

Behaviour & Discipline Policy Addendum

From 1st June 2020

1. Scope and definitions

This addendum applies during the period of school phased reopening due to COVID-19. It sets out changes to our normal Behaviour and Discipline Policy in light of the Department for Education's guidance and should be read in conjunction with that policy. Unless covered here, our normal behaviour and discipline policy continues to apply.

2. Core positive behaviour principles

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure.

3. Rewards & punishments

-Usual practice will be maintained where it doesn't compromise social distancing measures in place.

Adjustments to normal practice:

Before COVID-19	Now
Use of stickers	These need to be pre-cut so children can collect from their own trays as and when they are rewarded.
Dojo	Add extra teachers to class Dojo accounts to enable staff to reward points to children in their group.
Personalised work	The pitch of work may be more appropriate to the child working independently. Where necessary, instead of group work, additional verbal support will be given. (Where staffing quotas allow).
Timeout in another classroom	1. Timeout carried out within your own classroom. 2. Additional teaching assistants will be allocated to each year-group to enable children to be removed to a corridor or other suitable space.
Supervised play with senior leaders	This is now kept within year-group /Phase teams with identified member of staff (E.g. AHT/Phase Leader)
Internal exclusions	In rare instances, this will be carried out in a large space not office areas.

Children who leave the classroom without permission	There will be a designated agreed place for children to go to within the year-team area for those who are struggling in class.
Parent meetings to discuss instances of poor behaviour	All conversations conducted by phone call. No face-to-face meetings.
Children with behaviour/Team Teach plans	These all need to be reviewed to reflect social distancing measures in place and to ascertain if the detail is still relevant.

4. Managing distressed and upset children

Staggered entry within year-groups and staggered start to school day is designed to minimise worry, concern and enable staff to be present for children on the first few days.

Staff will inform senior teams to identify children who are more likely to be distressed when re-entering the school building during phased re-opening. These children/families will be provided with universal and bespoke resources to prepare the children for re-entry into school. This may initially include a reduced timetable.

Although we have removed a large amount of soft furnishings from our classrooms, we will have access to these if a child needs something to comfort them. After they have been used by a child, they will be put into a safe zone for 5 days to ensure they don't have any remaining surface germs. They will be safe to use again after the 5 day period.

Teachers will explain to children all new ways of working and how children will not be able to comfort each other - e.g. with a hug - as they previously may have done.

Pastoral teams and TAs will be on hand to support year-group teams.

5. Physical interventions

Best Team Teach practice is around de-escalating situations with physical interventions **always** being used as a last resort.

Best practice includes:

*Calm talking

*Calm stance

*Patience

*Withdrawal offered/directed

*Success reminders

*Reminder regarding consequences

*Limited choices

*Distraction /diversion

*Reassurance

Staff should call for support from senior team and/or pastoral team should the above strategies prove not to be successful.

Children in the group will continue to be removed away from an ongoing situation if necessary but, where possible, to an outdoor space to maintain social distancing.

6. The role of parents

Communication must be maintained with parents, however, through phone calls or via Teams.

7. The use of exclusion

In the Behaviour and Discipline policy we are clear that children who put themselves out of our control, refusing to follow adult instruction and therefore, placing themselves and others in danger, may be excluded. In these unprecedented times, failure to follow adult instruction around clearly defined social distancing measures, to protect all children and staff, is a risk that could result in fixed-term exclusion.

8. Monitoring & review

As currently there is not DfE guidance on behaviour and exclusion practices in light of COVID-19, this will be reviewed as soon as information is published.