Behaviour Addendum during COVID-19 Provision:

Pooles Park Primary School Covid-19 Addendum to Behaviour Policy

This policy was reviewed and adopted by the Governing Body on: **Monday 8th June 2020**. It will be reviewed following any updates to national and local guidance and procedures.

This is a core policy that forms part of the induction for all staff and it is a requirement that all members of staff have access to this policy. This policy was shared with all staff on **Monday 8th June 2020**

Why are we adding to our Behaviour Policy?

Although we are working in exceptional times, our first priority remains to keep children safe. Therefore, in accordance with government guidelines, we are implementing a clear approach to social distancing in a number of important areas. Government guidance does not advise that social distancing is essential at all times in school, but it is one of a range of measures that schools are taking to keep children safe.

Playground Games – some games that pupils routinely play may no longer be appropriate due to social distancing (e.g. Tag) Make this a positive initiative. Pro-actively teach pupils new games that encourage social distancing.

Teaching children about social distancing means pro-actively teaching in a positive way social distancing to children e.g. with visuals, social stories and sharing these with families in advance to reduce anxiety:

- sitting children at desks that are far apart where possible
- ensuring everyone queues and eats further apart than normal where possible
- keeping apart when in the playground or doing any physical exercise
- visiting the toilet one after the other
- staggering break times
- putting guidelines on the floor in corridors
- avoiding unnecessary staff gatherings

In line with this approach, we expect pupils as well as adults to follow these guidelines, which we have incorporated within our 'school values' as explained in this policy.

School Values

Be Respectful (remember to give other people space)

Be Responsible (wash your hands and only touch things you are allowed to)

Be Ready (listen to adults and learn to keep everyone safe)

These typically provide a 'hook' to help pupils remember important expectations and we will teach the expectation for social distancing within our values so that it sits as part of the daily life of the school.

We recognise that this will be very new and could be challenging in some situations, particularly for younger pupils. Staff will implement social distancing measures as far as they are practicably able, whilst ensuring children are kept safe and well cared for. There may also be exceptional situations with older pupils where social distancing is superseded by our duty of care towards them (such as if a child seriously hurts themselves). In these situations, staff will again take all possible precautions, whilst ensuring that these pupils remain safe and are well cared for. In all other circumstances, the expectation for social distancing and safe behaviour is now an important part of our behaviour policy. This is intended to ensure

that pupils can learn and thrive in a positive, orderly and safe environment. This policy should typically be applied proportionately for younger pupils to encourage positive and safe behaviour rather than to apply sanctions for accidental lapses. For older pupils, there may be situations where they are deliberately breaching expectations for social distancing and safe behaviour and it is important that staff respond to this consistently. We recognise that to begin with these expectations will be very unfamiliar and so accidental or momentary lapses of social distancing will be dealt with as such. Pupils will be reminded of the expectation and expected to amend their behaviour immediately. However, if there are instances where pupils deliberately and repeatedly break this rule then this will be considered a clear breach of the behaviour policy. This will be dealt with seriously and in line with any other breach of the behaviour policy and in accordance with the approaches outlined in full within this policy.

Verbal praise, reward and positive reinforcement will continue to be the school's underpinning behaviour management tool.

We will avoid individual extrinsic reward items such as stickers, toys etc that involve close proximity and passing on objects.

Staff should use the Going for Gold card system for positive praise and reinforcing social distancing. Yellow=5 min time out in class during reward activity; Red=10 minute time out (Use reflection sheet/thinking time reflection as appropriate). See section on Behaviour Policy and Social Distancing.

Group collective rewards can be administered by staff, such as marbles in a jar, Class Dojo to earn a collective reward, eg 1 marble = 1 minute of drawing/puzzle/game/outside time (adhering to timetabled spaces).

We know that many children find changes to their routines very difficult, and should also not underestimate the impact on them of being confined at home. Schools may therefore experience an escalation in behaviour that challenges as children return to school

Displaying behaviour that challenges distresses the child and those in the immediate environment

At this time of change and increased anxiety, consider reducing demands and expectations, e.g. I know Duberry can do this, but she needs more support because the circumstances are different.

Think about and plan for the following short term approaches to accommodate the present circumstances:

- Could a physical health need be causing a change in presentation
- Are environmental changes having an impact, and how you might be able to alter these e.g noise levels, temperature
- Are there any obvious triggers and can they be reduced or avoided?
- Provide as much free access as possible to things the child enjoys
- What is the change in behaviour 'saying'? Does the child want positive attention, something tangible (e.g. food, a toy), to avoid something, or reassurance \they are safe

- Consider how you might introduce a new routine - choose an activity that you can continue on a daily basis so you can build a new everyday programme together. Use a visual timetable.

Behaviour Policy Context: In order to take appropriate action where a child is presenting behaviour that challenges, we have a clear behaviour policy and do everything we reasonably can to make sure children follow the policy. This includes pupils with SEND for whom 'reasonable adjustments' should be made wherever possible based on the needs of pupils. In preparation for a possible return of more pupils to school it is therefore important for schools to ensure that reasonable expectations for pupils around social distancing are explicit within their behaviour policy. This includes the potential implications and consequences for pupils deliberately breaching these rules. Possible Actions: Ensure that any expectations around social distancing are shared with all pupils on their first day back at school (in the context of their capacity).

The need to maintain social distancing at key points during the school day will have a range of implications. The following general guidance is to support staff to consider how to respond in a way that is suitable and the way in which our behaviour policy works in this situation.

Issue

Stage 1: Deliberately breaching social distancing: Reflection time in a space within the classroom

Stage 2: Repeatedly deliberately breaching social distancing (despite instruction otherwise) Reflection time in a space observed by staff but outside the classroom. Discussion with staff/parent and child; possible behaviour plan

Stage 3: Breaching social distancing with intent to threaten or intimidate other pupils (e.g. 'pushing a child and saying 'you've got coronavirus') Discussion with senior leaders, staff, parent and child; possible behaviour plan; or exclusion if more serious and determined by senior leaders.

Supporting documentation:

Actions for educational and childcare settings to prepare for wider opening from 1 June 2020 (DfE)

Behaviour and discipline in schools (DfE)

School Attendance: Guidance for Schools (DfE)

Disapplication notice: school attendance legislation changes (DfE)

Changes to the school exclusion process during the coronavirus (COVID-19) outbreak (DfE)