



Wellington
Primary Academy



Wellington
Eagles
PRIMARY ACADEMY

Wiltshire Council

Behaviour, Discipline and Exclusions Policy

Covid-19 Addendum

Parents and carers must not send their children to school with any symptoms of illness, however mild, including fever, diarrhoea, nausea, sore throat, cough, loss of smell/taste, rashes etc. The school reserves the right to refuse entry to any student where there are legitimate concerns regarding the health of a student. It will be the parent's responsibility to collect the child within a 30-minute period where the child becomes unwell or appears unwell.

We recognise that following rules is a learnt skill which children need to be systematically taught and revised frequently. To reduce the risk of spreading the coronavirus and to keep children and staff safe we are adapting some of our rules. These are detailed below.



Behaviour and Discipline

Our aim is to provide a safe learning environment for pupils and staff during the Covid-19 pandemic

We wish pupils to understand the importance of keeping themselves, their peers, staff and their families safe

We believe that pupils respond best in an environment where they understand the rules and staff explain new routines explicitly

School Rules

We have therefore adapted our school rules to support us with new routines and behaviour expectations during the pandemic.

Expected School Rules during the school opening during the Covid 19 Pandemic

in class	theme	around the school
<ul style="list-style-type: none"> - We follow adult direction - 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) - We don't use or touch another person's resources without permission from an adult 	Be Safe	<ul style="list-style-type: none"> - 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
<ul style="list-style-type: none"> - We speak kindly and respectfully to each other - We listen to the teacher and follow all instructions - We use good manners - We are honest 	Be Kind	<ul style="list-style-type: none"> - We do not push or pull - We are kind in the playground - We talk to each other and try to work problems out
<ul style="list-style-type: none"> - 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 	Be a Bubble	<ul style="list-style-type: none"> - We are not allowed to move around the school without an adult - We remain in our chosen playground (we cannot move between play spaces)



<p>- We sit at our own desks - We never leave the classroom without permission</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 and consistently throughout the day through teaching new routines for:

- Lining up
- Travelling through school
- Taking the register
- Working in class
- Turn taking when speaking
- Leaving to go to the toilet
- Reporting illness/symptoms
- Starting the lesson
- Carpet time
- Lunch
- Entering the classroom
- Exiting the classroom
- Leaving school
- Waiting for parent collection
- Fire Drills

Teachers will explicitly teach the behaviours they want to see and the new routines that will support this. This will require practice and rehearsal of new skills and visual stimuli which will be reinforced and referred to regularly to reinforce expected behaviours in a positive way

Students will be explicitly told the consequences for behaviour that threatens the safety of others whether it is unintentional or malicious and deliberate acts of transmission (e.g spitting/blowing raspberries or coughing.)

Students who usually leave the classroom in order to regulate their emotions and behaviour will be explicitly told that this may no longer be possible. Alternative strategies such as using a calm down kit 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 reward system of Good to be Green may need time to be embedded and the usual incentives may not be possible to implement.



Staff in each year group will create an appropriate system unique to the age and stage of the pupils in their class.

Level	Dealt with by	Concern examples of unacceptable behaviour	Possible actions
1	Class Teacher	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
2	Class Teacher	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
3	Class Teacher /Inclusion team	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 “bubble” with inclusion staff, reintegration when appropriate Parents notified by Class Teacher Isolation from their bubble within school as a preventative approach may be taken
4	SLT or DHT, Inclusion Team	Unhygienic behaviour such as spitting, deliberate coughing or refusing to wash hands Violent or aggressive behaviour including racist/ sexist remarks.	SLT or DHT immediately remove pupil from their “bubble” to work Inclusion Team and DHT, will make an appointment to see the parents to discuss the possible sanctions and draw up a behaviour plan based on an appropriate reward system with the aim to re-motivate the pupil.



			Discuss decisions made by school including exclusion and referral to external agencies if required.
5	Headteacher	Extreme or persistent unhygienic behaviour such as spitting, refusing to wash hands Violent or aggressive behaviour that places the pupil, their peers and/or staff at increased risk	Phone call to collect child Letter explaining exclusion Meeting arranged for interview before returning to school

Possible Reward Examples may include:

EYFS

Classes will create a positive reward system involving stickers, smiley faces, stamps, cards home etc.

KS1 and KS2

All names for the day to be written on the large whiteboard - 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 minute golden time activity for all the class i.e. Netflix episode, art activity, Chromebook time, board games, games outside etc.

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
- Level 4 Removed by SLT/Inclusion team member who will make an appointment to see the parents
- Level 5 Phone call home by HT to collect child, removed by SLT/Inclusion team

Inclusion

Some pupils may require special adaptations to their classroom and outdoor environments in order to fully include and support them in school.

It can be helpful for staff to explain any reasonable adjustments that have been made to other pupils in the class so they understand the reasons for different behaviour expectations when appropriate.

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Restrictive Physical Intervention

In rare circumstance we use a Restrictive Physical Intervention (RPI) to hold your child to ensure that they and others remain safe. Following the incident an exclusion maybe used in order to plan, consult relevant agencies and professionals in order to make future provision to prevent the situation from reoccurring.

The parent of the pupil involved must be contacted on the same day and an individual risk assessment for the pupil will be created outlining the risks this may pose for pupils and staff.

Communication with parents

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

Parents are expected to support the school in this new approach.

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.

Targets or a behaviour contract may be given or a behaviour contract signed between home and school.