



CHRIST THE SAVIOUR C.E. PRIMARY SCHOOL



Each of you should use whatever gift you have received to serve others, as faithful stewards of
God's grace in its various forms

1 Peter 4:10

Behaviour, Discipline and Exclusions Policy Covid-19 Addendum

Policy to be approved by	FGB (Standards Committee)
Policy created	May 2020
Policy ratified and adopted by the Full Governing Body	22nd May 2020
Policy due for review	Dynamic and ongoing

Behaviour and Discipline

Aims

1. Our aim is to provide a **safe learning environment** for pupils and staff during the Covid-19 pandemic
2. We wish pupils to understand the importance of keeping themselves, their peers, staff and their families safe
3. We believe that pupils respond best in an environment where they understand the rules and staff explain new routines explicitly

School Rules

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

The New School Rules during the period of partial school opening

in class	theme	around the school
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)	Be safe	We follow adult direction We keep our hands and feet to ourselves We line up keeping 2 metres from our classmates 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
We speak kindly and respectfully to each other We listen to the teacher and follow instructions We use good manners We are honest	Be kind	We do not push or pull We are kind in the playground We talk to each other and try to work problems out
We listen to our teacher We participate in lessons We work independently and in pairs We have our equipment ready for learning We are always engaged We listen to the views of others We recognise the contributions of everyone in the class	Be an active learner	We recognise the importance of all subjects We can choose the appropriate resources for different subjects We can share and discuss our prior learning

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

Teachers will explicitly teach the behaviours they want to see and the new routines that will support this.

Students 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.)

Students who usually leave the classroom in order to regulate their emotions and behaviour will be explicitly told that this is no longer possible; alternative strategies such as using a calm down kit in the classroom will be provided for these children. Each of these children will be identified before they return to school; staff allocated to work with these children will call home and explain the new rules and routines. Staff will talk to the child and parent directly about how to support their transition back to school and what strategies have been put in place in the classrooms (such as calm down kits, time out zone in the classroom etc.)

Rewarding Good Behaviour

We will use our usual house point system to motivate pupils and to reward good behaviour. House points can be awarded for each of our three areas: Being Safe, Being Kind or Being an Active Learner.

We recognise that some pupils need daily targets and rewards to motivate them, rather than waiting for the end of the week announcement of house point totals and awards in the celebration assembly. Staff in each year group may wish to create their own age appropriate reward system for use in class but this reward system should be based upon the house point system e.g. if the class receive over a certain number of house points in a day they can have 5 minutes of 'golden time' at the end of the day. For safeguarding reasons, 'Free time' on Chromebooks is **never** given as a reward - pupils only use Chromebooks for educational purposes and may only visit educational websites approved by the class teacher e.g. Mathletics, BBC Bitesize, EdShed. Reward systems should not be individual to the class but should be consistent across the year group.

EYFS

Classes will create a positive reward system involving stickers, smiley faces, stamps, cards home.

KSI and KS2

All names for the day to be written on the large whiteboard - visible - and any positive behaviour gets a point. Staff will describe what positive behaviour will look like to receive a point e.g. completing work in a given time, lining up safely and quietly etc.

At the end of the day, the child with the most points chooses 30 minute golden time activity for all the class i.e. netflix episode, art activity, chromebook time, board games, games outside.

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
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

Consequences of mis-behaviour

Level	Dealt with by	Concern examples of unacceptable behaviour	Possible actions
1	Lead adult	Minor misdemeanours e.g. not following expectations for learning, fiddling with equipment, off task, talking over teacher, interfering with others, squabbles	Reminder of school rules Verbal warning given in a positive way
2	Lead adult	Repeated minor misdemeanours e.g. not following expectations for learning, fiddling with equipment, off task, interfering with others, squabbles, name calling, answering adults back, Preventing others from learning e.g. calling out, distracting others, persistent talking Using swear words (not directed at others) Mobile phone in school	Visual reminder to support de-escalation Movement within the classroom, time taken from play/lunchtime or senior staff sent for to come to the room to support within classroom Recorded on Arbor
3	Lead adult with Assistant Headteacher or DHT	Continued incidents that prevent others from learning Repeated incidents of 1 or more offensive language to peers or low level unsafe behaviour e.g. swearing at others, not following instructions in class, pushing or pulling in the playground, leaving their bubble.	To work outside their “bubble” with senior staff, reintegration when appropriate Parents notified Isolation from their bubble within school as a preventative approach may be taken. Recorded on Arbor
4	Assistant Headteacher or DHT	Unhygienic behaviour such as spitting, coughing or refusing to wash hands Violent or aggressive verbal behaviour including intended racist/ sexist/ homophobic remarks. Violent or aggressive physical behaviour including punching/ slapping/ kicking/ pinching/ biting. Serious Damage to Property	AHT or DHT immediately remove pupil from their “bubble” to work 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. Discuss decisions made by school including exclusion if required.

			Recorded on Arbor
5	Headteacher	Extreme or persistent Unhygienic behaviour such as spitting, refusing to wash hands violent or aggressive behaviour	Phone call to collect child Letter explaining exclusion Meeting arranged for interview before returning to school

Communication with parents

1. We shall share our new policy with parents before school starts.
2. Parents are expected to support the school in this new approach.
3. 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.
4. Targets or a behaviour contract may be given or a behaviour contract signed between home and school.
5. If physical restraint has been used to prevent a pupil hurting themselves or others, as far as reasonably practicable, the parent of the pupil involved must be contacted on the same day and an individual risk assessment for the pupil will be created outlining the risks this may pose for pupils and staff.

Inclusion

1. Some pupils may require special adaptations to their classroom and outdoor environments in order to fully include and support them in school.
2. 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.