



Darlinghurst

ACADEMY

Promoting Positive Behaviour **September 2020** (including Covid-19 update addendum)

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| Date Created: | July 2020 |
| Version: | 1 |
| Applicable to: | Whole school |
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| Checked by: | SLT |
| Valid from: | September 2020 |
| Review date: | September 2021 |

Rationale

At Darlington Academy, we believe that maintaining high expectations, inclusive of learning behaviours and habits, is integral to enabling all children to achieve and be their very best. It is a primary aim of our academy that every member of the community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and empathy.

This policy is designed to support the way in which all members of the academy can live and learn together collaboratively, in an environment where everyone feels happy, included, safe and secure. Our academy values A-E are fundamental in our approach, with **B** for belonging playing an important role in promoting positive behaviour. The academy values are a central part of the day-to-day life; all members of the school community refer to them regularly with the children. It is important that children have a clear idea of what each value means, how this can be translated into their learning and behaviour and the responsibility that they have as individuals to abide by them. The values are displayed in each classroom and around our learning community and celebrated when seen in action.

This policy applies to all children and adults in the academy and underpins the '*Darlington Design*' and '*Difference*'. (Our curriculum intent and intended impact).

'A design that enables children (no matter what stage or background) to develop knowledge and skills to succeed in a complex world, cultivating a sense of humanity and belonging. Holistic success is central to our design, to increase effectiveness and improving education excellence as life changes, so that our children believe in the power of possibility and possess emotional resilience and character to succeed'. *Darlington Design*

'In today's complex world, children need the knowledge and the skills to succeed but also a sense of humanity - ability to respect, to empathise and to be caring individuals. It is a continuing process to encourage learning through experiences to best ensure that our children are prepared for change. We support our children to grow into good, thoughtful and responsible members of the community'. *Darlington Difference*

The policy has also been written in accordance with statutory guidance from the DfE including:

- Behaviour and discipline in schools
- Searching, screening and confiscation in school
- The Equality Act 2010
- Use of reasonable force in schools
- Planning Guide for Primary Schools (May 2020 and July 2020)
- Actions for schools during the coronavirus outbreak (May 2020)

Aims of the Policy are to

encourage a calm, purposeful and happy learning environment within the academy where everyone feels safe and secure;

- ensure that all children, staff and visitors feel safe
- foster mutual respect and understanding;
- enable children to become successful learners;
- develop good social skills;
- promote emotional well-being;
- enhance children' self-esteem, confidence and resilience;
- provide consistency and structure;
- encourage children to recognise and respect the rights of others regardless of religion, culture, sexual or physical differences. This also includes property;
- develop children' self-discipline and self-control;

- encourage ownership of behaviour and accountability, including an individual's responsibility to socially distance;
- enable effective learning and teaching in order to raise standards, developing the knowledge and skills to succeed;
- enable children to become successful learners, prepared for change, active citizens, confident individuals, and effective contributors now and in the future;
- ensure that rewards and sanctions are used consistently throughout the academy.

Objectives

- For all members of the community to be treated with respect and to have a responsibility to treat others the way we expect to be treated;
- All members of the community to have the right to learn in a positive environment and have a responsibility to allow others to learn without interference, within one's own ability;
- To build communities in classes and year groups, particularly during the transition period during the pandemic, through Learning and Life skills sessions and on-line value based assemblies;
- To teach children about feelings and emotions and how these can be affected by the behaviour of others;
- To provide children with the skills to rebuild relationships in light of Covid-19 and wherever conflict has occurred;
- To provide targeted support for those children who find it difficult to conform to behavioural expectations;
- To ensure that all members of the academy community feel safe and are free from threatening behaviour or abuse by children or parents.

Roles and responsibilities of all staff are to

- ensure that social distancing expectations are maintained
- listen;
- support the right of every member of the community to feel safe;
- lead by example, e.g. treating children with respect;
- deal with any behaviour issues in a calm and controlled manner;
- be consistent in dealing with children;
- have high expectations of children's behaviour;
- promote high expectations of behaviour within the community;
- meet the educational, social, emotional and behavioural needs of children;
- identify when children need support from outside agencies with regard to their emotional well-being, including when they may be in need of mental-health support;
- support British Values including the right to individual liberty, mutual respect, rule of law, democracy and tolerance;
- support children in building their characters and to be the best version of themselves;
- empower children to be successful, confident, effective contributors and actively playing their part.

Promoting positive behaviour through the curriculum and learning

We believe that our curriculum design, in addition to quality first teaching ensures that effective engagement in learning, contributes to good behaviour by children. Through planning for the needs of individual children, encouraging active engagement of all children in their own learning and providing structured feedback we will avoid the disaffections of children, which can lay at the root of poor behaviour. We encourage our children to be active citizens, contributing to learning and academy life. Holistic success is central to our design.

SPACE

Our curriculum is carefully designed to make a 'difference' to our children, supporting their holistic development.

| | Curriculum design | How they reflect and support positive behaviour |
|----------|------------------------|---|
| S | Successful learners | As role models to our children, staff display positive behaviours and attitudes towards the children that can then be replicated and mirrored in their own behaviour and learning. Staff model approaches to learning, habits and behaviours. |
| P | Prepared for change | Children are supported at each transitional and pivotal change. They are encouraged to take risks and manage change and loss, building their emotional resilience. This is supported by the Zones of Regulation. |
| A | Active Citizens | All children are encouraged to be active citizens and engage fully in learning. Our active citizens, Eco-Team, Prefects, Junior Governors, Play Leaders, Sports Committee and Peer Mentors are all encouraged to be active participants in making positive choices about their own behaviour and supporting others where needed |
| C | Confident individuals | Children are supported and encouraged to develop their own self-confidence with understanding as to who they are and what makes them who they are. They are encouraged to challenge themselves, everyday-ask, discover, explore and create. |
| E | Effective contributors | All children are encouraged to be effective contributors with their learning and behaviour within the academy. Through the effective use of talk partners and feedback strategies, they engage in learning. Their actions and views contribute to making Darlington a positive community and beyond. |

Promoting Positive Behaviour in the classroom

We recognise that the current Covid-19 guidelines, with regard to classroom layouts, may have an initial negative impact on children's behaviour as classroom management and teaching methods influence children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and child, strategies for encouraging good behaviour, access to resources, even though there are restriction sin place, and classroom displays all have a bearing on the way children behave. Classrooms should be organised to develop independence and personal initiative. Use of working walls to consistently provide support, challenge and scaffold as needed. Working models (displayed) provide scaffold; children know targets and access environment to support them to achieve. Displays should also develop self-esteem and raise aspirations through demonstrating the value of every individual's contribution thus making them active contributors with their learning.

Building positive relationships with children is the foundation of good behaviour management.

Positive behaviour management:

- Reduces stress and anxiety;
- Provides consistency for all;
- Increases the chances of success;
- Helps to maintain positive changes in behaviour;
- Improves the self-esteem of the children.

Our aim is to encourage appropriate behaviour with the positive reinforcement of expected behaviours, focusing on children's achievements i.e. catching children getting it right. It is important that all staff find the opportunity to praise good or improved behaviour, whether or not the child is in the teacher's class. Praise should be frequent, consistent and appropriate. High levels of praise are important when establishing new behaviours. At Darlington, we use a variety of strategies to encourage positive behaviour, including:

(As quoted from our '**Excellence Framework**'- the how)

- Be discerning in your use of praise – give it value
- Praise effort/children who exemplify A-E values, identify successful examples/partner work explaining why, celebrate/identify what you **want** to see;
- Thank children for everyday expectations e.g. being ready to learn, praise children for going 'above and beyond', house points for children who support others with behaviour, whilst ensuring praise is specific to **what** has been done well;
- Narrate the positive as a way to embed partner talk, routines, presentation expectations, values and good manners.

(As quoted from our '**Darlington Direction**')

- Ensure children **participate** and **actively engage** in learning including working as an effective **talk partner**;
- Promote **positive learning behaviours**, **habits** and **routines**;
- Develop the importance of **healthy living** and **mindfulness**, supporting children's **wellbeing**;
- Prepare children for **change**, building their **emotional resilience**.

Whilst ensuring:

- Verbal feedback;
- Proximity praise (thanking groups of children for engaging in positive behaviour);
- Non-verbal signs e.g. thumbs up, smile;
- Written comments;
- Showing and sharing children's work;
- Sharing achievements with other members of staff;
- Post cards home (ensuring they reflect the desirable attitudes/behaviours);
- DB Primary Reward points;
- House Points;
- Use of Pastoral Support Plans (this should be evidenced in teacher's planning);
- Application of the academy's behaviour system.

Teachers actively show respect for their children by:

- Commenting on the behaviour without criticising the pupil and are aware of the effects of positive body language (see Appendix 2 for a classroom printable version) Wherever possible and practical this should be done in private to maintain the child's dignity;
- Being aware of the effects of negative body language – avoid pointing and respect personal space;
- Never holding grudges and by being prepared to give children a fresh start after any incident;
- Remembering the basics which are so important – use of child's first name and thank you etc;
- Never shouting – unless absolutely necessary e.g. when a child is placing themselves or others in danger

At the beginning of each academic year, a classroom code/promise is negotiated and displayed prominently within the classroom'. The classroom code/promise is positively phrased and reflects:-

- Respect for selves;
- Respect for others;
- Respect for property.

Expectations of behaviour and a revision of the behaviour approach is revised with the children at the start of the Autumn Term and continuously revisited as and when needed, particularly with regard to social distancing. Children are introduced/reminded of the behaviour approach (see appendix 1 for a classroom printable version):

(Appendix 1)

Behaviour System

| | | |
|---|------------------------|--|
| | | |
| HOUSE POINTS and/or DB PRIMARY POINTS AWARDED and POST CARDS HOME Will be issued to anyone who: Supports others to make a positive choices (including when they are taking thinking time) Demonstrates exceptional behaviour and/or effort (above and beyond what is normally expected) | | |
| | Ready to learn | |
| | Verbal reminder | |
| | Thinking time | |
| | Red card | |

Behaviour guidance

HOUSE POINTS, DB PRIMARY POINTS and POSTCARDS HOME
 Will be issued to anyone who
 Supports others to make positive choices (including when they are taking thinking time)
 Demonstrates exceptional behaviour and/or effort (above and beyond what is normally expected)

READY TO LEARN

| | | |
|---|--|---|
| Try some strategies: Ask to be moved Ask for help Find out what should do next from board, buddy, book, boss | VERBAL REMINDERS (x2) Verbal reminder to improve your behaviour | VERBAL REMINDERS will be issued in the following circumstances but not limited to: <ul style="list-style-type: none"> • Calling out • Distracting self and/or others |
|---|--|---|

| | |
|---|----------------------|
| Take 5 minutes thinking time in order to collect your thoughts and turn your own behaviour round so that you are ready to learn | THINKING TIME |
|---|----------------------|

| | | |
|--|--|--|
| + If thinking time in your own classroom does not work, you can take this in the SLT base room. Removal from class = time-out in allocated class – work to be provided. Removal from playground = time out in the SLT base room. | RED CARD Playground privileges and/or responsibilities removed – phone call home to parents HELP ME card sent to SLT base room to intervene during lessons | Any act of <u>physical aggression</u> towards another pupil or adult, swearing or defiance will result in an immediate red card. This includes behaviour at playtimes and lunchtimes |
|--|--|--|

Zone of Regulation (ZoR)

This is a behaviour-based curriculum that is being introduced into the academy for certain children already identified as being in need of additional support with their behaviour. The goal of 'The Zones' is to help children develop social, emotional, and sensory regulation and, ideally, be within the green regulation zone. ZoR is a curriculum to help children identify their own behaviours and subsequent, or catalytic, emotions and by doing so providing them with a platform of tools they can use to support them before, during and after zone transition.

| Blue Zone | Green Zone | Yellow Zone | Red Zone |
|--|--|--|---|
| Sad Sick Tired Bored Moving Slowly | Happy Calm Feeling okay Focused Ready to Learn | Frustrated Worried Silly/Wiggly Excited Loss of Some Control | Mad/Angry Mean Terrified Yelling/Hitting Out of Control |

Dealing with incidents of negative or disruptive behaviour

Behaviour is a way of communicating. Understanding what a child is trying to communicate through their behaviour helps staff to respond in a firm but non-punitive way by not being provoked or discouraged. If the child can sense that their feelings are understood this can help the situation. For those with the greatest need, the Zones of Regulation (ZoR) curriculum is key to underpinning the children's awareness of their own and other's triggers, supporting their own transition through the zones and recognising that there are zones of behaviour that can be dealt with independently but also those that require additional adult support and guidance. The adult needs to ask themselves: "Given what I know about this child and their situation and/or level of development, what is their behaviour telling me?" (See Appendix 2).

At Darlington, we recognise the need to promote calm communication within a crisis, however in certain situations, communication will only cause more distress and the sensible thing to do is to offer reassurance and quietly listen. Communication may be more appropriate after the crisis has passed. Positive ways of handling behaviour before having to give a consequence can be found in Appendix 2.

The Behaviour system works through an escalating scale with more serious or ongoing incidents of negative/disruptive behaviour being dealt with by senior members of staff alongside the children's parents.

In exceptional circumstances, "time-out" in our Anchor Room for post incident reverie and processing is available in accordance with a child's Pastoral Support Plan. The consequences for the behaviour will be implemented by the class teacher or a member of the Senior Leadership Team at a more appropriate time.

Where appropriate, a specific and individually tailored Pastoral Support Plan, including support through the Zones of Regulation curriculum, can be put into place, which is managed and monitored, by the Inclusion Leader and the school's Pastoral Support Team, in association with members of the Senior Leadership Team. In addition to this, support may be sought from the Parallel Learning Trust's behaviour outreach service.

If a pupil does not behave in an appropriate way, the actions within the Behaviour system will be instigated. On occasions, it may be necessary to use reasonable force to restrain a child to ensure the safety and well-being of the child, their peers, members of staff or property; this will only ever

be used as a last resort. Consequently, this policy should be read in conjunction with the Positive Handling Policy.

At Darlington Academy we reinforce the need for social distancing which should, in turn, prevent any physical aggression and violent behaviour which is unacceptable and breaks current safety guidance putting both parties, and any adults who need to intervene, at risk. It is **NEVER** all right to hurt others. Fighting is not allowed within the academy – we ask children to look for adults. In the current climate the role of Peer Mentors or Play Leaders has been suspended pending further government guidance and advice. We are committed to showing children that there are other ways to resolve arguments. The newly developed Zones of Regulation (ZoR) curriculum is providing children with a variety of tools that they can independently use to transverse from the 'red' zone to a more calming 'yellow' or 'green' zone.

However, if an incident occurs, this will be investigated by the Behaviour Support Manager, Raising Standards Leader, Inclusion Leader, Vice Principal or Principal. If the incident is considered sufficiently serious by the member of staff investigating parents/carers of all children involved will be contacted to discuss, normally on the same day. As a result of the investigation, further consequences may be considered.

Serious physical aggression towards children or staff is not tolerated and will be reported to the Principal and/or a member of the SLT, particularly in light of the need to maintain social distancing. A Pastoral Support Plan may be implemented, in consultation with parents/carers, for a 6-week period to monitor improvements in behaviour outcomes.

Even in these difficult times it may, rarely, need to consider:

- Short term exclusion for a fixed period;
- Managed move to another school in accordance with the Local Authority's protocol;
- Permanent exclusion.

Any exclusion is seen as a last resort after all other attempts to modify behaviour, and adjustments within the academy to meet the needs of the child, have failed.

If the Principal decides to exclude a child, to secure the well-being and entitlement of other children and staff in school, this will be carried out in accordance with DfE guidelines and as outlined in our Exclusion Policy.

It is vitally important that children know they can save face and "turn their behaviour around." Once again, adults should not and cannot hold grudges.

Where a pupil makes an accusation against a member of staff, and that accusation is shown to be malicious, the Principal may choose to sanction the pupil in accordance with the policy. Please also refer to our Child Protection Policy for further information. The Principal will also consider the pastoral needs of staff who have been accused of misconduct.

Details of our academy's approach to prevent and address bullying are set out in our Anti-Bullying Policy.

Sexting

Sexting is when someone shares sexual, naked or semi-naked images of themselves or others through electronic media. Whilst this can be considered, by some, as a harmless act, creating or sharing explicit images of a child is illegal. Any incidents reported will be taken seriously, discussed with parents and may involve communication with the police and social services. A support plan will be drawn up as a result irrespective of whether the child is the perpetrator or the victim and may include additional sanctions.

Bullying, Cyberbullying, Homophobic and Racist Incidents

All such incidents, are logged in the Bullying, Homophobic and Racist Log held by the Inclusion Leader, countersigned by the Principal and shared with Governors on a regular basis. Parents/carers are contacted so they are aware of the incident(s) and know that action has been/will be taken. Please refer to the Anti-Bullying Policy for more information.

Behaviour at Lunchtime

In light of Covid-19 guidance this may continue to evolve.

All Mid-Day Assistants (MDAs) carry a small notebook to record serious incidents, i.e. accidents or infringements of the agreed rules. The Mid-Day Assistant may deal with these incidents themselves or, if appropriate, refer the matter to the Senior MDA, Behaviour Support Manager, Inclusion Leader, Vice-Principal or Principal as appropriate. The children also have the opportunity to take "time-out" if they are finding playtimes difficult.

The MDA's notebook will also be used to record positive behaviour observed. Reward systems are in place for good behaviour. The Principal then makes a point of praising the child / children for this behaviour – usually in public.

Time Out is used at lunchtimes as a consequence for children not following the SPACE Values on the playground. Sometimes children are sent to Time Out to discuss an incident which has taken place, and sometimes as a consequence for their actions where they are given the opportunity to calm down and reflect on what went wrong and how they might have acted differently. This can be directed by a MDA member of duty staff or senior member of staff (including year leads).

If a pupil is sent to Time Out on five different occasions over a half term for serious incidents, such as aggressive behaviour, they will spend their lunchtime with a member of the Leadership Team, away from their peers, to reflect on their behaviour and consider how to improve. Parents will be informed.

Discipline in Schools - Teachers' Powers (Behaviour & Discipline in Schools, DfE 2016)

- Teachers have statutory authority to discipline children whose behaviour is unacceptable, who break the school rules or who fail to follow reasonable instruction.
- The power also applies to all paid staff with responsibility for children.
- Teachers can discipline children at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline children in certain circumstances when a children's misbehaviour occurs outside of school (if it could have repercussions for the orderly running of the school, poses a threat to another pupil or member of the public or could adversely affect the reputation of the school).
- Teachers have a power to impose detention outside school hours.
- Teachers can confiscate children's property.

Power to use Reasonable Force (Behaviour and Discipline in Schools, DfE 2016)

- Members of staff have the power to use reasonable force to prevent children committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.
- Headteachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.
- If a pupil is placing themselves or others at risk of harm by their behaviour, it may be necessary for staff to use Team Teach positive handling techniques; these techniques can only be used by those staff who have accredited training. Team Teach is used to promote the least intrusive positive handling strategy and a continuum of gradual and graded

techniques, with an emphasis and preference for the use of verbal and non-verbal de-escalation strategies being used and exhausted before positive handling strategies are utilised. (Please refer to the Positive Handling Policy). However, in light of Covid-19 guidance this remains under review and would only be used as a last resort in order to keep children and adults safe. Where necessary PPE may be worn.

Contact with parents

It is very important that parents are involved at all levels so staff and parents can work together to support the pupil. Parents are able to speak to the class teacher if they have issues they want to discuss, although in the current climate this can only be through email, telephone or letter. It is important that the class teacher finds the time to speak to the parent at the earliest opportunity and as safely as possible.

Pupil Transition Points

To ensure a smooth transition to the next academic year, we will attempt to secure transition sessions between the child and their new teacher with information relating to their behaviour and/or social and emotional needs shared with new teachers within the academy and any new setting as appropriate e.g. transfer to secondary school and in-year transitions to other schools. When required, a social story for the child will be completed to aid this process.

Equal Opportunities

At Darlington Academy every child has equality of access to the curriculum regardless of race, culture, gender, sexual orientation and/or additional needs. Every effort is made by the academy to respect the right of each individual to a broad and balanced curriculum of learning opportunities and activities. We believe that children have the right to their education, and that learning should not be disrupted due to poor behaviour.

Racial Equality

Staff at Darlington consider ways in which aspects of the curriculum can be used to represent cultural diversity, and reflect our changing community. They ensure that all children are supported where appropriate in their learning of behaviour management strategies.

Learning Difficulties and Disabilities

It is the responsibility of each teacher to cater for the needs of the children in their class. Learning objectives, tasks and activities, adult support, scaffolding and intervention strategies may be required to meet those needs. Vulnerable children will be recorded on the School Provision Map, and staff will discuss pupil needs and progress with their Raising Standards Leader (RSL) and the Inclusion Leader.

Health and Safety

Teachers and support staff take into consideration the safety and use of equipment used in lessons, including the provision of individual resource packs and within the shared environment. In light of the current pandemic and changing guidelines from the Government this will be under constant review. Children are reminded of the correct way to use resources, such as scissors, computers, PE equipment etc. Children take part in safety awareness talks and are encouraged to report any perceived hazards.

In light of the existence of Covid-19 regular handwashing remains part of the daily routines and children are encouraged to "catch it, bin it, kill it," whenever they sneeze or cough.

Monitoring and Evaluating

Behaviour throughout the academy will be monitored by all staff, with extreme cases of behaviour being tracked by the Behaviour Support Manager, RSLs and Inclusion Leader, **but each**

day is a new day. In the case of recurrent poor behaviour, a record may be kept to enable us to identify patterns or triggers in behaviour and help the child to modify his/her behaviour in future. This may be achieved through the involvement of outside agencies, some of which can only be accessed through the completion of an Early Help Family Support Assessment.








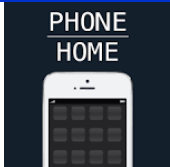

The Principal will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, as well as monitoring how staff implement this policy, to ensure rewards and sanctions are applied consistently.

Role of RSLs/Inclusion Leader

Behaviour management is the responsibility of all adults in the Darlington community. Where necessary and appropriate, additional support will be provided to individuals to enable the continued promotion of positive behaviour within our school.

(Appendix 1)

Behaviour System

| | | |
|---|------------------------|---|
|  | | |
| HOUSE POINTS and/or DB PRIMARY POINTS AWARDED and POST CARDS HOME Will be issued to anyone who: Supports others to make a positive choices (including when they are taking thinking time) Demonstrates exceptional behaviour and/or effort (above and beyond what is normally expected) | | |
|  | Ready to learn |  |
|  | Verbal reminder |  |
|  | Thinking time |  |
|  | Red card |  |

HOUSE POINTS, DB PRIMARY POINTS and POSTCARDS HOME

Will be issued to anyone who
Supports others to make positive choices (including when they are taking thinking time)
Demonstrates exceptional behaviour and/or effort (above and beyond what is normally expected)

READY TO LEARN

Try some strategies:

Ask to be moved

Ask for help

Find out what should do next from board, buddy, book, boss

VERBAL REMINDERS (x2)
Verbal reminder to improve
your behaviour

VERBAL REMINDERS will be issued in the following circumstances but not limited to:

- Calling out
- Distracting self and/or others

Take 5 minutes thinking time in order to collect your thoughts and turn your own behaviour round so that you are ready to learn

THINKING TIME

If thinking time in your own classroom does not work, you can take this in the SLT base room. Removal from class = time-out – work to be provided. Removal from playground = time out in the SLT base room.

RED CARD

Playground privileges and/or responsibilities removed – phone call home to parents

HELP ME card sent to SLT base room to intervene during lessons

Any act of physical aggression towards another pupil or adult, swearing or defiance will result in an immediate red card. This includes behaviour at playtimes and lunchtimes

Behaviour as communication

Behaviour as communication

- Children's behaviour can be an unconscious way of managing or avoiding overwhelming feelings about an unpleasant memory or experience.
- Children can often 'act out' feelings because they cannot contain them or understand them. They need help from a significant adult to process the emotions
- It is about trying to make sense of behaviour rather than reacting to it

How can we support these children?

- By giving them experiences of being thought of and understood
- By responding to them empathetically and thoughtfully. This allows the child to feel safe.
- WONDER about the meaning of repeated behaviour
- Wondering aloud with the child may provide them with the relief they are being understood and thought about. This can also help us to identify new and more ways of responding to the child
- Wondering can also be used when the adult does not understand the child's behaviour and is letting the child know this
- Wondering needs to be applied alongside firm and consistent boundaries. Consequences may still apply, but later when the child has calmed down
- Being curious and showing empathy. This shows we are thinking about the child and their behaviour and their emotional well-being - we are not making judgements
- Empathy- we are trying to recognise how the child is feeling. The child may make the connection between how they are feeling and their behaviour. The adult tries to help the child cope with these feelings
- Non-verbal body language and behaviour is crucial. You must always be mindful of your tone of voice, facial expressions, closed and threatening body language
- Implementation of Pastoral Support Plans where necessary

Understanding children's behaviour can

Let children know ...

- they are being thought about- hold them in mind and let them know this
- Being taken seriously
- Feel and name their own feelings
- Begin to understand themselves
- Build a thoughtful relationship
- Begin to realise we can internalise our feelings rather than just react.

Ways of responding empathetically to children's difficult behaviour

- I think you are cross/upset but we need to ...
- I can see you are finding that difficult but ...
 - (with another adult) I am wondering ...
- You now need to be making the right choice(s)
 - When you want to talk I will listen
 - What happened?
 - How did this make you feel?
 - How can we support you to make this better?

Addendum to the Behaviour Policy as a result of Covid-19

These changes have been made in line with guidelines and reintegration proposals from the DfE document “Planning Guide for Primary Schools” (May 2020 and July 2020)

This addendum is to be used in conjunction with and alongside our full Behaviour Policy. The rationale behind this is to ensure that the children and staff at Darlinghurst Academy act in a manner that fully supports the very necessary safety measures that have been put in place during the Covid-19 pandemic and national crisis.

Whilst some behaviour concerns referred to in this addendum may previously have been deemed less serious, these actions may now result in the potential compromising of a person's ability to socially distance and stay safe and will now hold very serious consequences. Accordingly, In light of the need for children to behave differently when they return to the academy, changes have been made in respect of the expectations for their behaviour and the need for the academy to support, encourage, instil and sanction those that do not comply. Any pupil found to be breaking these “rules” will be sanctioned appropriately, and, in consultation with the parents, allocated RSL for the learning bubble, Inclusion Leader and Principal, consideration will be given to their capacity to remain on site to ensure the safety and well-being of all.

The 12 aspects highlighted in Annex A from the May 2020 publication (with updates in light of the July 2020 publication) are:

- Arrival and departure
- Hygiene
- Socialising
- Moving around the academy and adhering to the one-way systems
- Sneezing and coughing by using tissues and disposing appropriately
- Telling staff about possible symptoms
- Sharing equipment (including water bottles)
- Break
- Toilets
- Sneezing, coughing and spitting at someone with intent
- Remote learning
- Reward and sanction systems

Arrival and departure – it is important that the allocated staggered start and departure time are **strictly** adhered to in order to ensure that social distancing can be implemented and the academy sight safely maintained.

Hygiene – all staff and children will be encouraged to wash their hands regularly throughout the day, for at least 20 seconds, using soap and water, including before and after food. Regular cleaning of “high touch” areas will be undertaken throughout the day.

Socialising – all staff and children will be within their own zones around the academy. Whilst they will be able to socialise with those within their zone, at a distance in accordance with Government guidelines, they will not socialise with children outside of this, in order to prevent any spread of infection or cross-contamination.

Moving around the academy – children and adults will only be allowed limited access to other areas of the academy outside of their bubble and movement must strictly be in accordance with the direction indicated in order to minimise contact with others and in line with social distancing protocols.

Sneezing and coughing – we will be adopting the “catch it, bin it, kill it” protocol and hands must be washed after each occurrence. Children and staff should avoid touching their mouth, nose and eyes with their hands and will be encouraged to wash their hands again, in line with the expected protocol, should they do so.

Telling staff about possible symptoms – children are encouraged to inform adults if they are feeling unwell and the symptoms that they are experiencing. Where necessary parents will be asked to collect their child and advised of the most appropriate route to take to achieve this.

Sharing equipment – all children will be furnished with the equipment necessary for learning e.g. pencil, glue, scissors etc. and this will be within its own contained wallet. Individual labelled water bottles are a necessity for each child.

Break and lunchtimes – these will be staggered and children will only be able to interact with others from their own bubble and not outside of this. Contact sports/games and/or the use of equipment will, regrettably, continue to be restricted.

Toilets – children are to use the allocated toilets within their zone of learning and no others. Access will be restricted in terms of numbers in order to maintain social distancing guidelines.

Sneezing, coughing and spitting at someone with intent – this is an unacceptable, irresponsible and potentially dangerous act and will result in consideration of the individual's capacity to remain on site. This decision will be escalated to the Principal for her final decision.

Remote learning – for those not in the academy due to self-isolating as a result of presenting with symptoms (or family and/or contacts identified through Track and Trace) remote learning using DB Primary (or the provision of work packs as necessary) will continue as needed. It is expected that parents will continue to support home learning, in whatever form that this may take, to ensure that each child has the best opportunity to achieve and does not fall behind their peers when they do return to on-site learning.

Rewards and sanctions – Post-cards, DB Primary points and house points will continue to be used to support and reward learning whereas sanctions will only be used in order to support the safety and well-being of all.

Uniform – it is recognised that during these difficult times it may not be possible to replace some aspects of the school uniform where children have grown out of this since last in school in March. Wherever possible the appropriate uniform should be worn. There is no need to provide your child with a PE kit at this time nor should they bring any bags or other equipment with them in order to maximise space to maintain social distancing and to maintain the integrity of learning bubbles.

During the reintegration period (June 2020), children that are unable to follow the DfE guidance (14th May 2020) will be removed from their learning bubble or lunch area, placed into the SLT bubble based room and their parents will be contacted. Appropriate sanction will be applied which could mean removal from the school site if the child is deemed unsafe, he/she will be sent home and cannot return to school until they can be safe. DfE guidance states:

'It is important for schools to be calm and disciplined environments, where everyone follows the rules. Before they reopen, schools should update their behaviour policy to reflect the new protective measures and new rules and routines. It should also include appropriate consequences (such as sanctions and rewards), so that staff can ensure children understand them and can enforce them rigorously. The disciplinary powers that schools currently have, including exclusion, remain in place.' (Actions for schools during closure, DfE 18th May 2020)

Children who consistently or deliberately fail to follow our academy rules or the revised routines and expectations and in light of the current situation, and the number of changes made to support the focus of safety for all may be removed from the academy until they are able to behave in a safe and responsible manner. The over-riding objective is the need to keep children and staff safe and relates to specific behaviour by choice.

****Children who intentionally cough or spit at others are likely to be sent home****

****Children who display serious physical and unsafe behaviour are likely to be sent home****

A revised Home school agreement has been created in light of these important considerations (see addendum appendix 3) and all children, parents and staff will be required to adhere to the stipulations within it. In addition, visual guides have been placed in all learning bubbles and other key areas of the academy so that it is clear for all what the expectations are and the need for the rules to be adhered to in order to ensure the safety and well-being of all.

The school will do its best to:

- Provide an environment which has been risk assessed in response to the COVID-19 infection;
- Adhere to the social distancing rules as set out by the government as much as we reasonably can;
- Provide a curriculum that meets the needs of your child's well-being, mental health and academic needs;
- Contact parents/carers if your child displays symptoms of COVID-19;
- Inform you if staff or children in your child's 'bubble' show symptoms of COVID-19 as this will mean you will all need to self-isolate for at least 14 days or until the test comes back negative;
- Continue our clear and consistent approach to rewards and sanctions for children as set out in the Behaviour Policy as well as the expectations outlined in this agreement;
- Communicate between home and school through notices, newsletters, text, email and the school website.



To help my child at school, I know and understand that:

- If my child, or anyone in my household, shows symptoms of COVID-19, I will not send them to school, I will get them tested and I will let the school know as soon as possible via telephone;
- If my child, or another child in the bubble, shows symptoms of COVID-19 at the school I will collect my child as directed by PHE ;
- On my commute, and when dropping my child off and picking them up, I will adhere to the social distancing rules.
- When dropping off and picking up, I will strictly stick to the school timings for my child;
- My child will not bring any items to or from school.;
- I will remind my child about social distancing rules but accept they are difficult to follow and that my child may not always do this successfully
- My child will need to use good respiratory and hand hygiene;
- I will not be allowed into the school without a pre- arranged appointment – make appointments via telephone or email;
- I need to support all staff in their efforts to create an 'as safe as possible' environment during this crisis;
- Read all letters/messages/emails that are sent home;
- I need to inform the school immediately of any changes to parents/carer and emergency contacts details.
- If my child is deemed unsafe, he/she will be sent home and cannot return to the school until they can be safe.

I will do my best to:

- Adhere to the social distancing rules in class and in the playground;
- Tell an adult if I feel unwell;
- I will not bring things into school from home, or take things home from school;
- Only use the equipment provided to me and no other;
- Not mix with any other children outside of my bubble;
- Only enter and exit the school building from the designated gate;
- Follow good respiratory hygiene: coughing and sneezing into elbow or tissue (catch it-bin it-kill it);
- Follow good hand hygiene – use soap and water for 20 seconds/ hand sanitiser;
- Behave well at all times to maintain the safety of myself and others;
- Follow these expectations and know that if I don't there will be consequences.