



## Behaviour policy update in response to COVID-19 guidelines

### Aims

- To define expected standards of behaviour
- To create an environment which encourages and reinforces good behaviour
- To provide a consistency of response to both positive and unexpected behaviour
- To promote positive relationships
- To ensure that the school's expectations, values and strategies are widely known and understood
- To promote a reflective school community that repairs the harm caused by unexpected behaviour.

### Expectations

At Fairlawn, we work towards standards of behaviour based on the three core values of **friendship, responsibility and empathy**. Expectations of behaviour reflect these values supported by our three clear rules:

### Ready, Respectful and Safe

We recognise that current safety expectations have a significant impact on the learning environment and bring challenges for us all. We are mindful that the COVID 19 lockdown will have effected are community in different ways. We understand that small, ordinary actions contribute to a whole school ethos of calm and compassion.

### Adults in school will:

- **CARE**; be **C**urious, be **A**pproachable, **R**efer when need to and show **E**mpathy
- Greet our pupils individually at the start of everyday to support their sense of belonging and to build relationships
- Teach pupils to label their feelings and emotions and validate those feelings
- Support pupils to demonstrate their feelings and emotions in socially expected ways
- Devise a set of positively stated class expectations and routines underpinned by our three rules **ready, respectful and safe** in line with COVID expectations
- Clearly display safety expectations in class and regularly refer to and revisit these
- Provide clear guidance around the structure of the day including opportunities for exercise, movement breaks and mindfulness.
- Provide well-resourced individual workstations
- Recognise and acknowledge where pupils have gone above and beyond e.g. via phone calls and postcards home

- Reinforce positive behaviour and challenge unexpected behaviour through focusing on and noticing children when they are ‘doing the right thing’.
- Investigate incidents of unexpected behaviours, considering all sides of the story using restorative language and supporting the reparation of harm (appendix 1)
- When referring pupils to reflection, complete a referral beforehand making clear the unexpected behaviour
- Keep calm, be non-judgemental and use a script for difficult conversations (appendix 2).
- Reward pupils who go ‘above and beyond’ with phone calls home, marbles in the class jar and other incentives.

### Dealing with unexpected behaviour

There will be times when children behave unexpectedly. Children need to discover where the boundaries of behaviour lie, as this is part of growing up. If a pupil displays an unexpected behaviour we will:

- 1) Give a verbal warning describing the behaviour we expect to see.
- 2) Issue a further warning if the child continues to display that behaviour
- 3) Refer to reflection if the child needs a further warning or if the unexpected behaviour is deemed to be level 2 (see below).

We divide unexpected behaviours into 2 categories (this list is not exhaustive, but is based on being ready, respectful and safe and on following the agreed set of class expectations that is regularly shared with pupils).

Level 1= warning	Level 2= reflection referral
<ul style="list-style-type: none"> <li>• Unruly/dangerous behaviour on stairs, corridors or whilst going out/in from play</li> <li>• Low level disruption during a lesson – e.g. talking at an inappropriate time</li> <li>• Continuous task avoidance</li> <li>• Name calling</li> <li>• Throwing items</li> <li>• Littering</li> <li>• Being unkind</li> <li>• Disregarding safety guidelines</li> </ul>	<ul style="list-style-type: none"> <li>• Physical violence</li> <li>• Swearing</li> <li>• Spitting or coughing deliberately</li> <li>• Bullying including racist or homophobic actions</li> <li>• Serious threats of violence</li> <li>• Stealing</li> <li>• Leaving class without permission</li> <li>• Rudeness/ignoring an adult</li> <li>• Deliberate damaging of property</li> <li>• Repeated episodes of level 1 behaviours</li> </ul>

### Reflection

This is a safe space in school where children can have time to reflect upon their feelings and actions with a trusted adult. Post lockdown, reflection zone will be situated in the key stage 2 cloakroom area where there is space to socially distance children from different bubbles. Reflection takes place during first play. Records are kept of the visits and when children have had 3 referrals in a half term then their parents are invited to discuss how we can support their child to behave in a more expected manner. At lunchtime, children that may need time to reflect are referred to the member of senior leadership who is on duty.

Further sanctions/support may include:

- Removal of playground privileges
- Altered timetables and varied start and end times
- Agreement of targets with parents
- Individual positive behaviour plans and risk assessments
- Referral to an external agency for support
- **Managed move /Exclusion** when all other alternatives have been exhausted.

Links with other school documents:

Anti-bullying policy  
Safeguarding policy  
Online safety policy  
Zoom risk assessment

**Appendix 1: Restorative language**

*What happened?  
What were you thinking at the time?  
What have you thought since?  
How did this make people feel?  
Who has been affected?  
How have they been affected?  
What should we do to put things right?  
How can we do things differently in the future?*

**Appendix 2: Fairlawn Script**

*I've noticed that you're having difficulty being ready/respectful/safe  
Do you remember last week when...?  
That is the child I expect to see today...  
Thank-you for listening.*