



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

***Effective June 2020***



## Summerlea C P School – Behaviour Policy during Covid-19 Pandemic

**Our school values and Key 3 remain at the core of our ethos. As schools re-open during the Covid-19 pandemic, we must be mindful of: social distancing, the need to ensure good hygiene procedures are being followed as well as being mindful of the impact of lockdown, loss and bereavement, financial challenges and mental and physical health on the wellbeing of all of our community when applying this policy.**

### 1. Behaviour

#### 1.1 Aims and Expectations

It is a principal aim of our school that every member of the school community feels safe, valued and respected, and that each person is treated fairly and well. We are a caring and inclusive community, whose values are built on mutual trust and respect for all. Building relationships and connecting our communities both face to face and remotely in these unprecedented times is key to this. The school's behaviour policy addendum is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and ready to learn.

In addition to the aims and expectations outlined in our Behaviour Policy, there will be expectations around following hygiene procedures such as handwashing, 'catch it, bin it, kill it' and social-distancing.

#### **Promoting positive attitudes and good behaviour:**

Our key three remain:

**Be Kind**

**Be Safe**

**Be Ready**

All behaviour and expectations can be linked to these so when addressing any behaviour, positive or negative, staff should be mindful of referring to the Key Three.

Our values also remain at the heart of all we do both face to face and remotely.

- Honesty
- Equality
- Aspiration
- Respect
- Resilience
- Responsibility
- Trust

(Three Rs – within 'HEART')



Our school believes that children flourish best when they know how they are expected to behave and they have clear structure and routine. Re-establishing these and teaching new ones with groups as they return to school after a lockdown period should be the main focus.

Positive, caring and polite behaviour will be expected and praised at all times. Staff should remain mindful that children may be experiencing anxiety and stress due to the pandemic.

We make sure that we are consistent in our approach to behaviour management and apply simple rules fairly that are aimed at the individual child’s stage of development.

We will ensure high expectations of behaviour in every session, every day.

We will share and teach our expectations for behaviour as per our Behaviour Policy but in addition we will also teach and expect all members of our community to adhere to social distancing and hygiene procedures. Some children may have an individual risk assessment which all staff working with that child must be aware of.

Our school will continue to reward and celebrate good behaviour and respectful attitudes towards keeping others safe during the pandemic.

In addition, our Personal, Learning and Thinking Skills will continue to be rewarded and celebrated.

### 1.2 Rewards and Sanctions

We praise and reward children for positive behaviour and adhering to the hygiene and social distancing rules in a variety of ways, for example:

Rewards that can be used	Rewards that should NOT be used at this time
<ul style="list-style-type: none"> <li>• Smile</li> <li>• Public or private praise</li> <li>• Class Dojo points (edit skills to reflect hygiene rules too?)</li> <li>• Message home to parent via Dojo or phone call</li> <li>• Reward certificates given in groups</li> <li>• Work and achievements on display (not just academic)</li> <li>• Parent is informed e.g. postcard home, phone call or face to face conversations</li> <li>• Star Pupil / Values certificate to be awarded in groups</li> <li>• Group reward</li> <li>• Specific activities (e.g. 10 minutes of art time or 10 minutes of computing time in relation to an individual)</li> <li>• Whole group marble reward (the whole class works towards a specific target and then receives a previously agreed reward)</li> </ul>	<ul style="list-style-type: none"> <li>• <del>Stickers</del></li> <li>• <del>Child is sent to another member of staff for praise</del></li> <li>• <del>Desk award</del></li> <li>• <del>Class treasure boxes</del></li> <li>• <del>House point stickers for demonstrating excellent team work skills or for successfully representing the school, their class or year group, be it in a sports event, through being nominated for a Desk Award or for simply using good manners around the school and helping others.</del></li> </ul>



It is important that all incidents of poor behaviour are dealt with consistently and sensitively bearing in mind the current situation and pressures children are feeling. Possible sanctions include:

Sanctions that should be used	Sanctions that should NOT be used during this period
<ul style="list-style-type: none"> <li>• A look of disapproval</li> <li>• Verbal comment e.g. <i>'your behaviour is affecting your learning and that of others, think about your choices.'</i></li> <li>• Warning by outlining the child's choices and possible consequences e.g. <i>'your behaviour continues to be unacceptable because ..... Your choices are ..... If you choose to continue with the unacceptable behaviour the consequence will be .....</i></li> <li>• Reasoned explanation of why the behaviour is unacceptable followed by an appropriate sanction e.g. a verbal or written apology, repetition of an unsatisfactory task.</li> <li>• Being asked to give back to the community e.g. completing jobs within the environment</li> <li>• Escalation to Phase Leader then Deputy Head and finally Headteacher</li> <li>• In the case of swearing or offensive language being used, the child may be asked to phone their parent/carer and explain the unacceptable behaviour/language/gesture that they used.</li> <li>• Parents are informed by telephone.</li> <li>• Individual targets are set and monitored by staff for a specified period of time</li> <li>• Removal of a privilege such as attending a school trip, performance or disco</li> <li>• Internal exclusion. The child may be placed in an alternative space for a specified period of time, or an office under the supervision of a member of the SLT, where they have no contact with their group. They do not participate in playtime.</li> <li>• Temporary exclusion from school</li> <li>• Permanent exclusion from school</li> </ul> <p>Example of dangerous behaviours that may lead to exclusions either internal or external:</p> <ul style="list-style-type: none"> <li>• Deliberate refusal to follow hygiene rules or social distancing</li> <li>• Deliberately spitting, coughing or sneezing</li> </ul>	<ul style="list-style-type: none"> <li>• <del>Removal of part of Golden Time</del></li> <li>• <del>The child is moved to an alternative place within the class</del></li> <li>• <del>Being asked to go to the 'Reflection Space' for play or lunchtime — a reflection card will need to be completed by the pupils attending the Reflection Space (Appendix 3).</del></li> </ul>



<p>towards someone</p> <ul style="list-style-type: none"> <li>• Deliberate damage to property</li> <li>• Deliberate injury or harm to another person</li> <li>• Fighting</li> <li>• Defiance / refusal to follow an instruction from an adult</li> <li>• Repeated disruptive and threatening behaviour</li> </ul> <p>Repeated behaviours will be monitored and addressed in a meeting with parents.</p> <ul style="list-style-type: none"> <li>•</li> </ul>	
---	--

Staff will not shout at children, unless they are doing so to prevent personal injury in an emergency.

### 1.3 Procedure

Behaviour is the responsibility of everyone in the school and any member of staff can use this procedure with pupils at any time.

Professional judgement and sensitivity should be used at all times and some pupils will have individual behaviour plans with separate procedures to follow.

This procedure should be paired with an individualised, graduated response when the behaviour might be a result of social, emotional, mental health and / or other needs / vulnerabilities.

	Steps	Actions
1.	REMINDER	A reminder of the Key Three (be kind, be safe, be ready) delivered privately where possible. Reminders about safe distances and the expectations of hygiene will be linked to safety. Take the initiative to keep things at stage 1.
2.	WARNING EYFS / KS1 – the cloud KS2 – Amber	A clear verbal warning using the language of choices and consequences. Delivered privately where possible making it clear to the child the behaviour they are displaying is not acceptable.
3.	LAST CHANCE EYFS / KS1 – the storm cloud KS2 – Red  Consequences for poor choices given. The procedure may end here.	Speak privately to the child. Offer a positive choice to engage and refer to a previous example of their good behaviour. You could use the 30 sec scripted intervention (Appendix 1). Always add 'stay behind for 5 mins at break/lunch/'. These minutes are owed due to the child reaching this stage. It is not part of future negotiations on behaviour. It cannot be removed, reduced or substituted.
4.	TIME OUT	Time out might be a short time outside the room/playground, at a thinking spot. To ensure social distancing is adhered to, an



		adult will need to supervise from a distance and ensure handwashing procedures are followed. This is time for the child to calm down and use strategies such as breathing techniques and to look at the situation from a different perspective.
5.	REFLECT, REPAIR, RESTORE	This may be a chat during breaktime or a more formal meeting depending on the behaviour. Consequences given in Stage 3 may no longer stand, depending on how the child reacted. Different consequences may be needed at this stage.

#### 1.4 Recording and Monitoring Behaviour Incidents

If the adult working with the group is not the class teacher, they must ensure that they report the incident face to face or in an email so that the class teacher can ensure that the incident has been recorded and fully dealt with.

Significant behaviour incidents are logged on Blue or Orange Cards.

#### 1.5 Expectations

We expect all children to follow The Key Three at ALL times.

In relation to the Key Three and specific to the Covid-19 pandemic are the following:

- Following any altered routines for arrival or departure.
- Following school instructions on hygiene, such as handwashing and sanitising.
- Following instructions on who pupils can socialise with at school.
- Moving around the school as per specific instructions (for example, one-way systems, out-of-bounds areas, queuing).
- Expectations about sneezing, coughing, tissues and disposal (in line with the "catch it, bin it, kill it" message) and avoiding touching your mouth, nose and eyes.
- Pupils telling an adult if they are experiencing symptoms of coronavirus.
- Rules about sharing any equipment or other items including drinking bottles.
- Expectations about breaks or play times, including where children may or may not play.
- Use of toilets.
- Clear rules about coughing or spitting at or towards any other person.
- Clear rules for pupils at home about conduct in relation to remote education.



- Rewards and sanction systems where appropriate

When unwanted behaviour occurs the sanctions as described above, are followed.

The Headteacher has the power to regulate pupils' behaviour off school premises if this is reasonable. This includes abusive behaviour from pupils online. Although schools can regulate misbehaviour off school premises, they can only give punishments when the pupil is on the school site or under the control of a member of staff, for example, on a school trip.

All members of staff are aware of the regulations regarding the use of positive handling. Staff only intervene physically to positively handle children in order to prevent injury to a child, if a child is in danger of hurting him/herself.

The actions that we take are in line with government guidelines on the use of reasonable force. Team Teach Training has been undertaken by key staff. Additional guidance has been provided by West Sussex on physical intervention in relation to Covid-19.

**Taking account of Special Educational Needs, Disability and circumstances of other vulnerable children when applying the Behaviour Policy all still apply as per the Behaviour Policy**

### **1.6 The Role of the Staff**

It is the responsibility of all staff to teach, supervise and role model social distancing and hygiene routines.

It is the responsibility of all staff working with groups of children to record and communicate behaviour incidents with class teachers and phase leaders

It is the role of the class teacher to maintain an overview, record and follow up any incidents of poor behaviour as well as celebrate and reward good behaviour with children in their class.

### **1.7 The Role of the Headteacher**

The Headteacher and Deputy Headteacher keep records of all reported serious incidents of misbehaviour.

The Headteacher has the responsibility for giving fixed-term external exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. Both of these actions are only taken after the school governors have been informed.

### **1.8 The Role of Parents/Carers**

The school wishes to work collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

The new rules and expectations around hygiene and social-distancing have been shared with our parents and wider community. We expect all parents / carers to respect and adhere to these for the safety of everyone.



## 1.9 The Role of the Governors

The governors support the Headteacher in carrying out these guidelines.

The Headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

## 1.10 Fixed Term and Permanent Exclusions

Only the Headteacher (or the acting Headteacher) has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

### Appendix 1:

#### 30 Second Intervention Script

*I noticed you are ...* (having trouble getting started / wandering around the classroom/distracting others)

*It was the rule / instruction about ...* (lining up, staying on task/being kind) that you broke/didn't follow

*You have chosen to ...* (either positive or negative outlining current behaviour)

Do you remember last week when you ...? (earned a place on the rainbow for kindness, completed that amazing piece of science)

*That is who I need to see today ...*

Then give the child a moments 'take-up' time.





**Appendix 2**

Supply teacher recording sheet.

Feedback form

Class:

Date:

<u>Session / lesson focus</u>	<u>Attitudes and outcome</u>	<u>Children to note</u>
<p>Session 1 (8.30 - 10.15)</p>		
<p>Session 2 (10.15 - 12)</p>		



<p>Session 3 (1 - 3)</p>		
<p>Additional comments?</p>		

Signed