revised Pro Learning & Pro Social Charter at breaktime & lunchtime

Behaviours	Empowerment Process	Recording & Communication
Green Level – Great behaviour –following the School Charter – pro learning pro social behaviours		
<ul style="list-style-type: none"> Following School Charter & demonstrating pro-learning and pro-social behaviours whilst eating dinner and engaging in play 	<ul style="list-style-type: none"> Support staff award stickers for pupils demonstrating pro social behaviours Play is a positive experience for all pupils 	<ul style="list-style-type: none"> Pro social behaviours recorded on Class dojos software by class teacher
Amber Level behaviours – no adhering to class charter, not demonstrating pro learning & pro social behaviours		
<ul style="list-style-type: none"> P1: Not following School Charter and demonstrating pro learning or pro social behaviours 	<ul style="list-style-type: none"> Adult acknowledges and engages with child using 5 point response plan Adult to issue a red and the child is to have 5 minutes on the time out bench 	<ul style="list-style-type: none"> Child self-regulates – no recording & child moves to Green
<ul style="list-style-type: none"> P2: Continues to fail to follow School Charter and demonstrate pro learning & pro-social behaviours 	<ul style="list-style-type: none"> Adult to check the child again and check if they have put in place what was agreed initially Adult to issue a red and the child is to have an additional 5 minutes on the time out bench 	<ul style="list-style-type: none"> Child self-regulates – no recording & child moves to Green
<ul style="list-style-type: none"> P3: Continues to fail to follow School Charter and demonstrate pro learning & pro-social behaviours 	<ul style="list-style-type: none"> Adult to relocate the child to SLT on duty. Pupil voice completed Appendix D. 	<ul style="list-style-type: none"> Recorded on Compass & class teacher to inform parents either verbally or by phone Pupil voice sheet Appendix D shared with Inclusion team for next steps.
<ul style="list-style-type: none"> HR3: Not demonstrating pro – social behaviours using targeted hate related language 	<ul style="list-style-type: none"> Adult acknowledges and engages with child using 5 point response plan Move to Amber 4, Amber 5 & Amber 6 if behaviour does not improve 	<ul style="list-style-type: none"> Recorded on Compass for both aggressor & target Select correct hate related behaviour Class teacher to inform parents either verbally or by phone
<ul style="list-style-type: none"> P4: Refuses to relocate to SLT reflection room or continues to fail to follow School Charter in SLT reflection room 	<ul style="list-style-type: none"> Adult to relocate the child to Head of School to discuss behaviour. Pupil voice completed Appendix D. 	<ul style="list-style-type: none"> Pupil Reflection sheet completed – Appendix G Recorded on Compass & assistant Headteacher to inform parents either verbally or by phone. Pupil voice sheet Appendix D shared with Inclusion team for next steps.
<ul style="list-style-type: none"> P5: Refuses to relocate to Head of School or continues to fail to follow School Charter 	<ul style="list-style-type: none"> Call parents to support with lunchtime supervision 	<ul style="list-style-type: none"> Pupil voice sheet Appendix D shared with Inclusion team for next steps. Recorded on Compass & Head of School to inform parents either verbally or by phone.
<ul style="list-style-type: none"> P6: Refusal to go to parents or continues to fail to follow School Charter 	<ul style="list-style-type: none"> Internal exclusion up to 1 day Possible fixed term exclusion 	<ul style="list-style-type: none"> Pupil voice sheet Appendix D shared with Inclusion team for next steps. Recorded on SIMS & Head of School informed parents
3 or more Amber 3+ behaviours escalate to Red 1 and initiate behaviour plan		
Red Level behaviours that make the child, adults and other children unsafe or multiple amber level behaviours		
HL1: <ul style="list-style-type: none"> 3 or more Amber 3+ behaviours Failure to comply with behaviour plan 	<ul style="list-style-type: none"> Inclusion manager to complete behaviour plan Child to leave premises for lunchtime Internal exclusions of up to 1 day Fixed term external exclusion up to 5 days Referrals to outside agencies as needed (ESBAS) 	<ul style="list-style-type: none"> Pupil Reflection sheet completed – Appendix D Meeting with parents to complete/review plan Reintegration meeting with parents Multi agency planning meeting with parents
HL2:: <ul style="list-style-type: none"> Abusive language used towards SLT Targeted violence towards others Not keeping themselves safe Damage to school property or property of others 	<ul style="list-style-type: none"> Inclusion manager to review behaviour policy Internal exclusion up to 1 day Fixed term external exclusion up to 5 days Referrals to outside agencies as needed (ESBAS) 	<ul style="list-style-type: none"> Pupil Reflection sheet completed – Appendix D Recorded on Compass Inclusion manager/ AHTS meeting with parents Head of School meeting with parents Executive Head of School meeting with parents

Appendix D: Pupil Voice to decide next steps

P4, P5, P6 Pupil Voice			
Name of child:	Class Teacher:	Completed by:	Date:
Incident that occurred (pupil voice):			
How did it make you feel (pupil voice):			
What would help next time (pupil voice):			
Was behaviour policy adhered to?	Next steps and suggested strategies to prevent reoccurrence		

Appendix D: Pupil Voice to decide next steps

HL1 & HL2 Pupil Voice

Name of child:	Class Teacher:	Completed by:	Date:
Incident that occurred (pupil voice):			
How did it make you feel (pupil voice):			
What would help next time (pupil voice):			

Was behaviour policy adhered to?	Next steps and suggested strategies to prevent reoccurrence