

## Addendum to Behaviour Policy due to the circumstances of COVID-19



### Introduction

The government's strategic response to COVID-19 was to enforce social distancing in order to reduce people's exposure to the virus and stall its spread. As a result, from 20<sup>th</sup> March 2020, schools were closed to all pupils except for those classified as vulnerable, those with Education, Health and Care Plans (EHCPs) and children of key workers critical to the COVID -19 response.

During their prolonged absence from school, pupils have suffered from significant changes to their learning routines, daily structure, social and behavioural norms. The school may now feel different to children, compared to how it was when they last attended. We want our children to be happy, in pleasant and relaxed surroundings. We know that they will learn best when they are clear about what they are expected to do given the changes as a result of COVID-19. Furthermore, we are aware that COVID-19 has the potential to impact on the mental health of pupils and their family members; this in turn can affect a pupil's behaviour.

Culture is created in our school by establishing behavioural expectations and ensuring that these are taught explicitly to ensure that the school is a calm, happy and purposeful environment where learning can take place. We are re-setting the culture in response to the enforced COVID-19 disruption by introducing new behavioural expectations and routines, around protective measures and personal hygiene.

This addendum supplements the current Behaviour Policy. It identifies the minimum behavioural expectations that are expected during the coronavirus pandemic.

### Guiding Principles

- **Behaviour will be taught**, including our new routines for entering school, hand washing, social distancing between peers and the teacher. All staff are responsible for ensuring the rigorous and consistent application of our new procedures across school.
- **Proactive risk assessment will reduce the potential for poor behaviour.** We will endeavour to anticipate risks rather than simply reacting to situations.
- **Communication to pupils will build their confidence.** We will ensure that appropriate and effective measures are in place for communicating with pupils about their expected behaviour upon returning to school. This will be tailored so that it is age appropriate and takes account of pupils with special educational needs and/or disabilities. We know that this will help to build a safe and calm culture in which pupils

will feel secure. Clearly established rules, routines and boundaries will be consistently applied.

- **Parents will be fully informed.** We will ensure that appropriate and effective measures are in place for communicating with parents about the expected behaviour to be shown by pupils upon returning to school. The school will encourage parents to share concerns and ask questions. We aim to build confidence with parents about the safe reopening of school.
- **Boundaries will be clear.** We will continue to use our three behavioural expectations which are already familiar to pupils; Be Respectful, Be Responsible, Be Safe. Through these we will teach pupils that they have a responsibility to keep themselves and others safe. We will apply our rules consistently, rigorously and fairly so that pupils know that the consequences of their behaviours, both positive and negative, are inevitable.
- **Vulnerable pupils remain a key focus group** (including those with a social worker, those who are disabled, those with an EHCP or those who require additional support).
- **Leaders and governors will ensure that the guidance from the DfE and Public Health England is meticulously followed.**

### Expected behaviours – How we do things now

**Bubbles:** During the phased reopening of the school, pupils will be taught in consistent small groups of no more than 15. These groups or ‘bubbles’ will remain together for their time on the school site, in lessons and during social times.

**Transport to school:** We ask that public transport is limited as much as possible. We ask that wherever possible children are brought to school by 1 adult (we appreciate that this may not be possible with siblings).

**Arrival at school:** We ask that parents do not enter the school premises and upon arrival, they should line up at the gated main entrance to the yard, along the outside perimeter wall of the school, using the animal footprint signage to help them adhere to social distancing guidelines.

Pupils will arrive at staggered times and in small groups and we ask parents try to stick to these times rigidly to prevent children from different bubbles coming into contact. We ask that parents do not gather around the entrance to the school in groups. If parents have children with different start times, we appreciate the difficulty and ask that when one child has been dropped off they move away from the entrance of the school until it is the start time for other siblings, where the same lining up system will be used.

We would like the entry to school to be a positive and welcoming start to the day. Members of SLT will be present to welcome children to school, ease anxieties and to ensure that social distancing is applied. Staff members will come to the gate to greet their bubble of children and to take them into school.

If children arrive late, we ask that parents email the school office. If someone is available, they will collect children and take them directly to their classroom. However, this cannot be

guaranteed due to staffing levels in school. It is essential that children arrive and are collected on time to guarantee they can come into school.

Children will only need to bring into school their water bottles (they must have their own brought into school each day) and if they are not having a school lunch, their packed lunch bag. They will not need to bring into school bags, home learning or book bags at this time. Reading books and homework will not be given.

The school office will be closed. We encourage parents to continue to use email communication wherever possible.

**Entering school / Lining up:** Pupils will socially distance when lining up. This will be achieved, given the small numbers of pupils, through staff support and markings. Children will enter wherever possible through external doors straight into their teaching area. Lining up will create a calm and controlled start to the day and staff members will be able to stagger entry to ensure hygiene measures are adhered to. Children will use hand sanitiser at the school door and then after putting down coats and packed lunches, they will wash their hands before starting activities. Hand washing will be supervised whenever possible. After breaktimes children will always wash their hands when re-entering the building.

**Movement around the school:** Non-essential movement around the school will be avoided. Staggered break times and lunchtimes will ensure that different bubbles of children do not mix. Children will use their external classroom doors to leave and enter, wherever possible. There will be no school assemblies and dinners will be eaten in classrooms or outdoors.

**Classroom expectations:** In classrooms from Y1 upwards, tables will maintain social distancing and children will be allocated their own seat/table. Staff members will have their own allocated space at the front of the class, which they will maintain. Children will be expected to remain in their seat, where they will have their own pack of resources for their exclusive use. They will not be able to wander around the classroom or borrow equipment from other children.

We understand that this will look different in our early years settings and appreciate that social distancing **will not** be maintained with our youngest children. Children will be seated away from others when and where possible, and numbers of children will be limited in areas whilst children are accessing continuous provision. We are working hard to reduce interactions, however accept that it will be impossible to keep our youngest children away from each other. Regular supervised hand washing will take place throughout the day.

**Exiting the classroom:** Staff recognise the importance of a controlled exit. This will be rehearsed and modelled to make expectations clear. Children's names will be called when it is their turn to move and they will be instructed not to wait for friends.

**Break times / lunch times:** Arrangements will be staggered to reduce risk and maintain social distancing measures. Pupils will spend their break times with pupils from their bubble, in a zoned area allocated to their group. They will not have free access to all of the school grounds, which may be in use by other bubbles. Children will wash hands before eating. Pupils will eat

their dinner in their classroom or some arrangements may be made for pupils to eat outside, depending on the weather. Lunchtime staff will be allocated to each group and will supervise pupils and ensure that social distancing guidance is observed wherever possible.

**End of school:** Pupils will leave their classroom area in a rehearsed manner. They will wash hands, or use hand sanitiser. They will leave using their external classroom door, wherever possible and their staff member will escort them to the main school gate where they will meet their adult. Children will be dismissed from their bubble, using staggered finish times. Children will be encouraged not to wait for friends. We ask that parents line up at their allocated pick up time along the perimeter wall using the signage to support social distancing.

**Pupil Behaviour Expectations: Be respectful. Be responsible. Be safe.**

- Arrive to school and leave to go home at the designated time using the main gate.
- Do not wait around for friends and do not group together with people outside of your family.
- Wash hands effectively with soap or use sanitiser every time you enter the school and after each lesson within the day.
- There must be no physical contact of any type at any time. This includes in play, hugging, handshakes, tig. (We understand that this will be very difficult with our youngest children).
- Ensure that you 'catch it, bin it, kill it' when you cough or sneeze and avoid touching your mouth, nose and eyes.
- There must be no coughing or spitting at or towards any other person.
- The seating in the classroom is non-negotiable and is in place for the safety of each pupil. Stick to the seating plan. Do not move tables or chairs and do not leave your seat without speaking to the teacher.
- Maintain a safe distance from others between and during lessons.
- At break times and lunch times, stick to your zone area and maintain a safe distance from others.
- Do not share belongings (food, stationary, books etc) with other and do not handle other people's belongings.
- Only enter the toilets if there is nobody else in, if there is, wait outside. Wash hands thoroughly after using the toilets.
- Do not bring into school items from home (books, home learning, toys, mobile phones). Bags should not be needed, other than packed lunches and a water bottle.
- You must tell a teacher if you are feeling unwell, particularly if you feel that you have a high temperature, a continuous cough or are experiencing a change to your usual taste or smell.

## **Behaviour Management**

There are occasions when staff members will need to challenge behaviours which are not safe or not conducive to learning. We will continue to use the sanctions identified within the body of our main behaviour policy during this phased period of re-opening.

Deliberate failure to adhere to the protective measures will be deemed as a serious breach of the school's behaviour policy.

Coughing or spitting at or towards any other person will be deemed as a serious breach of the school's behaviour policy. Any pupil who does this will need a risk assessment to establish whether they are able to remain in school.

## **Reasonable Adjustments**

Leaders and teachers, with the support of the Special Educational Needs Co-ordinator (SENDCo) will be mindful of pupils' individual needs when issuing praise or sanctions for behaviours and when considering the impact of the new behavioural expectations.

Staff will make their best endeavours to ensure that pupils with additional needs are supported in understanding and accepting the changes to their school setting and the new expectations. Reasonable adjustments might include, but not limited to; additional support for the arrival and exit to school, additional support to adhere to break and lunch time expectations, re-teaching of behavioural expectations and adapted sanctions and rewards.

## **Use of reasonable force**

We will continue to use the school's main behaviour policy in relation to use of reasonable force.

The school does not encourage a 'no contact' policy as there is a real risk that such a policy might place a member of its staff in breach of their duty of care towards a pupil, or prevent them taking the necessary action to prevent a pupil causing harm.

The decision on whether or not to physically intervene is a subject to the professional judgement of the staff member concerned and should always depend on the individual circumstances. If an alternative method is possible, then this method will be used first. If physical contact is the only suitable method, then this is permitted during this period.

A risk assessment will be undertaken for pupils, based on evidence prior to school closure, who may require physical intervention. This will allow the school to determine risks and decide if it is safe for pupils requiring physical intervention to be safely accommodated within school.

Following a risk assessment, the school may decide that pupils who are high risk should continue with home learning.

### **Review and adaptation**

Leaders will keep the arrangements detailed in this addendum under review, initially on a daily basis. Risk assessments for individual pupils will be monitored by relevant pastoral staff. Amendments to operational procedures will be made as required and will be clearly communicated to all staff and pupils. A thorough review of the addendum will be undertaken at each phase of reopening, as the numbers of pupils admitted to school alters.