



## BISHOPS TAWTON PRIMARY SCHOOL BEHAVIOUR AND DISCIPLINE POLICY

### **COVID-19 Appendix - Applicable from June 1<sup>st</sup> 2020**

*As more children return to school following their enforced absence due to the temporary school closure, there is a need to make adjustments to our existing policy. These changes are needed to ensure the risk to pupils, staff and families is kept to a minimum.*

*If a child is unwell, or showing the symptoms of Covid-19 (as defined by current government guidelines) or the school has information that parents are not following current government guidelines, we will expect the child to remain at home and we would offer provision and support remotely, informing relevant partner agencies through the Early Help triage process. This will include establishing regular contact with the family until such time as they have adhered to guidelines enabling the now well or symptom-free child to return to school. School leaders will use their professional discretion, working with any partner agencies and LA officers should other exceptional circumstances exist whereby a child compromises the health, wellbeing or safety of staff or other children. We expect parents/carers to adhere to these guidelines and to keep their own and other children safe.*

*The below list, whilst not exclusive, shows the areas where we are expecting all children to adhere to new guidelines during this time:*

- Following any altered routines for arrival or departure*
- Following school instructions on hygiene, such as handwashing*
- Following instructions on 'zoned areas' for their group*
- Moving around the school following specific instructions (for example zoned areas for specific groups, use of 2m distance lines, lunch routines, use of toilets)*
- Expectations about sneezing, coughing, tissues and disposal ('catch it, bin it, kill it')*
- Clear rules about coughing or spitting at or towards any other person*
- Telling an adult if they are experiencing symptoms of coronavirus*
- Rules about sharing any equipment or other items including drinking bottles*
- Amended expectations about break & play times, including where children may or may not play*
- Use of toilets and cloakroom facilities*

### **Sanctions**

*The application of all sanctions are determined by the age of the child and their ability to understand and respond to any changes to the guidelines as outlined above.*

- A verbal warning is given to the child by an adult who will clearly and calmly explain how the rules have been broken (A record of this will be put on to CPOMS by the member of staff)*
- On a second breach of the rules, the child is spoken to by the headteacher and the child's parents are informed of both incidents that have occurred.*

- *On a third breach of the rules, the school will risk assess and consequently develop a school-based plan designed to meet the pupils needs, reduce the risk of incidents occurring and which considers the safety and wellbeing of the pupil themselves, other pupils and school staff.*

*Our aim as a school is to never exclude a child or young person, however, where there is a significant breach or persistent breaches of the school behaviour policy (and where allowing the pupil to remain in school would seriously increase the risk of infection of other pupils and staff in the school):*

- *A reduced timetable and/or a fixed term exclusion would be considered.*
- *If necessary, for the good of the majority of children in the school, the governors will consider the permanent exclusion of a child for whom a temporary exclusion has not proved sufficient for the unacceptable behaviour to stop. In either case the decision of the headteacher/governors is subject to the Local Authority's Appeals Procedure, a copy of which is available from school on request.*

***At every stage we will maintain close communication with parents and carers.***

*We are not making any changes to our rewards system at this time.*

*The above is an appendix to our behaviour policy (below); this will be constantly reviewed and updated if needed. When it is deemed that it is safe to do so and school returns to its normal routines this appendix will be removed.*

***Adopted on 1<sup>st</sup> June 2020  
Melanie Smallwood, Head Teacher***

The purpose of this policy is to promote a happy, purposeful, caring environment, which is free from discrimination of any kind. We operate a consistent approach to discipline, encouraging respect for others and their property, a commitment to good manners, team spirit and pride in the reputation of our school in the wider community.

We believe that high-quality teaching promotes effective learning and good behaviour. Our emphasis is on recognising and celebrating effort and success, so that **all** pupils feel valued and recognise their unique contribution to our school.

This policy is linked to the Anti-bullying and Equality policies.

## **EXPECTATIONS**

We believe at Bishops Tawton Primary, that we should....

Follow the golden rules

- Treat others with respect, showing courteous, considerate and kind behaviour
- Listen to other people's points of view
- Work hard and not disturb others in their learning
- Care for other people's property
- Act in a safe and responsible manner
- Work as a team

- Dress smartly in agreed school uniform
- Help others in their daily school life
- Do our best at all times
- Be responsible for our own behaviour
- Use a quiet voice, be polite and use friendly words
- Share space and equipment sensibly without hurting others
- Take care of school equipment, buildings and grounds
- Be honest and ask for help if we have a problem (approach a School Council member or an adult in the school)

Our School Council are an extremely important part of our school discipline procedures as they make regular contributions to discussions about behaviour in school.

## REWARDS

We strive to acknowledge and reward good behaviour and to adopt a 'whole school approach' to behaviour and discipline. The Head Teacher, Teachers, Teaching Assistants, School Cooks, Lunchtime Play Leaders and administrative staff reward children with:

- Merits that are added to a whole class chart - rewards are chosen for the whole class
- Other rewards are issued periodically for example reading challenge, writing, maths or growth mind-set awards; these depend upon the key focus for the term.
- Class groups are rewarded for their positive 'team' work at the discretion of the class teacher.
- Positive comments, Positive, consistent marking
- Peer recognition of good play, i.e. the School Council or older peers may suggest a merit for observed good behaviour
- Comments to parents at the beginning or the end of the day
- Work displayed around the school as recognition of effort and attitude as well as progression by the individual

## ROLES OF THE HEAD TEACHER, TEACHERS AND GOVERNORS

Children who misbehave and break school Golden rules are dealt with using a range of strategies across the school, which include:

- Talking about the problem as it occurs/or discuss it in circle times if this is appropriate for more than one child
- If there is an ongoing problem - we identify the main difficulty and use strategies to promote positive behaviour
- Children are given 'time out' of class for 5 minutes.
- Be invited to rejoin the group when behaviour and attitude is more appropriate
- Discuss what happened and revisit class or whole school rules and expectations
- If older children have wasted class time and not produced enough work, they may be asked to make up that time during break, lunch or home time
- Ask class for consensus about how to respond
- Inform parent
- Be reminded quietly on a one to one about expectations of all pupils in the school

## AT LUNCH TIME

There is a teacher on duty every lunch time. This enables the MTAs to send children in either for 10 minutes in order to discuss an issue and consider the best way forward (yellow card) for the rest of lunch if the offence is considered severe (red card and report to HT) or for time out chosen by the child (blue card)

If a child receives 1 red card or 3 yellow cards parents will be contacted by the Head Teacher, in other instances class teachers will monitor and support children towards a positive outcome. All offences are discussed with the children and recorded in the lunch time behaviour file.

Each adult has the responsibility to deal with a problem fairly and quickly, class teachers are consulted and if necessary, the Head Teacher. A child will be asked to explain his/her behaviour to the Head. The emphasis is **always** on constructive ways forward and reminders of the school ethos. A child should not be petrified of making a mistake or having an 'off day'.

The Head Teacher will be responsible for ensuring that this policy is implemented and for reporting to governors on its impact. In the event of an exclusion we will:

- inform the pupil's parent/carer of the period of any exclusion, or of a permanent exclusion, giving reasons for this exclusion
- Advise the parent/carer that they may make representations about the exclusion to the governing body, giving advice on how representation should be made.
- Notify the LEA and the governing body of the details of the exclusion, including the reasons for it and the period of time involved in the exclusion.

### **Fixed Term exclusions**

In extreme circumstances the school may have exhausted all the possible options or a child may present significant danger to themselves or others. It may be considered that a short time away from school is needed. In this case a short fixed term exclusion will be given by the head teacher. In this absence of the Head Teacher this decision is delegated to a senior member of staff who will attempt to make contact before issuing the exclusion

For Each fixed term exclusion pupils will be set work and parents/carers will receive official paperwork and are able to appeal to Governors.

### **Permanent exclusions**

A permanent exclusion from school is a sanction which remains a course of action in extreme situations. This would be made in the most serious cases and confirmed in writing. Once made the governing body would be informed and would then arrange for a hearing of a panel of governors to listen to the actions of the school, receive information from the parents/carers and then will decide whether to uphold the Head teacher's decision or not.

If the governors confirm the permanent exclusion then the parents will be given an opportunity to appeal.

### **COMMUNITY SUPPORT**

The school liaises where necessary with the local Police.

The school will deal with any non-criminal bad behaviour and bullying which occurs off the school premises in line with this policy.