

Behaviour Policy 2020 Covid-19 Addendum

At Nailsworth C of E 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 Peer-on-Peer Abuse 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 go straight to their designated pod, keeping a safe distance from others. There will be markers on the floors to support children with social distancing.

At their designated home time, children will leave the building from their designated exit. They will leave one at a time when their parent has come to collect them, again keeping their distance.

Movement around the school will be limited. When the children leave their classroom to go outside for break, lunch or outdoor learning, they will use the markers on the floor and wall signs to ensure they stay a safe distance from their peers and adults. Children will follow an adult from their pod on their designated route.

Children will be expected to tell a member of staff if they are unwell and are exhibiting signs of Coronavirus by raising their hand.

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, mantra 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.

Social Distancing

Children will their own space at a desk, which will be forward facing. When children enter their class, they should go straight to their table and nowhere else in the room.

Teachers will ensure that pupils, wherever possible, adhere to social distancing measures.

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

Only 3 children will use the toilets at any one time. Ks1 will use their own toilets and Ks2 will use the KS2 toilets-even during breaktime Children will be supervised and encouraged to use the toilets one at a time (this may not always be possible with reception children). 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 expected to remain socially distant from other classes during break times. Children must stay in their designated area.

Rewards

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. On Fridays, Ms Geller will visit each class to deliver Head teacher's Awards and Star of the Week awards.

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 class or deliberate behaviours that put themselves or others at risk, such as spitting or deliberately coughing at people. The following measures may be used:

- Conversation(s) with pupil(s) which could include a verbal warning and other behaviour management strategies in line with our current behaviour policy.
- If 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.

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. exams, 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 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 and therefore have an urgent need to be re-integrated back into school as soon as reasonably possible. 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 Educational Psychologists or Early Help.