



School Behaviour Procedures COVID-19 UPDATE

These are our school's behaviour procedures which are in line with The White Horse Federation Behaviour Policy.

Our Christian Vision

We will strive to ensure that every child is valued as a unique individual who has been created in the image of God. Our Christian values of respect, compassion, courage and humility will form the foundation of everything we do in school. Our Christian ethos will be demonstrated in the main through the relationships that people have with each other here.... between adults and children, adults and adults and children and children.

Forest & Sandridge CE School

We are committed to creating a positive, safe and nurturing Christian environment, where all members of the school and wider community will be respected and valued.

Within God's love, we will support and encourage one another to grow and flourish... to be the very best we can be.

Nurture, Grow, Flourish

"For I know the plans I have for you," says the Lord... "Plans to give you hope and a future." Jeremiah 29:11

At Forest & Sandridge our behaviour procedures reflect our Christian vision and values. We recognise and understand that it is vital to treat all children as unique and individual. We know that behaviour is a form of communication and we all work to ensure that a child's educational, social, emotional and mental health needs are met.

We believe that children need to feel safe and secure in an ordered environment if they are to achieve their personal best and to become responsible and confident members of the community. Creating such an environment is the responsibility of all members of the school community through recognising that they all have responsibilities and rights:

Responsibilities of Pupils:

- To live by our school values and demonstrate them in school daily;
- To treat others with consideration and respect;
- To listen when others are speaking;
- To follow instructions from teachers and other members of staff;
- To try to sort out difficulties themselves, with support available if needed;
- To ask for help when needed;
- To do their best;
- To let others learn;
- To observe school rules;
- To be ready for lessons and to have the equipment that they need.

In response to COVID-19, the additional responsibilities of pupils are:

- To follow any altered routines throughout the day;
- To observe school routines on hygiene, such as handwashing and sanitising;
- To maintain social distancing wherever possible as explained by members of staff;
- To listen to the instructions of members of staff when moving around school and in the playground;
- To use 'catch it, bin it, kill it' when coughing and sneezing and disposing of the tissue;
- To avoid sharing any equipment or other items;
- To remain on the designated playground at playtime and lunchtime;
- To refrain from coughing, sneezing or spitting whilst in close proximity (less than 2m) to another person.

Rights of Pupils

- To be able to learn to the best of their ability;
- To be treated with consideration and respect;
- To be listened to by adults in school;
- To know what is expected;
- To feel safe;
- To be treated fairly;
- To have educational, social, emotional and mental health needs met.

Responsibilities of Staff

- To live by our school values and demonstrate them in school daily;
- To create a safe and stimulating environment in which pupils can learn;
- To treat everyone with consistency and respect at all times, without regard to race, gender or ability;
- To communicate effectively with each other, children, parents and the wider community;
- To meet the educational, social, emotional and mental health needs of the children.

In response to COVID-19, the additional responsibilities of staff are:

- To establish clear routines for hygiene for the children and themselves;
- To follow the COVID-19 procedures to ensure that the risk of infection from COVID-19 is minimised for the children and staff.

Rights of Staff

- To be treated with respect by pupils, parents and colleagues;
- To be able to teach to the best of their ability;

- To be listened to by others in school;
- To be clear on what is expected of them in their role;
- To feel safe;
- To be fully supported in regards to mental health and wellbeing;
- To be treated fairly.

Responsibilities of Parents

- To support school rules and guidelines;
- To ensure that children attend school regularly;
- To ensure that children arrive at school on time;
- To ensure that their children have the equipment that they need at school, e.g. P.E. kit;
- To tell the school if they have any concerns about their child.

In response to COVID-19, the additional responsibilities of parents:

- To support and follow the COVID-19 procedures to ensure that the risk of infection from COVID-19 is minimised for the children, parents and staff.

Rights of Parents

- To know that their children are safe;
- To be sure that their children are treated fairly and with respect;
- To know that their children are given the opportunity to learn at school;
- To be able to raise concerns with staff and to be informed about their child's progress.

Organisation

Praise and positive reinforcement are the main means of achieving our aims. Children need to feel valued, respected and safe and they need to have a sense of self worth and of responsibility. The security of clear, fair and consistent rules, with praise for children following those rules, is a major part of our procedure.

All members of our school community are expected to live by our core Christian values. These underpin our procedures:

- Compassion
- Courage
- Respect
- Humility

We explore other Christian values throughout the year which all members of the school community are also expected to demonstrate. Children develop a clear understanding of these, particularly through collective worship:

Courage	Creativity	Peace
Trust	Forgiveness	Justice
Thankfulness	Friendship	Hope
Compassion	Truthfulness	Humility
Generosity	Respect & Reverence	Wisdom
Perseverance	Service	Responsibility

Playground Expectations

Demonstrate our values through:

- Playing together at a safe distance and choosing games which don't hurt others
- Letting other children get on with their own games

- Including others in games
- When the first whistle blows, stopping and listening. When the second whistle blows, follow the instructions of the staff to return to the classroom safely maintaining social distancing
- Show respect to all adults and children by listening to them when they are speaking

Class Expectations

- These are decided by each class bubble on return to school in line with our core values

All expectations are reflected on and discussed regularly through worship, PSHE, by School Council and in other class time.

School System to promote positive behaviour

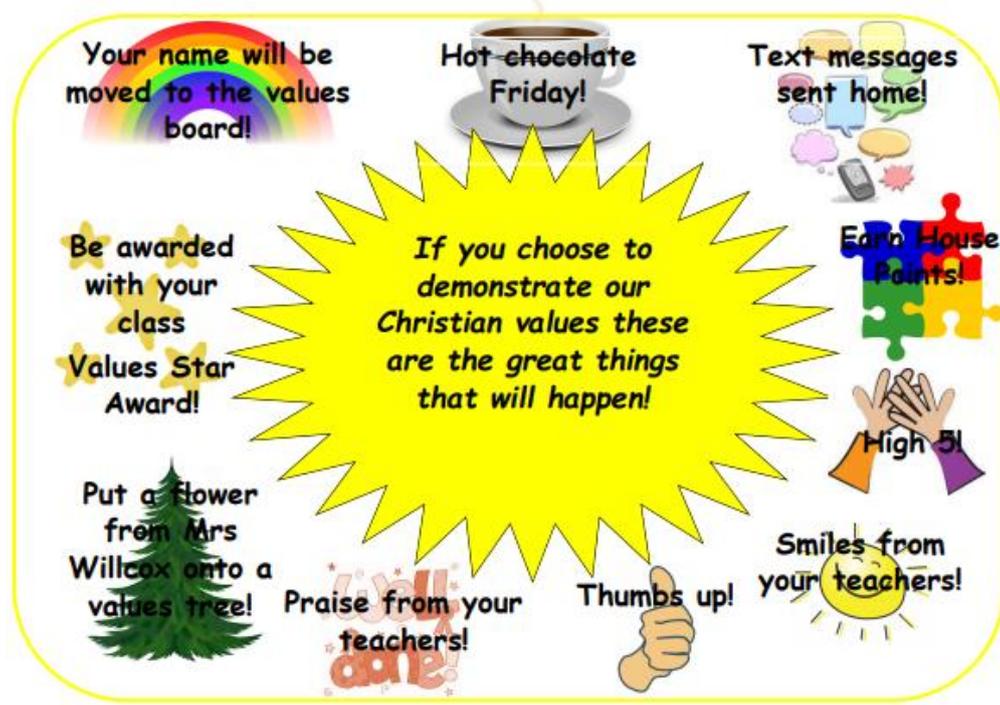
We have a whole school system of consequences for choosing to demonstrate our values and follow our school rules. This is grounded in our vision and values and is taught to the children when they start school and continues throughout the school.

Valuing appropriate behaviour

At Forest & Sandridge CE Primary School we value appropriate behaviour and we communicate this to children through praise. Such praise or rewards must not be confused with bribery (which is defined as offering inducements for somebody to behave immorally.)

Material rewards (such as cups and trophies, house points, stickers, certificates) are awarded for appropriate social behaviours as well as academic effort or achievement. Children are praised and rewarded consistently for demonstrating of our Christian values.

The following show the rewards that children will enjoy when they choose to follow our school rules and demonstrate our values:



Clarification:

- **House points** –When they start at school, all children are placed in one of our houses which are named after forests: Ashdown, Epping, Savernake and Sherwood. Children can

earn points for their house by demonstrating our school values – good work, good effort, positive attitudes, kindness, showing compassion, etc. These are totalled each week by House Captains and Vice Captains and celebrated in Golden Book Assembly each week. We have a House Champions cup which is awarded at Christmas, Easter and the end of the year.

- **Values Star Award** – A member of each class will be awarded with their class Values Star Award each week. This is awarded for continuously demonstrating our school core Christian values – compassion, respect, courage and humility. During the COVID-19 phased reopening the Value Star will not be awarded however the class teacher can still include children in Golden Book for demonstrating our school values.



- **Moving to a value on the values board** – each class has the same system for encouraging children to demonstrate our school values. Children’s names will be moved to the relevant value being demonstrated. This cannot be taken away. The expectation is that every child’s name will be on the board at the end of each school day.
- **Put a flower on one of the values trees** – When a child has achieved something particularly special, they will be praised by their teacher and asked to go to see Mrs Willcox. If she is not available they can go and see another member of the leadership team. The child will tell Mrs Willcox why they have been sent and what value it links to. They will be given a flower to put on the relevant tree in the school corridors. This will be for

exceptional achievements. Class teachers will keep a list to ensure that all children visit Mrs Willcox at least once a year. Teachers should avoid sending the same children too regularly.

- **Hot chocolate Fridays** – Mrs Willcox will host the week’s ‘sensational 7’ children most Friday afternoons for hot chocolate and a biscuit. There will be 1 child from each year group who will be chosen by teachers for something outstanding. This is a chance to recognise the children who always demonstrate our values, try their best and are great role models through their attitude, growth mindset, etc. This is to ensure that these children are recognised for all they achieve and do not go unnoticed. Children are unlikely to be part of this more than once. Teachers will keep a record. During the COVID-19 phased reopening Hot Chocolate Friday will be postponed.



Respect



Courage



Compassion



Humility

Seedlings Preschool

Seedlings Preschool will follow the same principles and procedures as the rest of the Early Years within school. It is recognised that children will need time and practice to learn expectations of behaviour and to understand the consequences of actions. The preschool staff will be sensitive to this when managing behaviour during the day and will provide additional support or adjust expectations where appropriate. The expectation is that the vast majority of children in preschool will know and understand the school procedures by the time they start school.

Discouraging anti-social behaviour

For effective learning to take place a quiet, yet firm, insistence on high standards of behaviour needs to be established at all times. This needs to be consistently applied across the school by all staff members. We recognise that children achieve

success in learning social behaviour at different rates. All staff take care to ensure that children are shown respect at the same time as rejecting the bad behaviour... it is the behaviour that is rejected, not the child. Children's self-esteem can be maintained if sanctions are seen to be fair and just.

We believe that sanctions should be given sparingly and quietly so as not to humiliate a child.

Every day is a new day and a fresh start, regardless of what has taken place the previous day.

If a child is not demonstrating our values or is making poor choices they will be given quiet warnings. If their choices do not improve they will be shown a visual values token reminding them to demonstrate this value. If the behaviour does not improve they will be shown a second token at which point Mrs Willcox will speak to the child to remind them about the importance of showing our values at all times. If Mrs Willcox is not available, the child will speak to another member of the leadership team. A note will be sent home to parents to ask them to further reinforce the importance of demonstrating our values at all times.

On return to class a child can be noticed as soon as possible for showing our values which will result in them moving onto the class board.

Behaviour and Mental Health

We acknowledge that children will have had a range of different experiences and needs which may have an impact on their behaviour presentation at school, especially on their return to school following lockdown. Some children may present with frustration as a result of being isolated from friends or having missed a significant event or experience. Other children may have experienced bereavement or loss or another traumatic experience. For many, the process of re-engagement with learning and returning to school under unusual circumstances, may require some additional input and encouragement.

As a result of these varied experiences children may present with a range of behaviour, this may include:

- Anxiety
- Lack of confidence
- Challenging behaviour
- Fight or flight response
- Anger
- Shouting
- Crying
- Hyperactivity and difficulties maintaining attention

As a school we recognise 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 underlying concern. The school will undertake an individual risk assessment for the child and use reasonable endeavours to make the necessary adjustments to support the child and their needs.

For those children that require necessary adjustments and additional support, we will provide an intervention or interventions that are the most appropriate for the individual. This may include providing additional nurture activities (e.g. use of Tortoise, Hedgehog), ELSA, Relate counselling, changes to the curriculum, social skills groups, social stories and alternative provision, if appropriate.

Teaching appropriate behaviour

This behaviour procedure sets out the expectations of being a member of the school community. Social, interpersonal behaviours, social distancing and hygiene behaviours are taught like other learned behaviours such as learning to read, to write, to spell, etc through PSHE and through

individual programmes with children who need them including work with our ELSA (Emotional Literacy Support Assistant) and our Creative Pupil Mentor.

All staff are in agreement about expectations for children. Children are clear about these expectations to prevent some pupils being unsure about what behaviour is appropriate, and what is not. Children who struggle with this are provided with additional intervention. These fundamental expectations, shown through our Core Christian Values clear consequences charts, apply to adults and children alike throughout the school community.

Break Time Behaviour

Incidents of bad behaviour at lunch or play time will be reported to the child's class teacher at the end of lunch if it has been dealt with outside. Children involved in more serious incidents will be sent in during break or lunch time for their behaviour to be dealt with and followed up by a member of the Senior Leadership Team.

Children who are involved in serious or repeated cases of bad behaviour outside will miss parts of or whole lunch breaks. They are supervised by a member of SLT or the Phase Leadership Team.

Behaviour Records

Incidents of negative behaviour are recorded in the Behaviour Log as part of CPOMS, an online tool.