

## Behaviour Policy 2020 Covid-19 Addendum

The principles as set out in St Barnabas Primary School Behaviour Policy remain and should continue to be followed. This addendum should not be used as a stand-alone document and should be read in conjunction with the existing policy. It sets out the expectations of St Barnabas Primary School in light of the Covid-19 pandemic and the need for children to behave differently when they return to school. It describes the new systems in place and how pupils will be supported to adhere to them.

This addendum follows the advice and guidelines provided by the DFE.

- Parents and children to follow the staggered timings for dropping off and picking up from school: only one adult to accompany child/ren and to leave the playground immediately after drop off/pick up. (reminders sent home regularly via dojo and newsletters)
- Children must sanitise hands when entering school and leaving school and then wash their hands regularly for 20 seconds each time throughout the day.
- Children must follow instructions on who they can socialise with at school, staying in their bubble
- Children must move around the school as instructed, using the signs to help them
- Children must try to follow the 'catch it, bin it, kill it' by sneezing/coughing into tissues and disposing of safely, should avoid touching their mouth, nose and eyes with their hands
- Children must tell an adult if they are experiencing any symptoms of coronavirus
- Children must only use their own water bottles and equipment
- Children can only play in areas specified.
- Use of toilets: only one child from each class at a time
- If any child coughs or spits at or towards any other person on purpose they will be sent home immediately
- Children learning at home will follow the online safety rules
- Whilst we may not be able to hand out certificates, teachers will continue to recognise and praise the excellent behaviours the children will demonstrate using dojo points, positive messages to parents and e-certificates.
- If a child is finding it hard to follow these rules, the teacher will talk to the pupil individually to check their wellbeing and reinforce the importance of the rules.

All pupils will be supported in the following ways:

Throughout the school there will be signs/posters/visual prompts to remind pupils and staff of the new safety measures in place that should be followed.

- All adults will explain new routines sensitively and help pupils to feel safe and reassured by the rules in place.
- The new routines and expectations will be explained and repeated by the pupils' teacher every day and throughout the day. This will reassure all pupils and particularly the most anxious.
- All adults will explain hygiene rules sensitively every day and provide reminders throughout the day.
- An age appropriate strategy for pupils to share their concerns e.g. a worry box, will be available in every group so that pupils' concerns can be heard and responded to every day.

- School staff will pay particular regard to families and pupils who are classified as clinically vulnerable so that appropriate additional support is put in place to reduce anxiety as appropriate to the circumstance.
- All our usual systems for affirming our pupils' good behaviours will continue, with a particular focus on 'Being Respectful' and 'Being Responsible' behaviours
- For pupils who are not managing for any reason to follow our school expectations we will follow the school behaviour policy where they will receive reminders and warnings to help them identify what the expectations are. We will communicate with parents to ensure there is a whole team and empathetic approach.
- If, despite all appropriate support and guidance, a pupil repeatedly breaks our current safety rules, the head teacher or class teacher may consider an internal exclusion. As a last resort, when poor behaviour continues the head teacher may exclude a pupil either for a fixed period or permanently.

Support for pupils who have additional or special educational needs:

- Pupils will have their individual risk assessment reviewed in light of the new circumstances.
- If there are concerns that appropriate support is not possible during this period, despite our best endeavours, a meeting will be held with parents (and relevant external professionals) to discuss next steps and what additional adaptations may be possible to ensure the pupil can manage his/her behaviour safely.

#### Positive Touch and Physical Intervention

There may be times when a pupil's behaviour requires staff to use physical intervention to ensure the pupils' own safety, the safety of other pupils and staff, or that property is not seriously damaged. Children should only be positively handled by adults if they are likely to cause harm to themselves or others, or cause significant damage to property. Other options of preventing harm or damage should be considered before the use of positive handling. These may include, removing potential hazards from around a child or withdrawing other adults or children from within the child's proximity. Some members of staff have been Team Teach trained in the use of positive handling. However, all staff can use their professional judgement to intervene as a last resort where health and safety is a concern but they must be aware of the risk this poses to themselves and children. Any use of positive handling must be recorded in the positive handling record book (stored in the school office). Adults should never be left alone with individual children in areas in which they cannot be supervised or seen.

St Barnabas Primary School will be guided by the following principles in these circumstances:

- Given the current pandemic, staff will also need to consider the possible risk of infection if they physically intervene, contrasted with the possible risks of infection should they not intervene.
- Any decisions made should be in accordance with Public Health and Government guidelines on Covid-19.
- Advice remains firmly focused on restraint reduction. The emphasis is on de-escalation, reducing triggers, and early interventions to manage risk.
- When deciding to use restrictive interventions, any such restriction must be a last resort, reasonable, and proportionate action.
- Staff need to ensure their decisions consider the risks of doing something contrasted with the risks of doing nothing.
- Schools should continue to explore non-restrictive alternatives that maximise safety and minimise harm at the point of risk behaviour.
- At the heart of all decisions is our desire to maintain the Care, Welfare, Safety and Security of everyone, staff as well as pupils.

#### Positive Behaviour Strategies

##### Whole-school

- All staff understand and demonstrate the school's core beliefs and values.
- A focus on learning from all adults in school and the community.
- Positive behaviour, wherever it is observed, is noted and celebrated.
- Parents/carers contribute to the school's positive behaviour ethos.
- Behaviours we would like to see are taught explicitly through all curriculum areas including a clear PHSE focussed curriculum and link to Christian values across the school.
- Clear boundaries of acceptable behaviour are established and shared.
- Achievements are rewarded through dojo points, recognition points and learner of the week/term assemblies.
- Microsoft Teams whole school collective worship focuses on promoting Christian values.
- Children are supported by adults to resolve their own minor disputes
- Good attendance and punctuality is promoted and rewarded.

#### **Children with SEND, learning difficulties and those with Autistic Spectrum Disorders**

Children and young people with learning difficulties and autism spectrum disorders will experience many of the same emotions and have similar concerns as their neuro-typical peers regarding the transition back to school. However, children with learning difficulties and particularly those with ASD may experience anxiety at a heightened level due to the changes they have already experienced in their usual routines and further changes which will be necessary as they return to school. Children with learning difficulties may find it harder to understand what is happening and may struggle to find the language to discuss their concerns. Children with a high level of need are likely to require an individually planned return to school and individual risk assessments. These children are most likely to have been those with whom school have kept in close contact during school closures.

## **Strategies for supporting children with SEND**

We will use a range of supportive approaches for those pupils who are struggling with the changes to the new routines and expectation. Planning for this will be child centred and discussed with parents/carers and pod class teacher.

These might include:

- Social stories
- Visual prompts
- Grounding the new in the familiar
- Sensory breaks where possible

## **Rewards and sanctions**

Due to social distancing, we will be unable to complete some of our normal behaviour approaches.

We will be unable to:

- Give stickers or Praise Posters
- Celebrate learner of the week certificates etc within assemblies
- Host Hot chocolate Friday or termly afternoon tea with SLT
- Hold face to face conversations with parents
- Share learning with teachers from other classes
- Send children to an alternative room outside of their pod room/area
- Send children for a talk to the senior leadership team and/or have detention

Linked to the above, the actions we will take are as follows:

- Staff will remind children of appropriate expectations and encourage positive choices (lots of time to talk)
- Celebrate positive choices through the use of the daily recognition board
- Provide lots of verbal praise and, where possible, award Dojo points
- Send positive messages to families via Dojo for positive learning and/or choices
- When things go wrong, hold restorative conversations as privately as possible (within the class bubble) without putting children and staff at risk.
- Request SLT to visit to celebrate learning/hold a restorative conversation
- Hot chocolate/termly cake celebrations will be delivered to classes

## **Classroom Level**

- Each class teacher will regularly set out the expectations of behaviour.
- The use of a quiet voice and a calm manner.
- Discussion and reflection - recognising that everyone needs to have their say and be listened to.
- The use of positive language to promote desirable behaviours.
- Classes will use rewards and motivational strategies that include dojo points, e-postcards home, recognition boards, phone calls home.
- Every child is welcomed in to the class with positivity.

## Individual child level

- Children are encouraged to take responsibility and engage peers in showing positive behaviours.
- SLT/headteacher dojo messages and phone calls home
- Marking and feedback policy.
- Individual Behaviour Plans (IBPs) that are shared with the pupil, parents and staff for children who find the school behaviour code a challenge.
- For children who are at risk of exclusion, outside agency support will be requested (e.g, EWO, Ed Psych, counsellors, therapists)
- Vulnerable pupils with specific needs are referred to the Family Link Worker for additional support and mentoring.

## De-escalation

Despite good use of the above strategies and repeated reinforcement of the school's vision and values, it is likely that from time to time, some children will display challenging behaviours. Within this behaviour policy, there are clear sanctions to use and processes to follow when faced with unacceptable behaviour. However, where possible, as well as addressing unacceptable behaviours, staff should seek to deescalate situations to prevent behaviours becoming worse and secondary behaviours developing.

Depending on the context, groups and individuals involved, the following strategies could be used:

- Clear instruction - Stating of desired behaviours
- Praise for demonstrating positive behaviours
- Offering clear choices
- Distraction
- Offers or reassurance
- Early intervention to remove sources of frustration
- Strategic ignoring of deliberate attention seeking behaviours
- Change of face - Removal of audience to an outside space
- Non confrontational body language (Calm stance)
- Careful use of humour (used with utmost care not to laugh at pupils or make light of serious situations)

Unacceptable behaviours will always need addressing. Children need to feel safe that there are boundaries in place to enable themselves and others to feel safe and learn well. However, it may sometimes be appropriate to discuss concerns in more detail with a child or groups of children a later time and in a different context from when and where the behaviours take place. Sometimes, a private word with a pupil or opportunity to finish work at a different time may be appropriate instead of, or in addition to use of Reflection Time.

## Thinking Space / Time Out

Children who are finding it difficult to control their emotions may choose to or be directed to spend time on a special table in their own class or partner class. This area must then be cleansed by a member of staff in the bubble. This will allow them to continue their learning or if this is not possible because of their emotional state, they can catch up during a supervised break time or lunchtime for a maximum of 10 minutes. Parents will be contacted by phone or email where this has been necessary. Angry or upset children should not be touched in any way unless being positively handled by an appropriately trained adult or as a last resort where health and safety is a concern but they must be aware of the risk this poses to themselves and children. Children should be given space to calm down and supervised from a non-threatening and safe distance at all times. This will protect children and adults and help prevent behaviour and incidents from escalating. Discussions about behaviour should only happen once the child is calm.

## Reflection Time

When there has been the need to contact parents, or a child has been timed out, the child may need to spend morning break time reflecting with a member of staff from their bubble. This reflection will not necessarily be for the duration of break time, the child may re-join their class after the reflection conversation. This will give them the opportunity to reflect on their behavioural choices in relation to our school values. Children may not need to reflect if parental contact has been achieved and a successful discussion has been had. However, it may be appropriate to have a conversation with the child during the playtime if parental contact has not been made or the conversation was not successful. The time spent having this reflective conversation is what will make the difference, not the play time missed.

This policy recognises that as adults in a learning community we have a responsibility to ensure that our provision promotes inclusion, values diversity and scaffolds all learning and experiences to meet the needs of the children. Inappropriate behaviour is a signal that at some level we are not meeting the needs of that child.

Further references to improving behaviour can be found in the following policies.

☐ Online Safety ☐ Safeguarding ☐ SMSC ☐ Anti bullying ☐ PSHE

Reference materials and recommended further reading:

Behaviour and Discipline in Schools, DFE 2016

Behaviour Management, A Whole School Approach, Bill Rogers

Classroom Behaviour, Bill Rogers

When the Adults Change, Everything Changes, Paul Dix

Taking Care of Behaviour, Paul Dix

The Team-Teach Workbook – Bernard Allen and George Matthews