

### **Behaviour Policy Covid-19 Addendum June 2020**

At Uley Primary School we aim to maintain a secure, caring and stimulating environment in which children are encouraged to Live, Learn and Flourish. Whilst expectations in our Behaviour Policy and our Good to be Green scheme remain pertinent, it is necessary in light of the Covid-19 pandemic, to make some adjustments for the safety of all children 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 around the School.**

Children will enter school through their designated entrance at the agreed time and will join their designated group, keeping a 2m distance from any other individual as outlined in correspondence sent out. 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 using the markers on the floors as a guide.

Movement around the school will be limited. When the children leave their group to go outside for break, lunch or outdoor learning, they will follow the markers on the floor to ensure they stay 2m from peers and adults. Children will follow an adult from their group on their designated route.

Children will be encouraged to tell a member of staff if they are unwell.

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

#### **Hand Washing and Hygiene**

Children will be expected to follow all hand washing and hygiene routines while in school. Children will wash hands on 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.

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. Children in EYFS, Y1 and Y6 will have their own table with chairs spaced 2m apart. When children enter their group, 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, they will be discouraged from getting out of their seats and wandering around.

Teachers will ensure that children, where ever possible, adhere to social distancing measures. Where older children are not complying, the usual disciplinary procedures and sanctions will be used (Good to be Green).

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 group 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 (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 both peers (we understand that this may be more difficult for younger children) and adults during play and break times. Children must stay in their designated area.

## **Rewards**

The team point system will be used in school. The adults will collect the points as a class which will be celebrated at the end of the week. For those children at home, school staff 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.

## **Behaviour in School**

If a child's behaviour is deemed high risk, for example, refusing to adhere or difficulty in adhering to safety measures, such as, hand washing, social distancing, remaining in their groups or deliberate behaviours that put themselves or others at risk, such as spitting or deliberately coughing at people. The following sanctions and disciplinary procedures could be used:

- Conversation(s) with children(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 children's parent/carer.
- If the health and safety of other children and staff members are put at risk by the children not adhering to social distancing measures, then the parent/carer will be expected to collect the child(ren) and to continue to work at home.

## **Children 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.

#### **Children Working from Home.**

If interacting with their peers, they should always be kind and respectful to each other.

Children should not attempt to contact staff via social media or make comments about staff on social media platforms. Any inappropriate comments to staff online will be taken very seriously. This is also the case of for any online bullying towards other children or peer-on-peer abuse that is disclosed to the school during this time.