



Behaviour for Learning Policy 2020 Covid-19 Addendum

At Stoke Holy Cross 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 Covid-19 Risk Assessment. Behaviour Policy, Anti-Bullying Policy, E-Safety Policy and Home-School agreement. 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 with their parent/carer and will go straight to their designated bubble, keeping a 2m distance, where possible. There will be markers/crosses on the floors to support children with social distancing, as appropriate.

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

Movement around the school will be limited. When the children leave their area or classroom to go outside for break, lunch or outdoor learning, they will stay 2m from peers and adults, where possible. Children will be expected to tell a member of staff if they are unwell.

As appropriate, 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 alcohol 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, further reminders and procedures 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. Pupils in EYFS, Y1 and Y6 will have their own table with chairs spaced 2m apart. When children enter their bubble, they will be expected to go straight to their table and nowhere else in the room. Children will put their hand up if they need an adult's support, getting out of their seats will be extremely limited.

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

We understand socially 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 bubble will have their own toilets to use. These will be sign posted. Children will be supervised and encouraged to use the toilets one at a time. When a child has finished in the toilet they must wash their hands.

Break times

Children will have a designated place to play during break times. Children will be encouraged to remain socially distant from both peers and adults during play and break times. Children must stay in their designated area at all times.

Rewards

Dojo points can still be used. House points will be suspended for now. Teachers and Teaching Assistants welcome opportunities to praise individuals for good work, attitude or good behaviour, and show recognition. 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 at this time.

Behaviour in school

If a child's behaviour is deemed high risk, for example, refusing to adhere to safety measures, such as hand washing, social distancing, remaining in their bubble or deliberate behaviours that put themselves or others at risk, such as spitting or deliberately coughing at people. The following behaviour management 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.
- Once all appropriate behaviour management strategies have been exhausted, contact should be made with pupil's parent/carer.
- 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 Exclusion guidance.

Any behaviour that takes the form of using Covid-19 to scare or upset another child or adult, even as a joke, will not be tolerated. Parents will be contacted in the first instance. A Fixed Term Exclusion could follow further issues of this nature.

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 because of being isolated from friends or having missed a significant event or experience; e.g. school trip, etc. Others may have experienced bereavement, 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 use **reasonable endeavours** 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. School 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 EHCP co-ordinator, Educational Psychologists or Early Help.

Pupils working from home.

If interacting with other pupils or staff online, pupils should always be kind and respectful to each other and respectful and obedient to staff, remembering at all times that staff are not 'friends' with, or peers to, pupils.

Students should never attempt to contact staff via social media or make comments about staff on social media platforms. Any inappropriate comments to staff online, via any other platform will be taken very seriously. This is also the case for any online bullying towards other pupils or peer-on-peer abuse that is disclosed to the school during this time.