

# St Joseph's Catholic Primary School



At St. Joseph's we aim to  
promote a learning community  
based on the Gospel values of  
Love, Trust and Respect  
where the achievements of everyone  
are recognised and celebrated

Living, Learning and Loving  
together with Christ

# Behaviour, Discipline and Exclusions Policy Covid-19 Addendum

Policy to be approved by	Full Governing Body
Policy created	8/6/2020
Policy ratified and adopted by the Full Governing Body	11/6/2020
Policy due for review	7/9/2020

At St. Joseph's, in line with our Mission Statement, positive attitudes and self-discipline are encouraged and praised. High standards of behaviour and behaviour for learning are expected.

For a community to thrive and for its members to be happy, secure and confident, there needs to be clear values and expectations shared and understood by the whole community.

Our school community includes children, staff, parents/carers and families, governors and visitors.

At St. Joseph's we understand that all of our children have different life experiences. We believe that good behaviour and behaviour for learning needs to be actively modelled and taught by the school community as a whole.

High standards of behaviour are not ours by right but as a result of clear adult guidance and a shared understanding of the children.

## Shared Expectations

- ✓ We expect everyone in our school community to be treated with mutual respect and consideration.
- ✓ We expect all members of our school community to value and promote a love of learning so that everyone achieves their full potential.
- ✓ We expect everyone in our school community to take responsibility for their actions.
- ✓ We respect the rights of others to be heard and valued and to be treated fairly and justly.

We depend on the support of our parents/carers in encouraging the children to abide by our Code of Behaviour. Good discipline begins in the home and in this area as in so many others we can help each other in a very positive way.

## Aims

1. To provide a **safe learning environment** for pupils and staff during the Covid-19 pandemic
2. For pupils to understand the importance of keeping themselves, their peers, staff and their families safe
3. To create an environment where pupils understand the rules and where new routines are made explicit

## School Rules

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

<b>in class</b>	<b>theme</b>	<b>around the school</b>
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)	<b>Be Safe</b>	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	<b>Be Kind</b>	We do not push or pull  We are kind in the playground  We talk to each other and try to work problems out

<p>We do not move around the classroom without permission from the adult</p> <p>We keep a distance from others when we line up in the classroom</p> <p>We sit at our own desks and ask adults for permission to move.</p> <p>We do not leave the classroom without permission</p>	<p><b>Be a Bubble</b></p>	<p>We are not allowed to move around the school without an adult (except for toilet breaks)</p> <p>We remain in our chosen playground (we cannot move between playgrounds)</p> <p>We play non-contact games within our bubble</p>
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### Helping children to behave well

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

- Lining up
- Moving around school
- Taking the register
- Working in class
- Visiting the toilet
- Illness
- 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.

Consequences for behaviour that threatens the safety of others such as malicious or deliberate acts of transmission (e.g spitting or coughing) will be made explicit to the pupils.

Children will be told that they cannot leave the classroom without permission. Children who 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. Children to whom this applies will be identified before they return to school. 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.

### Rewards

We aim to create a climate in which pupils' self-esteem is nurtured and misbehaviour becomes a markedly less attractive proposition.

Rewards in class are used to encourage good behaviour and work practice, thereby raising academic standards and personal conduct. Staff operate a variety of reward systems within class, to recognise good behaviour and learning, appropriate to the age and profile of their class.

The reward system, which pervades the whole school, is the giving of merits; When children are awarded a merit, they write their name on a slip of paper and put it in the class merit box. One merit is picked out of each class box of merits at the whole school celebration assembly every Friday. The child whose name is on the merit chooses a prize from the 'treat basket' as a thank you for all their good work and behaviour that week.

In addition to the above, Staff in each year group will create their own reward system appropriate to the current groupings and age and stage of pupils.

### 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. Risk of withdrawal of place (First Warning)
- Level 4    Removed by DHT or HT who will make an appointment to see the parents. Risk of withdrawal of place (Final Warning)
- Level 5    Phone call home by HT to collect child, removed by DHT or HT. Place withdrawn.

Classroom circumstances, the well being of other pupils, the teacher's knowledge of the child and the seriousness of the offence would be factors to be considered in making a decision about which sanction(s) to impose. The sanction imposed will depend on the severity of the incident and it is important that the consequence matches the action.

### 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/new school rules, talking over teacher, distracting others, squabbles	Reminder of school rules Verbal reprimand and explanation
2	Lead adult	Repeated minor misdemeanours e.g. not following expectations / new school rules, distracting others, persistent talking, squabbles	Visual reminder to support de-escalation 'Traffic Light' system - name moved from green to amber/red as necessary  Children to miss playtime / lunchtime (other member of staff in room to support) or

			<p>senior staff sent for to come to the room to support within classroom</p> <p>Parent informed at end of school day.</p> <p>Recorded in Behaviour Log</p>
3	Headteacher	<p>Repeated incidents of more serious misbehaviour e.g. not following expectations / new school rules despite repeated reminders, offensive language to peers, low level unsafe behaviour, not following instructions in class, pushing or pulling in the playground</p>	<p>To work outside their “bubble” with senior staff, reintegration when appropriate</p> <p>Parents notified that child is at risk of having place immediately withdrawn due to compromising health and safety of pupils and staff through unsafe behaviour (First Warning).</p> <p>Isolation from their bubble within school as a preventative approach may be taken. Recorded on CPOMS</p>
4	Headteacher	<p>Unhygienic behaviour such as spitting, coughing or refusing to wash hands</p> <p>Violent or aggressive behaviour / verbal disrespect to staff or pupils</p>	<p>HT or DHT immediately remove pupil from their “bubble” to work</p> <p>HT will make an appointment to see the parents. Parents notified that child is at risk of having place immediately withdrawn due to compromising health and safety of pupils and staff through unsafe behaviour. Place will be withdrawn due to health and safety risk. (Final Warning)</p> <p>Recorded on CPOMS</p>
5	Headteacher	<p>Extreme or persistent unhygienic behaviour such as spitting, refusing to wash hands violent or aggressive behaviour</p>	<p>HT or DHT immediately remove pupil from their “bubble” to work</p> <p>Phone call to collect child</p> <p>Meeting arranged for interview before returning to school</p>

### **Communication with parents**

- 1.** We shall share our revised 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 the school place is withdrawn until further notice pending a further individual risk assessment.
- 4.** 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 the place will be withdrawn pending a further individual risk assessment.

This policy will be reviewed at the beginning of each phase of wider opening.