



Behaviour, Discipline and Exclusions Policy

Covid-19 Addendum

Parents and carers must not send their children to school with any symptoms of illness, however mild, including fever, diarrhoea, nausea, sore throat, cough, loss of smell/taste, rashes etc. The school reserves the right to refuse entry to any student where there are legitimate concerns regarding the health of a student. It will be the parent's responsibility to collect the child within a 30-minute period where the child becomes unwell or appears unwell.

We recognise that following rules is a learnt skill which children need to be systematically taught and revised frequently. To reduce the risk of spreading the coronavirus and to keep children and staff safe we are adapting some of our rules. These are detailed below.

Behaviour and Discipline

Our aim is to provide a safe learning environment for pupils and staff during the Covid-19 pandemic

We wish pupils to understand the importance of keeping themselves, their peers, staff and their families safe

We believe that pupils respond best in an environment where they understand the rules and staff explain new routines explicitly

School Rules

We have therefore adapted our school rules to support us with new routines and behaviour expectations during the pandemic.

School Rules during the school opening during the Covid 19 Pandemic

in class	theme	around the school
<p>We follow adult direction We take off face masks before we enter school We wash our hands before entering school, after playtime, before eating and before we go home We use hand sanitiser in the classroom whenever the adult asks We keep our hands away from our mouth We use a tissue or an elbow to cover our mouths when we cough or sneeze Tissues go in the bin (catch it, bin it, kill it)</p>	<p>Be Safe</p>	<p>We follow adult direction We keep our hands and feet to ourselves We line up keeping 2 metres from our classmates , where we can We only use the equipment that has been provided outside the classroom We use equipment safely We move calmly around the school with an adult</p>
<p>We speak kindly and respectfully to each other We listen to the teacher and follow instructions We use good manners We are honest</p>	<p>Be Kind</p>	<p>We do not push or pull We are kind in the playground We talk to each other and try to work problems out</p>
<p>We do not move around the classroom without permission from the adult We keep a distance from others when we line up in the classroom We sit at our own desks We never leave the classroom without permission</p>	<p>Be a Bubble</p>	<p>We are not allowed to move around the school without an adult We remain in our chosen playground area (we cannot move between areas) We play non-contact games within our bubble</p>

Helping children to behave well

Staff are explicit about what good behaviour looks like when pupils return to school and consistently throughout the day through teaching new routines for:

Lining up
Travelling through school
Taking the register
Working in class
Asking to speak
Leaving to go to the loo
Illness
Starting the lesson
Carpet time
Lunch
Entering the classroom
Exiting the classroom
Leaving school
Waiting for parent collection
Fire Drills

Teachers will explicitly teach the behaviours they want to see and the new routines that will support this. This will require practice and rehearsal of new skills and visual stimuli which will be reinforced and referred to regularly to reinforce expected behaviours in a positive way

Pupils will be explicitly told the consequences for behaviour that threatens the safety of others such as malicious or deliberate acts of transmission (e.g spitting or coughing.)

Pupils who usually leave the classroom in order to regulate their emotions and behaviour will be given alternative strategies where possible. Staff will talk to the child and parent directly about the strategies have been put in place (such as time out zone in the classroom etc.).

Rewarding Good Behaviour

We recognise that our usual reward system may not work in this period as students are in different groups and the usual incentive rewards may not be possible.

Staff in each year group may create their own reward system unique to the current groupings and age and stage of pupils.

Rewards might include:

- Verbal/nonverbal praise
- Stamps/stickers
- Certificates
- Display of work
- Class rewards eg. marble jar

Consequences of unacceptable behaviour

Level	Dealt with by	Concern examples of unacceptable behaviour	Possible actions
1	Teacher	Minor misdemeanours e.g. not following expectations for learning, fiddling with equipment, off task, talking over teacher, interfering with others, squabbles	<ol style="list-style-type: none"> 1. Reminder of school rules 2. Verbal warning given in a positive way
2	Teacher	Repeated minor misdemeanours e.g. not following expectations for learning, fiddling with equipment, off task, interfering with others, persistent talking, squabbles	<ol style="list-style-type: none"> 1. Visual reminder to support de-escalation 2. Time taken from play/lunchtime or senior staff sent for to come to the room to support within classroom
3	Teacher with Headteacher or DHT	Repeated incidents of 1 or offensive language to peers or low level unsafe behaviour e.g. not following instructions in class, pushing or pulling in the playground	<p>To work outside their “bubble” with senior staff, reintegration when appropriate</p> <p>Parents notified</p> <p>Isolation from their bubble within school as a preventative approach may be taken.</p>
4	Headteacher or DHT	<p>Unhygienic behaviour such as spitting, coughing or refusing to wash hands</p> <p>Violent or aggressive behaviour including racist/ sexist remarks.</p>	<p>HT or DHT immediately remove pupil from their “bubble” to work</p> <p>DHT or HT will make an appointment to see the parents to discuss the possible sanctions and draw up a behaviour plan based on an appropriate reward system with the aim to re-motivate the pupil.</p> <p>Discuss decisions made by school including exclusion if required.</p>
5	Headteacher	<p>Extreme or persistent Unhygienic behaviour such as spitting, refusing to wash hands</p> <p>violent or aggressive behaviour</p>	<p>Phone call to collect child</p> <p>Letter explaining exclusion</p> <p>Meeting arranged for interview before returning to school</p>

Positive behaviour steps for staff

Level 1	Reminder of rules stated to pupil and class
Level 2	Reminder of rules restated, visual reminder to pupil and de-escalation strategies used
Level 3	Time out of bubble to work with senior staff
Level 4	Removed by DHT or HT who will make an appointment to see the parents
Level 5	Phone call home by HT to collect child, removed by DHT or HT

Inclusion

Some pupils may require special adaptations to their classroom and outdoor environments in order to fully include and support them in school.

It can be helpful for staff to explain any reasonable adjustments that have been made to other pupils in the class so they understand the reasons for different behaviour expectations when appropriate.

Restrictive Physical Intervention

In the rare circumstance where we would use a Restrictive Physical Intervention (RPI) to hold your child to ensure that they remain safe, we would always discuss this with parents beforehand.

Communication with parents

We shall share our new policy with parents.

Parents are expected to support the school in this new approach.

If a child is presenting extremely challenging behaviour, we will recommend that external assistance is sought to support them or parents work with the school to find a solution.

Targets or a behaviour contract may be given or a behaviour contract signed between home and school.