



# Sir Alexander Fleming Primary School and Nursery Behaviour Policy

Reviewed: September 2020  
Next Review: September 2021

## Introduction



### Our Values and Vision

#### VALUES

The staff and children at Sir Alexander Fleming Primary School and Nursery have agreed that our core values are:

**SAFE** – keep ourselves safe in an ever-changing world  
**RESPECT** – for ourselves, our families and our communities  
**PRIDE** – in our achievements and those of others  
**BRAVERY** – to attempt challenges, which will be difficult  
**SUCCESS** – a belief that with effort anything is achievable

#### VISION

The staff, parents and governors have agreed that the core aims are as follows:

**Be safe, be happy and make sensible choices**  
**Have respect for themselves and others**  
**Aspire to work hard to become their 'best self'**  
**Be independent, brave and inquisitive learners**  
**Achieve high standards**

**'Keep your thoughts positive because your thoughts become your words. Keep your words positive because your words become your behaviour.'**

**Gandi**

### Aims of the policy

- To create a welcoming and safe learning environment in which everyone can be successful.
- Develop a consistent approach across the school, which all children know and understand.
- Create an atmosphere where social, moral, spiritual and cultural values are learnt and developed and celebrated, with a strong emphasis placed upon 'British Values'.

**“If you treat people as they are, you will be instrumental in keeping them as they are. If you treat them as they could be, you will help them become what they ought to be”.**

Everyone has a right to feel safe at school. The staff at Sir Alexander Fleming Primary are committed to ensuring that every child is protected from harm. Everyone is of equal value and will be valued equally regardless of whether or not they have a disability, whatever their ethnicity, culture, religious affiliation, national origin or national status, whatever their gender and gender identity and whatever their sexual identity.

### Expectations

We expect everyone in our school to:

- have high expectations of behaviour;
- show respect to each other;
- develop an increasingly sound understanding of right and wrong;
- co-operate and work together;
- recognise the achievements of others;
- be reliable, trustworthy and responsible;
- behave in a safe manner at all times;
- respect the school's environment and belongings;
- take care of their own belongings and those of other children;
- be courteous and well-mannered at all times;
- show by their behaviour that they value the school community;
- treat others as we would like to be treated.

Our Values underpin our aims, with rules presented in a positive way as appropriate. Expectations are discussed, clearly explained and consistently reinforced so that all children and adults understand why they are important:

- for reasons of safety;
- respect for others and their property;
- for the smooth running of our school.

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### Promoting Good Behaviour

Good behaviour is developed when everyone remembers to **consistently** do what is expected of them:

- Staff focus on positive behaviours and praise children appropriately.
- All staff maintain a calm approach at all times, supporting each other where needed.
- Our school has a **no shouting ethos** which all staff members adhere to.

- Staff tell children clearly and consistently what is expected of them. They model the highest standards of respect at all times.
- If children are to be spoken with about their behaviour, this is done discretely.
- Children remember and demonstrate what is expected of them.
- School and classroom expectations are consistent, fair, related to our values and adhered to.
- Expectations are regularly discussed and reviewed by staff and children together.
- Responsibilities and activities are matched to each pupil's age, needs and stages of development.
- Staff inform children's parents/carers of good behaviour or achievements.
- Examples of excellent work are celebrated with other children.
- Throughout the curriculum, and specifically in SMSC and RE lessons, children are taught the reasons why good behaviour is essential in our society and how behaviour can spoil the lives of others and restrict their own life opportunities.
- In assemblies children are encouraged to reflect and to think about others. Children's individual achievements are celebrated with certificates in our weekly Celebration Assemblies.
- In all subjects children are taught the skills of resourcefulness, reciprocity, resilience and reflectiveness.

### **Rewards**

A child's efforts to behave well are considered to be part of their overall attitude to school. Recognition of this by adults gives a boost to their self-esteem. Our aim is to praise children for their efforts consistently and sincerely. Our aim is to develop self-motivated learners who feel good about themselves and their achievements without the need for excessive external (extrinsic) rewards or encouragement. Everyone in school aims to positively praise children for their excellent behaviour and work. This will encourage motivation to learn, team spirit and improve morale so they will naturally feel good about themselves from the praise they receive for achievement in school.

### **Examples of rewards used in school:**

- Praise and encouragement – lots of, "Well done," from everyone
- Head Teacher and Class Teacher stickers
- Golden Time
- Good to be Green
- 'Above and Beyond' Celebration Assembly nominations
- PE awards
- Star of the Day nominations
- Attendance Incentives / Schoolopoly
- Housepoints
- Postcards being sent home
- Raffle tickets at lunchtimes

### **Behaviour Support Systems**

To ensure that all children are following our Values, all staff in school follow these behaviour support systems:

#### **Reception and Year 1**

In Reception and Year 1, we use the sunshine, cloud and drizzly cloud system for reinforcing good behaviour. Displayed on the wall in each classroom is a card holder which allows all adults in school to monitor the behaviour of each child. The children are given different themed cards, depending on their behaviour.

At the beginning of each day the children all start on the class sunshine. If any child shows excellent behaviour or makes excellent progress with their work, their sunshine will be

replaced with a Rainbow. Parents will be informed by the class teacher when this happens, so that they can share in this achievement.

However, although we understand everyone has bad days at times, there has to be consequences if children do not follow our values. If this happens, the child will initially be given a 'stop and think' warning. If they persist following this, they will be placed in the cloud. As a result, the child will lose a privilege. This could be 5 minutes time out or missing part of break or lunchtime. Your child's class teacher may also inform you. The consequence will be chosen appropriately. If poor behaviour continues or for an incident of a more serious nature, the child will then receive a drizzly cloud. This will result in the child having time out of the classroom, being referred to the Early Years Leader / Key Stage 1 Phase Leader and parents/carers will be made aware via a phone call, home school communication book or in person at the end of the day.

If a child's behaviour does not improve and they are repeatedly receiving drizzly clouds, the child may be given a Report Card to support them with making improvements to their behaviour.

### **Year 2,3,4,5,6**

In Year 2 and KS2 the children will follow the behaviour system: 'It's Good to be Green!' This behaviour system follows a similar privilege, warning and consequence model, however using a more grown up approach. Displayed on the wall in each classroom is 'Good to be Green' and a system which allows all adults in school to monitor the behaviour of each child. The children are given different coloured cards, pegs, pictures depending on their behaviour: Each colour represents a number of points that all children can earn each day – to spend in the shop in Mrs Tomlinson's office when they have saved sufficiently!

Gold - Awarded for excellent behaviour or work.

Green - The children will all start with a green card at the beginning of each day.

Yellow card 1 – Warning and time to 'stop and think'.

Yellow card 2 - Loss of privileges. As in Reception and Year 1, this will be dependent on the child.

Red card – Parents/carers will be informed. The child will be supported to improve their behaviour and close monitoring will be put in place.

### **Out of this world behaviour!**

If any child in school shows **outstanding** behaviour or **consistently good** behaviour, as well as making **good progress** in their work their photo or name card will be moved to the 'Out of this World!' planet picture. The child will receive additional points and a special reward too!

### **Challenging Behaviour**

All staff (teachers, teaching assistants, lunchtime supervisors, admin and caretaking staff) are actively involved in praising positives and supporting behaviour improvement. Although we understand everyone has bad days at times, there needs to be consequences if children do not follow or demonstrate our School Values.

Some of the ways we deal with inappropriate behaviour are:

- Immediately and privately (in a non-confrontational manner).
- Using the behaviour systems previously mentioned, yellow and red cards for KS2 and the rain and thunder cloud for KS1.
- Incidences will be recorded in the Class Conduct Book (monitored by the Senior Leadership Team) and with our safeguarding team (CPOMS) if appropriate.
- If a child demonstrates consistently poor behaviour then their parents/carers will be invited in to school to discuss strategies for improvement. The child will be introduced

to a Report Card which will monitor their behaviour during all lessons and at playtimes and lunchtimes. If, after a week on the report card, behaviour has not improved, a written warning will be issued. As many as three written warnings can be given before a fixed term exclusion will be put in place. Report cards will be monitored by class teachers, behaviour mentors (SLT) and parents/carers to ensure full communication at all stages of the process. We anticipate that this system will only be needed in the rarest of circumstances. It will be subject to a weekly review with the child, their parents/carers, class teacher and a member of SLT to ensure complete transparency and understanding.

- There is a policy in place for using the 'Calming Room' and this may be used as a last resort for children who are presenting as a danger to themselves or others.
- In extreme cases, poor behaviour may lead to an internal, fixed-term or permanent exclusion - but this is, of course, a last resort and will always be avoided where possible.

### **Sanctions**

As a school we follow the Paul Dix principles of behaviour. Minor breaches of discipline are generally dealt with by the class teacher or member of support staff in a caring, supportive and fair manner, with some flexibility regarding age of the child, as far as sanctions are concerned. Each case is treated individually. Children are made aware that they are responsible for their own actions and that breaking rules will have consequences.

Tiered sanctions allow the teachers and support staff to remind children of positive expectations and the opportunity for the children to take responsibility for the choices they make and move forward. For many children the 1st step (a verbal warning) is enough to encourage children to do this. However, at times this will need to be followed by a scripted conversation:

#### **What's the matter?**

"I can see you've had a problem with..."

"I've noticed that you..."

#### **Explain why:**

"You know our expectations of..."

#### **Remind of previous good behaviour:**

"Do you remember...?"

#### **Explain the outcome:**

"I will need you to...because I've reminded you X times and I know that you can..."

#### **Tell them you understand:**

"It's alright to think that."

#### **Remind of previous good behaviour and leave.**

Examples of sanctions can include:

- verbal reminders, with reference to the School Values
- time out - sent to different classroom to work
- loss of break time / privileges – Golden Time / Clubs / Monitor jobs / Trips / Visitors
- informing the child's parents/carers
- meeting/discussion with a senior member of staff
- involvement of the Learning Mentor, Learning Support Advisory Teacher or Behaviour Support Team as appropriate
- Report Card
- internal exclusion with Headteacher, Deputy Head Teacher or Pastoral team
- exclusion (fixed term or permanent). Exclusion may be the first response to extremely challenging behaviour.
- *Children in KS2 (Y3-6) can be kept behind at the end of the school day (Maximum 10mins). We feel this can be effective in certain circumstances as it gives children the opportunity to start a fresh the following day.*

### **How adults at Sir Alexander Fleming will enable positive behaviour:**

As a school we believe in promoting positive behaviour for learning.

We will do this by:

- Adults greet families and children on doors and gates each morning.

- Delivering high quality learning experiences for your children and meeting their educational needs.
- Regular, constructive feedback to help every child make progress.
- Giving positive praise and rewards.
- Having clear and consistent expectations, with a sustained focus on improving outcomes.
- Not allowing children who make poor behaviour choices to receive unwarranted attention.
- Ensuring a secure, happy and stimulating learning environment.
- Offering depth and breadth to our curriculum offer and ensuring a wide range of extra-curricular activities.
- Having high standards and high expectations of personal attitude, effort and behaviour.
- Encouraging positive relationships and good communication at every level.

### **Unacceptable Behaviour**

We hope our strategies for promoting good behaviour will be successful for all children. Children will always be given an opportunity to consider their behaviour. They will be encouraged and helped to make apologies to other children or staff they may have affected; show they can keep to school rules; or make other suitable reparation.

If persistent negative behaviour continues and concerns are repeatedly logged, parents/carers are asked to meet with their child's teacher and Behaviour Mentor for that year group. Children will be supported by Behaviour Mentors using the Report Card/Written Warning systems in such instances.

Dependent on the nature and level of behaviour, parents/carers may be called into school immediately to meet with the Headteacher.

However, there may be some children whose behaviour causes particular concern, or a child's behaviour may fall into a particular category. Categories include:

- disrupting other children's learning
- violent or aggressive behaviour or hurting others
- deliberate offensive or abusive language
- deliberate rudeness and disrespect or defiance
- vandalism
- disregard for class / school expectations and procedure;
- theft
- bullying of any nature
- sexual harassment
- drug related behaviour
- carrying anything which may be considered a weapon
- Racism, homophobia or sexism including name calling and any type of harassment.

If a child's behaviour falls into any of the above categories, this will be recorded on the confidential CPOMS system as a Concerns Log. A record will be made describing the incident, and dependent upon the nature/level of the incident, parents/carers will be contacted to discuss this with the child's teacher in the first instance.

**All** staff are aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment;
- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals.

All staff should be clear as to the school policy and procedures with regards to peer on peer abuse.

### **Modified Timetables**

There are instances, particularly when there are concerns regarding a child's engagement with learning and/or any persistent or disruptive behaviour that is having a negative effect on a child's mental health, it may be decided to place a child on a Modified Timetable for an agreed period. In effect, this means the child has reduced time in the classroom, but the school will provide appropriate work activities for the child to complete at home. Modified timetables are always considered on an individual basis, they are planned carefully, implemented rigorously and regularly reviewed. Parents/carers are fully involved throughout the period of any Modified Timetable imposed by the school. The school follows all Local Authority protocols for Modified Timetables. Modified timetables often result in positive outcomes for all concerned as they support the child to re-engage with their learning routines and re-establish the rules and expectations of the classroom and the wider school.

### **Fixed Term Exclusion**

If any child deliberately and persistently breaches the school's expected codes of behaviour, a Fixed Term Exclusion will be implemented. This exclusion is usually for a short period, but in extreme cases, can be applied for a maximum of between 15-45 days. During the period of any exclusion, the school will continue to provide appropriate work activities which must be completed at home. The Local Authority and the school's Chair of Governors receive copies of all exclusion notices. If any child is excluded for 15 days or longer, the Pupil Discipline Committee of the Governing Body will meet to discuss the reasons for exclusion, and the school must provide detailed evidence for applying the exclusion notice. Parents/carers are invited to attend this formal meeting and are issued with a copy of the minutes. The school's Pupil Discipline Committee comprises of School Governors.

### **Permanent Exclusion**

Permanent exclusions are very rare, and are usually the result of extreme persistent, disruptive behaviour and/or extreme violence or abuse levelled at children and/or adults. A permanent exclusion may also be the result of an isolated, but extreme act of physical aggression levelled at a child or member of staff. In these cases the Police may be involved.

The school will provide detailed evidence to support the decision to permanently exclude any child and must demonstrate that all possible support has been accessed to modify persistent negative behaviour, as well as evidence to support the child's education.

The Pupil Discipline Committee of the Governors must fully endorse the Headteacher's decision to permanently exclude any child, and the Local Authority must also be completely satisfied that any permanent exclusion is valid. Parents/carers of an excluded child have the Right of Appeal and must follow all the Local Authority protocols and present their case to the Appeals Committee of the school's Governing Body.

### **Searching and confiscation**

The Headteacher and the Senior Leadership Team have a statutory power to search pupils or their possessions, without consent, where they suspect the pupil has certain prohibited items. The items that can be searched for under this power are knives or weapons, alcohol, illegal drugs and stolen items. School staff can seize any banned or prohibited item found as a result of a search or is considered to be harmful or detrimental to school discipline.

### **Physical Intervention**

*The use of physical intervention is very rare and is, wherever possible, avoided.* There may be occasions where the use of physical restraint is appropriate; for example if a child is hurting his/her self and/or others or making a threat to injure using a weapon. Any intervention used will always be minimal and in proportion to the circumstances of the incident. All physical intervention will be recorded.

### **Lunchtimes**

At lunchtimes, children are expected to follow all the school expectations and it is the role of the supervisors to oversee this with support from **all** staff. The Headteacher may, in extreme circumstances, exercise the right to invoke fixed term lunchtime exclusions which formally exclude that child from the premises at lunchtimes. This will be fully discussed with parents before action is taken. The school provides supervised lunchtime clubs where positive behaviour is promoted. This facility supports children to modify their behaviour and social skills. All SLT and Middle Management are expected to be available at lunchtimes to support the behaviour inside (corridors, hall) and outside (playground).

### **Additional Courses of Action**

It may be that, as well as, or instead of, disciplining a child, one of the following courses of action will be taken:

- Consultation between staff, including the Headteacher, SENCO, Inclusion Leaders and Nurture Group Leader to discuss /agree appropriate interventions.
- CAF/TAC Meetings
- External Behaviour Support and Consultancy
- Adult support / CAMHS / Relateen / Impact
- Referral to the Fair Access Panel
- Modified timetable
- Managed move
- Pupil Referral Unit
- Consideration of application for an Education Health Care Plan
- A school-based plan may be structured to support the child. The child's parents/carers will be asked to actively contribute their support to the plan
- Advice from other external agencies as appropriate (e.g. L.S.A.T. or Educational Psychologist.)
- Formal meetings, to include parents and others when appropriate, will be arranged by Behaviour Mentors, the Headteacher and/or the Inclusion Team to consider the best ways forward.

**Parents/carers should be aware that if any member of staff fails to uphold the high standards of expected professionalism and integrity demanded by the school through its Policy and Code of Conduct, the Headteacher and the Governing Body will follow all of the necessary protocols to address this.**

### **Equal Opportunities**

At Sir Alexander Fleming Primary School, we plan to provide for all pupils to achieve and be regarded as being of equal worth and importance irrespective of: gender, sexual orientation, learning abilities, gifted and talented pupils, those with SEN, pupils with disabilities, pupils from all social and cultural backgrounds including those who are Pupil Premium, Looked After Children and those who are subject to safeguarding, pupils from vulnerable groups and pupils from different ethnic groups and those from diverse linguistic backgrounds. We recognise differences, meet individual needs and take positive action, so that everyone has equal access to the educational opportunities offered. We monitor regularly so that each child has the opportunity to achieve.

### **Outcomes and Impact**

Sir Alexander Fleming Primary School is committed to ensuring that children and staff are happy and that they enjoy coming to school. This policy will underpin excellent teaching, learning and progress. It will promote the high standards and high expectations set out in the school's aims and code of conduct. We are committed to meeting the needs of each individual.



## Appendix 1

### **The power to discipline beyond the school gate**

Disciplining beyond the school gate covers the school's response to all non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school. The governing body must be satisfied that the measures proposed by the Headteacher are lawful.

Any poor behaviour 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 or not 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

As a result of any of these behaviours, the Headteacher will collect statements from both adults and children who have witnessed the event. The parents/carers of the child involved will be contacted and invited into school to discuss the matter. Sanctions for the behaviour will follow those issued by the school for behaviour during the school day. Parental support will be sought for sanctions which are able to be administered outside the school day.

Following any incident, the Headteacher will consider whether it is appropriate to notify the Police or Community Support Officers for Sutton Hill of the actions taken against a pupil. If the behaviour is criminal or poses a serious threat to a member of the public, the Police will always be informed. If there is any concern that the behaviour may be linked to the child suffering, or being likely to suffer, significant harm, Safeguarding procedures would be followed.

## Appendix 2

### **Child going Missing from School during the school day:**

*Leaving the classroom or school grounds without permission.*

The law and legal framework concerning missing or runaway children states;

*“Anyone who has care of a child without parental responsibility may do what is reasonable in all circumstances to safeguard and promote the child’s welfare (Children Act 1989 s3 (5)). It is likely to be “reasonable” to inform police, or children’s services departments, and if appropriate, their parents, of the child/young person’s safety and whereabouts.”*

If a pupil runs out of a class, the teacher must make every reasonable effort to establish where he or she has gone. This may involve the teacher deploying the support staff/responsible adult to follow the child to monitor his/her safety. Staff will not run after the child but must alert the Headteacher or a member of the Senior Leadership Team and/or send a message to the office immediately for adult support. A watchful eye will be kept on any child who has taken himself/herself out of the school building and possibly out of school grounds, unless this provokes the child to run further. If a child is no longer on school premises, parents/carers will be contacted. If they are not at home, the police will be informed that a pupil has left school and is at risk.

When a child goes missing from school during the school day there are clear procedures in place to follow up on their whereabouts. All are aware of these procedures. We ensure that registers are always up to date and that each child’s attendance is accurately recorded. If a

child's absence is reported to the Police, they will be treated as a missing person; it is therefore important that all reasonable efforts to trace a child should be made first.

If the parents/carers believe that there are risks involved, they should be told to inform the Police on 0300 333 3000 to make a missing person report. All missing children will be reported to the police by the end of the school day if not located and we have been unable to inform their parents/carers. If we are not sure if a child should be reported to the police as missing, we will contact the Police for advice.

For children not arriving at school at the beginning of the school day, we follow Non School Attendance procedures; including specific processes in place for children who fall into the high risk/vulnerable category.

If a child is identified as missing during the school day, we will complete the following checklist:

**Name of pupil**..... **D.O.B.**.....

<b>Action</b>	✓
Ensure the child is not on the school premises (and that reception staff alert you immediately they receive any information).	
Check when they were last seen.	
Contact the child's parents/carers and advise they should contact the police if they have any concerns.	
Contact absent parents (unless they are not allowed contact with the child).	
Contact any emergency contacts from the child's records.	
If the child is subject to a Child Protection Plan, or is a Child in Need inform the key social worker or if unavailable the team leader.	
If the child is a child "at risk/vulnerable" report immediately to social care and the Police (ensure any health concerns are communicated).	
If you are unsure if the child should be reported to the police, have an informal discussion with them. Ask to speak to a Police supervisor on 0300 333 3000.	
If the child is still missing by the end of the school day and you have been unable to talk to the parents/carers, report them as missing to the police.	
When the child is located, explore reasons for them being missing.	

Date checklist completed:.....(copy to appropriate file)

## **Appendix 3**

### **Amendments to the Behaviour Policy during Covid19**

All staff at Sir Alexander Fleming Primary School and Nursery understand the difficulties and various considerations that stem from dealing with Covid19 for our families and children. With the new guidelines provided to us by the Department for Education in mind, we are making some temporary amendments to our Behaviour Policy that aim to reflect any new expectations and routines that are necessary to reduce risk in our setting. These amendments aim to ensure continued high expectations of behaviour whilst ensuring the safety and wellbeing of all staff and children.

#### **Attendance**

During school closures, Local Authorities and education settings have not been required to complete their usual day-to-day attendance processes to follow up on non-attendance. We have, however, followed up on the non-attendance of any child who has been booked into our interim childcare provision.

**From June 1<sup>st</sup>**, the guidance states that we are to complete full registers for children, however, due to the current circumstances, the Government have stipulated that: 'Parents will not be fined for non-attendance at this time, and schools and colleges will not be held to account for attendance levels'. Please be reminded: *no one with symptoms should attend a setting for any reason.*

#### **Safeguarding**

- Our ongoing support for children and families includes making regular telephone calls to identified families.
- Meetings with professionals continue to take place remotely and virtually. Key professionals are informed as necessary e.g where non-attendance issues arise, as per Government guidance.
- Records are being kept up-to-date using CPOMS.
- Referrals to Family Connect and other support services continue to be made as and when appropriate.

#### **Uniform**

From June 1<sup>st</sup>, children are expected to attend school in Sir Alexander Fleming uniform. Staff are expected to follow the dress code outlined in the Staff Handbook. If parents/carers are facing difficulties with uniforms, please speak to a member of staff who will offer support. We believe that wearing uniforms help children to distinguish between home and school, and that this will support them in adhering to school expectations and routines during their time at school.

#### **Expectations**

Our expectations of demonstrating our school values have not changed. We will however, as staff, and children, share the highest levels of patience and calm. We appreciate that our routines have changed significantly since the last time we were in school together. The way that our new school routines are set out are different: staggered start and end times, staggered playtimes, and different timetables than the ones we were previously used to. All of these changes should enable our expectations of courtesy and kindness to remain high. We will show flexibility with pupils who may find getting into the new routines difficult, but we will (as always) expect to see progress and effort from all of our children, no matter what their starting point, or which adults they are working with. Any persistent failures to meet expectations will be referred to behaviour mentors and evaluation of risk assessments will take place in discussion with parents/carers (see 'consequences' section below).

### **Behaviour Principles (from guidance provided by the Department for Education)**

- Children and parents will need to follow the new staggered start and end times for the school day.
- Children will be expected to wash their hands repeatedly for at least 20 seconds each time, directed by school staff.
- Children will need to follow age-related expectations when socialising with their peers.
- Children and adults (including parents) will be required to move around the school site following specific instructions (including, but not limited to, one-way systems, out of bounds areas, distanced queuing etc.).
- All children and staff will adhere to expectations around sneezing, coughing, tissues, touching faces etc.
- Tell an adult if you are experiencing symptoms of coronavirus.
- There will be restrictions around use of toilets (in principle, one child from each classroom will be permitted to leave the room to use the toilet at any one time).
- Children and staff will be limited in contact with their peers; no congregation in shared spaces will be permitted.
- Where pupils are learning at home, they should use the resources provided on the Class Pages of our school website.

### **Behaviour Mentors**

Occasionally, in school, if a child needs additional support with their behaviour, members of the Senior Leadership Team will support that child in their classroom. At this current time, the guidance states that 'one teacher should be allocated to a group' and therefore, it would pose increased risk if particular children, because of their extreme behaviours, prompted mixing of these groups. For now, Behaviour Mentors will continue to support our teaching staff in mentoring key pupils, however meetings and discussions (both between staff and with parents/carers) are likely to take place as telephone calls and email discussions.

### **Consequences**

If appropriate, poor behaviour choices may result in loss of a privilege. These privileges are likely to differ from those usually identified due to changes in playtime routines etc. Loss of privileges are likely to include a child completing different activities to their peers, restoring any justice that may be appropriate, informing parents of misbehaviour, and reflecting upon whether or not that child is able to remain in school safely following an updated risk assessment.

### **School Site**

A comprehensive risk assessment has been completed and will be continually evaluated. As part of this risk assessment, all children and adults on site must follow the agreed approaches to where they are permitted to physically be on site. This includes (but is not limited to):

- Children and teaching staff remaining in the room allocated to their 'bubble' only.
- 1 child per class will be able to go to the toilet at any one time (these will be then be cleaned hourly throughout the day).
- Children will not be able to be in corridors without permission from an adult.
- Outside areas will be split into 'zones' for each 'bubble' of children.
- Communal staff area access will be restricted.

Failure of children to remain in their allocated areas will result in a review of risk assessment and may mean that they are unable to be on site. This will be communicated with parents/carers by a member of the Senior Leadership Team.

All children, staff and parents/carers must adhere to social distancing guidelines and rules both on and off site.

### **Positive Handling**

At Sir Alexander Fleming Primary School and Nursery, use of positive handling has always been as an absolute last resort. During this time however, to use such a strategy would pose

increased risk to both children and staff. As part of our protective measures, risk assessments relating to this will be ongoing and reviewed on an individual basis, with parents/carers involved as part of the process. If a child requires physical intervention, parents/carers will be contacted immediately and as with all risks, suitable (and increased) measures will need to be put in place.

### **Calming Room**

Our calming room is a room that the students self-elect to remove themselves to although if staff can see that pupils would benefit from using the calming room they will be offered it as an option. The main purpose of the room is to teach de-escalation strategies, resulting in the reduction of challenging behaviours.

The use of a calming room must be supervised by an adult (maximum of 2) at all times and at Sir Alexander Fleming Primary School it is governed by the following points.

- Strategies that assist the student to remain in the classroom should be trialled first.
- The calming room should be used only for the minimum period of time necessary for the student to regain enough composure to be able to return safely to class. Staff will use timers to help manage the amount of time students spend in the calming room and record how long in the book.
- Students will access our calming rooms voluntarily although they may be directed towards them.
- The occupied/unoccupied signs should be used to signify if the calming room is in use.
- Pupils must see the calming room as their space to calm down and must be praised when making a good choice and using the room for its designated purpose
- There will always be two adults in the calming room with children initially and as the child calms then one will leave to sit outside. The only time that adults will not be in the room is if it is unsafe for them to do so. Adults should knock before opening the calming room door.
- The adult monitoring the child in the calming room should be the primary adult dealing with the pupil and an adult the child can trust. Supervising adults can swap at any time with other members of staff and there are occasions when it is beneficial to do so.
- Any discussions regarding the pupil in the calming room must take place in an appropriate location and at an appropriate time.
- Staff should ensure that nothing is taken into the calming room by the pupils using them.
- Calming rooms will never be used as a disciplinary measure or as punishment for inappropriate behaviour.
- Students will not be restricted in their ability to leave calming rooms through the use of locks on the door or adults restricting the student's exit e.g. holding the door unless it is unsafe for the child to leave the room.
- Procedures for the use of the calming room for some pupils will include clearly articulated steps to be followed if a student does not comply with the time-out strategy, or if the use of the time-out strategy has not been successful in managing the behaviour of the student.

- CCTV cameras are installed within the calming room as a safeguarding measure for both children and staff.