

# Halesowen C of E Primary School



We care, we trust, we believe.  
We share, we enjoy, we achieve.

## Behaviour Policy

### Signed by

Headteacher: *Kenney* Date: 18.10.19 Date: 31.08.20 Date: 8.7.21

Chair of Governors: *H. Lane* Date: 18.10.19 Date: 31.08.20 Date: 8.7.21

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*(reviewed early due to Covid 19) and reviewed again in line with well-being focus.)*

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## School vision

Halesowen Church of England Primary School was a school built for the local community. Right from the beginning it was an inclusive school built on strong Christian beliefs. It is our duty to ensure that this deeply Christian core runs through everything we do at Halesowen C of E in the modern day.

We believe children can flourish if they are loved and valued. We have high expectations of everyone because we know they can achieve if someone believes in them. We trust each other and are proud that we are one big family. We care about each and every one of our families. We enjoy the job we do and make school a fun place to be. We share this place Halesowen C of E; a place special to all of us, a place where we can feel safe, a place where we can learn and thrive together.

## Introduction

At Halesowen C of E we believe that every child in our care is entitled to the best possible education. We recognise the key to learning at our school is quality first teaching. It is important to us that learning here is fun and purposeful. To achieve this it is essential that children follow school responsibilities and that they are ready to learn.

## Aims and Objectives

The Primary aim of this policy is to make it clear to everyone the high expectations we all share for behaviour at Halesowen C of E .We expect everyone to have respect for others. To achieve this we all need to follow an agreed set of responsibilities. Within school, with the support of parents, we will teach children about how to behave well so they develop into good citizens. We need everyone to be a positive role model to achieve this and ask that parents also adhere to school responsibilities when they are at school.

The objectives of this behaviour policy are:

- To ensure the principles of our Christian ethos, the school values and SMSC (Spiritual, moral, cultural and social) values are embedded throughout our approach to positive behaviour management.
- To articulate the expected standards of behaviour to all children and families.
- To ensure children understand the difference between acceptable and unacceptable behaviour within school and the wider community.
- To make sure children know and understand their rights as members of the school community.
- To make sure children know and understand that their actions and behaviours have certain consequences.
- To ensure staff have a clear and consistent approach to behaviour that all stakeholders are aware of.
- To explain how we celebrate positive behaviour
- To ensure that all children have an equal opportunity to achieve; this will be achieved through positive action regarding culture, religion, home language, gender and ability.
- To ensure all children with additional needs in regards to behaviour and pastoral issues have their needs met to the best of our ability with the support of parents
- To help us prepare children for life outside of Halesowen C of E by teaching and encouraging them to problem solve and resolve issues by talking and empathising with others.

## Roles of stakeholders

### *The Role of Governors*

Our governors' role is to support, monitor and review the school's approach to behaviour. In particular they should:

- Support the use of appropriate behaviour strategies by allocating resources effectively.
- Ensure that the school buildings and premises are used optimally to support consistent approaches to behaviour.
- Monitor the effectiveness of the school's behaviour and pastoral approaches through the school's self-review processes, which include reports and presentations from school leaders and head teacher's reports to governors.

- Attend relevant training about behaviour.
- Form part of the discipline panel (exclusions)

### *The Role of the school*

We believe that parents and school both have a fundamental role to play in supporting children to follow our school responsibilities.

As a school we will:

- Share the behaviour policy on the school website.
- Ensure the children are aware of expectations and are treated consistently in line with school policy.
- Communicate with parents when necessary (and promptly) regarding positive behaviour or behaviour causing a concern either face to face, via parentmail or a letter.
- Hold regular parents' consultations where parents can discuss any issues relating to behaviour.
- Sending parents an annual report.
- Not discuss the finer details of sanctions with parents other than those receiving the consequence

### *The Role of the Parents*

We believe that parents are responsible for supporting their children and the school in implementing school policies. We would therefore expect parents:

- To support the school in implementing our behaviour policy by expecting children to follow school responsibilities when on the school site; whether that be before, during or after school hours.
- To ensure that their child attends school every day except in the case of them being too ill to attend. (see attendance policy)
- To ensure that their child is equipped for school with the correct uniform, PE kit and any other equipment they may need.
- To do their best to keep their child healthy and fit to attend school and to inform school if there are matters outside of school that are likely to affect a child's behaviour.
- To promote a positive attitude towards the school's ethos.
- To fulfil the requirements set out in the code of conduct for families

- To attend any meetings with staff as and when required to discuss behaviour.
- To attend parents consultation meetings
- To accept that discussing the finer details of the sanctions of another child cannot happen due to confidentiality.

### *Role of the children*

The children play a really important role in the implementation of our behaviour policy. They contribute to the design of class responsibilities and along with the staff, live out our ethos and values every day. We expect children to:

- Understand and respect that there have to be an agreed set of responsibilities to help us all to stay safe, be happy and learn.
- Always aim to do their best each day but also accept that we all make mistakes but the most important thing is to learn from them.
- Show empathy to others and consider their feelings at all time.
- Work together as a team within their classes and houses.

## Key considerations

At Halesowen C of E we have identified the following key considerations for behaviour management:

- Clear and consistent expectations for all.
- Rights and responsibilities.
- Being ready and prepared to learn. (Including attitudes to school and attendance)
- The behaviour pathway
- Rewards
- Extreme behaviour including bullying, prevent etc
- Meeting the needs of all children.
- Working together as a whole school community to achieve high expectations.

### *CLEAR AND CONSISTENT EXPECTATIONS FOR ALL*

The school has a set of school rights and responsibilities. All children are made aware of these at the start of the academic year and are reminded of them throughout the year.

The adults at Halesowen C of E live out the values in the way they care for and support the children when they are in school.

*“The best thing about Halesowen is the staff because they treat us like their family”* (Children of Halesowen C of E Siams report 2017)

We approach behaviour in a consistent way so all children know the boundaries and can achieve positive behaviour. We recognise that we are working with children and that their primary years are where they are learning the difference between right and wrong; this means that from time to time they may not follow school responsibilities but our consistent

approach means we can support them to change their behaviour in the future.

## **RIGHTS AND RESPONSIBILITIES**

### *The School Motto*

The school motto is: ***'We care, we trust, we believe. We share, we enjoy, we achieve'***. These values underpin every aspect of behaviour within Halesowen C of E.

Halesowen C of E Rights:

- The right to feel safe' physically, emotionally and socially.
- The right to learn without unnecessary pressures or anxieties.
- The right to learn without undue, unreasonable and unfair distractions from others.
- The right to respect from all members of the school community.
- The right to fair treatment.

### *School Responsibilities*

These are written by the whole school community and support Halesowen C of E Rights. They are displayed in each classroom, on the school website and can also be found in the home learning diary.

From time to time the school council reviews school responsibilities. Our current whole school responsibilities are:

- We listen to people giving instructions and follow them.
- We show respect to others by using our manners and considering their feelings.
- We look after each other by being friendly and caring; *"Do to other as you would have them do to you"* (from Luke Chapter 6 in the Bible)
- We are kind and help others when they need it
- We say sorry if we have done something wrong and learn from our mistakes. We accept apologies from other people and show forgiveness as we are taught in the Bible.

## *Class Responsibilities*

These are agreed at the start of each academic year by the class and the teacher. They are planned taking into account the school motto and the schools rights and responsibilities. Classes may review class responsibilities as the need arises. These should be shared with parents at the year group induction meeting in September. They should be displayed in each classroom and referred to whenever discussing classroom behaviour.

## ***BEING READY AND PREPARED TO LEARN***

Children who are ready and prepared to learn when they arrive at school find it easier to follow school responsibilities. We try to encourage independence, good organisation skills and perseverance. This is an area where parents can really support their children.

### *Attendance and punctuality*

Children who attend school regularly and on time have a clearer understanding of how to follow the school responsibilities consistently. In addition to this, the children who attend regularly make better progress in their learning and therefore feel happier at school.

We believe that every day matters. Positive attitudes to learning are reflected in regular and punctual attendance at school.

Attendance is monitored closely both by the school and the Department for Education. We encourage children to come to school regularly and on time through the use of positive rewards.

As a school we are proactive and work closely with parents/carers ensuring attendance is good. Where we have concerns we communicate with parents and meet to discuss these. We seek advice from the education investigation service when necessary.

Parents have a legal duty to make sure that their child aged 5-16 attends school regularly.

Any Leave of absence (under the education (Pupil Registration) (England) (Amendment) Regulations 2013) states a Head teacher MAY NOT authorise a

leave of absence in term time for a holiday –. A Head teacher MAY (at his or her own discretion) authorise absence for ‘exceptional circumstances.’

Any periods of leave (holiday) that are refused by the school will be recorded with the ‘G’ code which is an unauthorised absence. Taking an unauthorised term time holiday is grounds for issuing a penalty notice.

Penalty notices are fines of £60/£120 imposed on parents. They are an alternative to the prosecution of parents for failing to ensure that their child of compulsory school age regularly attends the school. The payment must be paid direct to the Local Authority, the school does not receive the money.

An application for a leave of absence must be made in writing to the school at least 10 school days before you are intending to take your child out of school. Further information regarding attendance can be found in our attendance policy.

### *Be Prepared*

Children behave more consistently at school when they arrive feeling prepared to learn. When children attend school we try to encourage them to become more independent but there are some things you can help them with to make sure they are prepared for school such as:

- Making sure they wear the correct school uniform
- Making sure they have their PE kit/ swimming kit/ forest school clothes in schools on the days they need them.
- Making sure they bring in reading books, home learning, and laptops or any resources they are asked to bring in
- Reading letters, parentmail, the website to keep up to date with things at school.

### *Ready to learn*

Sometimes children come into school upset or distracted because they have had a bad weekend, night or morning at home. We understand sometimes this cannot be avoided if something has happened at home but communication with staff is crucial. Please share with us if children may be feeling emotional, tired or distressed for some reason. We can then make sure they are ready for

the day and can ensure this does not affect their behaviour. We try hard to understand children's emotions. To enable all children to share feelings we use the Colour Monster Story.

## *THE BEHAVIOUR PATHWAY*

At our school we have a behaviour pathway children travel along each day. Every child starts the day on Sunshine Yellow. If they follow the school and class responsibilities in class they remain on Sunshine Yellow. If they don't follow these class responsibilities they may move down the pathway and will be reminded to correct behaviour. If they have exceptional behaviour and consistently stay on Sunshine Yellow or do something that really reflects the school/ class responsibilities, they may move to Super to be Silver or Great to be Gold.

### *The behaviour pathway - Foundation Stage (Reception and Nursery) :*

- **Great to be Gold** (Share with Parents –Good News Postcard)
- **Super to be Silver** (Share this with Parents- Good News Message)
- **Sunshine Yellow**
- Reminder
- **Feeling Blue** sit out from the group and think about behaviour. (Parents informed)
- **Reflective Red** speak to another teacher/ leader. (Logged on CPOMS and parents informed)

Behaviour will be regularly tracked. Parents of children who persistently get blue and red warnings may be invited in to discuss their child's behaviour

### *The behaviour pathway – Key Stage 1 and 2*

- **Great to be Gold** (Share with Parents –Good News Postcard)
- **Super to be Silver** (Share this with Parents- Good News Message)
- **Sunshine Yellow**
- 1<sup>st</sup> Reminder
- 2<sup>nd</sup> Reminder

- **Feeling Blue**- withdrawal within class (Parents informed by text and Record on CPOMS)
- **Reflective Red**- Removal to a senior leader (Logged on CPOMS and parents informed)
- Sent to Head teacher and letter sent home.

Any behaviour deemed to be extreme will be referred directly to the Headteacher. This could include physical aggression, racism, prejudice, severe defiance etc. Parents will be informed.

### *Playground behaviour*

The behaviour pathway is specific to the classroom and being around school. As different adults may be on duty with children when they are outside we have a different set of playground responsibilities and sanctions.

#### Playground Responsibilities

- ✓ We look after each other and play safely.
- ✓ We show respect to every adult on duty.
- ✓ We listen to people and follow instructions.
- ✓ We say sorry if we bump into or hurt anyone by accident.
- ✓ We are kind. We do not hurt other people's feelings.

#### Playground Sanctions

- 1) Warning
- 2) Remove from peers-5 mins on the bench
- 3) Remove from peers and inform teacher. This should be fed back to class teacher so parents can be informed. However, it should be resolved at lunchtime not be dealt with in learning time.

**Instances of aggression/aggressive play** will result in an immediate removal for a minimum of 10 minutes or greater. More severe incidents will result in further sanctions at the discretion of the Head teacher and parents may be informed.

## *Behaviour tracking*

SLT will regularly track behaviour on CPOMS. It is therefore really important that all instances of withdrawal, children being sent to a senior leader and any instances of physical aggression, racism, prejudice, severe defiance or bullying allegations are logged. Parents will be invited in for a meeting with a member of SLT/ the pastoral lead or the SENCO to discuss any behaviour concerns. Parents are invited to discuss concerns regarding communications received about withdrawal with class teachers in the first instance.

## *REWARDS*

- Children in Foundation stage are rewarded with stickers.
- Children in Years 1 to 6 are awarded house points for good work and good behaviour.
- When 100 house points are gained a 1 star badge is awarded in a 'House Assembly'. For 200 points, a special sticker is awarded.
- For 300 house points a 2 star badge is awarded, and for 500 house points, a 3 star badge is awarded in Achievers Assembly.
- For 800 house points a silver badge is awarded.
- For 1000 house points a certificate is awarded
- For 1500 house points a gold badge is awarded.

'Star of the Week' certificates are awarded to individual children at whole school celebration assembly for learning and behaviour.

Children who are super to be silver or great to be gold will receive messages home.

## *EXTREME BEHAVIOUR*

Extremist organisations can develop and popularise ideas which create an environment conducive to violent extremism and terrorism.

Education can be a powerful tool, equipping young people with the knowledge, skills and reflex to think for themselves, to challenge and to debate; and giving young people the opportunity to learn about different cultures and faiths and, to gain an understanding of the values we share.

### School Actions:

- Agreed value statements that are inclusive of all students
- Reviewed curriculum and pupil participation and safeguarding processes
- Developing critical personal thinking skills and using curriculum opportunities including small group work
- Implementing social and emotional aspects of learning
- Exploring and promoting diversity and shared values between and within communities
- Challenging racism and other prejudices
- Supporting those at risk of being isolated
- Building ties with all local communities, seeking opportunities for linking with other schools
- Using anti-bullying strategies to minimise hate and prejudice based bullying
- Using restorative approaches to repair harm caused

### **NOTICE – CHECK – SHARE**

- School staff need to follow this process through – **notice** vulnerabilities and signs, **check** – speak to colleagues and **share** – either internally or externally

### *Bullying*

Our aims in addressing bullying are that:

- Children and parents feel confident that issues of alleged bullying will be dealt with fairly and promptly.
- Bullying should not be viewed in isolation and behaviours are separated from the person.
- There is a collective staff responsibility to every child in the school.
- Assemblies and PHSE lessons are used to promote our anti-bullying policy and to emphasise our refusal to tolerate the behaviour of children who persist in being unkind to others.
- There is a common consensus about potential bullying behaviours and what constitutes bullying.
- Through the vigilance, care and commitment of staff any unacceptable behaviour or incident witnessed will be challenged.

- Children will be taught that there will be consequences as a result of their behaviour but this is done alongside a restorative approach where we explore how the bully is feeling as well as the victim and to raise awareness of the impact of their actions / choices on others

### *What Is Bullying?*

- Bullying is *repeated* aggression, verbal, psychological or physical conducted by an individual or group against others over a period time. (DFES Guidelines).
- Bullying is an abuse of power.
- Bullying is the breaking down of a person.
- Bullying can occur through several types of anti-social behaviour.
- A child can be physically punched, kicked, hit, etc.
- Verbal abuse can take the form of name-calling. It may be directed towards physical/social disability, or personality, family, academic performance, etc.
- A child can be bullied simply by being excluded from discussions or activities with those they believe to be their friends.

### *What Bullying Is Not*

- Bullying is *not* an isolated incident of aggression between children.
- Disputes will take place between children, and will be dealt with accordingly.
- Unpleasant as these incidents are, they are not bullying and should not be reported as such.

### *Action to be taken when bullying is suspected*

- If bullying is suspected we talk to the suspected victim, the suspected bully and any witnesses.-using a restorative approach.
- These conversations will be recorded and reported to the Head Teacher if bullying is found to have taken place.
- If any degree of bullying is identified, help and support will be given as is appropriate to both the victims and the bullies.
- The reasons for a child exhibiting bullying behaviours will be investigated and addressed.
- Support may include peer support, counselling and nurture group.
- Consequences may include counselling, no-blame support group, apology, written apology, sanctions, e.g. loss of breaks or other privileges, involvement of parents, school detentions and, in extreme circumstances, exclusion.

- The Headteacher is responsible for ensuring that issues are fully resolved.
- The school will record bullying incidents and the responses to them.

### *Exclusion*

“Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The Government supports head teachers in using exclusion as a sanction where it is warranted. However, permanent exclusion should only be used as a last resort, in response to a serious breach or persistent breaches of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.” Taken from “Exclusion from maintained schools in England” September 2017 DFE

A head teacher has the power to exclude a pupil. This has to be on disciplinary grounds. A pupil can be excluded for a fixed term or permanently. It can be for specific issues e.g. lunchtime behaviour- so excluded for lunchtimes.

Whenever a head teacher excludes a pupil they must, without delay, notify parents of the period of the exclusion and the reason(s). This should then be followed up in writing. The headteacher should also notify the governing body and local authority.

More information is included in the full DFE policy.

### *Physical restraint*

*Taken from “Use of reasonable force” DFE 2013.*

The term ‘reasonable force’ covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.

Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

All members of school staff have a legal power to use reasonable force. However we will always seek to de-escalate a situation first.

Please see

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/444051/Use of reasonable force advice Reviewed July 2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf) For more information.

## *MEETING THE NEEDS OF ALL CHILDREN*

From time to time some children may need additional support or help with their emotions or behaviours. These children may need an individual behaviour plan (IBP) either because they are consistently unable to follow the school's responsibilities or because they have a SEND need or diagnosis. The SENCO, pastoral lead or a member of the senior leadership team will meet with parents, the child and class teacher to formulate a more individualised plan to support the child to follow school and class responsibilities and would involve outside agencies where necessary.

## *WORKING TOGETHER AS A WHOLE SCHOOL COMMUNITY TO ACHIEVE HIGH EXPECTATIONS*

### *Communication*

Good communication between home and school is crucial. School will communicate with you through class teachers or senior leaders if your child's behaviour is causing concern but also to celebrate good behaviour. We will also use parentmail. We value good communication from parents to us if a child is displaying concerning behaviour at home or if children are having any other issues that may affect their behaviour. Our pastoral lead, SENCO or a member of the senior leadership team can be available to offer support.

### *Code of conduct for parents*

At Halesowen C of E we value the strong relationship we have with our parents and families. We value parents being involved in school life and regularly welcome them into school for celebrations, events and to find out about their child's progress. In order to create the best outcomes for children and to be role models for good behaviour we ask that parents also respect our school ethos and motto.

“Parents are unanimous in their support for school and all it does for their children.” SIAMS 2017

Parents and carers are reminded:

- To respect our ethos and values
- That teachers and parents need to work together for the benefit of their children.
- To approach school staff through the correct channels to resolve issues- all issues should initially be discussed with class teachers.
- All members of the school community should be treated with respect using appropriate language and behaviour.
- To correct their child’s behaviour when on the school site in line with school expectations and parents should support school staff when they do the same.

In order to ensure our school site is a safe, supportive environment for all of our children, families and staff we will not tolerate parents/ carers or visitors exhibiting any of the following:

- Disruptive behaviour which interferes or threatens to interfere with any activities on school premises.
- Using loud or offensive language or displaying temper.
- Threatening, in any way, a member of staff, visitor, another parent or a child.
- Damaging school property
- Sending emails/ texts or leaving voicemails or posting on social media any abusive, threatening, offensive or derogatory comments.
- The use of physical or verbal aggression towards another adult or child.
- Approaching someone else’s child in order to discuss any issues involving your own child/children.
- Smoking, taking drugs or consuming alcohol on school site.
- Bringing dogs onto premises ( with the exception of registered guide dogs)
- Parking on the school car park, or illegally / unsafely on the drive/ in surrounding streets.

Should any of the above occur school may feel it necessary to ban the offending adult from school premises or contact appropriate authorities.

## Monitoring and review

We are aware of the need to monitor the school's behaviour policy, and to review it regularly, so that we can take account of new initiatives and research, changes in the cohorts of children/ staff, developments in technology or changes to the physical environment of the school. We will therefore review this policy every two years, or earlier if necessary.

## Links with other policies

This policy links with our policies on:

- Safeguarding / Child protection policy
- E-safety policy
- Teaching and learning policy
- Attendance policy
- Parent Code of conduct
- Staff code of conduct.

## *Appendix 1 Our Values*

All of our policies reflect our Christian values which underpin everything we do in school:

### **We care**

Our school is a caring community with a family atmosphere. We achieve this through respect for one another and the world around us, treating others as we would wish to be treated, and working co-operatively. As an inclusive community everyone is valued and nurtured equally regardless of gender, race, religion, colour or ability. There is a clear understanding of what it means to be a valued as an individual, and how we work together as part of the school family.

### **We trust**

Our school is a safe place. We provide a stimulating, safe and happy environment where everyone is encouraged and motivated to learn. We achieve this through our committed approach in all we do.

### **We believe**

Our school welcomes and celebrates our diverse community. This helps us to understand each other, and respect each other's beliefs and cultures. We develop children's spirituality through daily worship and by celebrating together. We are proud of our links with St. John's Church and other faith members of the wider community.

### **We share**

Our school builds positive relationships between children, staff, parents, governors and members of the community. We achieve this by valuing all contributions, encouraging teamwork and celebrating successes together.

### **We enjoy**

Our school builds children's confidence and self-esteem to create a love of learning. We achieve this through a vibrant curriculum with real life learning experiences which reflect the needs and interests of all. We actively praise and reward effort, creativity and success.

### **We achieve**

Our school enables each child to develop in order fulfil their potential, and flourish in a supportive but challenging environment. We know each child well and through our individual tracking of their progress, we offer opportunities which enrich their physical, social, emotional, moral and academic development. We aim to equip children with essential life skills and enhance their personal qualities so that they can become successful learners.

## *Appendix 2 House Points System*

Children are grouped into the following four houses named after the founders of our school who are Lord Lyttleton, Reverend Hone, Mr Grazebrook Esquire and Lord Dudley.

### **Team names:**

Lyttleton (Yellow House)

Hone (Blue House)

Grazebrook (Green House)

Dudley (Red house)

Every child and member of staff will belong to one of these four Houses to support and encourage positive team building. Siblings are placed in the same House.

### **Houses and the House Captains**

Each House is represented by a House Captain and Vice-Captain from our year 6 class. Year 6 children prepare speeches to explain why they would make a good captain and house members will vote for their preferred candidate. Captains will provide positive leadership to the children in their House and the various competitions and events organised throughout the year.

The House Captains are responsible for leading their House in competitions and events, and representing the school in the community and a range of school events and activities.

### **The responsibilities of the House Captains are:-**

- to set an example to the other children
- to earn house points and encourage others to do so
- to represent the house when collecting awards
- to be somebody others can turn to for advice

## **Earning House Points**

House Points can be awarded by all staff to children for a variety of reasons.

For example:

- Polite, well mannered behaviour
- Demonstrating a caring attitude towards peers
- Working to the best of their ability
- Good attendance
- Putting special effort into a piece of work
- Neatly presented work
- Positive attitude towards work
- Sporting achievement
- Taking part in competitions and events
- Helpful approaches to different situations

## **House points are awarded using the following guidance:**

- **1 house point** for an isolated achievement (e.g. a one off act of kindness, helpfulness, good work etc)
- **2 house points** for a sustained achievement (e.g. sustained good behaviour, an achieved target, hard work on a project etc)
- **3 house points** for a special achievement (e.g. something that goes above and beyond) or a group achievement (e.g. for winning a class based team game)
- **5 to 10 house points** can be awarded for extra special achievements by the Senior Leadership Team.

Every week, the house points are counted and a weekly winner announced during our Assembly and added to the house point chart.

House points are then tallied over the course of a term, a winner is announced, and the children in that house will receive a special reward.

At the end of the year, once all house points are tallied, the House Champions will be announced. The winning house will be awarded their ribbons on the House Cup.

This system aims to encourage a real sense of pride and achievement for the children. It fosters community spirit and gives the children an opportunity to contribute to something bigger, which involves children from all year groups.

### *Appendix 3 Covid behaviour addendum*

Due to Covid 19 it was necessary to complete a temporary addendum to the behaviour policy.

Our behaviour policy will be adapted to take into account the unusual circumstances . We need all children to work with us and follow instructions to make this work.

There are going to be lots of changes around school e.g. social distancing, staggered toilet times and outside times, small groups with teachers they may not be familiar with.

The most important thing is the children's well being. We understand things are going to be difficult and we will work with them to understand the changes. We need you to support us on this and talk to them about the changes too so they are prepared.

Ultimately, the health and safety of all children and staff is the most important thing and if a child's actions threaten the safety of others you may be asked to keep them at home as that may be where they are safer. This would be a last resort.

Staff will share expectations with children. We are also sharing this with you on here.

During this period the following rules will be followed:

- Children should listen to the adult and follow instructions at all times
- Children will respect personal space and will stay 2 metres away from others
- They will follow all hygiene rules e.g. catching and binning coughs and sneezes and hand washing.
- They will try hard in all the learning and tasks set.
- They will respect any adults that work with them.

The behaviour pathway will remain mainly the same as is stated in the policy except for the following:

Children cannot go to another teacher/ leader if they are not in the same bubble. If the incident is serious there will be an immediate call to a parent to discuss the issue. ( this will be a serious incident e.g. persistently not sticking to social distancing, coughing on purpose near to people, hitting, kicking, biting, spitting or any other serious breach of health and safety or the child reached yellow and another incident occurred.

The Colour Monster and well-being:

Alongside the behaviour policy we will be focussing on children's well-being and emotional needs. The Colour Monster book explores feelings and allows children to share how they are feeling using colours to explain and for them to understand how feelings affect actions.