

Behaviour Policy 2020 Covid-19 Addendum

At Upper Beeding Primary School we aim to maintain a secure, caring and stimulating environment in which children are encouraged to have respect for themselves and each other. Whilst expectations in our Behaviour Policy remain pertinent, it is necessary, in light of the Covid-19 pandemic, to make some adjustments for the safety of all pupils and staff. It is to be used in conjunction with, and read alongside, the Behaviour Policy, Anti-Bullying Policy, E-Safety Policy and Safeguarding Policy. These adjustments are set out below:

Arrivals, Departures and Moving round the school.

Children will enter school through their designated entrance at the agreed time. Children will enter without their parent/carer and will go straight to their designated class, ensuring social distancing recommendations are adhered to whenever possible.

At their designated home time, children will leave the site from their designated exit. Classes will leave one at a time, again keeping their distance where possible.

Movement around the school will be limited. When the children leave their classroom to go outside for break, lunch or outdoor learning, they will leave through their external classroom door. Children will follow an adult from their classroom.

Children will be expected to tell a member of staff if they are unwell or are exhibiting signs of Coronavirus.

Children must have a responsibility for their own equipment e.g. water bottles and ensure that these are not shared with other pupils.

Hand washing and Hygiene

Children will be expected to follow all hand washing and hygiene routines while in school. Children will wash hands /use antibacterial gel before entering school, after returning from the outside, before and after eating and at regular intervals during the day. We ask children to follow the *catch it, bin it, kill it*, guidance when in school, if they need to cough or sneeze, they should use a tissue or crook of their arm. Children will be reminded not to touch their face, mouth, nose or eyes while at school.

Should a child refuse to follow these routines, disciplinary procedures and sanctions will be used (see below).

Social Distancing

Children who are old enough will be expected to socially distance from their peers and adults in school and on the playground/field at all times. Full consideration has been given to classroom layout and the placement of furniture to ensure that best practice from advice given is met. When children enter their classroom, they will be expected to go to their table. Children will be expected to put their hand up if they need an adult's support, rather than moving around the room.

Teachers will ensure that pupils, wherever possible, adhere to social distancing measures. Where older pupils are not complying, the usual behavioural procedures and sanctions will be used (see below).

We understand social distancing may be more difficult for younger children, they will be encouraged wherever possible to keep a distance from peers and adults, however, we understand this may not always be possible.

Toilets

Each Year Group bubble will have their own toilets to use. Systems will be in place in each bubble so that the use of toilets at any one time is limited e.g. a cone outside to identify a toilet is in use. Children will continue to be encouraged to use the toilets one at a time. After going to the toilet, children must wash their hands.

Break and Lunch times

Break and lunch times will be staggered so that the number of children in the outside area is limited. Children will have a designated place to play. Children will be expected to remain aware of social distancing from peers and adults during break and lunch times. Children must stay in their designated area at all times.

Rewards

Our reward systems will continue to be in place. Children will receive raffle tickets for positive behaviour and merit stars for good work. In Year Five and Six, the recently introduced Dojo Points system will also be in use. Teachers and Teaching Assistants welcome opportunities to praise individuals for good work, attitude or good behaviour, and show recognition, if these are brought to their attention. Above all praise and encouragement should be used as much as possible. Walking through school to show their work to the Head Teacher or other adult for acknowledgement and praise during this time will not be permitted, however, exceptional work will be celebrated fully in the classroom.

Behaviour in school

If a child's behaviour is deemed high risk*, or they show deliberate behaviours** that put themselves or others at risk, the following sanctions and disciplinary procedures could be used:

- Conversation(s) with pupil(s) which could include a verbal warning, moving seats if logistically possible and other behaviour management strategies in line with our current behaviour policy.
- Contact with pupil's parent/carer to discuss incident and strategies to ensure rules are followed.
- If the health and safety of other pupils and staff members are put at risk by the pupils not adhering to social distancing measures, then the parent/carer will be expected to collect the pupil and a fixed term exclusion will be applied in line with school policy.

*High risks behaviours refer to actions such as refusing to wash hands, refusal to social distance, remaining in the classroom when directed otherwise.

**Deliberate behaviours refer to actions such as spitting at or towards another person or deliberately coughing at someone.

Pupils with Special Educational Needs

School acknowledges that children will have had a range of different experiences during the lockdown period which may have an impact on their behaviour presentation upon return to school. Some may present with frustration as a result of being isolated from friends or having missed a significant event or experience; e.g. transition, school trip, etc. Others may have experienced bereavement or loss or another, real or perceived, traumatic episode. For many, the process of re-engagement with learning and the school community, under unusual circumstances, may require some additional input and encouragement. As a result of these varied experiences children may present with behaviour that is not usual, this may include;

- Anxiety; lack of confidence
- Challenging behaviour; fight or flight response
- Anger; shouting, crying
- Hyperactivity and difficulties maintaining attention

For some children, including those with attachment concerns or SEN, and especially those with autism, the change in routines and lack of familiarity will require additional adjustment.

School recognises that behaviour could be a sign that for some individual children there is an unfulfilled need and that the behaviour is communicating that there is a problem. The school will undertake an individual risk assessment for the child and seek, where possible, to make the necessary adjustments to reduce the stimulus that may be triggering the challenging response.

Children with SEN are recognised as being particularly vulnerable and we will work closely with parents to implement supportive strategies that will inform an appropriate response. If necessary school will seek external support from other agencies such as Educational Psychologists or Early Help.

Pupil's working from home

If a pupil is required to work remotely, they are expected to follow the guidance set out in our Acceptable User Policy and Remote Learning Policy. Pupils should always be kind and respectful to each other and respectful and obedient to staff.