

Urchfont CE Primary School

This policy is adopted from the Wiltshire LA model policy for Behaviour, Discipline and Exclusions Policy

Covid-19 Addendum – this will be in place until the school is able to resume previous expectation and behaviour routines as of March 2020

1. Expectations

- 1.1 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 pupil where there are legitimate concerns regarding the health of a pupil. It will be the parent’s responsibility to collect their child within a 30-minute period where the child becomes unwell or appears unwell.
- 1.2 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.

2. Behaviour and Discipline

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

3. School Rules

- 3.1 We have therefore adapted our school rules to support us with new routines and behaviour expectations during the pandemic.
- 3.2 Expected School Rules during the Covid 19 Pandemic:

IN CLASS	THEME	AROUND THE SCHOOL
<ul style="list-style-type: none"> • 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 	Be Safe	<ul style="list-style-type: none"> • 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.

cover our mouths when we cough or sneeze. Tissues go in the bin (catch it, bin it, kill it)		
<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> We do not push or pull We are kind in the playground We talk to each other and try to work problems out
<ul style="list-style-type: none"> We do not move around the classroom without permission from the adult. 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 	Be a Bubble	<ul style="list-style-type: none"> We are not allowed to move around the school without an adult We remain in our designated area of the playground (we cannot move between playground and field if there are more than 1 class outside) We play non-contact games within our bubble

4. Helping children to behave well

4.1 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 class e.g. going to the toilet
- When feeling ill
- Starting lessons
- Carpet time
- Lunch-time both when playing and eating their lunch whether packed or hot lunches
- Entering and exiting the classroom
- Leaving school
- Waiting for parent collection
- Fire Drills

4.2 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.

4.3 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.)

4.4 Pupils who usually leave the classroom in order to regulate their emotions and behaviour will be explicitly told that this may no longer be 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.)

5. Rewarding Good Behaviour

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

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

Level	Dealt with by	Concern examples of unacceptable behaviour	Possible actions
1	Lead adult	Minor misdemeanors 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 misdemeanors e.g. not following expectations for learning, fiddling with equipment, off task, interfering with others, persistent talking, squabbles	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
3	Lead adult with Ass HT	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	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.
4	Ass-HT	Unhygienic behaviour such as spitting, coughing or refusing to wash hands Violent or aggressive behaviour including racist/ sexist remarks.	AHT -immediately remove pupil from their "bubble" to work HT -will make an appointment to see the parents to discuss the possible sanctions and draw

			<p>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	Head teacher	<p>Extreme or persistent Unhygienic behaviour such as spitting, refusing to wash hands violent or aggressive behaviour</p>	<p>Phone call to collect child Letter explaining exclusion Meeting arranged for interview before returning to school</p>

6. EYFS

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

7. KS1 and KS2

7.1 Classes will continue to use the merit system we use at Urchfont and any positive behaviour gets a point.

7.2 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.

7.3 Golden time activities will still continue at the end of the week but will take place within each class bubble.

8. 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 AHT or HT who will make an appointment to see the parents

Level 5 Phone call home by HT to collect child, removed by AHT or HT

9. Inclusion

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

9.2 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.

10. Restrictive Physical Intervention

10.1 In the rare circumstance where we would use a Restrictive Physical Intervention (RPI) to hold your child to ensure that they remain safe. Following the incident an exclusion maybe used in order to plan, consult relevant agencies and professionals in order to make future provision to prevent the situation from reoccurring.

10.2 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.

11. Expectations for pupils at home

11.1 Remote learning rules

- 1) If pupils are not in school, we expect pupils and parents to follow the steps outlined below. Remote learning will be expected if the child or family are self-isolating, the child's class has been sent home or if the school has been closed due to a local lockdown.
- 2) Parents should contact school if they think their child might not be able to comply with some or all of these, so we can consider alternative arrangements with them and support them with their learning. Separate guidelines have been communicated to parents and pupils on the use of the Google Classroom.
 - Complete work set by teachers
 - Seek help if they need it, from teachers or teaching assistants
 - Alert teachers if they're not able to complete work
 - Use proper online conduct, such as using appropriate language in messages

11.2 Dealing with problems

If there are any problems with pupils adhering to rules around remote learning, including if they don't engage with the remote learning set for them, we will contact the parents and work with them to address any issues that might be occurring.

12. Communication with parents

- 12.1 We shall share this new appendix with all before school starts.
- 12.2 We expect parents to support the school in this approach to behaviour in light of the COVID-19 pandemic.
- 12.3 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.
- 12.4 Targets or a behaviour contract may be given or a behaviour contract signed between home and school.

13. MONITORING AND REVIEW

This appendix will be reviewed if/when LA or government guidance changes due to legislation or statutory guidance.

Agreed by the Governing Body:

Date.....

Signed

Chair of Governors

