



Caring **A**chieving **R**espectful **E**xciting

COVID-19 Addendum to the Good Behaviour Policy

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Children and adults will need to behave differently because of changes made to school protocols due to the coronavirus, these addendums have been made to the Good Behaviour Policy. These are in addition to current school rules.

Aims

In addition to the current aims outlined in the Good Behaviour Policy, this Addendum is also designed to:

- Encourage children to use positive hygiene practices in school and adhere to social distancing.

The Teacher's Role

Teachers need to establish consistent levels of acceptable behaviour with the support of parents, governors, year group coordinators and senior leaders. Positive relationships, clear expectations and praise and rewards, are the key to successful classroom management. Pupils need to be supported to make good choices and need to receive consistent positive encouragement as a means of motivation. They need to be taught strategies to help them manage their own behaviour and teachers need to recognise that effective conditions for learning (planning, pitch, pace, participation etc.) will impact positively on general classroom behaviour.

Children need to be aware of additional positive steps they can take to support the health and welfare of all in school. These include:

- Sharing our feelings
- Awareness of space
- Frequent handwashing and
- Everybody following the whole school and year group bubble rules.

Rules

Our school codes will continue to be in place.

1. Our School 'CARE' Code

Care for each other and our school
Always do our best
Remember our manners
Enjoy our learning

In addition to the above, the 'SAFE' code will also be in place. This is designed to encourage children to follow the new rules in and around the school.

2. Our 'SAFE' Code

In addition to the school codes during this time the children will also be encouraged to:

- Follow changes to routines as directed by adults and detailed in the school protocol
- Follow instructions on maintaining hygiene as directed by staff e.g. catch it, bin it, kill it
- Follow instructions on who they can socialise with at school
- Follow guidance around social distancing where appropriate (e.g. older children)
- Follow rules about sharing equipment
- Follow rules on queuing/waiting to use toilets etc.
- Stay in the areas identified for them use outdoors

Posters have been created using the 'SAFE' acronym, these will help children understand and follow protocols in school. Teachers and teaching assistants will support the children in their year group bubble to understand and follow these rules.

Our 'SAFE' code is:

- S**haring our feelings
- A**wareness of space
- F**requent handwashing and
- E**verybody following the rules of their year group bubble.

The code is displayed in all classrooms and corridors and is regularly verbalised and reinforced with children in all key stages.

Behaviour management strategies (including sanctions) continue to have positive reinforcement and reward systems at their heart. They will remain age and developmentally appropriate with specific plans for any individuals who require them, as per current policy. Sanctions will be proportionate and consider the individual needs of children. Where a child is persistently struggling to follow the 'SAFE' rules, in particular with regard to social distancing and hygiene, we will seek support and guidance from parents/carers and where relevant other professionals.

For some children with additional needs or specific behavioural difficulties, following the 'SAFE' code and new procedures in school may be particularly challenging. Where this is the case, a risk assessment will be carried out in partnership with parents/carers (and, where relevant, external professionals, to review additional risks and the steps necessary to keep them, as well as children and staff in the year group bubble as safe as possible.

We have specific rules being enforced on the grounds of health, welfare and safety:

A. Food and drink

Children will not be allowed to bring in food or drink from home unless specific medical grounds are given for this. They will be supplied with lunch and water throughout the school day. This will avoid transferring belongings between home and school.

B. Jewellery and Toys

All jewellery and toys will be discouraged and, if brought into school, teachers will speak to the child's parent/carer at the end of the day and ask them not to send items in from home.

C. PE Kit

PE kits will not be kept in school at this time. On their designated PE day, children will be asked to attend school wearing clothing appropriate for physical activity to avoid them needing to change clothing during the school day.

D. School Clothing

Children should attend school in their school uniform, unless it is their designated PE day in which case they should come in a suitable PE kit and footwear.

E. Personal Property

Children are asked not to bring any personal property from home.

Behaviour Guidelines

No child will ever be sent out of class unsupervised. If, in exceptional circumstances, a child needs to be removed from their classroom, a member of the classroom staff will take that child out of the classroom and into another classroom in their year group bubble where they should be supervised working at a table until they are able to return to their classroom.

Positive Handling/ Physical Intervention should be avoided if possible. A safer option would be to take the rest of the children out of the classroom if this is possible. Our 'Positive Handling/Physical Intervention Policy' clearly defines what is and is not acceptable practice should physical intervention be required. It is vital that any such intervention be reported immediately to a member of the Senior Leadership Team (SLT) and recorded.

If a child should run out of the school building for whatever reason, staff should not overreact and should not run after them, unless risk assessed as appropriate, as they may be placing a child in greater danger by doing so. The Head of School and Deputy Designated Safeguarding Lead(s) should be informed immediately. In the event the Head of School is off site, the deputising member of SLT should be informed.

In most cases the child will remain on site, stay within visual contact or quickly return. Once the child has calmed down, a member of their year group bubble will attempt to approach the child and calmly persuade him/her to return to school and discuss the situation. If the child refuses or leaves the site, parents should be informed immediately and asked if they would like the Police to be contacted. If parents and emergency contacts are unavailable, the Police should be informed.

Visitors

Visitors will not be allowed into the school unless this has been pre agreed by a member of the SLT or SENCO. If another member of staff needs to speak someone in the year group bubble, where possible they will do so by telephone or Microsoft Teams. In the event this is not possible, the staff member will knock and wait 2 metres from the doorway.

Movement in and around School

Movement around the school is discouraged other than for breaks and lunchtime. Staff should ensure that all children are suitably supervised when moving around the school.

Suggested Procedure for movement of large groups around school:

- Call the group together using the familiar phrase: 'Can I have your attention please?'
- Give out any instructions and set expectations
- Make sure all children are settled before setting off
- Use set points to walk to and wait i.e. foot of stairs, corners, doors etc.
- Walk to the left-hand side of the corridor/stairs
- Think about your own position to allow maximum supervision of your group as they move around i.e. stand at corners, foot of stairs etc.
- Encourage the concept of personal space.

The above steps should lead to sensible, self-disciplined movement around school particularly as the children mature and become accustomed to them.

Start and End of the School Day

Drop off and collection time windows have been extended to avoid congestion. Parents have been provided with full details of this and how they should enter and exit the school grounds using the designated routes.

When they arrive, children will be met by their classroom staff members who will take charge of the child. The parent/carer will be asked to leave the school site via their designated exit route. Staff members will supervise the child in moving into their classroom.

At the end of the day, a member of the year group bubble staff will release the children to their parent/carer, who will be waiting on the designated area of the playground. The parent/carer should then follow the designated exit route out of school.

If a child has not been collected at the designated time, they will be escorted back to their classroom and supervised by a member of their year group bubble staff until the parent arrives. A member of the SLT will be informed so they can communicate to the parent/carer the importance of arriving at the correct times.

Playtime Supervision

The teacher and/or teaching assistant within the year group bubble will supervise the children at break times and either the teacher or teaching assistant will supervise the children at lunchtime to enable year group bubble staff to cover each other's lunch break. Each year group bubble will follow their designated year group timetable.

Any child requiring first aid at playtime should be treated by an on duty member of their year group bubble. Staff on duty should take their classroom first aid kit with them and should record all incidents onto the Medical Tracker. Lone staff supervising should also take a walkie-talkie with them and alert SLT if additional support is required.

Rewards

Children achieve more, are better motivated and behave better when staff commend and reward their successes, rather than focus on their failure. Verbal praise and discussion about the good choices' children have made has a significant role to play within this.

At Hardwick Primary School, 'smileys' are also used to encourage positive behaviour. 'Smileys' will continue to be given by the bubble staff, however, they will be recorded and rewarded on the classroom charts and cannot be handled by children.

Sanctions

When using sanctions, it is recognised that pupils learn from experience to expect fair and consistently applied consequences. Consequences should differentiate between minor and serious offences and sanctions should be applied consistently by all staff, with the provision for flexibility to allow for the specific circumstances of individual children.

Note

- If behaviour results in physical or verbal abuse towards a member of staff or adult in school, an 'Abuse and Aggression' form must be completed, and a copy forwarded to the Office Manager.
- If physical intervention of any kind is required, then a 'Positive Handling/Physical Intervention Form' record must be completed as soon as possible and forwarded to SLT/ SENDCo
- Any other incident deemed 'serious' or resulting in injury must be recorded on a 'Major Incident' form.

In the current climate, we recognise that children may present with additional anxieties and may take time to re-adjust to expected behaviours and routines in school. For this reason, emphasis is being placed within the curriculum and timetables on supporting children's mental health and wellbeing, promoting 'Mindfulness' and giving children time to talk about their experiences and adjust back into school life.

It is recognised that behaviour is a form of communication and taking the time to discuss unacceptable behaviours with children, and model and praise expected positive behaviours, will be of most value.

'Good to be Green' cards will be used but will only be handled by bubble staff. If further sanction is needed, children should be given a verbal warning and reminder of expected behaviour before an in-class time out is given. If the next stage of time out is required, the child should be escorted out of their classroom and taken to another classroom in their year group bubble, so that they can reflect on their behaviour before re-joining their class. If time out outside the classroom has been necessary, the phase leader should be informed.

If a child is regularly struggling with their behaviour, discussions should be held at an early stage (via telephone/remote access) between the parent/carer, phase leaders and SENCo. A discussion will take place about the possible reasons for the child's behaviour and appropriate next steps. This may involve putting additional support in place for the child's social, emotional and mental health needs and/or seeking advice from external professionals.

When sanctions are applied, staff should help children understand why what they have done is unacceptable.

Exceptional Circumstances 1

One off serious incident:

In exceptional circumstances, exclusion or permanent exclusion may be considered for a first or 'one off' offence. These may include:

- Serious actual or threatened violence, abuse or assault against another pupil or a member of staff
- Bringing dangerous items or weapons into school
- Serious deliberate damage to school property.

Exceptional Circumstances 2

Children with Social Emotional and Mental Health needs:

Staff at Hardwick Primary School understand that a small minority of children may, for whatever reason, lack the maturity and/or self-discipline to make the correct choices and control their own behaviour. This may be especially true of children with or being assessed for statements of SEND, with child protection concerns and those in public care. For these children, the normal rewards and sanctions may not be sufficient to support them or protect other children from their actions.

In these exceptional circumstances, the school will endeavour to avoid exclusion. In order to establish possible causes and form a partnership of support, it is vitally important that parents/carers are kept informed and are involved when behaviour targets are agreed. Staff will ensure there is regular communication between home and school and that the child is given daily feedback regarding their progress.



Share our feelings



Awareness of space



Frequent handwashing



Everybody follows the rules