



Addendum to Behaviour Policy due to the circumstances of COVID-19

Introduction

The government's strategic response to COVID-19 was to enforce social distancing in order to reduce people's exposure to the virus and stall its spread. As a result, from 20th March 2020, schools were closed to all pupils except for those classified as vulnerable, those with Education, Health and Care Plans (EHCPs) and children of key workers critical to the COVID -19 response.

During their prolonged absence from school, pupils have suffered from significant changes to their learning routines, daily structure, social and behavioural norms. The school may now feel different to children, compared to how it was when they last attended. We want our children to be happy, in pleasant and relaxed surroundings. We know that they will learn best when they are clear about what they are expected to do given the changes as a result of COVID-19. Furthermore, we are aware that COVID-19 has the potential to impact on the mental health of pupils and their family members; this in turn can affect a pupil's behaviour.

Culture is created in our school by establishing behavioural expectations and ensuring that these are taught explicitly to ensure that the school is a calm, happy and purposeful environment where learning can take place. We are re-setting the culture in response to the enforced COVID-19 disruption by introducing new behavioural expectations and routines, around protective measures and personal hygiene.

This addendum supplements the current Behaviour Policy. It identifies the minimum behavioural expectations that are expected during the coronavirus pandemic.

Guiding Principles

- Behaviour will be taught, including our new routines for entering school, hand washing, social distancing between peers and the teacher. All staff are responsible for ensuring the rigorous and consistent application of our new procedures across school.
- Proactive risk assessment will reduce the potential for poor behaviour. We will endeavour to anticipate risks rather than simply reacting to situations.
- Communication to pupils will build their confidence. We will ensure that appropriate and effective measures are in place for communicating with pupils about their expected behaviour upon returning to school. This will be tailored so that it is age appropriate and takes account of pupils with special educational needs and/or disabilities. We know that this will help to build a safe and calm culture in which pupils will feel secure. Clearly established rules, routines and boundaries will be consistently applied.
- Parents will be fully informed. We will ensure that appropriate and effective measures are in place for communicating with parents about the expected behaviour to be shown by pupils upon returning to school. The school will encourage parents to share concerns and ask questions. We aim to build confidence with parents about the safe reopening of school.
- Boundaries will be clear. We will apply our rules consistently, rigorously and fairly so that pupils know that the consequences of their behaviours, both positive and negative, are inevitable.
- Vulnerable pupils remain a key focus group (including those with a social worker, those who are disabled, those with an EHCP or those who require additional support).
- Leaders and governors will ensure that the guidance from the DfE and Public Health England is meticulously followed.

Expected behaviours – How we do things now

- Bubbles: During the phased reopening of the school, pupils will be taught in consistent small groups of no more than 15. These groups or 'bubbles' will remain together for their time on the school site, in lessons and during social times.
- Transport to school: We ask that public transport is limited as much as possible. We ask that wherever possible children are brought to school by 1 adult (we appreciate that this may not be possible with siblings).
- Arrival at school: We ask that parents do not enter the school premises and upon arrival the children enter at the prescribed time and space. Miss Tormey will be outside to talk to parents.



- Pupils will arrive at staggered times and in small groups and we ask parents try to stick to these times rigidly to prevent children from different bubbles coming into contact. We ask that parents do not gather around the entrance to the school in groups. If parents have children with different start times, we appreciate the difficulty and ask that children are dropped off at the earliest sibling time and collected at the latest.
- We would like the entry to school to be a positive and welcoming start to the day. Miss Tormey will be present to welcome children to school, ease anxieties and to ensure that social distancing is applied.
- Children will only need to bring into school their water bottles (they must have their own brought into school each day) and if they are not having a school lunch, their packed lunch bag. They will not need to bring into school bags, home learning or book bags at this time. Reading books and homework will not be given.
- The school office will be open but we encourage parents to continue to use email communication wherever possible.
- Children will wash hands on entry to school, playtime and lunchtimes as a basic minimum. Hand washing will be supervised whenever possible. After breaktimes children will always wash their hands when re-entering the building.
- Movement around the school: Non-essential movement around the school will be avoided. Staggered break times and lunchtimes will ensure that different bubbles of children do not mix. Children will use their external classroom doors to leave and enter, wherever possible. There will be no school assemblies and dinners will be eaten in classrooms or outdoors.
- Break times / lunch times: Arrangements will be staggered to reduce risk and maintain social distancing measures. Pupils will spend their break times with pupils from their bubble, in a zoned area allocated to their group. They will not have free access to all of the school grounds, which may be in use by other bubbles. Children will wash hands before eating.
- End of school: Pupils will leave their classroom area in a rehearsed manner. They will wash hands, or use hand sanitiser. They will leave using their external classroom door, wherever possible and their staff member will escort them to the main school gate where they will meet their adult. Children will be dismissed from their bubble, using staggered finish times. Children will be encouraged not to wait for friends.

Pupil Behaviour Expectations:

- Arrive to school and leave to go home at the designated time
- Do not wait around for friends and do not group together with people outside of your family.
- Wash hands effectively with soap or use sanitiser every time you enter the school and after each lesson within the day.
- Ensure that you 'catch it, bin it, kill it' when you cough or sneeze and avoid touching your mouth, nose and eyes.
- There must be no coughing or spitting at or towards any other person.
- Maintain a safe distance from others between and during lessons.
- At break times and lunch times, stick to your zone area.
- Do not share belongings (food, stationary, books etc) with other and do not handle other people's belongings. Wash hands thoroughly after using the toilets.
- Do not bring into school items from home (books, home learning, toys, mobile phones). Bags should not be needed, other than packed lunches and a water bottle.
- You must tell a teacher if you are feeling unwell, particularly if you feel that you have a high temperature, a continuous cough or are experiencing a change to your usual taste or smell.

Behaviour Management

There are occasions when staff members will need to challenge behaviours which are not safe or not conducive to learning. We will continue to use the sanctions identified within the body of our main behaviour policy during this phased period of re-opening.

Deliberate failure to adhere to the protective measures will be deemed as a serious breach of the school's behaviour policy.



Coughing or spitting at or towards any other person will be deemed as a serious breach of the school's behaviour policy. Any pupil who does this will need a risk assessment to establish whether they are able to remain in school.

Reasonable Adjustments

Leaders and teachers, with the support of the Special Educational Needs Co-ordinator (SENDCo) will be mindful of pupils' individual needs when issuing praise or sanctions for behaviours and when considering the impact of the new behavioural expectations.

Staff will make their best endeavours to ensure that pupils with additional needs are supported in understanding and accepting the changes to their school setting and the new expectations. Reasonable adjustments might include, but not limited to; additional support for the arrival and exit to school, additional support to adhere to break and lunch time expectations, reteaching of behavioural expectations and adapted sanctions and rewards.

Review

Leaders will keep the arrangements detailed in this addendum under review, initially on a daily basis. Risk assessments for individual pupils will be monitored by relevant pastoral staff. Amendments to operational procedures will be made as required and will be clearly communicated to all staff and pupils. A thorough review of the addendum will be undertaken at each phase of reopening, as the numbers of pupils admitted to school alters.