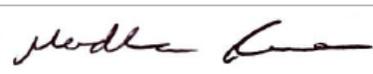




# Behaviour Policy (including COVID-19 annexe)

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## 1. Aims

This policy aims to outline the strategies for managing behaviour and discipline in our school.

The school Behaviour Policy has been formulated after consultation with staff and reflects the consensus of opinion of the whole teaching staff.

## 2. Links with other policies

This policy links with a number of other school policies, practices and action plans including:

- Anti-bullying Policy
- Physical Intervention Policy
- Early Years Behaviour Policy
- Equality, Diversity and Inclusion Policy
- Exclusion Policy
- Safeguarding and Child protection policy

## 3. Legislation and guidance

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

## 4. Responsibilities

It is the responsibility of:

- The Headteacher to communicate this policy to the school community, to ensure that disciplinary measures are applied fairly, consistently and reasonably, and that a member of the senior leadership team has been identified to take overall responsibility.

- School Governors to take a lead role in monitoring and reviewing this policy
- All staff, including: governors, senior leadership, teaching and non-teaching staff, to support, uphold and implement this policy accordingly.
- Parents/carers to support their children and work in partnership with the school.
- Children to abide by the policy.

## 5. Rationale and Principles

- 5.1 We aim to equip children with the knowledge, skills, values and attitudes to become caring, thoughtful, well-behaved members of the school community who show respect for themselves, others and the environment both inside and outside school.
- 5.2 We also aim to develop and promote a whole school positive attitude to discipline and behaviour to ensure a safe and happy learning environment.
- 5.3 The policy is a framework of agreed rewards and consequences which will clarify, establish, promote, develop and maintain expected high standards of behaviour as agreed, for both staff and children. Children will be expected to adhere to the Behaviour Policy in any situation and with any responsible adult.
- 5.4 The consistency of approach by all adults is crucial to the success of the policy. All adults are expected to be role models using positive language and actions.
- 5.5 We aim to promote the development of personal responsibility, creating independent, thoughtful members of the school community.
- 5.6 Our ongoing programme of PSHE provides a basis upon which we build the children's awareness of the social and emotional aspects of learning and we use the SEAL materials to support this. Circle Time is used as one of the vehicles for activities and discussions. It enables the children to learn strategies for self-assertion as well as empathy for others. It helps to build self-esteem and tackle issues that are linked to bullying, providing the children with opportunities to voice worries, concerns, feelings and problems in a supportive setting.

## 6. Entitlement

A reward and consequences system will be established and achieved through:

**1. Golden Rules**

**2. Circle Time/ Bubble Time**

**3. Golden Time**

- a) Every child has the right to Golden Time. The loss of this time is the consequence of not following the Golden Rules.
- b) Children should be taught skills and strategies to help them keep the Golden Rules.
- c) Children should be rewarded by marbles in the class jar followed by a five minute class reward on filling the jar. Good playground behaviour is rewarded by golden stickers and individual behaviour with mentions and good work certificates presented at good work assemblies.

- d) Children will be treated equally irrespective of race, creed, sex, age, ability/disability according to the aims and expectations set out in the policy.
- e) Children need to know and understand the values and attitudes inherent in Golden Rules.
- f) This knowledge and understanding will help to enable children to become more responsible for their own behaviour.

## 7. Implementation

This section is fundamental to the success of our Behaviour Policy. All staff need to be familiar with and implement consistently the entitlement to Golden Time, Circle Time, Bubble Time, and the Golden Rules

### 7.1. The Golden Rules

The Golden Rules need to be learnt and understood by everyone at Beckford Primary School. They are central to our whole school ethos.

**We are honest**

**We are gentle**

**We are kind and helpful**

**We work hard**

**We listen**

**We look after property**

- a) Following Golden Rules is rewarded by having Golden Time, Tell a Good Tale and class rewards.
- b) Golden Rules are reinforced during Circle Time and assemblies.
- c) Golden Rules are operated inside and outside the classroom, at lunchtimes and at playtimes.
- d) Golden Rules are displayed in classrooms, community areas and playground and referred to regularly.
- e) Loss of Golden Time is the main consequence built into the Behaviour Policy, which reinforces the Golden Rules.
- f) All adults should have access to the reward and consequence system by reporting back to the class teacher.

### 7.2. Golden Time

- a) All children have a right to Golden Time.
- b) Golden Time is a 'special' time used as a reward for keeping Golden Rules.
- c) Activities are updated regularly in consultation with the children
- d) Time is lost when the Golden Rules are not followed.
- e) If Golden Time is lost it is recorded on the Golden Time record sheet by the class teacher.
- f) Lost Golden Time can be earned back when a child has lost all thirty minutes through a contract between the pupil and class teacher.
- g) As a child 'fixes up' through the contract they can earn up to fifteen minutes back.
- h) Golden Time is between 2.40pm to 3.10pm on Friday afternoons.
- i) Each child starts each week with a 'clean sheet'.
- j) Each term children who have not lost any golden time ('Always Children') will be rewarded in a special assembly.
- k) At the end of the year the 'Always Children' will be rewarded with a very special treat.

### 7.3. Circle Time

Circle Time is the core vehicle of our PSHE programme and is timetabled weekly for all classes and is used additionally as needed. In supporting the aims of this policy, Circle Time:

- a) Enhances positive behaviour and self-esteem.
- b) Is democratic.
- c) Emphasises unity and equality.
- d) Develops mutual respect.
- e) Encourages self-control.
- f) Motivates through the sharing of thoughts and feelings.
- g) Enables feelings to be expressed in a calm way.
- h) Encourages personal and collective responsibility for positive behaviour.
- i) Improves trust, empathy.
- j) Solves problems.
- k) Gives the teacher further knowledge of the class.
- l) Reinforces school values and beliefs.
- m) Helps to reinforce and teach the "Golden Rules".

## 8. Guidelines

There must be an agreed protocol for circle time sessions and all staff are responsible for understanding and supporting this. Numerous books and ideas are available to support circle times.

### 8.1. Children's Rules for Circle Time:

- a) Taking turns - use listening/prompt object.
- b) Listen carefully to the child who is speaking.
- c) Say 'pass' if you don't want to speak and indicate the next person's turn. The teacher will return to you at the end of the round.
- d) Do not name names negatively.
- e) No 'put downs' are allowed - Circle Time is not for telling tales.
- f) If you disrupt Circle Time you will be removed from the circle.

### 8.2. Circle Time: Teacher Guidelines

- a) Children's ground rules need to be established.
- b) Sessions should take place regularly at least once per week as well as at times when specific issues arise.
- c) The circle times follow Jenny Mosley's 'five step model' which are: Meeting up game, warm up round, open up forum, celebrations, closing game
- d) Keep sessions short and sharp with a clear focus (30 min. maximum)
- e) After an issue has been addressed always include a positive focus.
- f) At each session, reinforce skills of speaking, looking, listening, thinking and concentrating.
- g) Be sure to vary the focus and keep the sessions interesting.
- h) Take appropriate follow-up action from any discussion, disclosure, or sharing of information.
- i) All adults working in the classroom should sit in the circle and they need to be briefed on the confidentiality of sessions.
- j) Plan the content of Circle Time around the current whole school assembly themes and can be flexible - as issues may arise, whether curriculum based or from necessity.

### 8.3. Praise

- a) Staff should at all times be positive in their approach to behaviour management.
- b) This praise needs to be specifically related to the action you want to reinforce or linked to the golden rule which is being followed. "I like the way you..." and... "Thank you for ..." being the most easily used.
- c) Some other examples of positive reinforcement phrases that can be used are:
  - You must be proud of yourself \_\_\_\_\_
  - You did that really well because \_\_\_\_\_
  - I can see someone who has done \_\_\_\_\_
  - I would be happy if \_\_\_\_\_
  - I know you can do this \_\_\_\_\_
  - Well done, you've set a good example \_\_\_\_\_
- d) These phrases should be reinforcing the positive aspects of our Golden Rules.

### 8.4. Dealing with Conflict

Children need to be made aware that they can try to sort out their own problems/conflicts before they need to consult with an adult.

Children should be taught strategies to deal with their own conflict.

#### Key Messages for the Children

- ◆ Ignore conflict if possible
- ◆ Move away from conflict and give an assertive verbal response, e.g. 'Stop it', 'Go away', 'Leave me alone', 'I don't like what you're doing', 'I don't want to', 'No, you shouldn't'. etc. (Talk about it!)
- ◆ If none of these solves the conflict, then tell a teacher, or lunchtime adult or playground friend.

Adult responses to children's complaints need to be consistent:

- i. Ask if the child has tried to sort it out for themselves. If they have, then praise them. If not, then encourage them to try this first.
- ii. Be sure you deal with each incident on its merits and beware of your own non-verbal gestures.
- iii. Decide upon the seriousness and talk to the other child - reinforce the assertive response of the child who is complaining.
- iv. Do not enter into long debates - tell the children to stand near you and resolve it together themselves. They can then tell you the resolved outcome.
- v. Encourage them to put into practice the resolution they have agreed.
- vi. If you judge it to be a breach of the 'Golden Rules' then issue a warning.
- vii. When an issue arises and parents are involved then it is helpful that staff share ideas and strategies for them to use at home in line with our school response.

## 9. Managing the behaviour policy

This section is based upon our philosophy as a school, managing behaviour in a fair positive and consistent way, setting clear boundaries demonstrating our belief in the pupils.

The messages children receive will affect their ability to take responsibility and modify their own behaviour. All adults are expected to 'role model' positive behaviour and responses throughout the school day. Non verbal cues are very powerful and need to be used purposefully to support behaviour and minimise the

effect on other children's learning. Staff need to be aware of their own adult to adult non verbal and verbal responses.

### 9.1. Strategies for classroom behaviour management:

- a) Use all forms of positive reinforcement to create an atmosphere which reflects the aims of this policy and the ethos of the school.
- b) All teachers should use the agreed system for giving warnings, i.e. verbal warning linked to the golden rule, a yellow card given if a child does not make a better choice. This card will be removed when the child makes the correct behaviour choice. If the child continues to make the wrong choice then five minutes of golden time will be lost.
- c) Children are briefed and understand the warning system.
- d) A teacher should not enter into discussions when giving warnings - it should be clear which 'Golden Rule' is broken.
- e) Each teacher will display the Golden Rules clearly in the classroom - anyone taking the class can then use the agreed system.
- f) The 'Mentions Book' and 'Achievement Assemblies' will be used regularly to record positive success and achievement, as well as examples of keeping the 'Golden Rules'.

### 9.2. Strategies for behaviour management around school:

- a) All adults will take a shared responsibility for enforcing the Golden Rules in all circumstances around the school.
- b) Use praise regularly and frequently with all children who are keeping the Golden Rules.
- c) Regularly remind your own class about the correct behaviour in and around the school.
- d) Give the children a guided 'choice' to enable them to take ownership of the behaviour.
- e) Tell the children you want to trust them to do the right thing "even when no-one is watching them".
- f) If a child is not keeping to the rules issue a 'reminder' or a 'warning' as appropriate.
- g) If you issue a 'warning' ask for the child's name and class and be sure to inform their teacher as soon as possible.

### 9.3. Strategies for behaviour management at playtimes and lunchtimes

- a) All adults will take a shared responsibility for enforcing the Golden Rules in all circumstances in and around the school building.
- b) Use praise regularly and frequently with all children who are keeping the Golden Rules.
- c) Sports leaders and playground friends will model positive behaviour
- d) Use the strategies for dealing with conflict as described above in 5.4.
- e) Time out spaces (on benches) are located on the playground where adults can send children who are not following the Golden Rules. A timer will be used to provide the children with five minutes thinking time which is then recorded. If a child has three five minute thinking times, the lunchtime supervisor will inform the class teacher and the child will lose five minutes golden time.

### 9.4. Strategies for Inclusion

A number of differentiated strategies may be adopted which run alongside this framework in order to support individual children in experiencing success and inclusion within the Golden rules, Circle Time and Golden time at Beckford.

## 9.5. Serious incidents or consistently poor behaviour

- a) A **serious incident** towards another child or adult will result in a child completing a reflection session with a member of the leadership team during lunchtime play.
- b) Persistent poor behaviour should be followed up with lost Golden Time (see 6.1b above). If 20 or more minutes of Golden Time are lost in a week, this will result in the child completing a reflection session with a member of the leadership team (Y4-6) or the Learning Mentor (Y1-3) during Golden Time on Friday.
- c) Following a reflection, the class teacher will inform a child's parent at the end of the day that their child has been involved in a serious incident or has lost 20 or more minutes Golden Time. The child's reflection sheet is sent home along with a letter explaining what reflection involves (see Appendix A – reflection letter to parents).
- d) Three reflections will result in a formal letter being sent home to parents (see Appendix B – 3 reflections letter to parents). The phase leader will have a meeting with parents at this stage to outline the concerns and explain how any future instances of reflection will be dealt with.
- e) Following the letter to parents for 3 reflections, if there is a further instance of reflection a 'report card' will be issued. During the 3 days on report, the child's behaviour will be monitored each session, they will play separately from their classmates, and they will be unable to attend school trips.
- f) Occasionally, a child may be "fast tracked" to a letter home or being placed on report if their behaviour is particularly extreme.
- g) Once a child has completed their report card, if there are further instances of concerning behaviour, a member of the Senior Leadership Team will meet with parents to discuss next steps. These will be chosen based on the needs of the child in question, and may include a further period on report, moving the child onto a Behaviour Support Plan, temporary withdrawal from class and/or making referrals to outside agencies.
- h) Where a child is withdrawn from class, they will continue to complete their class work under the supervision of an appropriate adult in a different room.
- i) Appendix D (Golden Time flowchart) provides an quick reference of these stages of the behaviour policy.

Bullying, Racist and Homophobic incidents are reported to the relevant phase leader and recorded. Incidents of cyber-bullying are also recorded as outlined in the e-safety policy and addressed within the school's behaviour policy. A meeting with the phase leader, child and parent will be organised to discuss the incident.

A number of other strategies may be adopted which run alongside this framework. These help pupils to consider their behaviour and to be aware of the further consequences of continued misbehaviour.

- ◆ discussion of reasons for misbehaving and reminder of what is appropriate
- ◆ being moved within classroom
- ◆ discussion with parents
- ◆ agreeing a behaviour support programme which is monitored by the teacher
- ◆ use of egg-timers to help children self-monitor speed of work, or concentration time
- ◆ circle time
- ◆ bubble time with the teacher or phase leader

## 9.6. Children Beyond

Our rules, rewards and consequences works for the majority of children for most of the time, helping them to develop good attitudes and to keep to acceptable standards of behaviour. In rare instances, a child may have barriers that can make it harder for them to keep the Golden Rules all of the time.

These barriers can place a child beyond the reach of our whole school Behaviour approach. In these cases, the class teacher will work alongside the phase leader and/or the Inclusion Manager to devise an adapted Behaviour approach that meets the needs of the individual child.

## 9.7. Exclusions

If, for any reason, a child has not been able to respond when we put these policies into practice, we do have to use the ultimate sanction of excluding a child from school for a period of time. We see this as very much a last resort, used rarely.

A child can be excluded if their behaviour:

- threatens the safety of others (including an assault on an adult or child in the school)
- is causing serious disruption to school life
- is a serious case of disobedience to a responsible adult in school
- has broken the school's Golden Rules persistently over an extended period with no sign of improvement at all.

Whenever possible, parents and children will be warned in advance that exclusion from school could be a possibility for them. We know that exclusion from school may cause inconvenience for parents but we do not see this as a measure designed to punish parents. The purpose is to help the child realise the serious nature of their misbehaviour, and to remind the child concerned and all the other children that some kinds of behaviour are totally unacceptable in school. Excluded children will always be given work to do at home.

When excluded pupils return to school, we treat this as a "fresh start", and hope that the lesson has been learnt.

If behaviour persists despite all our efforts, and after a series of fixed term exclusions, the pupil could be permanently excluded.

The decision on whether to exclude either for a fixed term, or permanently, is made by the Headteacher and in their absence, the Deputy Headteacher.

## 9.8. Restraint

At Beckford most instances of misbehaviour can be dealt with by discussing matters with the child and the child's parents. There are times, however, when staff have to restrain pupils. This is quite rare and only occurs if a child is presenting a danger to him/herself or to others, or defies an adult's request to move. We also consider the needs of disabled children and children with special educational needs and ensure that reasonable adjustments are made. Teachers and learning support assistants have been specially trained to restrain pupils in a safe way. If a child has to be restrained the incident is recorded, the parent and the Headteacher are always informed and the circumstances explained.

Please refer to our Physical Intervention Policy for further detail.

## 9.9. Liaison Between Home And School

Liaison between home and school and good relationships between teachers and parents is always of great benefit to children, especially if a child experiences difficulty in behaving as expected in school. We believe in keeping parents well informed of any behaviour problems that a child may have by letting them know at an early stage rather than allow more serious problems to arise. When we contact parents we do this so that teachers and parents can share ideas about the most effective ways of helping that particular child. We *need* parents' support for a positive outcome. We understand how upsetting this sort of thing can be for parents, and try to deal with it as sensitively as possible. It is important that parents understand that we are trying to help and that we want a good outcome for all concerned. Anger, frustration and recriminations need to be put to one side when trying to resolve a situation. Most problems are easily resolved this way. If we have needed to discuss inappropriate behaviour with parents, we make sure that we give them positive feedback when there are improvements.

There are sometimes periods in a child's life when their behaviour is adversely affected by circumstances beyond their control (for instance the death of a close relative or a problem in the family). It is always helpful to us to know so that we can deal sensitively with children who may be under stress, even if we do have to reprimand them or apply sanctions.

If parents have any concerns about their own child's behaviour we like them to tell us. Similarly, if they feel their child has experienced a problem we don't know about or if they feel there has been a mistake in the way an incident has been handled we ask them to let us know. We try to help children with their difficulties in the fairest and best way, but we are not perfect!

We ask parents not to intervene with another parent's child and not to reprimand someone else's child directly but to see us first if they think something is the matter.

We think that all parents prefer to know and have a right to expect that their child will be disciplined appropriately and fairly in school by someone whose job it is to do so. Similarly we ask children and parents not to continue in school problems that may have arisen in the community outside school, as we feel this puts unfair pressure on the children.

If we hear that children have been involved in any kinds of problem on the way home or if we receive complaints about them outside of school time, we speak to them about this and let parents know, particularly if their relationships or behaviour with other children at Beckford are likely to be affected. We are also happy to support parents who are experiencing difficulty with their children at home by discussion with the child in school if the parents feel this would be helpful.

## Examples of 'no-blame language'

What do we need to remember here?

I know you can...

Which part didn't I explain well enough?

That's right, isn't it?

Lots of people get mixed up on this bit.

I'm sorry, I should have made it clearer.

OK, so you haven't quite mastered it yet.

Up to now this bit has proved a little tricky.

You will remember ...

Your choice / its up to you / you decide.

## 10. Appendix A – reflection sheet accompanying letter to parents

Dear parent/carer,

I am writing to inform you that, due to poor behaviour, \_\_\_\_\_ has been sent to reflection today.

Reflection gives children an opportunity to think about the poor behaviour choice they have made, and plan how to “fix up” and avoid making the same mistake in the future.

I have enclosed a copy of the sheet that they completed during reflection, which identifies the reason for their reflection.

I would be grateful if you could speak to your child about their behaviour.

If you wish to discuss this further please do not hesitate to make an appointment with myself or your child’s teacher.

Yours sincerely,

## 11. Appendix B – 3 reflections letter to parents

Dear \_\_\_\_\_,

I am writing to inform you that, due to poor behaviour, \_\_\_\_\_ has been sent to reflection 3 times in the current term.

The reasons for their reflections are as follows:

- 
- 
- 

Your child is aware that another reflection will result in them being put on report for three days. This means that their behaviour will be closely monitored throughout the day and they will have to play separately from their year group. In addition, children are not allowed to attend school visits when on report.

I would be grateful if you could speak to \_\_\_\_\_ about their behaviour.

If you wish to discuss this further please do not hesitate to make an appointment with myself or your child's teacher.

Yours sincerely,

## 12. Appendix C – withdrawal from class letter to parents

Dear \_\_\_\_\_,

I am writing to inform you that, due to poor behaviour, a decision has been made to withdraw \_\_\_\_\_ from **his/her** class **<insert dates/times of withdrawal>**.

The reason for this withdrawal from class is that **<insert reason>**

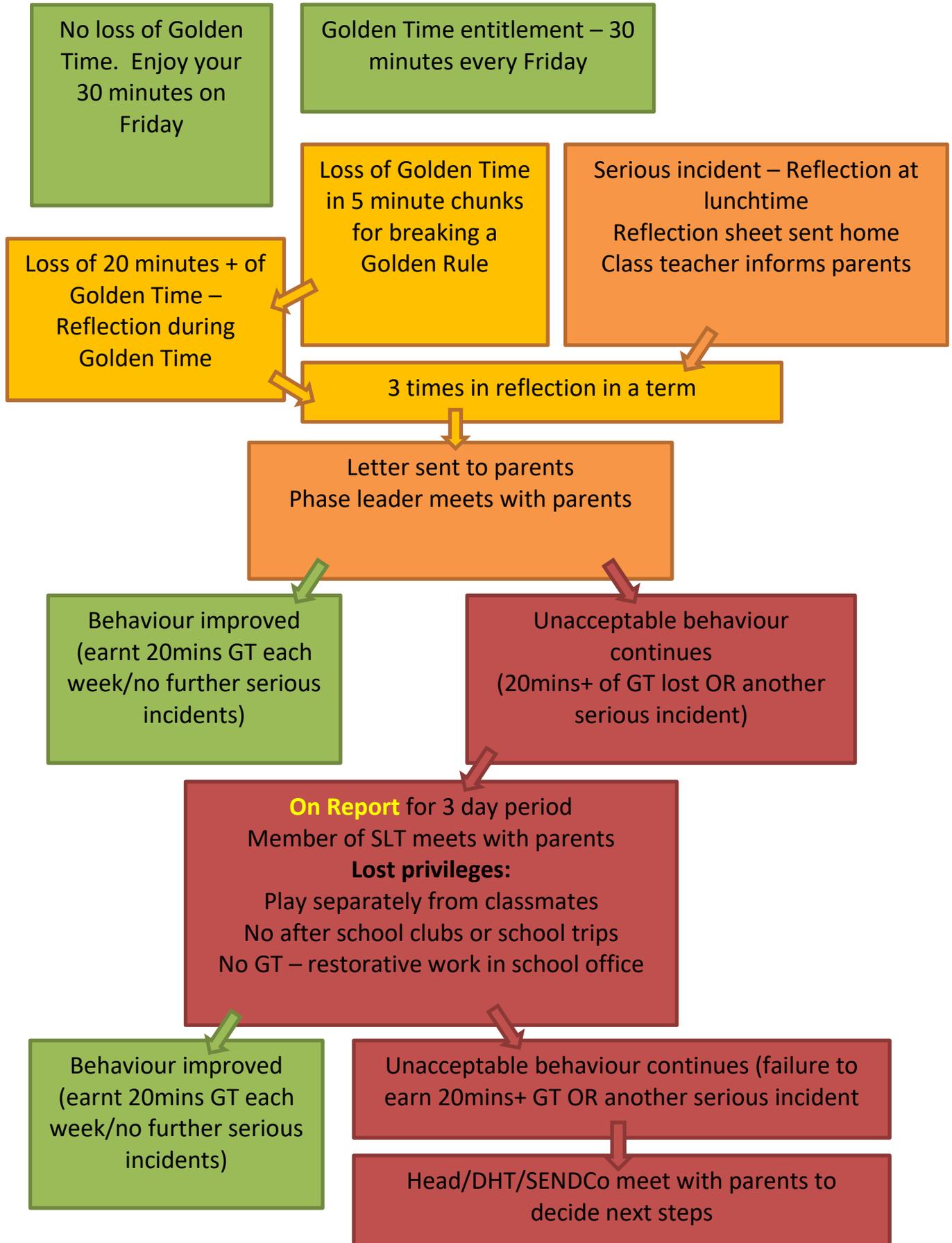
Senior staff have taken time to explain to your child how serious this is and why behaviour like this is never acceptable. Please talk to your child at home as well to help them understand.

Whilst withdrawn from class \_\_\_\_\_ **continued/will continue** to complete their class work elsewhere in school. Children withdrawn from class are kept separate from their classmates throughout the day, including at playtime and lunchtime.

If you wish to discuss this further please make an appointment to talk to me.

Yours sincerely,

### 13. Appendix D – Golden Time Flowchart



## 14. COVID-19 Pandemic – Behaviour Policy Annexe (19.5.20)

The Covid-19 pandemic has had a significant impact on school life, leading to changes in usual school routines.

From 1<sup>st</sup> June 2020 the school plans to be open to children in EYFS, Year 1 and Year 6. The following additional considerations around behaviour have been identified:

### 14.1. Mental Health and wellbeing

The past few months have been challenging for most people, and many families are likely to have experienced bereavement, loss, anxiety or other forms of trauma. The school's first priority is the wellbeing of all children and staff.

We should not assume that all children will return to school traumatised, but we should be alert to signs that children are feeling vulnerable. School-based behaviours that can be symptoms of trauma include:

- Separation anxiety
- Irritability
- Aggressive behaviour
- Fearfulness
- Daydreaming, inattention or dissociation
- Sadness/depression
- Controlling or over-permissive relationships with peers
- Tearfulness

As the key vehicle for the school's PSHE programme, Circle Time should be used more regularly than once a week during the period when the school's operation is affected by the COVID-19 pandemic. Particularly in the early weeks, a daily Circle Time is desirable (see sections 4.3 and 5 of the main Behaviour Policy). We will also use resources such as social stories to support children in understanding the reasoning behind the new routines.

During Circle Time, a talking object should not be passed between participants due to the risk of transmission, and any games/activities should be planned with due consideration to minimising the risk of transmission (e.g. avoid games involving touching others or shared resources).

Where a child is displaying symptoms of trauma regularly, staff must use CPOMS to record this and share with the school's Designated Safeguarding Lead (in line with the school's Safeguarding Policy), who can then take appropriate action including seeking support where necessary.

### 14.2. Establishing new routines

In order to minimise the risk of transmitting Coronavirus to others in school, it is necessary to establish new routines around:

- Hygiene (including hand washing; use of tissues; not sharing equipment or other items; use of toilets, cleaning surfaces etc.)
- Maintaining social distance with adults and children in other classes ("bubbles")
- Maximising social distance within the bubble (including spacing between desks, distance when lining up to move around school)

The school Leadership Team will develop a set of shared school routines for staff to establish with their classes. These will be regularly reviewed and updated as and when relevant guidance changes. Routines may need to vary for different year groups within the school.

Key routines should be explicitly and regularly taught to children, including age-appropriate discussion of the rationale behind each routine (e.g. "we wash our hands with soap to get rid of germs that could make us and other people ill"). This should form an integral part of the school curriculum in the first weeks of June 2020.

### 14.3. Golden Time

For EYFS and Year 1 classes, Golden Time should take place in line with the usual school Behaviour policy (i.e. within class and just before the end of the day). For Year 6, Golden Time should take place at the end of the day on Thursday, but all activities must take place within the class “bubble”. Activities should be planned with due consideration to social distancing and hygiene.

Golden Time should operate as per the normal school Behaviour Policy (see section 4.2 above). If a child persistently loses Golden Time, this should be reported to the phase leader. Consideration should be given to whether the behaviour might be a symptom of trauma, and senior leaders should consider the appropriate response. If staff are confident that the behaviour is a pattern of deliberate and wilful misbehaviour, they should deal with this as a **serious incident**.

### 14.4. Serious incidents and seeking support from SLT

Each area in the school will have an assigned member of the Senior Leadership Team to support the staff and children:

- Ground floor hall and small playground classrooms – EYFS Phase Leader
- Ground floor corridor – Y3/4 Phase Leader
- Middle floor – Y1/2 Phase Leader
- Top floor – Y5/6 Phase Leader

These leaders will not be part of the class “bubbles” of most of their area, and so it will be important that they maintain full social distance (2m) between themselves and the staff and children within each class bubble at all times, **unless to do so would lead to a more immediate risk of harm**. This will include responding to serious incidents.

If there is a **serious incident** this should lead to a reflection. This should ordinarily happen within the classroom where the child is usually based, and supervised by one of their class bubble adults. The phase leader should be informed of every incident of reflection and will need to take responsibility for recording it on CPOMS and communicating it to parents (see section 6.5 of Behaviour Policy).

If it becomes necessary to withdraw a child from class due to dangerous or disruptive behaviour, this should be referred to the Headteacher who will make a decision on appropriate action to take. The Headteacher must ensure that any environment a child is withdrawn to is safe and has appropriate social distancing in place, including appropriate supervision. A room has been identified on each floor to use a breakout space if this is needed to manage behaviour:

- Ground floor – Headteacher’s office
- Middle floor – Music room
- Top floor – Ganges classroom

Note that deliberately hurtful physical actions which are likely to constitute a serious incident now need to include **deliberately spitting at or coughing towards another person**.

Where a serious incident is a result of a child having experienced trauma as a result of the pandemic, consideration should be given to appropriate therapeutic support in addition to any short-term behaviour consequence.