CONTEXT

Following a recent DfE publication (July 2020) entitled "Checklist for school leaders to support full opening: behaviour and attendance", we have applied the following principles:

a) Ensure that the school has clear, consistent and robust behaviour and attendance policies and practices in place.
b) Set high expectations for behaviour and attendance and actively communicate this to parents and pupils.
c) Ensure expectations are enforced consistently.
d) Identify pupils who are at risk of disengagement (including absence or poor behaviour), and provide specific support.
e) Track attendance, behaviour data and intelligence to intervene early and review policies and processes regularly.

AMENDMENT TO BEHAVIOUR POLICY

It is expected that all pupils (and parents) will adhere to the following systems and procedures:

1) **ATTENDANCE + PUNCTUALITY**
- Attend full-time, unless following public health advice or isolating.
- Notify the school as soon as possible of any illness.
- Arrive in time for the beginning (8.45) and end (3.00) of the school day.
- If, due to unforeseen circumstance, arriving late, wait at the front gate and ring the school office.
- Ensure contact information is correct and that immediate communication is always possible.

2) **ARRIVAL + DEPARTURE**
- Only one parent to accompany child / children.
- Only parent of Nursery, Reception, Year 1 / Year 2 pupils to enter grounds.
- Follow instructions on signs.
- Remain in designated areas.
- Leave immediately once school adult is present.

3) **HYGIENE**
- Wash hands on arrival after instruction from school adult.
- Wash hands after morning break time and lunchtime.
- Use hand sanitiser when directed by school adult at other times.
- Follow "catch it, bin it, kill it" procedure using tissues or inside elbow for coughs and sneezes.
- Always use designated class toilet.
- Always flush with toilet seat down.
- Use hand sanitiser after exiting toilet area.

4) MORNING BREAK + LUNCH

- Remain in designated area.
- Avoid use of toilet, unless emergency. This is because different doors have to be used for each class.
- At lunch, if eating in the classroom, remain seated until asked to use the toilet or asked to go outside.
- At lunch, if eating in the hall, remain seated until asked to use the toilet or asked to go outside.

5) MOVEMENT WITHIN THE BUILDING

- When walking in the corridor, walk on the right and in single file. This is to give space for other people coming in the opposite direction, who may be from a different class.
- In the classroom, follow adult instructions about any movement or routines.

6) PROCEDURES

I have seen, over the years, how children at Holmfirth JIN have taken great pride in looking after one another, considering individual needs and recognising and respecting differences. I have been, and continue to be, so impressed with the level of maturity shown by our pupils in the classroom and on the playground. Whilst adults deal with iceberg-tipped incidents, many pupils identify, resolve and restore so many of their own "problems" or "conflicts", either with their peers or with the support of school buddy or befriender systems. With the intention of keeping children separate initially, we must explain, encourage and empower all pupils to consider their own actions and the actions of others. It is necessary for us all to make allowances and seek to help each other. We all make mistakes and we should all learn to forgive our own mistakes and shortfalls and those of others. The best learners are those who make a mistake, respond positively to advice or self-reflection and show the intent to change. Change is not always possible immediately, but showing the desire to is.

There are a range of systems used within classes for rewarding individual and whole class behaviour already in place and these will continue. Very often, it is the sheer recognition of a smile or spoken word that children, and indeed adults, value. Our positive behaviour focus will be twofold: observing where pupils help each other, including practical support, encouragement and building self-esteem, and recognising the positive response after a mistake has been made.

Sanctions, although relatively rare, usually involve reflection time following discussion with a school adult. This will continue to be the case. We believe that communication and collaboration is essential. Enabling understanding is the key to positive behaviour, rather than the consequence itself.

Should any pupil consistently refuse to follow any school adult instructions and dismiss opportunities to correct, put themselves or others at risk, immediate collection from school will be required. Every chance will be provided for all pupils to reflect and refresh, including safe space, clear positive choices and another adult perspective. I do not expect to use this sanction, given the excellent support provided by all parents, the willingness and desire of all children to look after one another and the superb behaviour management and wealth of experience that all staff members possess. However, if all chances for recovery are declined, this will be the only option available in our present climate.

SANCTIONS BOARD

Stage 0: Non-verbal clues + verbal reminders on 3 occasions. This is not recorded.

Stage 1: Written record of behaviour, following non-verbal + verbal reminders

Stage 2: Discussion with adult at any given opportunity including playtime and lunchtime to clarify instructions given and rationale for instructions, choices made by the pupil and consequence. An opportunity will be made for the pupil to discuss their feelings, identify any challenges and explain their choices. This is also an opportunity to remind about expectations for the next part of the day. This will be done in a safe space (i.e. without other pupils present).

Stage 3: Discussion with other adult within class group, or within phase. This is to acknowledge what has gone before and provide a different voice.

Stage 4: Discussion with member of LT.

Stage 5: Telephone call by member of LT to parent. Parent to come to school to collect.