



Pegasus Primary School

Behaviour, Discipline and Exclusions Policy Covid-19 Addendum

Policy to be approved by	
Policy created	September, 2020
Policy ratified and adopted by the Full Governing Body	
Policy due for review	

Behaviour and Discipline

Aims

1. Our aim is to provide as **safe a learning environment** as possible for our children and staff during the Covid-19 pandemic
2. We wish children to understand the importance of keeping themselves, their peers, staff and their families safe
3. We believe that children 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 instruction 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 or at directed times – see daily agenda 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) wash hands	Be Safe	We follow adult instructions – manage yourself 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 in our tray that is on our desk 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 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 and always push chair under when we move out of our seat. We never leave the classroom without permission	Be a Pod	We are not allowed to move around the school without an adult We only play in our identified playground (we cannot move between playgrounds) We play non-contact games within our pod

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

Moving around school

Taking the register

Working in class

Asking to speak

Leaving to go to the toilet

Illness

Starting the lesson/activity

Children must not sit on the carpet.

Lunch – in their pod, in classroom or a picnic in their designated area

Entering the classroom

Exiting the classroom

Leaving school

Children should be prepared to leave school no more than **5 minutes** before their leaving time.

Children should be supervised (2 metres) and dismissed to SLT from their exit point.

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

Teachers must model exceptional standards of behaviour at all times. They must not meet in groups but you can meet on a one-to-one basis observing social distancing rules.

Children 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.)

Children 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 calm down kits 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 recognise that our usual house point system/raffle tickets/tokens will not work in this period as children are in different pods/groups and the incentive of “prizes and celebrations” is not possible.

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

EYFS

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

KS1 and KS2

All names for the day to be written on the large whiteboard/flipchart - 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 minutes golden time activity for all the class i.e. Netflix episode, art activity, iPad time, board games, games outside.

Positive behaviour steps for staff

Green	Reminder of rules stated to children and class
Yellow	Reminder of rules restated, visual reminder to pupil and de-escalation strategies used
Red	Time out of Pod to work with senior staff
Dark red	Removed by SLT who will make an appointment to see the parents
Dark red (Covid 19)	Phone call home by SLT to collect child, removed by SLT

Consequences of mis-behaviour

Level	Dealt with by	Concern examples of unacceptable behaviour	Possible actions
Green	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
Yellow	Lead adult	Repeated minor misdemeanours 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. Recorded on Good to be Green chart
Red	Member of SLT – red card	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 “Pod” with senior staff, reintegration when appropriate Children need to be provided with work. Children will work at a separate table in the office corridor. Parents notified Isolation from their pod within school as a preventative approach may be taken. Recorded on CPOMs
Dark Red	SLT	Unhygienic behaviour such as spitting, coughing or refusing to wash hands Violent or aggressive behaviour including racist/ sexist remarks.	SLT immediately remove pupil from their “Pod” to work – work must be provided SLT will make an appointment to see the parents to discuss the possible sanctions. Discuss decisions made by school including exclusion if required.

			Recorded on CPOMs
Dark Red (Covid 19)	Principal	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

We shall share our new policy with parents before school starts.

1. Parents are expected to support the school in this new approach.
2. 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.
3. Targets or a behaviour contract may be given or a behaviour contract signed between home and school.
4. If physical restraint (this will be as a very last resort) has been used to prevent a child hurting themselves or others, as far as reasonably practicable, the parent of the child involved must be contacted on the same day and an individual risk assessment for the child will be created outlining the risks this may pose for children and staff.

Inclusion

1. Some children 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 children in the class so they understand the reasons for different behaviour expectations when appropriate.