

Hadley Wood Behaviour for Learning Policy – Addendum June 2020

Hadley Wood Primary School remains committed to our Values-based Education ethos. As an inclusive school, we continue to seek to promote social inclusion, irrespective of faith, nationality, sexual orientation, gender identity or gender expression in line with British Values. Our school's positive vision and values allow us to work in harmony with one another and ensure safety and wellbeing for all within the school community. That safety and wellbeing is all the more important during this time of uncertainty and restrictions.

We believe that it is crucial for all our school community including children, staff and parents, to embrace the values of the school and also to model appropriate behaviours. Everyone in the Hadley Wood community is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. These high expectations include the close and consistent following of specific and **important new rules** and regulations regarding health, safety and social contact within our school environment during the phased re-opening of schools.

At Hadley Wood positive behaviour is seen as making intelligent choices around the following 3 rules –

Stay clean (frequent hand washing and catch it, bin it, kill it)

Stay apart (maintain 2 metres distance- at least 3 steps)

Stay put (stay at desk, no wandering around class or school)

Following the return to school by some classes it is important to remember that children may feel:

Anxious

Confused

Scared

Excited

Tired

Children may show this in their behaviour, which may look like:

Anger

Quiet

Tearful

Loud

Distracted

Unresponsive

The adults in school will:

- Listen – actively
- Be available (within social distancing) - 'Has anyone got any questions?' 'How are we feeling today?'
- Reflect verbally how they may feel 'You might be feeling nervous, it's natural' 'It seems strange, but there are lots of things the same'
- Acknowledge how they feel 'I know you feel a bit sad, it will get better'
- Validate how they feel if they can't verbalise it 'I understand you feel anxious, some of the grown-ups feel the same – we'll all work together to make us feel better.'

Things that stay the same:

- We set clear, consistent and simple limits in a positive way, rather than in a negative way, stating explanations clearly and providing simple explanations for these limits
- We provide simple explanations for these limits
- We provide choices to the child when appropriate
- We recognise, praise and reinforce appropriate behaviour
- We allow time for children to respond to expectations
- We encourage the child to seek help and ensure that they always know who is available to help them

Things that are different:

- During this period, we will **not** be using the in-class 'Good to be Green' behaviour management system; each 'bubble' will ensure that there is consistent praise and positive language in a nurturing and supportive environment.
- There will be greater emphasis on our health and safety rules of **STAY CLEAN, STAY APART, STAY PUT** and we expect all pupils at school to abide by these rules consistently.
- If a child is consistently unable to follow these new rules or putting themselves or others at risk, then a socially distant meeting will need to be held with the parent to risk assess the child in the school environment at present. The school reserves the right to retract an offer for a child to be educated on site if they break the social distancing guidelines and endanger the safety of the rest of the school community.