



St. Maxentius C E Primary School

Revised Behaviour and Discipline Policy – COVID-19

The school aims to provide a balanced and good quality education for all pupils, to ensure that educational, moral and spiritual development will give them a sound basis for life. We believe a disciplined, supportive and caring environment for all members of the school community, where courtesy, goodwill, punctuality and respect for others are a priority. We believe that Christian values, such as justice, compassion, respect, reconciliation, truthfulness and forgiveness, underpin this policy and hope to teach children how to demonstrate these values through the decisions and actions they take on a daily basis in our school. We offer the children the opportunity to develop self-discipline and encourage and reward high standards of conduct. We believe that this is best achieved through our Christian ethos, a consistent approach from all staff and through children, staff and parents working together.

COVID-19 POLICY AMMENDMENTS

The government's strategic response to COVID-19 was to enforce social distancing in order to reduce people's exposure to the virus and stall its spread. As a result, from 20th March 2020, schools were closed to all pupils except for those classified as vulnerable, those with Education, Health and Care plans (EHCPs) and children of key workers critical to the COVID-19 response.

During their prolonged absence from school, pupils have suffered from significant changes to their learned routines, daily structure, social and behavioural norms. Pupils have potentially forgotten the habits and expectations which are essential to the culture of our school. Leaders and governors are aware that COVID-19 has the potential to impact on the mental health of pupils and their family members; this in turn can affect a pupil's behaviour.

A positive ethos is created in our school by establishing behavioural norms and ensuring that these are taught explicitly and over-corrected where necessary to ensure that the school is a calm and welcoming environment where rules are followed to enable excellent teaching and learning to take place. We have reviewed the behaviour policy in response to the enforced COVID-19 disruption by introducing new behavioural norms and routines around protective measures and personal hygiene whilst upholding all of the core principles of our original behaviour policy.

Children will be expected to follow the rules set out below to reduce the risk of the virus spreading:

- Do not bring equipment from home and when the weather is warm do not wear a coat
- Follow any altered routines for arrival or departure. If you arrive after your arrival time you will have to wait until all other children have entered school
- Wait in designated place on arrival at school
- Wash hands on arrival.
- Only mix/socialise with the children in your group
- During outdoor time maintain 2m distance where possible.
- Move around the school following instructions given by an adult, queue at a 2m distance if needed, stay away from areas that are out of bounds

- Follow school instructions on hygiene, such as handwashing and sanitising
- If you sneeze or cough use a tissue and then dispose of the tissue in a lidded bin and wash your hands for 20 seconds
- Avoid touching your mouth, nose and eyes with hands
- Tell an adult if you are experiencing symptoms of coronavirus (continuous cough, high temperature, loss of sense of smell or taste)
- Do not share your pack of equipment or water bottle with anyone else
- Leave all equipment and books at school
- Only use the toilets you have been told to use and one at a time
- Do not cough or spit at or towards any other person or lick anyone
- When leaving school go straight home and do not mix with children from another group.

Communication

These rules will be made available to parents, via the school website, prior to a child returning to school. They will be shared with children when they return to school and discussed and explained.

Sanctions

Any pupil who commits serious or persistent breach of the new COVID-19 protection rules may be sanctioned by the Headteacher using the full range of sanctions available, dependent on the seriousness of the breach, up to and including in extreme cases permanent exclusion.

Aims

- ❖ to create a positive and purposeful atmosphere in which children are able to take full advantage of the learning opportunities presented to them.
- ❖ to foster positive caring attitudes towards others where achievements at all levels are acknowledged and valued.
- ❖ to encourage increasing independence and self discipline so that each child learns to accept responsibility for his/her own actions.
- ❖ to develop an awareness of right and wrong and make clear boundaries of acceptable and appropriate behaviour.
- ❖ to develop an awareness that our behaviour affects others.
- ❖ to encourage a caring atmosphere towards the environment.
- ❖ to maintain a consistent approach in dealing with behaviour and discipline with parental co-operation and involvement.
- ❖ to ensure that parents are made aware that at lunch times, welfare staff are responsible for managing moderate behaviour problems and that their judgement should be respected as that of any other member of staff
- ❖ to encourage respect in pupils towards all members of staff and visitors to the school
- ❖ to follow legal and procedural guidelines.

Guidelines for implementing the policy:

1. Expectations

To enable this policy to be effective there are expectations of certain groups within the school and community.

School Staff will be expected to

- ❖ create a safe and pleasant environment, physically and emotionally and make reasonable adjustments to meet the needs and requirements of the pupils in the class.
- ❖ be good role models for promoting positive attitudes and behaviour.
- ❖ develop a set of class rules annually and to revise these rules at least termly
- ❖ use sanctions clearly and consistently.
- ❖ ensure that voluntary helpers are aware of policy relating to the management of children in school
- ❖ treat all individuals fairly and with respect valuing all levels of achievement
- ❖ act fairly and investigate incidents thoroughly to establish facts and cause
- ❖ form good relationships with parents so that children can see the key adults in their lives are sharing common aims.
- ❖ establish and maintain a consistent approach to class management throughout the school in line with school policy

Children will be expected to:

- ❖ work to the best of their abilities and allow others to do the same.
- ❖ treat other children and all adults with respect
- ❖ be polite and use appropriate language at all times
- ❖ avoid conflict e.g. by not goading others on purpose
- ❖ follow instructions from school staff.
- ❖ take care of property and the school environment.
- ❖ co-operate with other children and adults.
- ❖ begin to feel community responsibility e.g. be loyal to groups such as class and school and where possible the wider community
- ❖ participate in the development and revision of class rules and adhere to them at all times
- ❖ refrain from violence or unwelcome physical contact of any kind
- ❖ use strategies offered by staff for managing their behaviour

Parents will be expected to:

- ❖ form good relationships with school based on mutual respect, for the benefit of their child.
- ❖ support the school in implementing this policy
- ❖ show an interest in all that their child does at school.
- ❖ show respect for all staff and adult helpers in school

2. School Rules

1. Listen carefully and follow instructions
2. Treat other children how we would like to be treated.
3. Work quietly without disturbing our class mates.
4. Always tell the truth.
5. Always do your best.
6. Be polite at all times
7. Move around school quietly and sensibly and **always** walk in corridors.
8. Keep your belongings tidy in the corridor and the classroom
9. Play fairly with others and follow the rules for games

10. Respect other people's property
11. Respect other people's differences and preferences
12. Treat all adults with respect, whether permanent staff or not
13. Wear a smart, tidy and clean uniform

General

Lining up – each teacher to take responsibility for their own class and to ensure that if behaviour is not acceptable that classes line up and walk down corridors again until it is acceptable.

3. Encouragement and Rewards to Commend Good Behaviour:

Children respond well to a system which recognises their difficulties and strengths. We acknowledge their achievements in their learning behavior and their conduct with a system of rewards.

Learning Behaviour

A coloured 'star' system is used (red , amber and green stars) to encourage children to always have the best attitude to learning and to work to the best of their ability. The aim is for children to remain on green at all times. This would demonstrate that they are working hard, trying their best and that they have a positive attitude in lessons. Our aim through this policy is for children to develop an internalized system of reward where children work hard because they are proud of their achievements, rather than working for external rewards for what is, basically, our expectation in lessons. Teachers use verbal praise to reinforce this.

Conduct

A traffic light system is used to encourage children to conduct themselves in line with school rules at all times in school. The aim is for children to remain on green at all times. This would demonstrate that they are meeting the school's expectations for conduct. Like the star system, we are aiming for children to develop an internalized system of reward where children behave well because they want to create a harmonious environment, rather than working for external rewards. Adults in school use verbal praise to reinforce this.

House Points – Not used during phased return to school

- ❖ The number of Dojos for each class is counted at the end of each week.
- ❖ Displayed in hall - St. Max tower
- ❖ Trophy to be presented each week in Friday assembly
- ❖ Half termly team point reward system
- ❖ On 'reward day' children may be allowed to come to school dressed in non-uniform in 'house colours'

Dojo Awards

To be given for something outstanding only i.e. work, behaviour, attitude

Other rewards etc.

- ❖ Each class determine their own system e.g. raffle tickets / golden tickets / marbles / snake etc.
- ❖ 'Praise Postcards' used to inform parents

Celebration Assembly - Not used during phased return to school

This will take place each week in class.

Every Friday is Celebration Assembly where at least two children from each class are presented with a certificate for good work, sharing, being kind, helpful, considerate etc.

Other forms of reward :-

- ❖ verbal praise.
- ❖ written comment on work.
- ❖ stickers.
- ❖ allowing a child to do a favourite activity - **Not used during phased return to school**
- ❖ giving a pupil a responsibility- **Not used during phased return to school**
- ❖ visit to the Headteacher for sticker/praise - **Not used during phased return to school**

4. Sanctions for Unacceptable Behaviour

It is important to note that teachers have the power to discipline pupils for misbehavior which occurs in school and, in some circumstances, outside of school within the community including misbehaviour when the pupil is :-

- ❖ taking part in any school organized or school related activity,
- ❖ travelling to and from school,
- ❖ wearing school uniform,
- ❖ in some way identifiable as a pupil at the school and therefore adversely affect the reputation of the school.

or misbehaviour at any time that:

- ❖ could have repercussions for the orderly running of the school or
- ❖ poses a threat to another pupil or member of the public or
- ❖ could adversely affect the reputation of the school.

This authority also applies to **all paid staff with responsibility for the pupils**, such as teaching assistants. Teachers have the authority to confiscate pupils' property.

Sanctions, where deemed necessary, can include detention during lunch-time and after school. Parental consent is not required for detentions, and can go ahead despite the arrangements being an inconvenience for the parent (as stated in the advice provided from the DfE – 'Behaviour and discipline in schools').

Learning Behaviour

Children will be moved to amber when they are not working to the best of their ability or if they are disengaged or distracting others. When this occurs, it is important for teachers to determine the reasons for this behaviour and consider what could be changed in order to encourage the child to engage with their learning. If these attempts do not work and the teacher has exhausted a range of options and the child is still not engaging in lessons or distracting others, he/she will be moved to red. The teacher will record this on CPOMS and the child's parents will receive a text with a full explanation.

Conduct

Children will be moved to amber when their conduct does not meet the school's expectations. When this occurs, it is important for teachers to determine the reasons for this behaviour by speaking with the child and with others who may be involved and consider what could be changed in order to support the child and encourage him/her to adapt their behaviour. If these attempts do not work and staff have exhausted a range of strategies and the child is still not meeting expectations for conduct, he/she will be moved to red, following a discussion with all staff involved and the Headteacher. The teacher will record this on CPOMS and the child's parents will receive a text with a full explanation.

Following this, if there is no improvement :-

1. 3 reds in a week will result in a report card which will be completed each day for the remainder of the current week and the full next week. If the following week is after a holiday, the report card will be carried forward until after the holiday.
2. 2 report cards in a half term will result in a meeting with parents, the teacher and SENCo
3. Fixed Term Exclusion or Internal exclusion
4. Permanent exclusion

In line with DfE guidance, 'Behaviour and discipline in schools' 2014, other sanctions may include :-

- ❖ Extra work or repeating unsatisfactory work until it meets the required standard.
- ❖ Loss of privileges – for instance the loss of a prized responsibility or not being able to participate in a non-uniform day or a school trip
- ❖ Missing break time – Appendix 1
- ❖ Detention at during lunch-time
- ❖ School based community service or imposition of a task – such as picking up litter or weeding school grounds; tidying a classroom
- ❖ Regular reporting including scheduled uniform checks
- ❖ Extra physical activity such as running around a playing field

De-escalation techniques should be deployed to try to avoid movement down the graduated responses above and children should be encouraged to take a 'get out' with dignity before escalation. If an incident involves physical/verbal assault or is specifically offensive regarding nationality, social background, special educational need, culture, sex, race, disability, religion or belief, sexual orientation or gender reassignment occurs, staff should move straight to stage 4 when the Headteacher may decide to invoke the Anti-Bullying Policy, the Racist incident Policy or may decide to exclude a pupil.

Every day pupils start on 'green'. If a pupil is moved to amber or red, he/she should ALWAYS be given opportunities to move back up to green by the end of the day.

Teachers may rearrange their class furniture to suit the needs of the behavioural problems and different learning styles of the children within their classes.

5. Play times

If missing play times the class teacher must stay with the child in the class to enforce the punishment and a play time detention sheet (Appendix 1) should be completed and filed by teacher.

At times, a teacher may judge it necessary to keep a child in at play times to keep them out of harm's way when it is deemed necessary. Their class teacher would be responsible for supervision unless they make other arrangements.

6. Lunchtime Behaviour

Children will be encouraged and assisted in developing a positive approach to how they spend their lunchtime, Resources will be provided which will stimulate opportunities for games and creative play. At all times children will be expected to exercise consideration for others. When children do not co-operate the graduated response system will be deployed.

Lunchtime Welfare Assistants will be expected to;

- ❖ create a safe and pleasant environment, physically and emotionally.
- ❖ be good role models for promoting positive attitudes and behaviour.
- ❖ use sanctions clearly and consistently.
- ❖ treat individuals fairly and with respect.
- ❖ Act fairly and investigate incidents thoroughly to establish facts and cause
- ❖ initiate and / or participate in play both in and out of doors as appropriate.
- ❖ Encourage children to manage their own behaviour by having 'Time Out' on the yard for a limited period

Lunchtime rewards and encouragement will be:

- ❖ verbal praise
- ❖ A box of toys for each class for which they are responsible (limited number of toys) - **Not used during phased return to school**
- ❖ special privileges (such as play time in the quad with a toy bag – if the weather is dry). - **Not used during phased return to school**
- ❖ Stickers - **Not used during phased return to school**

Lunchtime sanctions will be based on the school graduated response system.

General

5. All teachers responsible for a class in the afternoon go onto yard to collect classes after lunch - **Not during phased return to school**
6. SMSAs send children in for lunch in stages from the yard to ensure that children come into school in an orderly manner. The teacher on duty ensures that the children line up in the corridor prior to entering the hall for lunch. **Not during phased return to school – children line up on spots and wait to be told to enter school**
7. Children found in school at lunch times to be dealt with zero tolerance and sent out **Not during phased return to school – pupils will not be allowed access to school without adult supervision**
8. Mrs. Bowling will act as a point of contact for the KS2 SMSAs and Mrs. Nicholson will act as a point of contact for KS1. Mrs. Bennett and/or Mrs. Cosgrave will become involved where it is deemed necessary.

7. Special Educational Needs

Strategies for identifying pupils in need of behavioural support:

- ❖ Nursery information and records.
- ❖ Baseline Assessment in Nursery.
- ❖ Diagnostic profile
- ❖ Keeping a log of behaviour and chronology of action.
- ❖ Home school diary
- ❖ Behaviour charts split into 7 sessions during the day
- ❖ Consultation with parents.
- ❖ Self -assessment (with older children).

Support for children experiencing behavioural difficulties

This is a policy for children and adults in the school. We must be realistic and acknowledge that there may be a small number of children who do not respond to a positive approach. In such circumstances it is important that staff do not feel that they have failed. Children with special needs regarding their behaviour require individual and specific attention via the SEND policy. They will also receive support by:

- ❖ having targets set that are clear, specific, gradual and achievable.
- ❖ experiencing the fact that the positive behaviour of themselves and others is recognised and valued.
- ❖ close communication with parents and other agencies.
- ❖ rewards such as stickers and certificates issued in relation to the child's preferences and behavioural capabilities.

Children who are unable to behave safely in class will be educated out of class.

8. Equal Opportunities and Diversity

All pupils, regardless of family background, gender (natural or reassigned), race, ethnicity, nationality, age, ability or disability, sexual orientation, physical appearance, social background, special educational need, religious or cultural background have the right to feel valued and safe at our school. We will promote the equal use of praise, incentives and rewards. Staff will be alert to signs of bullying or racial harassment and will follow school procedures for dealing with such incidents. All staff will receive information and advice regarding the child's needs as a result of the termly SEN update meeting or as appropriate.

9. Health and Safety

If a child does not complete his or her work due to inappropriate behaviour, s/he will have to complete it during playtime under adult supervision, it is important that children are not left unsupervised.

This policy forms the risk assessment for any children who behave in an unacceptable manner in school and who may behave in such a way that they are a potential hazard to staff or other children. Any risks are identified and minimised using the strategies above such as withdrawal from the yard/class etc. An individual risk assessment will be carried out on any child who has an EHCP for EBD who may be a potential hazard to others.

10. Success indicators

- ❖ are children, staff and parents aware of the school's expectations of behaviour?
- ❖ do children feel safe?
- ❖ do staff feel that behaviour is well managed through this policy?
- ❖ are high standards of behaviour maintained?
- ❖ are the children respectful of adults and each other?
- ❖ is the school environment being cared for?
- ❖ are children encouraged to resolve their own disagreements initially and take responsibility for their own actions?
- ❖ are the children able to develop an awareness of right and wrong appropriate to their age?
- ❖ do we deal with a child's inappropriate behaviour whilst still valuing the child?
- ❖ are legal and procedural guidelines being followed?

11. Review

The policy will be reviewed weekly during the phased return.