



COVID-19 Positive Behaviour Policy Appendix

June 2020

This addendum to our Positive Behaviour Policy is for use during the arrangements for education of pupils in school during the COVID-19 partial school closures. It is to be used in conjunction with, and read alongside, the existing Positive Behaviour Policy, Anti-Bullying Policy and E-Safety Policy.

TO BE REVIEWED IN LINE WITH GOVERNMENT GUIDANCE

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Purpose

On Thursday 14th May, 2020, the Department for Education published updated guidance for preparing for the wider opening of schools from 1 June 2020.

<https://www.gov.uk/government/publications/preparing-forthe-wider-opening-of-schools-from-1-june/planning-guide-for-primary-schools#annex-a-behaviourprinciples>

This addendum of our Positive Behaviour Policy contains details of our individual arrangements. We will follow Department for Education guidance to inform development of school policies as required (Coronavirus (COVID-19): guidance and support) <https://www.gov.uk/coronavirus>

Pupil Code of Conduct

Pupils are expected to:

- Arrive to and depart from school premises at the agreed time. (Adults should maintain a two metre distance to other families when dropping off or collecting their children from school.
- Wash hands thoroughly before entering school premises and while in school, wash their hands for at least 20 seconds more often than usual with soap and water or hand sanitiser.
- Remain in their designated seating within the classroom during lesson time.
- Keep a safe distance from other pupils and refrain from physical contact with their peers.
- Maintain healthy practice when coughing or sneezing - the main principle is to 'Catch it, Bin it, Kill it': cover any cough or sneeze with a tissue, then throw the tissue in a bin. Wash hands often with soap and water for at least 20 seconds and avoid touching the mouth, nose and eyes with hands.
- Adhere to rules in relation to toilet visits and pre-arranged playtime activities.
- Refrain from spitting or coughing at or towards other pupils and members of staff.
- Maintain responsibility for their own equipment e.g. stationery and water bottles and ensure that these are not shared with other pupils.
- Tell a member of staff if they are unwell and are exhibiting signs of Coronavirus.

There is a pupil-friendly version of these rules (Appendix 1) at the end of this document which explains the rules to pupils. Class teachers will ensure that these are displayed in the classroom and that they are explained to pupils.

Sanctions for unsafe behaviour during the partial closure

(including pupils who are deliberately not following instructions for social distancing)

- Conversation(s) with pupil(s) which could include a verbal warning, moving seats if logistically possible and other behaviour management strategies in line with current behaviour policy (C system)
- As far as possible, given the necessity to adhere to social distancing guidelines within the pod system, appropriate behaviour management strategies will be used (see current behaviour policy) including pupils working in isolation but only if this can be accommodated

within staffing of pods. However, once these have been exhausted, contact will be made with the pupil's parent/carer and further action taken.

- 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.

Exclusion from maintained schools, academies and pupil referral units in England:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831_Exclusion_Stat_guidance_Web_version.pdf

Category	Concern examples (not an exhaustive list)	Consequences/actions
1	<ul style="list-style-type: none"> • Not taking responsibility to inform an adult if they are experiencing symptoms of Coronavirus. • Not following expectations about coughing, sneezing, tissues and disposal (in line with the 'catch it, bin it, kill it' message) • Low level disruption in class 	<ul style="list-style-type: none"> • Staff reminder given. • Parents / Carers informed by telephone call or email. • Beyond this the child is escalated to level 2.
2	<ul style="list-style-type: none"> • Not following school routine for arrival or departure – once • Not following the rules about sharing equipment or other items – once • Not following instructions on hygiene, such as hand washing or sanitising – once • Not moving around the school as per specific instructions – once • Not lining up or sitting following instructions to remain 2 metres apart wherever possible. 	<ul style="list-style-type: none"> • Staff reminder given. • Parents / Carers informed by telephone call or email. • Recorded following behaviour reporting on CPOMS linked to COVID-19 updates. *Member of SLT will be informed. (CPOMS) If child repeats, behaviour escalated to level 3.
3	<ul style="list-style-type: none"> • Repeated incidents from level 2 – more than once • Not following school routine for arrival or departure – more than once • Deliberately tampering or touching another child's equipment or belongings • Deliberately tampering with hygiene materials such as soap or sanitiser • Deliberately tampering with bins or the contents of bins • Deliberately entering an area or zone that is out of bounds or which may compromise the health of children and staff in another group. • Deliberately attempting to socialise with a child from another group • Deliberately misusing the toilet areas and facilities 	<ul style="list-style-type: none"> • Child will have a fixed term exclusion and a risk assessment will be completed to ascertain when they can return.
4	<ul style="list-style-type: none"> • Deliberately coughing or spitting at somebody • Any action that would usually require the need for restraint and which would severely compromise staff ability to remain socially distanced. 	<ul style="list-style-type: none"> • Child will have a fixed term exclusion and a risk assessment must be completed to assess if the child can return to school.

Informal' or 'unofficial' exclusions, such as sending a pupil home 'to cool off', are unlawful, regardless of whether they occur with the agreement of parents or carers. Any exclusion of a pupil, even for short periods of time, must be formally recorded. Exclusion is the last resort and should only be considered once all other avenues have been exhausted. Where possible, part time timetables should be considered and discussions had with the Local Authority to alert them to the need.

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; eg. SATS, 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 needs or EHCP, 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.

The Head of Academy and Governing Board must have regard to the SEND Code of Practice and the Equality Act.

Further information:

- Covid 19 SEND advice and guidance Torbay:
<http://search3.openobjects.com/kb5/torbay/fsd/advice.page?id=HeNSvk0HQgY>
- Local Offer Torbay: <https://www.torbay.gov.uk/schools-and-learning/send/>
- COVID-19 SEND advice and guidance Devon:
<https://www.devon.gov.uk/coronavirus-advice-in-devon/document/send/>
- Local Offer Devon:
<https://www.devon.gov.uk/educationandfamilies/special-educational-needs-and-disability-sen-local-offer>

Appendix A - Pupil-friendly Code of Conduct

School has changed since you were last here and we have some new rules and responsibilities for you. You need to follow all of them to keep you safe. I know you may want to hug your friends but we can't do that at the moment.

I know that you can do these things:

- Wait outside the gate with your parent until it is time for you to come in.
- Line up with your group. Smile at each other and chat but no hugs or holding hands.
- Sit at your desk. Your teacher will show you which one is yours. You will stay at the same desk and have all of your equipment in your own tray. Put your lunchbox and water bottle under your desk with your coat.
- Wash your hands when your teacher says to.

Ask a member of staff if you need to use the toilet. You will go one at a time and wash your hands very carefully.

- If you sneeze, it is very important to use a tissue and throw this in the special bin. If you cough, you need to use your elbow.
- We will stay in our seats but go outside for break times and at lunchtime play. We will eat our lunch in the classroom.
- If you have a question, put your hand up and someone will help you. Stay in your seat.

