



# **The Kite Primary Federation**

## **Behaviour Policy- Amendment due to Covid 19**

**Accepted- May 2020**

**Review - September 2020**



## OUR FEDERATION VISION

Together we will flourish and thrive,  
building on our Christian and local community,  
for the good of all.

Those who trust in the Lord will find new strength. They  
will soar high on wings like eagles. Isaiah 40v.31



Our Federation Values are reflected within this  
behaviour policy as it is through all of our chosen values that  
children will be shown the high standards of behaviour  
through positive modelling as they learn to respect and love  
each other and when things go wrong they learn the right  
way to behaviour through honesty, forgiveness and  
generosity.



## **Context**

The schools collaborating in the Kite Primary Federation promote a calm, purposeful atmosphere where children feel secure and confident about how they will be treated by their peers and the adults who work alongside them.

Our schools are completely inclusive and take a variety of approaches that match to the varying needs of our children. We recognise that at times children's behaviour is a result of particular needs that require additional adult support. Our responses are informed by our good knowledge of the children and a respect for individuals. At all times adults are required to show compassion and a willingness to listen and respond. For those children with a specific diagnosis directly relating to their behaviour we will seek advice to guide practice in school.

## **Aims**

To ensure that adults work alongside children to encourage and reward behaviour that supports effective learning for all.

To communicate effectively so that children, parents/carers, staff and visitors are confident in their understanding of the school's approach and expectations in relation to behaviour.

To build a fair and transparent system that is used consistently by all adults and one in which children are keen to participate.

To support everyone to show high levels of respect and courtesy for all children and adults and through this effectively promote desired behaviours.



## Amendment to The Kite Primary Federation May 2020

In response to a partial reopening of our schools from June 1<sup>st</sup> the following additions have been made to our behaviour Policy. All the following expectations have been put in place to ensure the safety of our school communities.

### Expectations of children

#### Social distancing

- Stay in your own seat or sit in the space you have been asked to.
- Keep a sensible distance from other children as you move around the school or when lining up. Use the tape markers to help you.
- Put your hand up if you want to ask a question – please do not get out of your seat.
- In the playground, as much as is reasonably possible, stay 2m apart from other children, this means not playing contact games such as TAG.
- When outside, only play in the area that you have been told you are able to.
- Only 1 person at a time may go to the toilet
- Stay in your bubble (group). This means you stay apart from other children and adults in their bubbles.

#### Infection Control

- You **must not** cough or spit towards any other person.
- Do not share any equipment – you will have your own set of resources to use.
- Do not share water bottles or cups.
- If you sneeze or cough, you must cover your mouth with your elbow or preferably use a tissue using the 'catch it, bin it, kill it' approach.
- Wash your hands when you are asked to do so by using soap and water for 20 seconds or the hand sanitizer provided in each classroom.

#### Illness

- If you feel ill at home, you must tell your parents immediately and you must not come to school.
- If you feel ill at school, you must tell an adult immediately so we can contact your parents.

Children will be given reminders of these expectations throughout the day as we understand that these expectations are new and may not come naturally at first, especially for younger



children. However, we must ensure that these expectations are adhered to as much as **reasonably** possible in order to keep everyone safe and well.

This amendment follows guidance as published by the Government, which can be found on the following link:

<https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-primary-schools#annex-a-behaviour-principles>

## Rewards and Sanctions

The schools set clear boundaries for the children and implement the “Good To Be Green” approach in all classrooms. This scheme ensures that all children understand and are recognised for appropriate behaviour.

### Dojo points

- Across each half term children collect Dojo points; These can be collected for a variety of reasons but the emphasis is on rewarding children who persevere, are supportive to their peers, take care of resources, show kindness and respect to others and make a positive contribution to the class and school.
- Children receive certificates to mark 10 stickers (bronze), 25 stickers (silver) and 35 stickers (gold).
- Children awarded 10 dojo points are rewarded with the option of being able to change their avatar.
- Children awarded silver are also rewarded by having a chair during collective worship for that week.
- Children reaching gold receive a good to be green pencil and a chosen reward, e.g. extra play time, use of ipads etc.
- Those children who have consistently good behaviour are also awarded a certificate at the end of the half term.
- Additional certificates are available to celebrate achievements and friendship.
- Post cards and notelets are sent home to share achievements with parents and carers.

*May 2020- Whilst school is not fully open at all pupils, these certificates will be posted out or emailed online for children and their achievements shared on Class Dojo.*

### Classroom Wall Hangers

These display each child's name and a good to be green card. This is a clear visual indication to children that their behaviour and efforts have been noticed.



- An amber card is used to show that the child has been warned to adjust their behaviour.
- A red card indicates that behaviour has not improved and sanctions are now used e.g. loss of play time, privileges etc.
- The Head Teacher is informed when children have a red card on the wall hanger.
- In order to reward those children whose behaviour or effort is particularly noted, the teacher can add one of the special reward cards to their name.

## **Individual Plans**

For those children who need additional support to manage their emotions and behaviour, the class teacher will draw up an individual behaviour plan in liaison with the school's Behaviour Lead. Individual plans will be monitored by the Head Teacher. Plans will be evaluated and adjusted accordingly. There has to be a commitment from all staff to ensuring that the child is supported to work within the strategies identified in their plan.

## **Continuity Of Support**

It is important that the understanding and care for children with particular emotional or behavioural needs is maintained at all times. To help with this, adults who are unfamiliar with the needs of our children will be given the "Meet Our Children" guidance to ensure continuity of support and care.

## **External Partners**

### **Bassetlaw Behaviour Partnership**

Where further support is needed or children's behaviour continues to cause concern, the school is able to access specialist advice through the Bassetlaw Behaviour Partnership. Referrals can be made each term to a panel using the referral form available from the Behaviour Lead. The form will need to show parental consent for the process to continue.

## **Children's Responsibilities**

### **The Sports Leaders Approach**



All children in Years 5 & 6 will receive training to be a sports leader in school. This training is interactive and encourages children to think through their approaches and how they can support others to play well, keeping to agreed rules. Each play time, including lunch breaks, there are games run by the designated leaders.

*May 202- Sports Leader Training is unfortunately postponed until the next academic year at the earliest.*

## **Partnership with Parents**

Parents are our partners in implementing the behaviour policy. The school brochure outlines the “Good to be Green” approach and details are shared when children join the school. Parents share in their children’s success and are invited to our special work assemblies each half term as well as receiving post cards celebrating achievements. Parents are involved in all decisions for individual behaviour plans as it is recognised that without their support the plan will not be fully effective. Where there are particular concerns parents are able to access advice from school staff, the school nurse and other professionals supporting behaviour in school.

*May 2020- there will be no assemblies held at this time with parents and children to adhere to social distancing guidelines.*

Adopted on:\_\_\_\_\_

Chair:\_\_\_\_\_

To be reviewed September 2020