

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

At St Nicholas Priory School we aim to maintain a secure, caring and stimulating environment in which children are encouraged to have respect for themselves and each other. Whilst expectations in our Behaviour Policy remain pertinent, it is necessary, in light of the Covid-19 pandemic, to make some adjustments for the safety of all pupils and staff. It is to be used in conjunction with, and read alongside, the School Behaviour Policy.

### **Arrivals, Departures and Moving round the school.**

*(See diagram of 'School Entry and Exit Procedure' on the school website)*

Children will enter school through their designated entrance at the agreed time. Children will enter without their parent/carer and will go straight to their line.

At their given 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. Children will not mix between year groups. When the children leave their classroom to go outside for break, lunch or outdoor learning, they will do "wonderful walking" between spaces. Children will follow the one way system around the school.

Children will be expected to tell a member of staff if they are unwell and are exhibiting signs of Coronavirus.

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

### **Hand washing and Hygiene**

Children will be expected to follow all hand washing and hygiene routines while in school. Children will wash hands /use antibacterial gel before entering school, after returning from the outside, before and after eating and at regular intervals during the day. We will support all children so that they fully understand the importance of these procedures and become a part of their new routines.

We ask children to follow the catch it, bin it, kill it, mantra when in 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 (or at a stage of understanding) will be expected to socially distance from their peers and adults in school and on the playground/field at all times. When children enter their class, they will be expected to go straight to their table and nowhere else in the room. Teachers will ensure that pupils, where ever possible, adhere to social distancing measures.

### **Toilets**

Each year 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 must stay in their designated area at all times.

## **Rewards**

Class dojos will be used during Covid 19. Teachers and Teaching Assistants 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. Walking through school to show their work to the Head Teacher or other adult for acknowledgement and praise during this time will not be permitted, however, classroom celebration assemblies will be held each week for special awards.

## **Behaviour in school**

If a child's behaviour is deemed high risk, for example, refusing to adhere to safety measures, such as, hand washing, social distancing, remaining in their areas 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 pupil(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 pupil's parent/carer.
- If the health and safety of other pupils and staff members are put at risk by the pupils not adhering to procedures, then a short term provision will need to be implemented in consultation with parents that includes home based learning with a phased return to school.
- In the event that this arrangement is unsuccessful despite the best efforts of all individuals involved then exclusion procedures will be implemented as stated in the School Behaviour Policy 2020

## **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; 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.

### **Pupil's working from home.**

If interacting with other pupils or staff online, students should always be kind and respectful to each other and respectful and obedient to staff, remembering at all times that that staff are not 'friends' with, or peers to, pupils.

Students should never attempt to contact staff via social media or make comments about staff on social media platforms. Any inappropriate comments to staff online through Google Classroom, Purple Mash, Class Dojo or any other platform will be taken very seriously. This is also the case of for any online bullying towards other pupils or peer-on-peer abuse that is disclosed to the school.