

ST. BEDE'S CATHOLIC JUNIOR SCHOOL

celebrates life and learning



BEHAVIOUR FOR LEARNING POLICY

AUTHOR:	MRS. F. TIERNAN
APPROVED BY:	GOVERNING BODY
APPROVAL DATE:	MARCH 2022
REVIEWED:	ANNUALLY
NEXT REVIEW:	MARCH 2023

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MISSION STATEMENT

St. Bede, patron of our school, wrote:

"It was always my delight to learn and to teach".

We are a celebrating community, living the Gospel Values, committed to educating children in the light of the Catholic Faith.

We journey together so that we

"Might have life - life in all its fullness".

John 10:10

RATIONALE

St. Bede's Catholic Junior School fosters a truly Christian community which works together to facilitate the growth of the whole person, and empowers each individual to experience

"life in all its fullness." (John 10:10)

We believe that children strive to reach high standards of behaviour. Low expectations elicit low standards of behaviour. Therefore, we endeavour to maintain high expectations through a consistent and positive Behaviour for Learning Policy.

Behaviour, which has a positive impact on both self and others, is actively sought by each member of the school. Our chances of success and happiness, both in school and in the future, depend considerably upon the ability to demonstrate self-control and to make responsible choices regarding behaviour. From a very early age we all make choices about our behaviour, understanding the differences between right and wrong. Pupils can, and usually do, choose to behave very well in school. However, when they do behave in an unacceptable way, many are making a conscious decision to do so. A cornerstone of success is the manner in which we are all involved in ensuring the right choices are available and supported so positive behaviour is the expectation.

St. Bede's Catholic Junior School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. As members of our community, we adhere to the values of: 'Respect, Love, and Achieve'. For these values to lead to a positive environment there has to be co-operation, communication and consistency between pupils, parents/carers, staff and governors. All members of the school must accept responsibility for their own behaviour and for correcting unacceptable behaviour.

Parents/carers play the most important role in teaching about ways of behaving. The attitudes, courtesies and disciplined behaviour that children begin at home are reinforced in school. Positive behaviour is recognised: inappropriate behaviour is dealt with firmly and fairly. Every opportunity is taken to support self-discipline.

School discipline is regarded as a system of relationships, expectations (practices and procedures), recognition and sanctions designed to promote respect, self-control and co-operation, and develop individuals who are responsible and actively living our chosen values in all aspects of everyday life.

PRINCIPLES

After consultation with the staff, governors, parents/carers and pupils, the following principles are promoted within St. Bede's Catholic Junior School:

- The school community promotes values including honesty, fairness, tolerance and respect for truth and justice, within a caring and nurturing environment;
- All members of the school community have a right to feel safe and secure (physically and emotionally);
- All members of the school community have a right to respect and dignity;
- All members of the school community have a right to learn.

The children reviewed and revised the 'School Rules' in 2019 and devised simple, easy to remember expectations:

'We are children of God who Respect, Love and Achieve'

PURPOSE

St. Bede's Catholic Junior School expects pupils and staff: to behave in a manner that reflects the principles of the Policy in ways that support everyone's right to teach and learn, be safe and secure, and be treated with respect in school.

This Policy, provides simple, practical procedures for staff and pupils that:

- Foster the belief that there are no ‘bad’ children, just ‘bad choices’;
- Encourage pupils to recognise that they can, and should, make ‘good’ choices;
- Recognise individual behavioural norms and respond appropriately;
- Promote self-esteem, self-discipline and self-regulation;
- Teach appropriate behaviour through positive intervention.

AIMS

At St. Bede’s Catholic Junior School, we aim to:

- Provide a safe, caring and nurturing environment where optimum learning takes place;
- Provide clear guidance for children, staff and parents/carers of expected levels of behaviour;
- Have consistent expectations and a calm approach;
- Ensure all adults take responsibility for managing behaviour and follow-up incidents personally;
- Ensure all adults use consistent language to promote positive behaviour;
- Use restorative approaches rather than punishments.

Celebrating life and learning:

- To develop a sense of self – discipline and an acceptance of responsibility for one’s own actions acknowledging that the behaviour of each individual has an effect on the behaviour of others;
- To create conditions for an orderly school which enables effective learning to take place in an atmosphere of care, security and respect within defined boundaries of behaviour;
- To develop mutual respect between all members of the school;
- To ensure that standards are consistent and that rewards and repercussions or consequences are fairly applied.

School of the Future:

- To prepare students to take on an effective role in society;
- To recognise that parents/carers (those with parental responsibility) are central in the school community, being natural and irreplaceable agents in the education of their children;
- To appreciate the various roles in a modern society, e.g. consumer; parent; adult, etc.
- To work in positive partnership with parents/carers, governors, support agencies and the wider community;
- To accept that the context of some children’s lives is not settled nor secure, and that the school may be a sanctuary.

EQUALITY STATEMENT

St. Bede's Catholic Junior School is committed to equality and welcome our duties under the Equality Act 2010. We carry out our day to day work through our mission statement and values:

- We try to ensure everyone is treated fairly and with respect.
- We want to make sure that our school is a safe, secure and stimulating place for everyone.
- We recognise that people have different need, and we understand that that treating people equally does not always involve treating them all exactly the same.
- We recognise that for some pupils extra support is needed to help them to achieve and be successful.
- We try to make sure that people from different groups are consulted and involved in our decision, for example through talking with pupils and parents/carers
- We aim to make sure that no-one experiences harassment, less favourable treatment or discrimination because of their age; any disability they may have; their ethnicity, colour or national origin; their gender identity or reassignment; their marital or civil partnership status; being pregnant or having recently had a baby; their religion or beliefs; their sexual identity or orientation.

(Not sure whether this is needed or just reference to the Equality Act in next section???)

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
- Exclusion Guidance
- Special educational needs and disability (SEND) code of practice
- Planning guide for primary schools following Covid-19

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
- OFSTED's review of sexual abuse in schools and colleges (2021).

IMPLEMENTATION

Everyone involved in the life of the school is responsible for the management of behaviour: pupils, parents/carers and staff. Self-belief is central; pupils, parents/carers and teachers believe that we can all behave in a manner that reflects the mission of the school and supports everyone's right to teach and learn, be safe and be treated with respect in school.

A broad, balanced and differentiated curriculum is prerequisite as is the quality of teaching and learning. Staff strive to engage pupils' interest and promote positive attitudes to learning, thus avoiding disruptive behaviour. We provide this through:

- The active involvement of pupils in their own learning;
- Providing lessons that have clear objectives, understood by pupils and differentiated to meet their specific needs;
- Using feedback and record keeping as a supportive activity, providing positive and effective feedback to the pupil on their efforts and achievements, signalling that these are valued and that progress matters.

The Role of the Staff

School Staff are defined as any paid member of the school community or any person that the headteacher has temporarily put in charge of pupils such as unpaid volunteers or people accompanying pupils on a school trip.

Staff have an important responsibility to model high standards of behaviour when dealing with pupils and each other. They:

- Create a positive climate with realistic expectations;
- Emphasise the importance of being valued as an individual;
- Promote, through example, respect, compassion, honesty and courtesy;
- Provide a caring and effective learning environment;
- Encourage relationships based on respect and understanding the needs of others;
- Ensure fair treatment for all, according to the framework of our Equality Duty;
- Provide guidance on improving standards of academic and behavioural performance;
- Repair and rebuild relationships that have temporarily broken down;
- Respond positively to efforts made by pupils when they are genuinely trying to effect a change in their behaviour;
- Show appreciation of the efforts and contributions of all.

All staff must:

- Take time to welcome children at the start of the day;
- Be at the door of their rooms at the start of each session;
- Always pick up on children who are failing to meet expectations;
- Always redirect children by referring to 'Respect, Love and Achieve'.

The Headteacher, Assistant Headteacher/s and SENDCo must:

- Be a visible presence around the school;
- Regularly celebrate staff and children whose efforts go ‘Above and Beyond’ expectations;
- Encourage the use of positive praise, phone calls /notes home and certificates/stickers;
- Ensure staff training needs are identified and met;
- Use behaviour records to target and assess interventions;
- Support teachers, Teaching Assistants and FSW in managing children with more complex or challenging behaviours.

Members of staff who manage behaviour well:

- Deliberately and persistently catch children doing the right thing and praise them in front of others;
- Know their classes/groups well and develop positive relationships with all children;
- Relentlessly work to build mutual respect;
- Remain calm and keep their emotion for when it is most appreciated by children;
- Demonstrate unconditional care and compassion.

Children want teachers to:

- Give them a ‘fresh start’ every lesson;
- Help them learn and feel confident;
- Be just and fair;
- Have a sense of humour.

The role of the pupil

Our pupils have a central role in the development of their own self-discipline:

- Through negotiation and discussion pupils are given choices, which help them to develop a sense of responsibility for their own behaviour;
- Pupils participate in setting their own achievable targets;
- Pupils are encouraged to discuss their problems in confidence with a member of staff with whom they feel secure, normally in the first instance the class teacher.

Expectations for pupils

1. Be Punctual

- Arrive at school on time
- Make class changes quietly and quickly

2. Participate in all Learning to the Best of One’s Ability

- Have all necessary equipment
- Be organised and ready to begin work

- Take part in group discussions and projects

3. Complete Tasks

- Complete tasks and use learning time wisely
- Assume responsibility for incomplete or missed work
- Complete homework when it is given and hand in on time

4. Behave in a Respectful and Courteous Manner

- Use acceptable language towards everyone
- Respect the rights and property of others

5. Display appropriate self-control

- In the classroom
- On the playground and other outdoor areas
- During school assemblies and other school events
- In common school areas e.g. the corridors, resource area, stairs etc.

The Role of the Parent/Carer

In the school home-school agreement, expectations are clearly outlined to the parents of prospective students prior to admission to the school.

- We are specific about the need for a collective approach in developing self-discipline in the children attending the school. Co-operation and support from parents is sought and is vital if pupils are to be successful;
- We expect that parents/carers will support the school's Behaviour for Learning Policy;
- We expect that parents/carers will support their child by agreeing to discuss any problems that arise;
- We expect that parents/carers will celebrate, with us, their children's successes.

All pupils and staff have the right to work to potential, free from disruption, abuse or threat. Therefore it is the responsibility of all school staff to ensure there is a consistent approach to managing pupil behaviour and that disruptive incidents are effectively prevented and, when necessary, dealt with.

The school promotes an ethos of positive behaviour management. Staff treat pupils with respect and dignity, no matter how trying the circumstances. The cornerstone of good discipline is sound working relationships between staff and pupils.

GUIDELINES

We recognise that clear structure of predictable outcomes have the best impact on behaviour. Our principle sets out the rules, relentless routines and visible consistencies that all children and staff follow. It is based on the research from Paul Dix and his book 'When the adults change, everything changes'. Good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly and reminded/reprimanded in private.

'When people talk about behaviour, they obsessively search for the instant solution. Some peddle magic dust or 'behaviour systems' that glisten yet quickly fade. Others relentlessly scream for a

bigger stick to beat children down with. Both extremes harbour an irresistible idea that there is a short cut to changing behaviour. They sell the lie that you can provoke sustained behavioural change in others without doing much hard work yourself. The truth is that there is no alternative to the hard work: building relationships with those who would rather not, resetting expectations with those who trample them, being relentlessly positive and sustaining a poker face when confronted with challenging behaviour.’’

Paul Dix, Pivotal Education

The school has three simple rules/expectations: **‘Respect, Love and Achieve’** which can be applied to a variety of situations and are taught and modelled explicitly.

We also understand that for some children following our behaviour expectations can be beyond their developmental level. In this case, these children will have bespoke Positive Behaviour Plans which may include minor rewards to reinforce positive behaviour.

Expectations	Visible Consistencies	‘Above and Beyond’ Recognition
1. Respect 2. Love 3. Achieve	1. Daily meet and greet 2. Persistently catching children doing the right thing 3. Picking up on children who are failing to meet expectations 4. Accompanying children to the playground at the end of every day 5. Praising in Public (PIP), Reminding/Reprimanding in Private (RIP) 6. Consistent language from adults in school	1. Verbal praise 2. Stickers 3. Recognition boards 4. Certificates 5. Phone call/text home 6. Notes home 7. Headteacher praise 8. House Rewards 9. Show work to another adult 10. Recommendation to Headteacher 11. Meritorious Book 12. Headteacher Award

Preventative work is considered preferable to remedial action. Other school contributions towards the successful management of pupil behaviour are evident in the delivery of a well-managed pastoral support system, constructive partnerships with parents/carers and the involvement of pupils in a varied programme of extra-curricular activities.

School discipline is based on the notion that children respond more readily to **positive recognition** of their good social behaviour rather than bad behaviour being penalised.

It is the **consistency** of approach within the classroom and throughout the school that enables children to learn appropriate social behaviour and self-discipline.

Staff take into account the range of individual pupil needs when developing and implementing the Behaviour for Learning Policy. Whilst maintaining a level of consistency, they do focus on the needs of the pupils experiencing Special Educational Needs (SEND) or disabilities and other groups defined as being vulnerable, e.g. travellers, asylum seekers and refugees and children

looked after by the Local Authority. Pupils' personal circumstances are taken into consideration in the day to day implementation of the Behaviour for Learning Policy.

The emphasis is on positive action (recognition and reward) rather than negative action (punishment). Problems which occur should be dealt with constructively. Four kinds of discipline are needed to implement this positive approach:

Preventative Discipline

- The school values discussed with the children
- Clear expectations about learning
- Attractive classrooms and general surroundings with communication friendly displays
- Well planned seating plans, clear labelling, room to move
- Access to resources and equipment
- Meeting the needs of pupils
- Setting aside an area for 'time out'

Corrective Discipline

- What to say when a child isn't completing a task or is disruptive
- Deliberately ignoring some behaviours
- Casual or direct questioning
- A simple warning
- Defusing potential conflict
- Re-stating school's expectations, rules and values
- Giving simple choices (do this now or we will have to talk about it at break)
- Taking a pupil aside from the group
- Using 'time out'
- The use of logical consequence (the behaviour and the outcome are related)

Supportive Discipline

- Following up a disruption later when the 'heat' has subsided
- Encouraging pupils whenever possible
- Re-establishing a relationship after correcting a pupil
- Developing a behaviour 'contract' with a pupil (and parents/carers)
- Developing a climate of respect
- Building a positive classroom climate
- Applying a 'team' approach

Self-Discipline

- Pupils taking responsibility for their own actions
- Community service and other sanctions which reinforce collective responsibility or the need for reparation or compensation
- Through 1:1 and individualised inclusion plan (IIP) setting own targets for improved behaviour

Practices and procedures have been agreed by parents/carers, pupils, staff and governors and are consistently applied throughout the school.

Positive behaviour is consistently reinforced and the staff model appropriate behaviour in their interactions with each other and with pupils. This is developed through a range of media, all of which have a common aim, to form meaningful relationships; pupil to pupil and teacher to pupil. Through the values of the school and the curriculum as a whole, in particular the Religious

Education and PSHE Education curriculum, the fundamental rights for those in school are reinforced.

Rewards

It is appreciated that most children respond to being rewarded for their achievements. Most children want to recreate the behaviour that results in the reward. Rewards can be given to individuals, groups or classes. There is a strong emphasis on rewards through a praise system this encourages children to work together in creating a positive classroom atmosphere.

Language around Behaviour

At St. Bede's Catholic Junior School, we understand that a common and consistent use of language around behaviour is essential in creating clear boundaries so all pupils can learn how to behave. Phrases such as 'kicked off' or 'screaming fit' are unhelpful in these instances and school staff must remain professional and calm at all times. Conversations should follow a script and behaviours should be discussed as the behaviours they are, and not be personal to the child. Conversations around behaviour should be conducted, in the first instance, by the staff member teaching the class/ group.

Incidents are logged in the teacher's records at the teacher's discretion.

Sanctions

It is acknowledged that a hierarchy of planned sanctions must be scripted (Appendix D) so it provides consistency in dealing with children whose behaviour needs modification. It is the consistency and inevitability of the consequence that helps the pupil to choose appropriate behaviour. The intention is to give the children the opportunity to think about the choices that they have in improving their behaviour.

Sanctions are applied, above all, to solicit co-operation. They must be in proportion to the offences and enable pupils to make reparation, where appropriate. The way that they are applied must emphasise and foster forgiveness, reconciliation and healing.

Sanctions should

1. Make it clear that unacceptable behaviour affects others and is taken seriously;
2. Not apply to a whole group for the activities of individuals;
3. Be consistently applied by all staff to help to ensure that children and staff feel supported and secure.

It should also be made very clear that it is the behaviour that is unacceptable, and any sanction should address this, not be made personal to the child.

Whilst government guidance states that schools reserve the right to issue detentions to pupils who do not comply with expectations, St. Bede's Catholic Junior School feel that a restorative, rather than punitive approach is more successful.

Extreme Behaviours

Some children exhibit particular behaviours based on a SEND and/or early childhood experiences and family circumstances. As a school, we recognise that their behaviour is their way of communicating their emotions. We also understand that for many children they need to feel a level of safety before they exhibit extreme behaviours. Where possible, we use our most skilled staff to build relationships with each individual child.

These children will have a bespoke 'Positive Handling Plan'.

When dealing with an episode of extreme behaviour, a child may need to be restrained if they or another person is unsafe. This will only be used as last resort and by trained staff only.

Trained staff are: Mrs. Tiernan (Headteacher); Mr. Hurst (Deputy Headteacher); Mrs. Lloyd-Green (SENDCo); Mrs. Harrington (Family Support Worker), Mrs. Bate, Mrs. Geoghegan, Miss Jones, Mrs. Kelly, Miss McCann, Mrs. Wainwright and Mrs. Woods.

The school will record all serious behaviour incidents on CPOMs and any positive handling in the red Behaviour Log which is locked in the filing cabinet in the Headteacher's Office.

Exclusions will occur following extreme incidents at the discretion of the Headteacher. Fixed-term exclusion will be enforced under these conditions:

- The child needs time to reflect on their behaviour away from school;
- To give the school time to create a plan which will support the child better;
- The child being at home will have a positive impact on future behaviour.

If these conditions are not met, other options may include an internal seclusion with the Deputy Headteacher or Headteacher.

We understand that throughout this process, it is imperative that we explain what is happening and why it is happening to parents/carers and arrange meetings to discuss.

Physical Attacks on Adults

At St. Bede's Catholic Junior School, we take incidents of violence toward staff very seriously. We also understand that staff are the adults in the situation and can use a 'common sense' approach to keep themselves and the child safe to manage the situation effectively. Staff can use 'reasonable measures' to protect themselves in accordance with our *Physical Intervention and Use of Reasonable Force Policy* and should call for support if needed. Only staff who have been trained in physical restraint should restrain a child.

All staff should report incidents directly to the Headteacher or Deputy Headteacher. We appreciate these incidents can cause distress for the adults involved, therefore all staff are entitled to take some time away from the classroom to recover their composure. In extreme cases, the member of staff may be allowed to go home by the Headteacher.

Whilst incidences of violence towards staff are wholly unacceptable, we must remember that we are a nurturing school that values each child under our care. It is important for us as adults to reflect on the situation and learn from our actions. Children who attack adults may do this for several reasons but as adults we need to still show compassion and care for the child. Exclusion will only happen once we have explored several options and have created a plan around the child.

Permanent Exclusion or Out Of School Transfer

Exclusion is an extreme step and will only be taken in cases where:

- Long term misbehaviour is not responding to the strategies and the safety and learning of others is being seriously hindered;
- The pupil will be considered to have Special Educational Needs and the procedures for meeting those needs are set out in our SEND Policy;
- The risk to staff and other children is too high;
- The impact on staff, children and learning is too high.

Permanent exclusion will be a last resort and the school will endeavour to work with the family to complete a managed transfer to a more suitable setting. In all instances, what is best for the child will be at the heart of all decisions.

Beyond the School Gate

Whilst this Behaviour for Learning Policy refers mainly to the behaviours of pupils within school premises, the school reserves the right to manage behaviour beyond the school gate.

Our Policy covers any inappropriate behaviour when children are:

- taking part in any school organised or school related activity;
- travelling to or from school;
- wearing school uniform;
- in some way identifiable as a pupil from our school;
- poses a threat to another pupil or member of the public;
- could adversely affect the reputation of the school.

In the incidences above, the Headteacher may notify the police of any actions taken against a pupil. If the behaviour is criminal or causes threat to a member of the public, the police will always be informed.

Out of School Behaviour

The school is committed to ensuring our pupils act as positive ambassadors for us. Taking the above into account, we expect the following:

- Good behaviour to and from school, on educational visits or during learning opportunities in other schools;
- Positive behaviour which does not threaten the health, safety or welfare of our pupils, staff, volunteers or members of the public;
- Reassurance to members of the public about school care and control over pupils in order to protect the reputation of the school;
- Protection for individual staff and pupils from harmful conduct by pupils of the school when not on the school site;

- The same behaviour expectations for pupils on the school premises apply to off-site behaviour.

Sanctions and Disciplinary Action – Off-Site Behaviour

Sanctions may be given for poor behaviour off the school premises which undermines any of the above expectations and regardless of whether or not it is an activity supervised directly by school staff. Sanctions may be in the form of withdrawal of privileges, fixed term exclusion or in very serious cases, permanent exclusion. In issuing sanctions, the following will be taken into account:

- The severity of the misbehaviour;
- The extent to which the reputation of the school has been affected;
- Whether pupils were directly identifiable as being a member of our school;
- The extent to which the behaviour in question could have repercussions for the orderly running of the school and/or might pose a threat to another pupil or member of staff (e.g. bullying another pupil or insulting a member of staff);
- Whether the misbehaviour was whilst the pupil was taking part in learning opportunities in another school, participating in a sports event (and in any situation where the pupil is acting as an ambassador for the school) which might affect the chances or opportunities being offered to other pupils in the future.

Confiscation

The confiscation of pupil's property as a disciplinary sanction/consequence provides the staff with the opportunity to create a learning environment which recognises the rights of the other pupils to learn and the responsibility of some not to hinder this. As with other sanctions, the sanction of confiscation must be applied in a reasonable way and usually with time limits (for example; until the end of the school day). The teacher is responsible for the confiscated items until they are returned.

Searching Pupils

School staff can search pupils with their consent for any item. Headteachers, and staff acting under the direction of the Headteacher, have the power to search pupils, or their possessions, **WITHOUT CONSENT**, where they suspect the pupil has a 'prohibited item'. These include: knives, weapons, alcohol, tobacco and cigarette papers, stolen items, illegal drugs, fireworks, pornographic material or any item banned by the school.

MONITORING AND REVIEW

The Behaviour for Learning Policy is regarded as a matter which lies at the heart of the school, with the assistance of the Governing Body, it is therefore reviewed regularly and its effectiveness monitored.

This Policy is brought to the attention of staff, pupils and parents/carers during the induction meeting in Year 3. It is formally reviewed annually, along with the principles that underpin it, in

the light of training and changes in legislation or at the request of a member of the school community. The Policy is monitored less formally via staff meetings.

A copy of this Policy is available in school and on the school's website.

Behaviour for Learning Policy 2020 Covid-19 Addendum

At St. Bede's Catholic 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 the light of the Covid-19 pandemic, to make some adjustments for the safety of all pupils and staff.

Arrivals, Departures and Moving round the school.

Children will enter school through their designated entrance. Children will enter individually and will go straight to their designated classroom, keeping a 2m distance from any other individual. The children will be placed into a smaller group than their usual class. Typically, there will be less than 15 children in their group, with the aim of being able to better socially distance with a smaller number. This group of children, along with a teacher and a teaching assistant will be known as a 'bubble'. The 'bubble' will stay away from any other 'bubbles' or individuals whilst in school. The idea of this is to reduce the number of different contacts and therefore the possible chances of infection.

At their designated home time, children will leave the building from their designated exit. They will leave in an orderly, distanced, line and go to meet their parents at the agreed points.

Movement around the school will be limited. When the children leave their classroom to go outside for break, lunch or outdoor learning; they will do so in their own 'bubble'. They should ensure they stay 2m from peers and adults. Children will be escorted by the teacher or teaching assistant from their 'bubble'.

Handwashing and Hygiene

Children will be expected to follow all handwashing and hygiene routines while in school. Children will wash hands/use antibacterial gel on entering school, before and after eating and at regular intervals during the day.

If children need to cough or sneeze, they should use a tissue (which should be placed in the bin and then wash their hands) or crook of their arm. Children will be reminded not to touch their face, mouth, nose or eyes (the most common ways that the virus could enter the body) while at school.

Social Distancing

Children will be asked to socially distance from their peers and adults in school and on the playground at all times. We understand that social distancing may be difficult for children and, although they will be encouraged to do this, we understand this may not always be possible. Some parts of the school will have markers on the floor to remind the children of their social distancing obligations.

Children will have their own table; spaced as far apart as is possible (though not necessarily 2m). When children enter their room, they will be expected to go straight to their table. Children will not get out of their seats, without prior permission.

Toilets

Each 'bubble' will have toilets designated for its use. When a child has finished in the toilet they must wash their hands and use a wipe to clean the door handles. The wipe will then be discarded in the bin of the toilets before they come back into their class.

Break and Lunch times

Children will have a designated place to play during break and lunch times. They will have a set of equipment that will be cleaned after use.

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, with their 'bubble', at all times.

Lunch will be eaten in the 'bubbles'. Children will eat in the hall at individual tables. They will queue in a socially distanced manner for their meals. Packed lunches will be collected one at a time from the trolley.

Rewards

Teachers and Teaching Assistants should praise individuals for good work, attitude or behaviour. However, they should not send children through the school to show their work to the Head Teacher or other adult for acknowledgement and praise during this time.

Sanctions

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 'bubbles'; 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:

1. Referral to Headteacher
2. Parents/Carers called to collect child from school immediately
3. Immediate swap from onsite education offer to online/virtual education offer
4. Fixed term exclusion
5. Permanent exclusion

Positive Handling & Restraint

There can be times when a pupil's behaviour requires staff support to ensure the pupils' own safety, the safety of other pupils and staff, or that property is not seriously damaged. This can require the use of physical interventions. At St. Bede's we use Team Teach to do this.

In the case of a child being at risk, putting others at risk or damaging property, the child's parents or carers will be called and asked to pick up their child immediately. The situation will then be reviewed by the Headteacher and a decision of whether the onsite education offer will be withdrawn in favour of the online/virtual offer if this is deemed safer for all pupils and staff.

Where a child needs very close contact it is imperative that parents know that the use of PPE, where appropriate, WILL be used to help avoid cross contamination or any potential virus spread.

Pupil's working from home.

If interacting with other pupils or staff online, students should always be kind and respectful to each other and to staff, remembering at all times that staff are not 'friends' with, or peers to, pupils. Students should never attempt to contact staff via social media or make comments about staff on social media platforms. Any inappropriate comments to staff online, via email, or any other platform will be taken very seriously and could result in a referral to the police. This is also the case for any online bullying towards other pupils or peer-on-peer abuse that is disclosed to the school.

APPENDIX I

ESSENTIAL INFORMATION

The staff at St. Bede's believe that, to a great extent, children learn what they live. A child who lives with fear learns not to trust, just as a child who lives with generosity learns to share. We need to create a world for children where they have value, where they are given support tempered with clear guidelines.

BEHAVIOUR PATHWAY

- Reminder
- Warning
- Time Out
- Follow up/Reparative Conversation
- Sent to SENDCo/AHT/HT
- Parents phoned
- Parents called to school
- Seclusion
- Exclusion

Should you feel, using your professional judgement, a senior member of staff needs to be part of the Follow-up /Reparative Conversation.

ADULT STRATEGIES TO DEVELOP EXCELLENT BEHAVIOUR

IDENTIFY the behaviour we expect

Explicitly TEACH behaviour

MODEL the behaviour we expect

PRACTISE behaviour expectations

NOTICE excellent behaviour

CREATE conditions for excellent behaviour.

CLASSROOM

The following expectations (rules) are displayed in every classroom. They have been devised by the School Council in conjunction with their respective classes:

We are Children of God who:

Respect

Love

Achieve

St. Bede's Catholic Junior School is a place of learning, work and play so there must be clearly understood expectations to allow everyone to cooperate successfully, safely and enjoyably and enable everyone to make a positive contribution to school life.